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THE EFFECTS OF CLASSIFICATION SYSTEMS ON MANAGEMENT AND ACCESS IN SELECTED ELEMENTARY SCHOOL LIBRARIES

by
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August, 1986

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ABSTRACT

THE EFFECTS OF CLASSIFICATION SYSTEMS
ON MANAGEMENT AND ACCESS
IN SELECTED ELEMENTARY SCHOOL LIBRARIES

Ellen Lowe Miller
Old Dominion University, 1986
Director: Dr. Katherine T. Bucher

Without an adequate access and delivery system for "easy" books, young children are locked out of the vast literary resources of elementary school libraries. The research described in this dissertation was conducted for the purpose of investigating the extent to which a variation in classification systems corresponded to variations in management and access. Elm's Classification System and H. W. Wilson's "E" classification for "easy" books were the two systems involved in the study.

In the spring of 1985, a questionnaire was mailed to 38 librarians in the public school systems in four cities in the Tidewater Area of Virginia--Chesapeake, Norfolk, Portsmouth, and Virginia Beach (84 percent return rate); a survey was mailed to 72 interested librarians and other professionals in the field of library science in cities throughout the United States (78 percent return rate); and 71 kindergarten through second grade students were interviewed.

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The nonparametric procedures, chi square and Kendall's tau c, indicated a relationship and an association between the two variables under study; therefore, the following null hypotheses were rejected:

1. There is no relationship between efficiency of management and the use of a particular classification system in elementary school libraries

2. There is no relationship between ease of access and the use of a particular classification system in elementary school libraries.

The superiority of Elm's Classification System over the traditional "E" classification was evidenced by the following:

1. Seventy-two percent of the librarians using Elm's reported that the time required to assist students was either no problem at all or only a slight problem; whereas, 64 percent of the librarians using the other system reported this task to be a moderate to serious problem

2. A strong chi square indicated that the time required to take inventory and read shelves was a much greater problem to those librarians using the traditional "E" classification than to those using Elm's

3. Librarians and other professionals in the field of library science reported that Elm's encourages independence, simplifies the transition to the Dewey

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Decimal System, allows younger children to function as library assistants, provides ease in identifying weak areas of the collection, and enables librarians to devote more time to other library responsibilities.

In summary, Elm's Classification System is an access and delivery system which promotes efficiency of management and ease of access.

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DEDICATION

To all the children waiting to be given
access to the world of books.

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ACKNOWLEDGEMENTS

This study is the result of many years of encouragement and support from William R. Miller, who has been the major influence in my personal life, and Ann J. Washington, who has not faltered in her belief that Elm's Classification System should be made known to the library world.

Special appreciation is extended to Constance Brothers who has cajoled, encouraged, and in general offered guidance for the finished product of this research.

My appreciation is expressed to my dissertation committee for their assistance and patience: Katherine T. Bucher, Chairperson; James R. K. Heinen; and Robert H. MacDonald.

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CHAPTER I

INTRODUCTION

The Problem

> Creating in children a love for literature is a basic part of the educational process. . . . Without [which] few children will ever reap the rewards of a full and satisfying literary experience.[1]
>
> Robert Whitehead

Picture Books

Picture books, those "easy" books usually classified by the traditional "E" classification, are one of the most commonly untapped resources in elementary school libraries, primarily due to their being grouped by the author's surname rather than by subject/interest area or theme. Students and teachers looking for titles or books dealing with specific subjects must spend an inordinate amount of time searching throughout a collection for the books of their choice. Barbara Baskin, discussing books and gifted children, stated that "[P]icture books may comprise the most important of all literary genres."[2] This rich resource knows no bounds but can influence children in many areas of their development; Baskin stated:

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> Children's beginning books teach them about the world they are learning to inhabit. . . . Books, beginning with picture books, offer children an introduction to universes otherwise closed to them . . . more significantly . . . worlds of the imagination. . . . Picture books often provide the child's contact with concepts of number, size, color, spatial relationships, time, weather, and so on. . . . Finally, the illustrations in picture books are a major source of esthetic stimuli.[3]

Many elementary school librarians are committed to the value of the picture book as an instructional tool. Pam Barron, Library Media Specialist, St. Matthews, South Carolina, said:

> Those of us who work in elementary school libraries are not the only ones who are aware of the beauty and diversity of picture books, but we have learned that these books have their place throughout the primary school curriculum. Usage ranges from utilizing alphabet books to help teach literacy skills to using books like The Snowy Day to teach science concepts.[4]

The value placed upon the picture book by those who are familiar with its content added support to the claim that easy access to this rich resource must be provided for young children.

Management

Although librarians are responsible for familiarizing themselves with thousands of children's titles published each year, increasingly they are being called upon to relinquish the role of

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matchmaker--the right book for the right child at the right time--and are spending more and more time with office management and housekeeping tasks. Along with the role of office manager, the scope of the librarian's role as information manager has expanded.

John Naisbitt stated in Megatrends, "We now mass-produce information the way we used to mass-produce cars."[5] Reacting to this twentieth century phenomenon, Dr. Gene Carter, Superintendent, Norfolk Public Schools, Norfolk, Virginia, said early in 1984 in an interview with this researcher that given the current information explosion and across the board budget cuts, librarians have to look for more efficient and effective operating methods.[6]

Access

When management has been given a high priority a librarian's focus tends to shift from the traditional primary responsibility of librarianship--maximizing the library user's exposure to the world of resources found in the library and making these resources easily accessible. Management need not overshadow access. An innovative classification system can be the foundation upon which efficient management and ease of access is established. An often unrecognized problem existing today is how to arrange "easy" books so as to promote

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convenient book selection for young children and for teachers desiring curriculum related reading materials. Availability without accessibility is of minimum benefit to the user. In The Measurement and Evaluation of Library Services (1977), F. Wilfred Lancaster wrote, "The more accessible that materials are made within a particular library, the more likely that they will be used."[7]

Accessibility results primarily from an efficient access and delivery system which the American Library Association defined as folows:

> Access and delivery systems are the means by which students and teachers obtain materials, equipment, and other resources at the time of need or desire. Each system must have structure and definition, but creative organization and skill in making special adaptations are also basic to every operation. The best access and delivery systems require the least conscious conformity by the user.[8]

Traditional library schools emphasize conformity to the classification systems used for access and delivery which were developed in the nineteenth and early twentieth centuries by Dewey, Cutter, and Hanson and Martel. These systems, known as the Dewey Decimal, the Cutter, and the Library of Congress Classification Systems, make no specific provision for a picture book collection for young readers. Historically, there has been little or no interest in

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the needs of young children regarding ease of access. In most instances the formal access and delivery systems commonly used today are not sensitive to the needs of the young child.

Many librarians have recommended browsing as a means of locating books dealing with a particular subject. Although this is a more satisfactory solution than the traditional "E" classification, browsing requires a great deal of time, a relaxed atmosphere, and an unhurried patron. Thus, browsing is not the final solution for school libraries where students and teachers alike are working within a limited time frame and are more often than not seeking to satisfy a specific need.

Statement of the Problem

Today libraries have opened their doors to children and have spent vast sums of money--local, state, and federal--to provide adquate collections;[9] however, young children remain locked out of these resources, due in part to the lack of an access and delivery system tailored to meet their needs. Professionals in the field of library science must face this problem and be open to innovative solutions which when accepted and implemented result in more efficient management and greater ease of access for young children.

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Significance of the Problem

> Literature is the vehicle through which man shares with man his experiences, his ideas, his values, his hopes and dreams. Through a study of literature, the student has the opportunity to gain insight into the lives of other peoples and their cultures as well as [to] clarify personal values.[10]
>
> Literature for Youth

In an era when delinquency and crime are increasing in urban areas and when illiteracy is prevalent within the urban populations of the United States, it is imperative that American educators identify and address the underlying elements of these subversive threats to the American way of life. When discussing the problem of delinquency, William Kvaraceus stated:

> Delinquents more frequently are nonreaders, their basic abilities in reading fall far below their nondelinquent counterparts, and they generally come from homes devoid of reading materials. . . . Books are not their best friends; they are their worst enemies.[11]

This link between delinquency and lack of contact with books is alarming when the widespread problem of illiteracy is considered. Jonathan Kozol, a nationally known critic of the American educational system and author of Illiterate America, defined functional literacy as the ability to understand the political issues at hand and to arrive at a personally satisfying opinion which becomes the basis for casting

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a ballot. Using this definition, Kozol estimates that over 60,000,000 Americans are functionally illiterate.[12]

The problems of illiteracy pervade almost every segment of our society. The following statistics were reported in Reducing Functional Illiteracy: A National Guide to Facilities and Services, 1983-84 which was published by the Contact Literacy Center:

> About one-third of all adults cannot fill out a job application.
>
> Each year, 6.6 billion dollars is spent to keep 750,000 illiterates in jail.
>
> Eighty-five percent of all juveniles who go to court are functionally illiterate.
>
> More than one-third of adults have not completed high school.
>
> Those with less than six grades of education are four times more likely to end up on welfare than those with at least nine years of schooling.
>
> The U.S. Navy is having trouble finding enough eligible recruits to successfuly man the battleships; the young sailors cannot read the Navy manuals.
>
> The U.S. Army refers 27% of its enlistees to rememdial reading classes, because they cannot understand training manuals written at the 7th grade level.
>
> An estimated 13% of 17 year olds are functionally illiterate.
>
> An estimated two-thirds of U.S. colleges and universities find it necessary to provide remedial reading and writing courses for students.

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> Almost 50% of children and adolescents referred to psychiatric clinics have a reading disability as their primary problem.
>
> There are nearly 1 million school dropouts a year.
>
> Nearly 100% of school dropouts have severe reading problems.[13]

In a recent Ted Koppel interview with Kozol and Secretary of Education William Bennett, Bennett emphasized the importance of dealing with illiteracy at the earliest possible opportunity in an individual's educational experience.[14] Professionals in the fields of reading and library science have expressed concern regarding the rising rate of illiteracy for many years. Charlotte Huck, a well-known authority on children's literature stated:

> There is only one way to achieve [literacy] and that is through developing a love of good books. Children will never become fully literate persons unless they discover delight in books. The route, then, to full literacy is through literature.[15]

Those first years of exposure to books and reading--the primary school years--provide an unparalleled opportunity for educators to begin to create a learning environment in which this love of good books can grow and develop. The need to reach young children in those formative years appears obvious, yet many educators involved in decision-making continue to emphasize programs for students at the secondary

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level to the detriment of many children.

> While a country receives a good return on investment in education at all levels from nursery school and kindergarten through college, the research reveals that the returns are highest from the early years of schooling when children are first learning to read. The Commission on Excellence warned of the risk for America from shortcomings in secondary education. Yet the early years set the stage for later learning. Without the ability to read, excellence in high school and beyond is unattainable.[16]

In urban areas, many young children come to school with little or no knowledge of books and the pleasure they bring, and the management of and access to the literary resources in many elementary school libraries continue this lack of contact with books. Students are often allowed only one visit per week to select and check out one book, and access and delivery systems often hinder young children in developing book selection skills. Books can provide opportunities for young children to stretch their imaginations, to become acquainted with other cultures, to learn to recognize and appreciate the worthwhile values of our society, to become more capable problem solvers, and ultimately to become life-long readers.

Informal observations over the past twenty years indicate that often young urban children suffer from a sense of alienation and isolation. This may spring from an inability to cope with what appears to be a shifting

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influence base. For centuries the primary source of influence in a child's life was the home and family which might be identified as an informally structured organization. However, there appears to be a shift from the home and family to the more formal framework of society such as federal and state agencies and educational and religious organizations. Although the poor urban child's family may have relinquished its status as the primary source of influence, the child may not as yet have found the formal educational system to be a satisfactory substitute. Thus, the young child may be without the guidance and direction necessary for entry into successful educational experiences.

Educators must accept the challenge of and responsibility for involving these children in successful educational experiences which should include, at the earliest possible opportunity, an involvement with literature. The young child faced with the task of learning to read should have, among other opportunities, access to the literary resources of the elementary school library. This is often not the reality of the child's experience, due in part to management practices which severly limit this very necessary access.

Nowhere is the need for a satisfactory access and delivery system felt more acutely than in urban

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schools. Whereas, a rural primary school library might house a collection of 2,000 "easy" books[17] and a suburban elementary school might house 3,000 or 4,000 titles,[18] in urban areas a primary school could have a collection of 10,000 "easy" books.[19] Thus, by the sheer volume of available choices, the urban child is confronted with an even greater task than the rural or suburban child when seeking access to the literay resources of the elementary school library.

It is the responsibiliy of educators to provide this needed access. Pincipals should establish policies which include open library scheduling, teachers should be required to allow students to visit the library on a daily basis, and librarians should honor their obligation to provide a classification system which results in easy access for young children.

In summary, delinquency is highest among non-readers; contact with books at an early age appears to be a remedy; and changes in society mandate that elementary educators address this problem through the development of adequate management techniques which should include an appropriate access and delivery system. Access to good literature is an essential factor in the succssful educational experience, for literature can be the keystone to life-long learning. The impact of

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successful education experiences was succinctly described by economist Milton Friedman when he stated:

> A stable and democratic society is impossible without a minimum degree of literacy and knowledge on the part of most citizens and without widespread acceptance of some common set of values. Education can contribute to both. In consequence, the gain from the education of a child accrues not only to the child or his parents but also to other members of the society.[20]

Definition of Terms

The following definitions should serve to promote continuity and understanding.

Management: Management encompassed those library tasks involved in the traditional operation of an elementary school library--taking inventory and reading shelves.

Reading Shelves: Reading shelves was the process of visually checking to determine the accuracy with which books have been placed upon the shelves and implied making whatever corrections were necessary to return the books to proper order.

Efficiency: Efficiency referred to adequacy in performance or operation.

Access: Access was the means of approach or admission to the library collection.

Ease: Ease indicated a freedom from difficulty.

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Traditional "E" Classification: The traditional "E" classifiction used in many elementary school libraries was established by H. W. Wilson in 1935 and is used with

> 1) All picture books whether fiction or non-fiction which the younger child can use independently. 2) Fiction books with little text, widely spaced or scattered, with large print, and with vocabulary suitable for children with reading levels of grades 1-2. 3) Picture storybooks with a larger amount of text to be used primarily by or with children in preschool through grade 2.[21]

These picture books or storybooks designated "easy" are so identified by a label on the spine of each book on which is written an "E" and the first letter of the author's surname; books are shelved in alphabetical order by the author's surname.

Elm's Classification System: Developed in 1971 in the Darden School of Education at Old Dominion University, Norfolk, Virginia, Elm's Classification System was based upon the accepted fundamental library classification concept that a relationship does exist between subject and numeral. The basic design of Elm's follows Dewey's system and calls for identification of subject/interest area by color and numeral. Each subject/interest area was assigned a color and a ten's digit; the subsections were identified by a single whole number. The books are so classified by a colored label

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(appropriate to the subject/interest area of the book), and on the label there should be an "E" under which is written the appropriate numerical classification, under which is the first letter of the author's surname. This labeling provides complete information--"E" for the category "easy," colored label to identify the subject/interest area, numeral to identify specific topic, and first letter of the author's surname. See appendix A.

Research Questions

The questions addressed by this study were:

1. Was the efficiency of management in libraries using the traditional "E" classification equal to the efficiency of management in libraries using Elm's Classification System

2. Was the ease of access in libraries using the traditional "E" classification equal to the ease of access in libraries using Elm's Classification System.

Summary

A concern for young children to have access to elementary school library collections was the motivation for this study which investigated the extent to which a variation in classification systems corresponded with variations in the efficiency of management and the ease

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of access. It was determined that an investigation would be conducted as to the efficiency of access and delivery systems used for books which had been identified as "easy" books in elementary school libraries in four cities in the Tidewater Area of Virginia--Chesapeake, Norfolk, Portsmouth, and Virginia Beach. The two systems involved in the study were H. W. Wilson's traditional "E" classification and Elm's Classification System.

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[5]John Naisbitt, Megatrends: Ten New Directions Transforming Our Lives (New York: Warner Books, Inc., 1984), p. 7.

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[11]William Kvaraceus, "Can Reading Affect Delinquency?" in The Special Child in the Library, eds. Barbara Holland Baskin and Karen H. Harris (Chicago: American Library Association, 1976), p. 51.

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[16]Richard C. Anderson et al., Becoming a Nation of Readers: The Report of the Commission on Reading (Washington, D.C.: The National Institute of Education, 1985), p. 1.

[17]Telephone interview with Judy Hudgins, Librarian, Lee Jackson Elementary School, Mathews County, Virginia, July 1986.

[18]Telephone intrview with Nancy Latta, Librarian, Great Bridge Elementary School, Chesapeake, Virginia, July 1986.

[19]Telephone interview with Lynn Bateman, Secretary, Library Services Department, Portsmouth Public Schools, Portsmouth, Virginia, July 1986.

[20]Milton Friedman, Capitalism and Freedom (Chicago: Univ. of Chicago Press, 1962), p. 85.

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CHAPTER II

REVIEW OF THE LITERATURE

The study of management and access in elementary school libraries required some understanding of libraries, their methods or operation, and their services.

Classification Systems

In 1876 Melvil Dewey published A Classification and Subject Index for Cataloging and Arranging the Books and Pamphlets of a Library.[1] This extensive work provided a classification and categorzing system for dividing "all knowledge as represented by books and other materials which are acquired by libraries."[2]

> This classification scheme, which . . . has been published in eighteen revisions, relates subjects and numbers in a most ingenious manner. Knowledge is divided into 10 groups, and each of the 10 is assigned 100 numbers. . . . [T]he principal subseries are denoted by 10's. . . . Further subdivisions are indicated by the use of single whole numbers.[3]

A great deal of discussion, both oral and written, followed the publication of this index. In time other classification systems were introduced.

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One such system was introduced by Charles Cutter who emphasized convenience. Cutter stated:

> The practice of division by distinct subjects is advocated on the ground that it is convenient, which it certainly is up to a certain point. If beyond that point it ceases to be convenient, or entails great inconvenience, the reason for it ceases to operate, and we do not advocate it.[4]

Cutter's ideas were incorporated later by J. C. M. Hanson and Charles Martel into the Library of Congress (LC) Classification System which was developed during the reorganization of the National Library. Printed LC cards were made available to other libraries in 1902, thus extending the use of the classification system to other libraries. Although Dewey's system and the Library of Congress Classification System were widely accepted throughout the United States, the specific needs of young children were not considered when these systems were developed.

Traditional "E" Classification

The designation or classification "E" was established in 1935 by H. W. Wilson, a giant in the field of library publications. "E" which indicates an "easy" book (sometimes called a "picture book" or "picture storybook") was defined in Wilson's Children's Catalog as follows:

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> 1) All picture books whether fiction or non-fiction which the young child can use independently. 2) Fiction books with little text, widely spaced or scattered, with large print, and with vocabulary suitable for children with reading levels of grades 1-2. 3) Picture storybooks with a larger amount of text to be used primarily by or with children in preschool through grade 2.[5]

This "E" designation was used in most elementary school libraries and children's sections of public libraries when this research was conducted in 1985. A further subseries classification of the "E" was accomplished by identifying the author through the use of the first letter of the author's surname placed directly under the classification "E" on the spine of the book. This system makes no provision for access through subject or interest area. All "easy" books are grouped together in one section of the library and are organized alphabetically by the author's surname. For example, sports stories written by different authors are shelved in different places; whereas, all stories by one author, regardless of topic, are shelved together. Thus, a young child must search throughout the collection for books on a particular subject or theme.

> The author arrangement of easy books produces in a child a dependence on his teachers and/or librarian in fulfilling his subject requests. The larger implication, of course, is the reinforcement of the dependence syndrome with

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which many children either enter school or attain after a period of time in school.[6]

Other Classification Systems

A few classification systems which purported to address the needs of children have been proposed. For example, the Seattle World's Fair Library of the Future (1962) displayed 2,000 books classified for emotional reaction--books are fun, books make me feel at home. These various groups were identified by colored dots on the spines of the books.[7] In the East Orange Public Libraries, the system entitled ABC Classification was used. Call numbers were a letter and one or more digits; decimals were avoided.[8] The Library of Congress announced in 1965 that it had begun to classify juvenile titles and to provide printed cards,[9] but this classification system did not include categories of books such as picture books. Once again, no subject/interest area or theme approach for "easy" books or picture books was provided.

The 1965 announcement by the Library of Congress was met with mixed feelings. Some criticized the new cataloging as being too extensive and deviating from established practices such as standard subject headings.[10] Others disagreed, arguing that a system "observing simplicity, consistency, and completeness,"

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regardless of deviation, was needed.[11] Over time others supported the needs of the patron. Dorothy Broderick postulated:

> . . . [L]ibraries have become entangled with a system approach that focuses on "research" needs. Unhappily, the term does not include a [child's] right to follow his own private interest in a subject.[12]

At the Yonkers Public Library, Yonkers, New York, the need for books to be categorized by subject/interest area was recognized by the children's librarians, who had received numerous requests "from parents, teachers, and library school students for books dealing with particular subjects, ideas, or themes on a preschool or early primary school level.[13] This indication of a widespread problem led the Yonkers' librarians to prepare and publish in 1979 A Guide to Subjects & Concepts in Picture Book Format.[14] This guide dealt exclusively with the Yonkers' collection and, therefore, was not completely adequate for use in other libraries. In 1982 Carolyn Lima published a more comprehensive work, A to Zoo: Subject Access to Children's Books, which is designed as a tool "to put oneself in touch with the great number of possibilities for enjoyment in the picture book field of today."[15]

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Both of these publications addressed the need for access to an "easy" book collection by subject or theme; however, neither of them is a classification system which provides for the labeling and shelving of picture books. Without this extension of subject/interest area/theme classification, the young patron remains locked out of the collection.

As professionals, librarians must face their responsibility to young patrons which was expressed succinctly by Mary Robinson Sive when she said:

> Students as well as teachers are entitled to find the materials they need and the books they want to read with a minimum of reasonable effort and in one place. To ask them to search in many different places, with no assurance of success, is to promote frustration, not learning.[16]

An adequate access and delivery system can be the vehicle through which young children develop book selection skills; expand their knowledge of literature and, therefore, the world around them; enjoy the delights and pleasures of reading; and ultimately establish a habit of life-long learning. Books can become their friends.

It was a strong belief in a child's right to access that prompted the development of Elm's Classification System.

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Elm's Classification System

Elm's Classification System, published in 1971, was designed to provide convenient access to "easy" books. Serving as an access and delivery system rather than a guide to a particular collection, Elm's should never be out-of-date and should work equally well with any "easy" book or picture book collection. The basic scheme of Elm's follows Dewey's system and provides for access by subject/interest area or theme. Each subject/interest area was assigned a color and a ten's digit numeral; the subsections were identified by single digits. For example, the subject/interest area "Animals" was assigned the color/numeral "Orange 40"; the subsection "Pets" was "Orange 46." "Fantasy, Folktales, & Fun" was assigned "Brown 80"; "Fairy Tales" were "Brown 84."[17] Elm's was based upon the accepted fundamental library classification concept that a relationship does exist between subject and numeral.

The need for a more convenient access to "easy" books was the impetus for the development of Elm's Classification System which was designed to assist librarians in providing efficient management of and ease of access to "easy" books. It was intended that this system simplify the task of taking inventory, decrease the time needed to read shelves, and promote

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ease of shelving "easy" books. Many librarians asserted that Elm's also enabled them to quickly identify weak areas of their picture book collection. However, the primary purpose of Elm's Classification System is to provide ease of access for the young child to "easy" book collections by means of subject/ interest areas without the need to consult the card catalog.

In 1973 Diane Williams conducted a study to determine the effectiveness of interest grouping for "easy" books; she concluded:

> . . . [I]n terms of meeting the needs and interests of the primary grade children, . . . the subject arrangement of easy books is superior to the author arrangement.[18]

Library Services for Children

The emphasis upon libraries and library services in the 1800s called attention to the lack of services for children. Apprentices' libraries and a few juvenile and youth social libraries were the only libraries open to children until the middle of the century when a number of private libraries were established. Sunday School libraries also appeared at this time and served a large number of children.

With the recognition that the education of the masses was imperative to successful democracy came the

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instigation of the school-district library, supported by taxes and used by adults as well as children. The following comments from Henry Bernard indicated his idea of the importance of this type of library service:

> The school-house is the appropriate depository of the district library, and a library of well selected books open to the teacher, children, and adults generally of the district, for reference and reading, gives completeness to the permanent means of school and self-education. . . .
>
> Without such books the instruction of the school-room does not become practically useful, and the art of printing is not made available to the poor as well as to the rich.[19]

Following the Civil War, the Industrial Age of America was born. Immigrants flooded the continent; this cheap labor resulted in unprecedented growth of the monetary interests of business men such as Andrew Carnegie, who gave millions of dollars to the public library cause. As a result of this windfall, American authors took up their pens, and many literary works were published to fill the new libraries. Harriet Long described this development:

> In literature, despite the vulgarity of the age, the books being written had a larger and more varied audience. Education was widespread and not only through the public school systems; colleges were being opened to women. There was too, a great leisure among those in the middle class as living conditions became more comfortable.
>
> In no field of writing was there greater progress than in fiction for children. The belief that instruction in morals and

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> knowledge should be the sole purpose in books for the young . . . began to yield, and a real literature for entertainment and enrichment, and with imaginative appeal, came to the surface.[20]

As more and more children's books became available, there were those who recognized the inaccessibility of this resource. William Fletcher, a practicing librarian, was one of the first to speak to this lack of library services for young children; he said:

> The lack of appreciation of youthful demands for culture is one of the saddest chapters in the history of the world's comprehending not the light which comes into it. . . . Librarians will fail in an important part of their mission if they shut out from their treasures minds craving the best . . . because, forsooth, the child is too young to read good books.[21]

Public libraries began to cooperate with school libraries, although children under twelve or fourteen continued to be refused admittance to many public libraries. In libraries where children were allowed, the atmosphere was not always conductive to a sense of well-being and acceptance. Mary Root told of one child's reaction.

> I found myself in a strange country where few books were visible. Instead, there were innumerable little drawers with cards which I could push back and forth on rods in a delightful, diverting way, until an intriguing name popped up. . . . Standing on tip-toe, I would grasp a pencil on a huge chain and write the numbers on a slip to be handed to a lady with

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> a green shade over her eyes. Little quivers of excitement and fear always ran down my spine, as sitting on a too-tall chair, I awaited the prize drawn. The "fear" was due to the moment my name would be called aloud to the listening world--plus that "green shade" which must again be approached.[22]

Settlement houses of the day offered reading rooms for adults and children. It was impossible to measure the value of these rooms to the people who inhabited the teeming tenements. The librarian in the University Settlement saw the importance of the world of literature to children.

> These children depend almost wholly upon what they receive from books for moral and mental stimulus. . . . From their teachers in the public school . . . and from their books they must often get all they are to know of the good and beauty of life.[23]

Needy children have been the object of much social work as well as legislative action, but nonetheless they remain locked out of one of the most precious treasures of childhood--the books which line the shelves of elementary school libraries across the country. Elm's Classification System was developed for the purpose of providing the key which can unlock these treasures--ease of access.

Recent Research

The emphasis of recent library literature relative to children's services appeared to center

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upon standardized cataloging. John Perkins described an experiment in an Ingelwood, California, public library where, after converting the adult collection to the Library of Congress Classification System, they developed an adapted LC system for children's materials. This system, which used a two letter scheme followed by one or two numerals, has been in use since 1973. Perkins felt that this system prepared children for the transition to the adult collection classification system.[24] Although this system made provision for juvenile titles, it did not address the need for making the picture book collection easily accessible to young children.

In 1976 Lois Doman Rose and Winifred Duncan described the LC standard classification for children's books adopted in 1969, explaining why this system should be widely accepted. Their discussion focused upon administrative concerns such as time, cost, and efficiency.[25] Lois Mai Chan in her article on ISBD (International Standard Bibliographic Description) emphasized the convenience of standardized cataloging processes.[26] There seemed to be a general acceptance of the need for standardized cataloging; however, standardization which does not meet the needs of all patron groups cannot be considered adequate.

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Although standardized cataloging was the primary interest of many library professionals, other related concerns which the literature addressed were the standardization of subject headings, the updating of the Dewey Decimal Classification System, and the possibility of retrieval systems which analyzed materials with respect to instructional uses. In the introduction to the "Research and Development" section of School Library Media Annual 1983, Vol. 1, the author summarized the limited scope of current library research:

> Problems investigated by researchers centered largely on current issues rather than on attempting to establish a theoretical foundation for various parts of the field. Some of the topics most frequently examined were the status and role of the program, evaluation of the content of different types of materials, assessment of the library skills program, determination of various groups' perceptions of the media program, and professional and preservice educational curriculum for school library media professionals.[27]

Although the recent research did not reflect a concern for the importance of library resources for young patrons, there was recognition of this need in other forums. G. A. Chikwelu in "U. P. E. and School Libraries" reported a speech delivered at a meeting of the Onitsha Zonal Association in Nigeria in November 1978, in which one aspect of the role of the school library was presented.

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> The school library is a vital integral part of UPE [Universal Primary Education], nourishing the living organism of education within children. Pupils increase the boundaries of their knowledge and creativity by using the library and teachers are becoming more dependent on the library's resources . . .[28]

Adele M. Fasick's report from the Workshop on Children's Literature, Taiwan Normal University, Republic of China, April 1983, emphasized the importance of information in a child's life and the importance of changes for children's librarians as they tried to maintain values of the past while moving into the world of technology.[29]

Johanna Hurwitz, well known children's librarian and author of children's books, spoke directly to the problems which faced librarians in the early '80s and called attention to that untapped resource known as the picture book when she said:

> In a period when school budgets are being cut throughout the country, it is important to use every resource available to us as educators. The easy books on library shelves, which are the products of some of the best authors and artists, are too often neglected.[30]

By 1983 Shirley Aaron, University of Florida, had reviewed a body of research conducted over the previous nine years relative to school libraries and found that the lack of substantive and qualitative research had hindered the effective utilization of research in school librarianship. Aaron strongly

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recommended that the following research question be answered: "How can materials be best organized to meet students' and teachers' education needs?"[31]

In contrast to research reported in national publications, a 1971 unpublished study (which was unknown to Dr. Aaron) based on experimental research was conducted at East Ocean View Elementary School, Norfolk, Virginia. This study evaluated the effects of classification systems on the circulation of picture books and concluded that "books classified by Elm's [Classification System] . . . were circulated significantly more often than [books] classified by 'E' or Easy."[32] The test of significance was valued at 7.72 at the .01 level; the study indicated an F ratio equal to 28.34.[33] This study, however, was not considered definitive in that it examined only one library collection and the selections of students in one school.

An article in School Media Quarterly, Spring 1979,[34] presented Elm's Classification System as a solution to the access problem. Inquiries and responses to this article indicated a high level of interest in this system whose development was based upon the premise that children must have access to books and that literature for children is a rich and widely untapped resource which can become for young

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children the first step in the path which leads to literacy. However, no hard data existed regarding the use of Elm's or the comparison of this system to the traditional "E" classification.

A librarian with Mobil Oil Company in New Jersey aided in the computer-assisted searches in the areas of library services for children and cataloging. Searches of databases in the Dialog Information utility confirmed a lack of research relative to the problem of access for young patrons.

The research study conducted in 1985 and reported herein, could provide answers to Aaron's question relative to classification systems which meet users' needs. This study was designed to determine the effects of classification systems on the efficiency of management and the ease of access to picture books in selected elementary school libraries. The results of this study could affect library policy at the school, district, and/or state levels. If Elm's Classification System were to be accepted as a viable alternative to the traditional "E" classification, official recognition could be forthcoming from the American Library Association (ALA) and the American Association of School Librarians (AASL). Recognition by ALA could result in the acceptance of Elm's by

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commercial cataloging services and bibliographic utilities. Thus, providing knowledge of and access to Elm's Classification System to all professional librarians could ultimately unlock the literary treasures in elementary school libraries to young children.

In summary, the primary purpose of this study was to evaluate Elm's Classification System as compared to the traditional "E" classification in terms of management and access. A secondary purpose was to call attention to the need for an access and delivery system designed to address the needs of young children as they enter the mainstream of the educational process.

While Chapter II has developed a theoretical framework for the justification of this study, Chapter III describes the hypotheses, methodology, instrumentation, and the statistical procedures used for analysis.

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CHAPTER III

METHODOLOGY

This study was both descriptive and statistical. It was descriptive in that it gathered data relative to librarians' perceptions of their duties in terms of the degree to which particular tasks are problematic and asked for an estimation of the amount of time required to assist patrons. It was statistical in that it analyzed data and made suggestions regarding the relationship between the use of a particular classification system and the efficiency of management and ease of access.

The research questions addressed by this study were:

1. Was the efficiency of management in libraries using the traditional "E" classification equal to the efficiency of management in libraries using Elm's Classification System

2. Was the ease of access in libraries using the traditional "E" classification equal to the ease of access in libraries using Elm's Classification System.

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Delimitations

The information necessary to answer the research questions was collected by means of a questionnaire (appendix B) which was mailed to 38 elementary school librarians located in four cities in the Tidewater Area of Virginia--Chesapeake, Norfolk, Portsmouth, and Virginia Beach. Analogous information was gathered by a survey (appendix C) which was sent to 72 librarians and other professionals in the field of library science in cities throughout the United States. Interviews were conducted with 71 kindergarten through second grade students in two Tidewater Area schools; one school used the traditional "E" classification and the other used Elm's Classification System.

The study was conducted over a period of four months during the late spring and early summer of 1985. Although this was an extremely busy time of year for school librarians, the return rate of the Management and Access Questionnaire was above 80 percent.

Basic Assumptions

The following basic assumptions were made regarding the study:

1. The length of time a librarian spent with a patron reflected upon the adequacy of the classification system

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2. The degree of success patrons experienced when searching for specific titles or books on specific subjects was to be considered when determining the level of access by a particular classification system

3. The 'efficiency of a classification system could be measured by the degree to which the time required to take inventory and read shelves was a problem

4. All librarians paricipating in this study were able to understand the vocabulary of the questionnaire

5. Although comments from librarians and other professionals in the field of library science regarding a particular classification system would not be considered hard data, they would be of value when assessing the acceptance of certain systems

6. Although comments from students could not be subjected to statistical procedures with any degree of credibility, they would be reported and would be of interest.

Setting of the Study

The study was conducted under the auspice of the Ph.D. in Urban Sevices Program at Old Dominion University, Norfolk, Virginia. The 1985 University

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Catalog describes the university as an urban, regional, state-supported university in eastern Virginia, serving both undergraduate and graduate students.[1] The Old Dominion University Library is one of the first fully automated libraries in the Commonwealth of Virginia and was used for researching relevant literature.

The public school systems in the four cities in the Tidewater Area of Virginia--Chesapeake, Norfolk, Portsmouth, and Virginia Beach--which participated in in the study are described below.

Chesapeake, Virginia

For the past several years, prior to 1985, the Chesapeake Public Schools have followed a building block concept for the development of educational goals and objectives. The idea was that each year's goals would be based upon the preceding year's achievements. The goals for the 1981-82 school year which provided the baseline for future goal development were as follows: (1) an emphasis on basic skills, (2) provision of modern facilities and equipment, (3) provision of up-to-date textbooks and materials, and (4) provision of competitive salaries. Chesapeake Public Schools served approximately 13,000 students and employed approximately 1600 certified professionals during the

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school year 1984-85.[2]

Norfolk, Virginia

A Norfolk City Schools publication described the school system as it was in 1985 as follows:

> Norfolk Public Schools is an urban school system. The enrollment has increased slightly in recent years and is expected to continue to do so in the near future. There are forty elementary schools, eight middle schools and five senior high schools. In addition, there is a vocational-technical school for high school students, a vocational training center for adults, two schools for the handicapped, and three alternative education schools. Various skill and specialized learning centers, plus an extensive adult vocational program, round out the offerings. Most students are in school 180 days, at least six hours a day. The average pupil-teacher ratio is 18.9% in the secondary schools and 20.5% in the elementary schools. Per pupil costs compare favorably on a national as well as statewide basis.[3]

Portsmouth, Virginia

Portsmouth, Virginia, located across the Elizabeth River from Norfolk, Virginia, is also an urban area whose school system provided an educational experience in 1984 for approximately 18,000 students--9,946 elementary, 7,946 secondary, and 861 special education. These students were housed in 19 schools--16 elementary, 9 secondary, and 4 special--and were taught by 449 elementary, 451 secondary, and 99 special certified teachers.[4]

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Virginia Beach, Virginia

In Virginia Beach, Virginia, in 1985 there were 43 schools which housed 29,507 kindergarten through sixth grade students taught by 1,562 teachers; 9 seventh through ninth grade schools enrolled 14,708 students taught by 703 teachers; and 7 tenth through twelfth grade schools which enrolled 11,902 students taught by 724 teachers. Virginia Beach Public Schools also provided special centers for career development, talented and gifted programs, and vocational-technical education.[5]

Description of the Sample

The sample under study was composed of randomly selected public school librarians who used the traditional "E" classification and all librarians using Elm's Classification System. All librarians worked in four cities in the Tidewater Area of Virginia--Chesapeake, Norfolk, Portsmouth, and Virginia Beach. The 19 librarians using Elm's Classification System were identified by the library supervisor in each of the four cities' public schools system. In Chesapeake there were 2; in Norfolk, 1; in Portsmouth, 5; and in Virginia Beach, 11. An equal number of librarians using Wilson's traditional "E" classification in each of

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the four systems was randomly selected using a table of random numbers.[6] A total of 38 librarians participated in the study.

One school was randomly selected from each of the two groups to participate in the student interview process. The principal or assistant principal in each school selected 5 percent of the appropriate school population, a total of 71 kindergarten through second grade students, to be interviewed by this researcher using the Guidelines for StudentInterviews (appendix D).

Seventy-two librarians and other professionals in the field of library science, who at some time had expressed an interest in Elm's Classification System, constituted a source for further reactions to and opinions of Elm's as a management plan and an access and delivery system. These professionals had either written expressing an interest in the system or had puchased Elm's Colors It Easy,[7] a handbook written by two Virginia Beach school librarians, the purpose of which is to assist in the implementation of Elm's.

Methods and Procedures

In an effort to minimize the effects of uncontrollable variables such as a librarian's personal philosophy of library services or personal attitudes

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toward students, it was determined that this study would address the measurement of management and access in terms of a librarian's time spent in the performance of housekeeping tasks and time spent assisting patrons. This study did not address the issue of circulation, although it might appear that the circulation count would have been a legitimate data source. The unreliability of circulation records due to padding and "guesstimating" made this source of data unacceptable. Also, because circulation is greatly influenced by the personality and philosophy of the librarian, the library schedule, the size of the school, and the appropriateness of the collection, it was determined that the measurement of management and access was the most valid and reliable measure available for use in this study.

The objective of the study was to investigate the extent to which a variation in classification systems corresponded with variations in efficiency of management and ease of access. Through the use of a questionnaire (appendix B), data related to the efficiency of management and ease of access in school libraries using both the traditional "E" classification and Elm's Classification System were collected. The questionnaire was based upon standard

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evaluation instruments prepared by the Public Library Association and the American Library Association[8] and was patterned after the recommendations of Don Dillman in Mail and Telephone Surveys: The Total Design Method.[9]

It was determined that the topic under consideration affected students in grades kindergarten through second; therefore, 5 percent of these students in one school in each of the two groups was interviewed by this researcher. To broaden the information base, analogous information was gathered from librarians throughout the United States as well as others in the field of library science who had previously expressed an interest in Elm's Classification System.

Method of Investigation

The following steps were taken to complete this study:

1. The problems of efficiency of management and ease of access were identified

2. The review of the literature was begun

3. Descriptive research was identified as the proper structure for the investigation and was described by Stephen Isaac and William Michael as follows:

> Descriptive research is used in the literal sense of describing situations or events. It is the accumulation of a data base that is

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> solely descriptive. . . . Research authorities . . . often broaden the term to include all forms of research except historical and experimental. In this broader context, the term survey studies is often used . . . [the purpose of which is] to collect detailed factual information that describes existing phenomena, to identify problems or justify current conditions and practices, to make comparisons and evaluations.[10]

4. The groups to be studied were identified as librarians in four cities in the Tidewater Area of Virginia--Chesapeake, Norfolk, Portsmouth, and Virginia Beach--using Elm's Classification System and an equal number of librarians in these cities using the traditional "E" classification

5. An instrument to measure the efficiency of management and ease of access was developed

6. The instrument was submitted to a panel of experts for review. The justification for this was that

> Sackman indicated that "Social science has abandoned the use of experts as a part of scientific methodology, because they are frequently wrong." Sackman was mistaken. Social science had, in fact, moved since 1975 in the direction of identifying experts for pragmatic uses. Two examples suffice: William Ouchi's Theory z, which convinced the American automotive industry that they should perceive assembly line workers as experts who would improve the industry by the process of stating their concepts in groups called quality circles, and Arthur Wirth's Productive Work in Industry and Schools: Becoming Persons Again in which he pointed out that for work to remain democratic, the workers perceptions of the value of their work must be considered--as experts, if you will.[11]

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7. The 19 school libraries using Elm's Classification System were identified by the library supervisor in each of the four systems

8. An equal number of school libraries using the traditional "E" classification was randomly selected using a table of random numbers[12]

9. One school from each of the two groups was randomly selected for participation in the interview process

10. Guidelines for conducting the interviews were developed (appendix D)

11. An instrument to solicit reactions to and opinions of Elm's from interested professionals was developed (appendix C)

12. A list of all librarians and other professionals in the field of library science who had expressed an interest in Elm's was prepared

13. The instruments were submitted to the Human Subjects Committee of Old Dominion University for review to assure that no individual's rights were being violated

14. The Research and Testing Department of each of the four school systems was contacted for permission to conduct the research (appendix E)

15. The revised Management and Access Questionnaire was submitted to three professors at Old Dominion

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University for final approval

16. The final draft of the Management and Access Questionnaire was printed and mailed to all librarians in the sample population. A personalized introductory letter and self-addressed, stamped envelope accompanied the questionnaire. Each questionnaire was coded in such a way as to provide the information necessary for conducting a follow up

17. The survey instrument was printed and mailed along with a personalized letter and a stamped, self-addressed envelope to those identified as interested professionals

18. The principal of each of the two schools in which the interviews were to take place was contacted to arrange for a time for the researcher to conduct the interviews

19. The 71 students were interviewed by this researcher using the instrument developed for that purpose. See appendix D

20. The Management and Access Questionnaires which had been returned were checked against the mailing list and a telephone call was made to librarians who had not returned the questionnaires

21. The information gather by the Management and Access Questionnaire was statistically analyzed using

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appropriate statistical procedures

22. The information gathered by the student interviews was recorded and analyzed

23. The reactions and opinions received from interested librarians and other professionals in the field of library science were recorded and analyzed.

Instrumentation

Management and Access Questionnaire

As a result of an investigation of evaluation instruments, it was determined that the concept of time was an adequate indicator of efficient management; therefore, time became an integral element in determining the validity of Elm's Classificiation System as an effective alternative for librarians who were interested in achieving a greater degree of efficiency in management and in providing easier access to the collection.

The Management and Access Questionnaire mailed to the 38 librarians addressed the issues of management and access for the purpose of establishing the acceptability of Elm's Classification System as a viable organizational instrument for elementary school libraries. Using the evaluation instruments prepared by the Public Library Association and the American Library Association[13] as examples, categories of types of questions were identified. Each question or area of

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investigation was further developed based upon the recommendations of Don Dillman in Mail and Telephone Surveys: The Total Design Method. The final format for each quesion was patterned after Dillman's examples.[14]

A thirty-item closed-ended questionnaire was developed and submitted to a panel of experts for review. The panel was composed of one public school library supervisor, one media specialist, two elementary school librarians, and one former school librarian. In selecting the panel the following criteria were used:

1. The individual must have been an elementary public school librarian or involved with elementary public school libraries in a supervisory capacity

2. The individual must have had professional public school experience in the Tidewater Area cities of Chesapeake, Norfolk, Portsmouth, or Virginia Beach

3. The individual must not have been eligible to participate in the study.

The questionnaire was revised as suggested by the panel, and a preliminary draft was presented to three professors representing the fields of library science, educational research, and educational leadership in the Darden School of Education at Old Dominion University.

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The final draft of the Management and Access Questionnaire consisted of 30 closed-ended questions grouped in ten categories described as follows:

Section One asked the librarian to indicate to what extent the time required to complete the following tasks was a problem: assist students, assist teachers, take inventory, and read shelves

Section Two asked the librarian to indicate in minutes the average amount of time spent assisting each student and each teacher

Section Three asked the librarian to evaluate the degree of success enjoyed by students and teachers when independently locating particular "easy" or picture books

Section Four required a rank ordering of "reasons" why students and teachers were unsuccessful in locating the books of their choice

Section Five required an evaluation of the librarian's services and the library program

Sections Six and Seven dealt with the concept of independence

Section Eight asked for knowledge of Elm's Classification System

Section Nine asked if Elm's had been implemented

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Section Ten dealt with the demographics of the school and the librarian.

Descriptors used as answer choices for each question were based on suggestions found in Dillman's work.[15] See appendix B.

Student Interviews

The Guidelines for Student Interviews (appendix D) consisted of five questions designed to elicit responses from the students regarding their library experiences and their attitudes toward additional library opportunities.

Opinions from Library Professionals

A survey instrument which consisted of six questions was used to gather information from librarians and other professionals in the field of library science. Five of the questions were designed to elicit reactions to and opinions of Elm's Classification System, the sixth asked for a description of the library in which the professional worked. See appendix C.

Data Collection

A letter requesting permission to conduct research and a copy of the research proposal were submitted to the Research and Testing Department of the public school systems of the four cities in the

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Tidewater Area of Virginia--Chesapeake, Norfolk, Portsmouth, and Virginia Beach. The responses from three of the systems can be found in appendix E; Chesapeake was the only system to respond by telephone.

The questionnaire dealing with management and access (the Management and Access Questionnaire) was mailed along with a personalized cover letter and a self-addressed, stamped envelope to the 38 Tidewater Area librarians who had been identified for participation in the study. Within three weeks, 76 percent of the questionnaires had been returned. The telephone follow up resulted in an additional 8 percent return. Although additional questionnaires were returned after the statistical procedures were completed, the data reported reflect only the 84 percent received prior to July 18, 1985.

The 71 students were interviewed in their home schools by this researcher using the Guidelines for Student Interviews (appendix D). After a brief "get acquainted" session, the questions were asked exactly as they appear in the guidelines. Responses were recorded as were any additional comments made by the students. The students were representative of the school population in terms of race and sex.

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The surveys requesting reactions to and opinions of Elm's Classification System were mailed to the 72 librarians and other professionals in the field of library science who had previously expressed an interest in Elm's. A personalized cover letter and a stamped, self-addressed envelope were included. Within four weeks, 78 percent of the surveys were returned. There was no follow up to this mailing.

Statistical Procedures

The data collected by means of the Management and Access Questionnaire (appendix B) were categorized in either the ordinal or nominal levels of measurement and descriptive statistical procedures--those nonparametric methods which consist of classifying and summarizing numerical data--were used for analysis. The ordinal level of measurement was achieved when it was possible to rank order all categories of answers according to selected criteria; the nominal level of measurement was used when no value was assigned to the data.

The most commonly used nonparametric analysis, chi square, was selected for this study with further statistical analysis accomplished by using Kendall's tau c.

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> These [nonparametric] analyses do not require interval scale measurement. . . . Also, for most nonparametric analyses, assumptions about the size of the population distribution are not required. For that reason they are often used when small sample sizes are involved.[16]

Wiersma described the nonparametric chi square as follows:

> Unlike the t-distribution, the X^2 (chi square) distribution is not symmetrical. Theoretically it extends from zero to plus infinity. The basic reasoning of using an underlying distribution is the same for the X^2 distribution as other distributions, such as the normal and t-distributions. However, because of the nonsymmetrical nature of the X^2 distribution, the rejection region when testing hypotheses is usually contained entirely in the right-hand tail of the distribution.
>
> Numerous hypotheses can be tested by computing a statistic called the X^2 value. This statistic involves the comparison of observed and expected frequencies, anticipated on the basis of a null hypothesis, within categories. The X^2 value is then distributed as the X^2 distribution with the appropriate degrees of freedom. If a computed X^2 value exceeds the table value (critical value) for a designated significance level, the statistical test is significant and the null hypothesis being tested is rejected.[17]

The second edition of the Statistical Package for the Social Sciences described Kendall's tau c as follows:

> Tau b and the other measures of association between two ordinal-level variables (tau c . . .) are built upon a common basis. They all use the information about the ordering of categories of variables by considering every possible pair of cases in the table. Each pair is checked to see if their relative ordering

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> on the first variable is the same (concordant) as their relative ordering on the second variable or if the ordering is reversed (discordant).[18]

The independent variable used in this study was classification systems, the levels of which were Elm's Classification System and the traditional "E" classification; the dependent variables were efficiency of management and ease of access to the collection, the levels of which were varied relative to the particular area under consideration.

The significance level of .05 was determined to be an acceptable level for rejection of the null hypotheses after considering the following:

> The decision between risks--Whether to run the risk of a Type I or Type II error, since the probability of one increases as the other descreases, is a question of utility. Which is preferable in a given situation: (1) a Type I fine screen designed to eliminate chance differences at the expense of throwing away some genuine differences in the process? or (2) a Type II coarse screen that lets through some of the unwanted chance differences to insure that most of the genuine differences are kept? When the consequences of mistaking a chance difference for a genuine difference are too costly and the risk of such an error must be minimized, a conservative level of significance is set, avoiding the Type I error. When, on the other hand, there is a search for all promising leads and no genuine prospect can be overlooked, a liberal level of significance is selected, avoiding the Type II error.[19]

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Hypotheses Tested

The following hypotheses were the basis for this study:

Null Hypothesis number one - There is no relationship between efficiency of management and the use of a particular classification system in elementary school libraries

Null Hypothesis number two - There is no relationship between ease of access and the use of a particular classification system in elementary school libraries.

While Chapter III is a complete description of the research methodology of this study, Chapter IV presents the data and provides discussion regarding the factors under investigation.

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ENDNOTES

[1]1985 University Catalog (Norfolk, Virginia: Old Dominion University, 1985), p. 1.

[2]Telephone interview with Jane Brown, Chesapeake Public Schools, Chesapeake, Virginia, August 1985.

[3]Norfolk Public Schools, "General Information" (Promotional materials, n.d.), pp. 7 and 9.

[4]Telephone interview with Susie Brown, Portsmouth Public Schools, Portsmouth, Virginia, August 1985.

[5]Virginia Beach Public Schools, "Information About . . ." (Promotional materials, n.d.), n.p.

[6]William Wiersma, Research Methods in Education: An Introduction (Itasca, Illinois: F. E. Peacock Publishers, Inc., 1980), p. 191.

[7]Diane Barker & Phyllis Garland, Color It Easy: A Guide for Converting/Establishing the Elm's System in Primary Libraries (Virginia Beach, Virginia: Phyllis Garland, 1983).

[8]Douglas Zweizig and Eleanor Jo Roger, Output Measures for Public Libraries: A Manual of Standardized Procedures (Chicago: American Library Association, 1982).

[9]Don A. Dillman, Mail and Telephone Surveys: The Total Design Method (New York: John Wiley & Sons, 1978).

[10]Stephan Isaac and William B. Michael, Handbook in Research and Evaluation (San Diego: Edits Publishers, 1971), p. 46.

[11]Constance Brothers, "Research to Develop a Consensus Self-Evaluation Model of National Norms of Excellence . . ." (Ph.D. Dissertation, Old Dominion University, 1984), p. 106.

[12]Wiersma, p. 191.

[13]Zweizig.

[14]Dillman.

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[15]Ibid.

[16]Norman H. Nie et al, SPSS: Statistical Package for the Social Sciences, 2nd ed. (New York: McGraw-Hill Book Company, 1975), p. 223.

[17]Wiersma, p. 274.

[18]Nie, p. 227.

[19]Isaac and Michael.

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CHAPTER IV

DATA PRESENTATION AND ANALYSIS

> In a general sense, all research in education is directed to one or both of two ends: (1) the extension of knowledge and (2) the solution of a problem.[1]

This chapter focuses upon those items on the Management and Access Questionnaire which best represent efficiency of management and ease of access. In addition, analogous data which was collected from students as well as from other librarians and professionals in the field of library science are presented and discussed. The demographics of the respondents to the Management and Access Questionnaire are included but no conclusions are drawn as to the generalization of this particular data. It is the intent of the researcher that the results of this study provide support for the dissemination of information concerning the acceptance of Elm's Classification System as a viable alternative to the most commonly used "E" classification and ultimately to contribute to the solution of the problem of illiteracy which plagues our cities.

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Validity Considerations

Although this was not an experimental or even quasi-experimental study, it seemed advisable to consider those factors identified by Campbell and Stanley as possible threats to internal validity prior to the discussion of the findings.

Campbell and Stanley in Experimental and Quasi-Experimental Design for Research[2] identified eight threats to internal validity; these are defined and discussed as they relate to this study:

History: History was understood to refer to the specific events occurring at the time the data was collected. Whereas, the respondents worked in different schools located in different cities and were allowed four weeks to complete the questionnaire, it was not reasonable that this researcher could identify any specific event or events which might have influenced the librarians' responses

Maturation: Maturation was defined as "processes within the respondents operating as a function of the passage of time per se . . . including growing older, growing hungrier, growing more tired, and the like."[3] The late spring, when this study was conducted, was the time of year when school librarians were taking inventory, collecting materials and equipment for summer

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storage, and trying to maintain some semblance of their usual library services; therefore, the level of frustration at this particular time could account for negative responses relative to a librarian's perception of the extent to which management was a problem. However, all librarians in both groups were involved in this activity; this current involvement in the situation could indicate a more realistic assessment of the degree to which the time required to accomplish these tasks is a problem. Therefore, maturation would not appear to be a threat

Testing: Testing was defined as "the effects of taking a test upon the scores of a second testing."[4] As test scores were not involved in this study nor was a second questionnaire administered, testing was not considered a threat to validity

Instrumentation: Instrumentation "in which changes in the calibration of a measuring instrument or changes in the observers or scores used may produce changes in the obtained measurements."[5] Whereas, identical questionnaires were sent to those librarians using Elm's Classification System and those using the traditional "E" classification and, whereas, all data were collected and compiled by this researcher and analyzed by the SPSS computer program at the computer

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center in Hughes Hall at Old Dominion University, Norfolk, Virginia, it was determined that instrumentation could not be considered a threat

Statistical Regression: Statistical regression operates where groups have been selected on the basis of extreme scores. Although scores were not a factor in this study, those librarians who have implemented Elm's Classification System in their libraries could, by this very act, be considered "extreme" in their awareness of problems and their willingness to work out viable solutions. However, this study was conducted for the purpose of evaluating Elm's; therefore, those particular librarians could not have been excluded. Thus, it was determined that statistical regression should not be considered a threat

Selection: Selection biases result from "differential selection of respondents for the comparison groups."[6] Librarians using only the traditional "E" classification were randomly selected for participation in this study, whereas, the entire population of librarians in the Tidewater Area cities of--Chesapeake, Norfolk, Portsmouth, and Virginia Beach--using Elm's Classification System was included. This difference in selection between the two groups could be considered a threat, although this researcher did not accept that

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factor as a threat to the validity of the study

Experimental Mortality: Experimental mortality or differential loss of respondents from the comparison group did occur; however, both groups exceeded a 70 percent return rate which L. R. Gay[7] identified as a minimum but acceptable rate of return. The librarians from both groups who returned the Management and Access Questionnaire equalled 84 percent of the librarians selected for participation in the study. This is well within the range that would not compromise validity

Selection-Maturation Interaction, Etc.: Interaction of any factor with selection could have been responsible for the responses to any one of the questions on the Management and Access Questionnaire if the assumption that the difference in randomization of one group and the selection of the entire population of the other group created a significant problem is acceptable. This researcher does not accept that assumption.

In conclusion, the opinion of this researcher was that no one factor under consideration was of significant importance and that, given the time of year and the population which had to be surveyed, the validity of the responses was not in question.

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Presentation and Analysis

Management and Access Questionnaire

The following tables reflect the findings relative to the questions under study which concerned efficiency of management and ease of access in elementary school libraries and which were addressed by the Management and Access Questionnaire which was mailed to 38 librarians in the Tidewater Area of Virginia. A description of each section of the questionnaire is followed by the table or tables which present the data relative to each item in the particular section.

Section I, Items 1 and 2

> I. Much has been written regarding the demands placed upon a school librarian's time. Please indicate below the extent to which the time required to accomplish each of the following is a problem in your school library. (Circle your answer.)
>
> 1. Time required to assist K-2 students find the book(s) of their choice -
>
> Not at all - Slight - Moderate - Serious
>
> 2. Time required to assist teachers locate "easy" books dealing with a particular subject area -
>
> Not at all - Slight - Moderate - Serious

Librarians who are committed to their profession and who see themselves as a vital part of the instructional program are extremely busy people. Their duties range from checking out books to establishing book and

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material selection policies, from assisting a child in locating a book of his choice to conducting literature appreciation classes for teachers and parents, from shelving books to organizing parent library volunteer groups. These tasks are endless and their scope is unlimited. Few educators outside the field of library science comprehend the magnitude and complexity of the school librarian's responsibilities. Therefore, it has been determined that the perception of the extent to which the time required to accomplish particular tasks was considered a problem would be an indication of the adequacy of the classification system in use.

Tables 1 and 2 present the data relative to Section I, Items 1 and 2 (listed above) and address the null hypothesis below:

Null Hypothesis: "E" (not at all) = Elm's (not at all) and "E" (slight) = Elm's (slight) and "E" (moderate) = Elm's (moderate) and "E" (serious) = Elm's (serious).

The alpha level selected was .05 with three degrees of freedom resulting in a critical value of 7.815.

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TABLE 1

TIME REQUIRED TO ASSIST STUDENTS

GROUP n=31	EXTENT OF PROBLEM Not at All	Slight	Moderate	Serious	Total
Elm's	9.7%	22.6%	9.7%	3.2%	45.2%
"E"	0.0%	19.4%	29.0%	6.5%	54.8%
Total	9.7%	41.9%	38.7%	9.7%	100.0%

df - 3 critical value - 7.815

Raw chi square: 6.17779
Kendall's tau c: 0.42040 Significant: $p < .01$

Although the chi square indicated no statistically significant relationship between classification system and time required to assist students, the more sensitive Kendall's tau c procedure indicated a significant association between the two variables. The lack of a strong chi square may suggest that all the respondents were willing to spend whatever time was necessary to assist students locate the books of their choice. The primary importance of assisting patrons is a part of librarian's training; therefore, there may be an attitude of acceptance and a lack of realization that there is a more efficient method available.

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The data indicates that 64 percent of the librarians using the traditional "E" classification found the problem to be of a moderate/serious nature, whereas, only 28 percent of the librarians using Elm's considered this factor to be problematic at the moderate/serious level. Although there was no statistical significance here, there would appear to be a high level of practical significance.

TABLE 2

TIME REQUIRED TO ASSIST TEACHERS

GROUP n=31	EXTENT OF PROBLEM Not at All	Slight	Moderate	Serious	Total
Elm's	9.7%	25.8%	9.7%	0.0%	45.2%
"E"	3.2%	25.8%	16.1%	9.7%	54.8%
Total	12.9%	51.6%	25.8%	9.7%	100.0%

df - 3 critical value - 7.815

Raw chi square: 4.24927
Kendall's tau c: 0.35796 Significant: $p < .03$

One of the major areas of interpersonal relationships with which a school librarian must deal is that of regular faculty and resource personnel. Traditionally, classroom teachers feel that resource people have little to do and are not required to work under the

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stress generated by accountability. Thus, many librarians make every effort possible to unreservedly assist teachers in selecting materials.

The data indicates that 47 percent of the librarians using the traditional "E" classification found the problem to be of a moderate/serious nature, whereas, none of the librarians using Elm's found the problem to be serious and only 21 percent found it to be of moderate concern. Although there was no statistical significance, there appeared to be a high level of practical significance.

Section I, Items 3 and 4

> I. Much has been written regarding the demands placed upon a librarian's time. Please indicate below the extent to which the time required to accomplish each of the following is a problem in your school library. (Circle your answer.)
>
> 3. Time required to take inventory
>
> Not at All - Slight - Moderate - Serious
>
> 4. Time required to read shelves
>
> Not at All - Slight - Moderate - Serious

Taking inventory is one of the most time consuming tasks a librarian must perform. Generally, a complete inventory is required every year which involves handling each book and each audio-visual software item in the collection, checking for its existence and evaluating its condition. Many elementary school library

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collections consist of thousands of books and hundreds of audio-visual items; thus, taking inventory is a major factor when evaluating management systems in terms of efficiency. Reading shelves is another task which requires a high degree of involvement on the part of the librarian. For patrons to locate books of thier choice, it is necessary that the books are shelved correctly. Removing books from the shelves for perusal is a part of the patron's selection process, thus, books are often replaced incorrectly. This situation must be corrected if patrons are to be involved in succssful book selection experiences. Reading shelves is not a once a year task but requires a daily commitment of time, for this task involves visually checking the entire collection for incorrectly shelved books.

Tables 3 and 4 present the data relative to Section I, Items 3 and 4 and address the null hypothesis below:

Null Hypohesis: "E" (not at all) = Elm's (not at all) and "E" (slight) = Elm's (slight) and "E" (moderate) = Elm's (moderate) and "E" (serious = Elm's (serious).

The alpha level selected was .05 with three degrees of freedom resulting in a critical value of 7.815.

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TABLE 3

TIME REQUIRED TO TAKE INVENTORY

GROUP n=31	EXTENT OF PROBLEM				
	Not at All	- Slight	- Moderate	- Serious	- Total
Elm's	6.5%	12.9%	25.8%	0.0%	45.2%
"E"	0.0%	3.2%	29.0%	22.6%	54.8%
Total	6.5%	16.1%	54.8%	22.6%	100.0%

df - 3 critical value - 7.815

Raw chi square: 10.66841 Significant: 0.01
Kendall's tau c: 0.60770 Significant: $p < 0.0007$

The analysis of the data supported the idea that when librarians considered the time required to take inventory, those using Elm's Classification System did not perceive that they had a serious problem; whereas, 41 percent of the librarians using the traditional "E" classification indicated that this problem was of a serious nature. A strong chi square indicated a statistically significant relationship between the classification system in use and the extent to which taking inventory is perceived to be a problem. This is further supported by a strong association indicated by the tau value.

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TABLE 4

TIME REQUIRED TO READ SHELVES

GROUP n=31	EXTENT OF THE PROBLEM				
	Not at All	Slight	Moderate	Serious	Total
Elm's	9.7%	19.4%	16.1%	0.0%	45.2%
"E"	0.0%	16.1%	19.4%	19.4%	54.8%
Total	9.7%	35.5%	35.5%	19.4%	100.0%

df - 3 critical value - 7.815

Raw chi square: 8.98555 Significant: 0.02
Kendall's tau c: 0.5325 Significant: $p < 0.03$

The librarians using Elm's Classification System responded that reading shelves was never a serious problem and only 35 percent of those responding found the task to be of moderate concern. However, 70 percent of the librarians using the traditional "E" classification found reading shelves to be a moderate or serious problem. A strong chi square indicated a significant relationship between classification system and perception of the problematic level of the task of reading shelves.

The analysis indicated that the data suggests Elm's Classification System does provide a more efficient management system for elementary school

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librarians than does the traditional "E" classification.

Section II, Items 1 and 2

> II. On the average, how much time do you spend with each student or teacher in assisting them to locate the "easy" book(s) of their choice? (Circle your answer.)
>
> 1. Average length of time with each student-
>
> -1 min. 1-2 min. 3-4 min. 5 min. 5+ min.
>
> 2. Average length of time with each teacher-
>
> -1 min. 1-2 min. 3-4 min. 5 min. 5+ min.

The time required to assist students and teachers is determined to a certain extent by the access and delivery system in use. Elm's Classification System was designed to promote independence and, therefore, reduce the time that a librarian must spend with each patron. Patron satisfaction is a primary goal in librarianship, and the desire for patrons to function independently is shared by most librarians as was evidenced in the responses to questions in Section VI of the Management and Access Questionnaire.

Table 5 presents data relative to Section II, Item 1 and addresses the null hypothesis below:

Null Hypothesis: "E" (-1) = Elm's (-1) and "E" (1-2) = Elm's (1-2) and "E" (3-4) = Elm's (3-4) and "E" (5) = Elm's (5) and "E" (5+) = Elm's (5+).

The alpha level selected was .05 with two degrees

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of freedom resulting in a critical value of 5.991.

TABLE 5

TIME WITH STUDENTS

GROUP n=31	TIME IN MINUTES					
	-1	1-2	3-4	5	5+	Total
Elm's	16.1%	25.8%	3.2%	0.0%	0.0%	45.2%
"E"	3.2%	29.0%	22.6%	0.0%	0.0%	54.8%
Total	19.4%	54.8%	25.8%	0.0%	0.0%	100.0%

df - 2 critical value - 5.991.

Raw chi square: 7.0007 Significant: 0.03
Kendall's tau c: 0.47522 Significant: $p < 0.004$

The data indicated both a statistically significant relationship and a strong association between a variation in classification system and the variations in time spent with students. Although librarians using the traditional "E" classification did not differ greatly in their perceptions of the seriousness of the time problem in regards to assisting students, they did spend significantly more time with each student than did those librarians using Elm's.

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It seemed reasonable to this researcher that librarians using the traditional "E" classification were unaware of the possibility that they could spend less time per student if they were to consider another access and delivery system. This would, of course, allow them to serve more students in any given time period. Gorski pointed out:

> Although it is the children's or school librarian's major responsibility to help children find information, this is not always easy for reasons which cannot readily be changed. Children are eager and impatient. There are not enough "readers advisors" available for all the children who seem to use the library at the same time. If librarians had sufficient time and could remember the places to look, then the services would be complete.[8]

This is not the reality of the elementary school librarian's world. She does not have enough time and she does not know or remember all the places to look, and the indications are that without intervention the current situation will not improve. As budgets are cut and libraries are rapidly becoming centers for information retrieval, it is imperative that cost effective changes in existing practices be implemented.

Table 6 presents the data relative to Section II, Item 2 and addresses the null hypothesis listed below:

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Null Hypothesis: "E" (-1) = Elm's (-1) and "E" (1-2) = Elm's (1-2) and "E" (3-4) = Elm's (3-4) and "E" (5) = Elm's (5) and "E" (5+) = Elm's (5+).

The alpha level of .05 was selected with four degrees of freedom resulting in a critical value of 9.488.

TABLE 6

TIME WITH EACH TEACHER

GROUP n=31	TIME IN MINUTES					
	-1	1-2	3-4	5	5+	Total
Elm's	16.1%	12.9%	12.9%	3.2%	0.0%	45.2%
"E"	3.2%	19.4%	9.7%	9.7%	12.9%	54.8%
Total	19.4%	32.3%	22.6%	12.9%	12.9%	100.0%

df - 4 critical value - 9.488

Raw chi square: 7.99406
Kendall's tau c: 0.45786 Significant: $p < 0.01$

Although no statistically significant relationship emerged, the tau c indicated a strong association between time spent assisting teachers and type of classification system used. There may be practical significance here in that only 7 percent of the librarians using Elm's Classification System spent five minutes or more with each student, whereas, 41 percent of the librarians using the traditional "E" classification spent five

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minutes or more with each teacher.

It must be reiterated that librarians appear to be aware of the need to develop positive working relationships with classroom teachers and would, therefore, make every effort to assure patron satisfaction.

The practical significance of the relationship in the amount of time spent with students is displayed in Table 7. This data indicated that an overwhelming number, 93 percent, of the librarians using Elm's spent two minutes or less with each student; whereas, 41 percent of the librarians using the traditional "E" classification spent three minutes or more with each student.

TABLE 7

COMPARISON OF TIME WITH STUDENTS

GROUP n=31	TIME SPENT IN MINUTES		
	-1	1-2	3-4
Elm's	36%	57%	7%
"E"	0%	59%	41%

Summary of Sections I and II

This study was designed to investigate the extent to which a variation in classification system

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corresponded to variations in efficiency of management and ease of access in elementary school libraries. The systems under consideration were the traditional "E" classification and Elm's Classification System. A major objective was to determine the validity of Elm's as a viable and formally acceptable classification system for use with those books which have met the "easy" criteria established by H. W. Wilson.

The research questions addressed were (1) was the efficiency of management in libraries using the traditional "E" equal to the efficiency of management in libraries using Elm's Classification System and (2) was the ease of access in libraries using the traditional "E" classification equal to the ease of access in libraries using Elm's. The answers to these questions were negative; management was more efficient and access for students was easier in libraries using Elm's Classification System than they were in libraries using the traditional "E" classification.

The negative answers to the research questions were based on the analysis of the data collected by the Management and Access Questionnaire. Nonparametric statistical procedures, chi square and Kendall's tau c, indicated that the null hypotheses tested were to be rejected.

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Having determined that the facility with which the housekeeping tasks of taking inventory and reading shelves is accomplished and the amount of time spent with students were the factors under consideration, this researcher has concluded that there is a statistically significant relationship in the extent to which variations in efficiency of management and ease of access corresponded with a variation in classification systems. The null hypotheses have been rejected which claimed that (1) there is no relationship between efficiency of management and the use of a particular classification system in elementary school libraries and (2) there is no relationship between ease of access and the use of a particular classification system in elementary school libraries.

A strong chi square supported the idea that Elm's Classification System provided a level of efficiency and ease that the traditional "E" classification did not provide.

Section III, Items 1 and 2

> III. When students and teachers visit the library are they successful in locating the "easy" book(s) of their choice? (Circle your answer.)
>
> 1. K-2 students locate the book(s) of their choice with little or no assistance from the librarian -

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Usually - Often - Sometimes - Seldom

2. Teachers locate the "easy" book(s) of their choice with little or no assistance from the librarian -

Usually - Often - Sometimes - Seldom

The need for patron success is of primary concern to elementary school librarians, for often a young child's early library experience is the foundation upon which adult attitudes toward libraries and books are built. Table 8 displays the data relative to librarians' perceptions of patrons' book selection experiences.

TABLE 8

SUCCESSFUL SELECTION BY PATRONS

GROUP n=31	DEGREE OF SUCCESS			
	Usually	Often	Sometimes	Seldom
STUDENTS				
Elm's	22%	57%	14%	7%
"E"	23%	47%	18%	12%
TEACHERS				
Elm's	29%	35%	29%	7%
"E"	23%	47%	18%	12%

Although students seeking access to collections in libraries using Elm's Classification System were more

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successful than any other group, the data reflects a high level of successful book selection in libraries using either system.

It is possible that this was due to librarians' commitment to service and may support the perceptions of 30 percent of the librarians using the traditional "E" classification that the time required to assist students and teachers is a serious problem.

Section IV

> IV. What are the reasons for students and teachers to have to accept a selection other than their first choice. (Rank the "reasons" below from 1 to 3/4, when 1 is lowest and 3 or 4 is highest.)
>
> REASONS: Lack of librarian's time to assist, Difficulty of using system (please identify), "Easy" book was unavailable, or Other

In libraries using Elm's, 86 percent of the problem was determined to be the unavailability of the particular book needed by the patron; whereas, in libraries using the traditional "E" classification, only 41 percent of the problem was attributed to this factor. Lack of time to assist patrons accounted for 29 percent, and 30 percent was due to the use of the access and delivery system. This data suggest that the traditional "E" classification may not have been as satisfactory an access and delivery system as was Elm's Classification System.

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Section V

V. In terms of your own criteria, rate your library services and program. (Circle your answer.)

1. Services to students: Excellent - Satisfactory - Needs Improvement - Unsatisfactory

2. Services to teachers: Excellent - Satisfactory - Needs Improvement - Unsatisfactory

3. Instructional Program: Excellent - Satisfactory - Needs Improvement - Unsatisfactory

Self evaluation is rarely a successful method of assessment; however, this researcher determined it to be important to allow the librarians involved in the study to express an opinion as to the quality of their services and program. Table 9 reflects these opinions.

TABLE 9

SERVICES AND PROGRAM EVALUATION

SERVICES	EX	SAT	NI	UNS
Students				
Elm's	43%	57%	0%	0%
"E"	47%	41%	12%	0%
Teachers				
Elm's	57%	43%	0%	0%
"E"	42%	34%	24%	0%
PROGRAM				
Elm's	57%	29%	14%	0%
"E"	41%	41%	18%	0%

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As was anticipated, librarians generally responded positively regarding the quality of their services and instructional programs. However, those librarians using the traditional "E" classification responded negatively more often than those using Elm's. This information raises questions as to why these librarians have not adopted a more satisfactory access and delivery system.

Section VI

> VI. Do you tend to agree or disagree with the statement that the development of "independent" library users should be a primary goal of school librarians. "Independent" is defined as the ability to function with little or no assistance. (Circle your answer.)
>
> 1. Students should become independent library users: Strongly Agree - Agree - Disagree - Strongly Disagree
>
> 2. Teachers should become independent library users: Strongly Agree - Agree - Disagree - Strongly Disagree

Librarians in both groups unanimously agreed with these statements. This response strengthens the question asked above--why have the librarians using the traditional "E" classification not adopted a more satisfactory access and delivery system.

Section VII

> VII. In your opinion, is the classification used for your "easy" books a system that promotes "independent" use or ease of access?

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All librarians using Elm's Classification System believed the access and delivery system they used promoted "independent" use or ease of access. However, only 82 percent of the librarians using the traditional "E" classification held this view, while 18 percent of them responded that their access and delivery system did not promote "independent" use or ease of access.

Section VIII

> VIII. Have you heard of Elm's Classification System? If so, what was your first impression of the system? (Circle your answer.)
> Excellent - Interesting - Need to Know More - Unacceptable

Ninety-one percent of the respondents indicated that they had heard of Elm's Classification System. The first impressions of this group were as follows: Excellent - 24%, Interesting - 52%, Need to Know More - 21%, and Unacceptable - 3%. Forty-five percent implemented the system and 3 percent are in the process of implementation.

Some of the comments from those who had not implemented were: It's different from the public library, change over is too time consuming, I would rather use "E" due to its similarity to "F" (the Wilson designation for fiction), and no help is available.

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Section IX

IX. Have you implemented Elm's in your library? If Yes, indicate the extent to which Elm's has increased or decreased the following:

1. Student access to "easy" books -
2. Teacher access to "easy" books -
3. Inventory time for "easy" books -
4. Time to read "easy" shelves -

TABLE 10

IMPLEMENTATION OF ELM'S

ACTIVITY	INCREASED		DECREASED	
	Greatly	Slightly	Greatly	Slightly
Student Access	82%	18%	-	-
Teacher Access	55%	45%	-	-
Inventory Time	18%	36%	36%	10%
Reading Shelves	18%	27%	27%	28%

Librarians overwhelmingly stated that Elm's had increased access to the collection for both students and teachers. However, there were mixed responses regarding taking inventory and reading shelves. These responses could have been in error. The questionnaire was structured so that responses in the first column were not all positive; the purpose of this was to ensure careful, thoughtful, insightful responses but, in

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fact, may have resulted in erroneous responses in the last two categories. On the whole, there was a very favorable response as to the advantages of Elm's over the traditional "E" classification.

Section X

This section of the Management and Access Questionnaire dealt exclusively with information about the librarian, the school, and the library program. The following tables display those items which were of interest.

TABLE 11

RESPONDENT DEMOGRAPHICS

LIBRARIANS	ELM'S	"E"
Age: 20-30	07%	-
31-40	64%	35%
41-50	22%	24%
51-60	07%	35%
60+	-	06%
Experience in years:		
1-5	21%	12%
6-10	43%	23%
11-15	29%	41%
16-25	07%	18%
26+	-	06%

The data reflecting the sex of the librarians was omitted, in that, all respondents were female.

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As was stated earlier, no generalizations will be made based upon the information gathered in Section X, but attention is called to the fact that the librarians who have implemented Elm's Classification System are younger and have fewer years experience than those who continue to use the traditional "E" classification.

TABLE 12

BUILDING LEVEL DEMOGRAPHICS

SCHOOLS	ELM'S	"E"
Community:		
Urban	38%	69%
Suburban	62%	31%
Grade level:		
K-1/3	38%	06%
K-1/46	62%	94%
Number of students:		
0-500	07%	23%
501-900	57%	59%
901-1150	36%	18%
Ethnic group:		
White	73%	71%
Black	27%	29%

Table 12 displays the data relative to the schools in each group and reflects somewhat similar environments. The "E" group appeared to be made up of a larger percentage of schools housing all elementary grades; this factor would mandate different collection

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requirements. The combination of smaller "easy" book collections in schools with fewer students--more schools in the Elm's group served over nine hundred students--could account for less concern or awareness of the need to provide a more efficient level of management and a delivery system which promoted ease of access.

Student Interviews

Student interviews were conducted with 5 percent of the kindergarten through second grade students in two schools--one from each of the two groups under study. The schools were randomly selected, and the principal or assistant principal in each of the schools selected the students to be interviewed. The data in Table 13 reflects the results of the interviews relative to certain questions.

TABLE 13

PRESENT AND PREFERRED USE OF LIBRARY FACILITIES

QUESTION	RESPONSES Yes	No
Do you come to the library with your class?	100%	-
Do you come more than once a week:	-	100%
Would you like to come more often:	98%	2%

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When students were asked why they wished to visit the library more frequently, they stated without hesitation that they wanted to check out books. No student indicated that watching films or being involved in any other activity was the primary reason for wanting more time in the library.

Student attitudes toward library usage were extremely positive. Their comments included such statements as "You learn a lot here, "I like it, "It's great fun."

From this researcher's perspective, there were problems with library services which were reflected in the following observations. In one library, kindergarten students were not allowed to check out books under any circumstances, and in both libraries only those first graders who could write their names on the book cards had access to the collection. In some instances, students who had selected books were not permitted to take their books home, if in the opinion of the classroom teachers the particular students were not yet ready to assume that responsibility.

The kindergarten through second grade students who visited one library were restricted to the "easy" section where books were shelved in stacks five to six feet tall. When discussing library activities,

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students were asked what they did when they came to the library. In one school children unanimously responded with "Be quiet." These observations caused this researcher to question factors other than access and delivery systems and efficiency of management--areas such as attitudes toward service, interest in curriculum support, understanding of the nature and development of children.

Students in both schools were read to by the librarians when the class visited the library; they also watched films. Instruction in the use of the library was not mentioned by the students nor was a formal literature program alluded to in any way.

The interviews indicated that the children are waiting for the opportunity to gain access to the vast resources of elementary school libraries. Their plaintive cry was "We want to check out books." Many school librarians allow students to visit only once a week as a class; the excuse being that scheduled classes prohibit access usually available in open libraries. These two factors are not mutually exclusive. Libraries can accommodate both scheduled classes and unlimited access, and many libraries do. But those children locked out of the literary resources because of any of the conditions previously identified are being denied access to those books which could enrich, expand, and

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enhance their educational experience. Every effort should be made to provide this needed access.

Interested Library Professionals

The responses regarding Elm's Classification System solicited from librarians who had expressed an interest in this system are reported in Table 14. The percentages are based upon the comments of the 56 librarians who returned the survey. Their actual comments can be found in appendix G along with comments from other professionals in the field of library science.

The overwhelming positive response, 91 percent, from librarians who had written requesting information related to Elm's was unexpected. The initial interest on their part indicated to this researcher a lack of rigidity, which often characterizes the library profession, and an openness to new ideas; but the high percentage of positive reactions was nonetheless unanticipated.

The number of librarians who expressed positive opinions and who implemented the system was considerably smaller than expected, but this factor was mitigated by the 45 percent who plan to make the transition to Elm's within the next school year.

Understandably, time to implement Elm's was the most often cited reason for not using the system.

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TABLE 14

REACTIONS TO AND OPINIONS OF ELM'S CLASSIFICATION SYSTEM

Initial Reactions n=56	Implemented	Opinions after Implementation		Did not Implement	Reasons					Plan To Imple.
		Pos.	Neg.		1	2	3	4	5	
Positive 91%	29%	100%		71%	16%	23%	6%	10%	4%	45%
Negative 9%	100%	100%								

Reasons: 1 = Requires too much time for existing staff
2 = Library Department administration refused permission to implement
3 = Not suitable for particular library situation
4 = Librarian leaving teaching or particular school
5 = Hesitating because school system may be going to computer system for retrieval

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When considering the many areas of responsibility which consume a librarian's time, the time needed to implemen Elm's should be though of as an investment in the future. The brochure which describes Elm's Classification System provides step by step directions for implementation which allows conversion without any disruption to service or to the collection.

The percenage of librarians who felt that Elm's was not suitable for their libaries was acceptable when considering that many who were interested had extremely small "easy" book collections or were librarians in schools housing all 13 grades. The fact that these librarians expressed an interest in Elm's may suggest that their present management and access and delivery system is not totally satisfactory.

The most interesting information gathered by the survey was that of the 9 percent who had negative first reactions, 100 percent of these librarians implemented Elm's and more importantly, all responded positively, after implementation, to Elm's as a management system and method of access and delivery.

Librarians who have implemented Elm's have found that it promotes efficient management in the areas of shelving, organizing and locating materials, and assists in identifying weaknesses in the "easy" book collection.

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Also, Elm's usually reduces the time involved in taking inventory and reading shelves.

The benefits of Elm's relative to access were expressed by some as follows: (1) Children can find all the books of one subject in one place, (2) Children can return books to their proper places, (3) Library resources are opened up to teachers and students, and (4) Independent library use is promoted.

Other professionals in the field of library science also responded positively. A professor at one Virginia university wrote, "I have been using Elm's as a teaching device for two cataloging classes. . . . I recommend the classification as an alternative to those in primary and elementary school libraries." The branch director in a public library system, having observed Elm's first hand, responded, "Elm's appears to be very impressive, sensible. [I] saw it in operation at [an elementary school]. Excitement of children, teachers, and librarians was obvious. Pride of children in their knowledge. Simpler and better . . . in the setting I saw."

From the administrative level of the public school sector, the following extremely positive comments were received. A librarian in charge of seven libraries in St. Charles, Missouri, wrote, Elm's

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is "excellent. The children love it. They have gained confidence in library usage. The teachers are able to pull books for class units of study. It is easy to 'spot' a lost book." The library/media supervisor in a public school system in the Tidewater Area stated, "I felt that Elm's was excellent and should be implemented in all of our primary schools."

Summary

The rejection of the null hypotheses, which stated that there was no significant relationship between the variations in efficiency of management and ease of access to the collection and a variation in classification system, is supported by the reactions and opinions of other librarians and professionals in the field of library science. This researcher's personal experience with Elm's Classification System is that Elm's does provide efficiency of management for the librarian and ease of access to the collection for young children.

While Chapter IV has presented the data and a brief analysis, Chapter V will present conclusions, limitations, and implications for further research.

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ENDNOTES

[1]William Wiersma, Research Methods in Education: An Introduction (Itasca, Illinois: F. E. Peacock Publishers, Inc., 1980), p. 4.

[2]Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research (Chicago: Rand McNally College Publishing Co., 1963).

[3]Ibid., p. 5.

[4]Ibid.

[5]Ibid.

[6]Ibid.

[7]L.R. Gay Educational Research Competencies: For Analysis and Application, 2nd ed. (Columbus: Charles E. Merrill, 1981), p. 164.

[8]Lorraine K. M. Gorski, "The ABC Classification," Library Journal 88 (15 November 1963):4439-40.

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CHAPTER V

CONCLUSIONS, LIMITATIONS AND IMPLICATIONS

> There is only one way to achieve [literacy] and that is through developing a love of good books. Children will never become fully literate persons unless they discover delight in books. The route, then, to full literacy is through literature.[1]

Literature is the gateway to the world as well as the doorway through which the boy walks to manhood. The power of the printed word has been the impetus through the centuries for forging ideas, molding lives, creating empires, and waging war. The curtailment of the press and the burning of books are among the first acts of the despot. Where enlightenment retreats, totalitarianism prevails. It is imperative that the powerful medium of print remain accessible to mankind, and if man is to fully appreciate the benefits of this resource, he must have been involved with literature during his early years.

One of the primary hinderances to this early involvement is the lack of ease of access afforded young children in elementary school libraries. The development of Elm's Classification System was the first

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serious effort to provide an adequate access and delivery system for books for young children since H. W. Wilson's "E" classification in 1935.

Little has been written regarding the access needs of young children, and in particular, Elm's Classification System. For this reason, this study sought to investigate the extent to which variations in efficiency of library management and ease of access for young children to the collection corresponded with a variation in classification systems used in certain elementary school libraries.

The findings of this study indicated that Elm's Classification System did provide a significantly higher level of efficiency and access. The rejection of the null hypotheses as well as the analogous data from other librarians and professionals in the field of library science indicated that Elm's was, in fact, a viable alternative to the traditional "E" classification commonly used in elementary school libraries.

The implementation of an access and delivery system which meets the needs of young children is the responsibility of educators at all levels--superintendents, principals, teachers, librarians. Unless this challenge is met, children will remain locked out of one of the most precious treasures of child-

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hood--the books which line the shelves of elementary school libraries across the country.

Pamela Barron and Jennifer Bailey of the University of South Carolina stated:

> Incredible as it seems, we learn at least half of everything we will ever know before we reach the age of four. An additional 30 percent of our knowledge is accumulated by eight years of age. Researchers tell us that children who are introduced to books at an early age and who are read to on a regular basis become better readers themselves.[2]

The need for children to have greater access to the good literature of yesterday and today is highlighted by the concern over reading competency. Low reading abilitity carries over into other areas of the curriculum; reading and writing go hand in hand. Without a reasonable vocabulary with which to express ideas, students who are fortunate enough to have something to say have no tools with which to express themselves. Where might these tools be found? On library shelves in the children's books, rich in descriptive language--methaphors, similies, adjectives, adverbs. Baskin said:

> Most avid adult readers insist that their lifetime habit began in the nursery, where they first encountered books that irrevocably convinced them that such objects contained untold hours of delight and were of signal importance. Picture books have, in reduced and simplified form, all the essential ingredients of any literary experience. At their best, their language is rich and vital.[3]

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Today's young child is often hindered in language development by an almost total lack of conversation in the home. Television is also a great offender, not because of what it offers but because of what it steals--opportunities to experiment with language and thus find new and better ways of expressing ideas.

In urban centers, children, often restricted by poverty, are limited in opportunities to directly participate in a variety of experiences which are available to those who are more fortunate. Thus, they must be allowed and encouraged to enhance their range of experiences vicariously. Books, a prime source of such indirect encounters, open up to a child unlimited opportunities which must not be restricted by lack of access.

For those very bright students, limited access is criminal. Baskin stated:

> Books are without rival for gifted children, not as a mere substitute for an active engagement with life experiences, but as a means to distill, expand, deepen, recall, and relate to social, biological, and cultural history and as tools to seek knowledge of themselves and to help them understand their future.[4]

If teachers and librarians read to students from the wealth of children's literature and if children were allowed free access to books, it is

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conceivable that we would see an unprecedented growth in children's language skills and reading abilities, thus, ultimately reducing the national illiteracy rate.

The omission of a formal literature program can be a great loss to a child. During the early years, youngsters can begin to appreciate the basic structure of folktales, to discern the differences between fables and tall tales, to identify the elements of a story, to become actively engaged in storytelling, all of which heighten interest in books and reading.

Among those concerned about juvenile literacy are the authors of the report on reading sponsored by the National Institute of Education. Anderson and his co-workers stated:

> It is difficult to imagine, for instance, that kindergartners could be called literate for this age if they did not know Goldilocks and the Three Bears or Peter Rabbit. For each age, there are fables, fairy tales, folk tales, classic and modern works of fiction and non-fiction that embody the core of our cultural heritage. A person of that age cannot be considered literate until he or she has read, understood, and appreciated these works.[5]

In a number of libraries, young children are limited to the "easy" book section which, if classified by author's surname, provides little or no access to books by subject, interest area or theme. Hurwitz reminded us that "The easy books on library shelves, which are often the products of some of the best authors

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and artists, are too often neglected."[5]

Often this neglect stems from a lack of knowledge of what is available, but more often than not it is rooted in a lack of access to the collection. For students to be the beneficiaries of the local, state, and federal funds spent in elementary school libraries, collection management must be based upon an access and delivery system which provides ease of access for the young child.

Children locked out of the world of books have been deprived of an inheritance that is rightfully theirs.

Conclusions

> "I like the quick identification of numbers of books on a particular subject . . . helps when I have to quickly scan the shelves to come up with quick material for a teacher.
>
> "Already without any lessons the children are learning the subject areas.
>
> "Elm's sorts the books into categories, relieves the librarian, enables children to return books to proper places.
>
> "Children can more easily find books on the subject which interests them at the moment."[1]

These opinions from librarians in school libraries located in various sections of the United States where Elm's Classification System is used are supported by the findings of this study which investi-

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gated the extent to which a variation in classification systems corresponded with variations in efficiency of management and ease of access.

The superiority of Elm's Classification System over the traditional "E" classification was evidenced by the following:

1. Seventy-two percent of the librarians using Elm's reported that the time required to assist students was either no problem at all or only a slight problem; whereas, 64 percent of the librarians using the other system reported this task to be a moderate to serious problem

2. None of the librarians using Elm's found the time required to assist teachers to be a serious problem; whereas, 17 percent of those using the other system perceived this problem to be of a serious nature

3. A strong chi square, significant at the .01 level, indicated that the time required to take inventory was a much greater problem to those librarians using the traditional "E" classification than it was to those using Elm's

4. A relatively strong chi square, significant at the .02 level, indicated that the time to read shelves was much more of a problem to those using the traditional "E" classification than it was to those using Elm's

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5. Ninety-three percent of the librarians using Elm's Classification System reported that they spent on an average of two minutes or less with each student; whereas, 41 percent of those using the traditional "E" classification spent three minutes or more with each student. A strong chi square indicated the degree to which time with students was a problem corresponded significantly to the particular classification system in use

6. Of the librarians using Elm's only 17 percent spent five minutes with each teacher and no librarian reported that she spent more than five minutes; whereas, 41 percent of the librarians using the traditional "E" classification spent five or more minutes with each teacher

7. Librarians and other professionals in the field of library science reported that Elm's encourages independence, simplifies the transition to the Dewey Decimal System, allows younger children to function as library assistants, provides ease in identifying weak areas of the collection, and enables librarians to devote more time to other library responsibilities.

In summary, Elm's Classification System is an access and delivery system which promotes efficiency of management and ease of access.

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Limitations

This study was limited to the librarians in the Tidewater Area of Virginia--Chesapeake, Norfolk, Portsmouth, and Virginia Beach--using Elm's Classification System and an equal number using H. W. Wilson's traditional "E" classification. This limitation contributed to the study's uniqueness in that there was no formal collection of data from librarians in other sections of the United States relative to the efficiency of management and the ease of access.

The Management and Access Questionnaire used for the collection of data had not been used with larger samples or samples from other geographical areas. Librarians in other areas could have responded in such a way as to permit the researcher to reach other conclusions.

The geographical area involved in the study was heavily populated, contained a large military contingency, and generally was identified as an urban center. The same data collected from predominantly rural areas could result in other findings.

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Implications

Far reaching implications for urban education are evident as a result of this study, primarily due to the central role that the school library can play in the elementary school environment. Just as reading is the gateway to learning, so access is the key to literary resources.

The need for elementary school librarians to be introduced to more efficient management techniques demands our attention as does the need for young children to be allowed easier access to school library collections. This study may provide the vehicle for bringing to the attention of the library world the magnitude of the problem of access for young children, the vital link that access to books provides to literacy, and the mitigating force that literacy becomes to delinquency and crime in our urban areas.

Questions Raised

During the course of this study, questions other than those research questions previously mentioned, surfaced; they were:

1. Is it possible to locate librarians in other sections of the United States who use Elm's

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Classification System? If so, would hei responses indicate the same significant relationships in management and access o classification system

2. Would data from librarians in other areas using the traditional "E" classification have yielded he same results

3. In what ways have librarians using Elm's altered the system for use in their particular library situation? To what degree would these changes have affected their responses to the questions regarding management and access

4. Are the librarians who are open to the idea of using Elm's significantly different in their philosophy of library services or educational background than those librarians who use the traditional "E" classification

5. Would more librarians use Elm's Classification System if they were aware of its existence or the findings of this study

6. To wha extent are principals aware of the efficiency of management and the ease of access in their buildings? Is there any provision in preservice or in-service training for presenting the importance of the role of the library and its services to principals?

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In general, the primary limitations of this study rest upon the lack of research on a larger scale which limits the impact of the findings, in that no comparison can be made to findings based upon results of research conducted on a state or national level.

Further Research

As this study was among the first of its kind, it is anticipated that other researchers will:

1. address the issue of Elm's Classification System's effect upon management and access on a larger scale
2. look at other factors involved in providing ease of access to library collections for young children
3. investigate other factors which might influence the efficiency of management in elementary school libraries
4. question those librarians who indicated that they were hindered from using Elm's because of a possible move to computerized collection management
5. collect data relative to other children's perceptions of library services and access to resources
6. investigate the relationship of ease of access to interest or achievement in reading.

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Investigations of these topics might provide additional insights into the importance of establishing life-long reading habits at an early age, of the importance of the problem of access, of the relationship of access to literacy, and of the necessity to provide librarians with alternative management and access and delivery systems.

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ENDNOTES

[1]Charlotte Huck, "No Wider Than the Heart is Wide," in Using Literature & Poetry Affectively, ed. Jon E. Shapiro (Newark, Delaware: International Reading Association, 1979), p. 26.

[2]Pamela Petrick Barron and Jennifer Q. Bailey, Jump Over the Moon: Selected Professional Readings (New York: Holt, Rinehart and Winston, 1984), p. v.

[3]Barbara H. Baskin and Karen H. Harris, Books for the Gifted Child (New York: R. R. Bowker Co., 1980), p. 52.

[4]Ibid.

[5]Richard C. Anderson et al., Becoming a Nation of Readers: The Report of the Commission on Reading (Washington, D.C.: The National Institute of Education, 1985), p. 61.

[6]Johanna Hurwitz, "E is for Easy: E is Enormously Difficult," in Jump Over the Moon: Selected Professional Readings, eds. Pamela Petrick Barron and Jennifer Q. Bailey (New York: Holt, Rinehart and Winston, 1984), p. 6.

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APPENDIX A

ELM'S CLASSIFICATION SYSTEM

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ELM'S CLASSIFICATION SYSTEM

10 POTPOURRI (WHITE)
- 11 Concepts
- 12 Religion - bible stories
- 13 Dictionaries
- 14 Alphabet books
- 15 Counting books
- 16 Reading
- 17 Picture books (no print)
- 18 *
- 19 Thinking Skills & Creativity development

20 HUMAN RELATIONS (PINK)
- 21 Home & family life - homes, family members, family activites
- 22 Friendship - friends, activites, attitudes
- 23 Economics - money, social implications, etc.
- 24 Behavior - attitudes, morals, manners, customs, growth, development & safety
- 25 *
- 26 Play
- 27 School life - teachers, attitudes, etc.
- 28 Community or locality
- 29 Career education - workers, places of employment, attitudes, etc.

30 HOLIDAYS & OCCASIONS (RED)
- 31 Jewish holidays
- 32 Parades, circus, fairs, etc. - costumes
- 33 Birthdays & parties
- 34 Patriotic occasions & holidays
- 35 Easter
- 36 Halloween
- 37 Thanksgiving
- 38 Christmas
- 39 Other

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40 ANIMALS (ORANGE)
- 41 Prehistoric
- 42 Insects & spiders
- 43 Water creatures, amphibians, reptiles
- 44 Zoo animals
- 45 Birds
- 46 House & yard - pets
- 47 Farm & ranch
- 48 Field & woods
- 49 Forest & jungle

50 SCIENCE (GREEN)
- 51 Mathematics
- 52 Astronomy - time, calendars, seasons, stars, planets, day & night, etc.
- 53 Physics - simple machines, gases, sound, light, heat, electricity & electronics, magnetism, nuclear energy, motion, etc.
- 54 Earth science - structure, properties (air, water, etc.), weather, rocks, minerals, elements, metals, etc.
- 55 Ecology
- 56 Food - Production, processing, preparation
- 57 Biology - physical body (care of, parts, functions), etc.
- 58 Botany - trees, flowers, mold, fungi, algae, etc.
- 59 Experiments

60 TRANSPORTATION & TECHNOLOGY (YELLOW)
- 61 Manufacturing - clothing, other goods
- 62 Water travel & vehicles
- 63 Rail travel & vehicles
- 64 Land travel & vehicles - automobiles, trucks, etc.
- 65 Air & space travel & vehicles - rockets, satellites, etc.
- 66 Armament - ammunition, weapons, armed forces, etc.
- 67 Construction - Carpentry, tools, machines, machinery, etc.
- 68 Electrical & electronic equipment
- 69 Other

70 ACTIVITIES (BLUE)
- 71 Music - singing, dancing, instruments, etc.
- 72 Art - types of, color
- 73 Games, plays, hobbies, crafts
- 74 Club life & activities
- 75 Outdoor life - camping, hunting, fishing, woodcraft, etc.
- 76 Winter sports
- 77 Water sports
- 78 Ball games
- 79 Other

80 FANTASY & FUN (BROWN)
- 81 Mystery & detective stories
- 82 Humor, jokes, riddles, etc.
- 83 Legends, myths, tall tales
- 84 Fairy tales, fables
- 85 Mother Goose, nonsense verses, rhymes, nursery rhymes & stories
- 86 Fantasy
- 87 Ghosts, witches, magic
- 88 Adventure
- 89 Collections - short stories, poems

90 PLACES, PEOPLE & HAPPENINGS (BLACK)
- 91 Ancient & Early Times - knights, cavemen, etc.
- 92 People - biographical fiction
- 93 Minorities in the United States
- 94 Europe, Australia
- 95 Asia
- 96 Africa
- 97 North America
- 98 Frontier Life - Indians, pioneers, cowboys, etc.
- 99 South America, Central America

* FOR FUTURE EXPANSION

APPENDIX B

MANAGEMENT AND ACCESS QUESTIONNAIRE

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LIBRARY MANAGEMENT & ACCESS QUESTIONNAIRE

I. Much has been written regarding the demands placed upon a school librarian's time. Please indicate below the extent to which the time required to accomplish each of the following tasks is a problem in your school library. (Circle your answer.)

	EXTENT OF PROBLEM			
1. Time required to assist K-2 students find the book(s) of their choice	NOT AT ALL	SLIGHT	MODERATE	SERIOUS
2. Time required to assist teachers locate "Easy" books dealing with a particular subject area	NOT AT ALL	SLIGHT	MODERATE	SERIOUS
3. Time required to take inventory of "Easy" books	NOT AT ALL	SLIGHT	MODERATE	SERIOUS
4. Time required to read shelves in "Easy" section	NOT AT ALL	SLIGHT	MODERATE	SERIOUS

II. On the average, how much time do you spend with each student or teacher in assisting them to locate the "Easy" book(s) of their choice? (Circle your answer.)

	TIME IN MINUTES				
1. Average length of time with each student	-1	1-2	3-4	5	5+
2. Average length of time with each teacher	-1	1-2	3-4	5	5+

III. When students and teachers visit the library, are they successful in locating the "Easy" book(s) of their choice? (Circle your answer.)

	DEGREE OF SUCCESS			
1. K-2 students locate the book(s) of their choice with little or no assistance from the librarian	USUALLY	OFTEN	SOMETIMES	SELDOM
2. Teachers locate the "Easy" book(s) of their choice with little or no assistance from the librarian	USUALLY	OFTEN	SOMETIMES	SELDOM

IV. In your opinion, what are the reasons for students and teachers to have to accept a selection other than their first choice. (Rank the "reasons" below from 1 to 3/4, when 1 is lowest and 3 or 4 is highest.)

STUDENTS	TEACHERS	"REASONS"
_____	_____	Lack of librarian's time to assist
_____	_____	Difficulty of using system _____ (E or ELM)
_____	_____	"Easy" book was unavailable
_____	_____	Other _____

CONTINUED

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V. In terms of your own criteria, rate your library services and program. (Circle your answer.)

1. Services to students:

   EXCELLENT SATISFACTORY NEED IMPROVEMENT UNSATISFACTORY

2. Services to teachers:

   EXCELLENT SATISFACTORY NEED IMPROVEMENT UNSATISFACTORY

3. Instructional program:

   EXCELLENT SATISFACTORY NEED IMPROVEMENT UNSATISFACTORY

VI. Do you tend to agree or disagree with the statement that the development of "independent" library users should be a primary goal of school librarians. "Independent" is defined as the ability to fucntion with little or no assistance. (Circle your answer.)

1. Students should become independent library users.

   STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

2. Teachers should become independent library users.

   STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE

VII. In your opinioin, is the classification used for your "Easy" books a system that promotes "independent" use or ease of access? (Circle your answer.)

YES NO System used _____

VIII. Have you heard of ELM'S Classification System? (Circle your answer.)

NO ⟶ If no, go to question X.

YES

→ If yes, from whom (or what) did you first learn about the system? (Circle the number of your answer.)

1. From another librarian
2. From reading professional materials
3. At a conference
4. Other _____

→ What was your first impression of the system? (Circle the number of your answer.)

1. EXCELLENT
2. INTERESTING
3. NEED TO KNOW MORE
4. UNACCEPTABLE

COMMENTS: _____

_____

_____

CONTINUED

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IX. Have you implemented ELM'S in your library? (Circle your answer.)

NO ⟶ If no, please give reason(s) in comment section below.

YES

If yes, indicate the extent to which ELM'S has increased or decreased the following: (Circle your answer.)

	INCREASED		DECREASED	
1. Student access to "Easy" books	GREATLY	SLIGHTLY	GREATLY	SLIGHTLY
2. Teacher access to "Easy" books	GREATLY	SLIGHTLY	GREATLY	SLIGHTLY
3. Inventory time for "Easy" books	GREATLY	SLIGHTLY	GREATLY	SLIGHTLY
4. Time to read "Easy" shelves	GREATLY	SLIGHTLY	GREATLY	SLIGHTLY

If yes, what response do your patrons have to ELM'S Classification System?

COMMENTS: _____

_____

_____

X. Finally, there are 9 questions about yourself and your school that we need for you to answer to help us interpret the results of this questionnaire.

1. Sex: _____Male _____Female
2. Age: ___20-30; ___31-40; ___41-50; ___51-60; ___60+
3. Years worked as librarian: ___1-5; ___6-10; ___11-15; ___16-25; ___26+
4. School community: _____Urban; _____Suburban; _____Rural; _____Other
5. Grade levels in your school: K 1 2 3 4 5 6 Other _____
6. Number of students in your school: _____
7. Percentage of student body you see each day: _____
8. Indicate percentage of student body represented by each ethnic group:
   ___White; ___Black; ___Asian; ___Hispanic; ___Indian; ___Other
9. Is your library scheduled or "Open"? _____

Thank you for your assistance in gathering this information.

PLEASE USE THE REVERSE SIDE OF THIS QUESTIONNAIRE FOR ANY COMMENTS YOU WISH TO MAKE. MAIL QUESTIONNAIRE TO:

Ellen L. Miller
7053 Kirby Crescent
Norfolk, VA 23505
(804) 588-1107

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APPENDIX C

ELM'S CLASSIFICATION SYSTEM SURVEY

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E L M' S C L A S S I F I C A T I O N S Y S T E M

The following questions are directed to those who have expressed an interest in ELM'S Classification System.

1. What was your first reaction to ELM'S?

_____

_____

_____

2. Have you implemented ELM'S in your library? (Circle your answer.)

YES → If YES, go to question 4.

NO → If NO, go to question 3.

3. Are you planning to implement ELM'S? (Circle your answer.)

YES → If YES, in what type of library do you plan to use ELM'S?

_____

NO → If NO, why did you decide against using ELM'S?

_____

_____

4. What is your opinion of ELM'S as a management system?

_____

_____

5. What is your opinion of ELM'S as an access & delivery system?

_____

_____

_____

6. Describe your library _____

_____

PLEASE USE THE REVERSE SIDE FOR ANY ADDITIONAL COMMENTS.
Thank you.

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APPENDIX D

GUIDELINES FOR STUDENT INTERVIEWS

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GUIDELINES FOR STUDENT INTERVIEWS

All interviews to be conducted by the researcher in the student's home school.
Circle approxpriate answer or make proper notations.
After introduction and get acquainted time -

1. Do you come to the library with your class? YES NO

2. Do you come more than once a week?

   YES NO

   If YES, When do you come? _____

   _____

   If NO, Would you like to come more often?

   YES NO

   If YES, Have you talked to the teacher or librarian about it?

   YES NO

   If YES, Tell me about it._____

   _____

   _____

3. What do you usually do when you come to the library?

   ___ Check out books ___Read

   ___ Library skill instruction ___ Literature Program

   ___ Other _____

4. When you come to check out a book -

   Do you get to go to the shelves and find your own book? YES NO

   Do you look for a specific book? YES NO

   Do you look for a special kind of book (horse story)? YES NO

   Do you have trouble finding the book you want?

   YES NO

   If YES, Why do you think you have trouble?_____

   _____

5. How do you feel about coming to the library?

(OVER FOR ANSWER)

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APPENDIX E

LETTERS FROM RESEARCH & TESTING DEPARTMENTS

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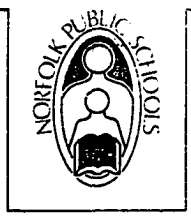

May 29, 1985

Ms. Ellen L. Miller
7053 Kirby Crescent
Norfolk, Virginia 23505

Dear Ms. Miller:

Your request to send a questionnaire to two librarians, one at Crossroad Elementary School and one at Meadowbrook Elementary School, is granted. It is my understanding that students will not be requested to participate in your study and that the librarians will be requested to complete the questionnaire.

I would appreciate a copy of your dissertation when it is completed.

Good luck to you in this endeavor.

Sincerely,

Anna G. Dodson

Anna G. Dodson, Director
Research, Testing and Statistics

jas

cc: Ms. Lillian M. Brinkley, Principal, Crossroads Elementary School
Mr. Bernard Chapel, Principal, Meadowbrook Elementary School
Mrs. Elizabeth Davis, Librarian, Crossroads Elementary School
Mrs. Patricia C. Wilson, Librarian, Meadowbrook Elementary School

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OFFICE OF THE SUPERINTENDENT

May 17, 1985

Miss Ellen L. Miller
7053 Kirby Crescent
Norfolk, Virginia 23505

Dear Miss Miller:

Your request to administer a questionnaire concerning the Ease of Access for K-2 students to selected librarians is approved. Your request to interview 5% of the primary students at James Hurst Elementary School is likewise approved. The latter approval is predicated upon the students' voluntary participation and that instructional time may not be used.

Sincerely,

John F. Guidt

John F. Guidt, Jr., Acting Assistant
Superintendent for Instruction

JFG/cdf

XC: Dr. Thomas M. Cherry, Director
Department of Elementary Education
Mrs. Virginia S. Turner, Supervisor
Library Services
Mr. William J. Wiseman, Principal
James Hurst Elementary School

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E. E. BRICKELL
SUPERINTENDENT OF SCHOOLS

June 3, 1985

Ms. Ellen L. Miller
7053 Kirby Crescent
Norfolk, VA 23505

Dear Ms. Miller:

I have discussed your proposal to interview a random sample of students in grades K-2, pertaining to their use of the school library, with Mr. Albert J. Williams, principal of North Landing Elementary School. Mr. Williams does approve of your study; therefore, you are authorized to proceed with your research.

It is to be understood that you are to work directly with Mr. Williams in the collection of your data and to cooperate in every way possible. Please keep him advised of your progress.

Furthermore, I remind you that we do have the constraints of the Buckley Amendment and require that you ensure the confidentiality of all participants. When you have completed your research, I should appreciate your sending to this office a copy of your final report.

Sincerely,

Andrew T. Carrington, Ed.D.
Assessment Specialist
Office of Planning, Assessment,
and Resource Development

/dlc

cc: Mr. Albert J. Williams, Principal, North Landing Elementary School

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APPENDIX F

COMMENTS FROM INTERESTED LIBRARIANS

First Reactions to Elm's

Positive Comments

"Thought it was a great way to help young children find books by subject, especially as the author's name means nothing to a small child.

"A commonsensical approach to shelving books--makes it easy for the kids.

"I like it. Makes finding books something the children can do for themselves--gives them independence.

"It's terrific! I love it. I started a new library with it so I had no transition [problem].

"I thought it would be a big help.

"It appealed to me because it grouped books on the same topic together for youngest users of the library.

"Just what I needed.

"I was very impressed and wished that I had thought of the idea first . . .

"Excellent way to divide elementary picture books.

"I felt it was an excellent system that would increase accessibility and independent library use.

"Great! This is just what we need in this library.

"Neat idea.

"An innovative approach to dealing with book retrieval by the children, on their own.

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"I thought it was a good idea.

"The system is excellent especially for young students. They can easily hunt their own books.

"Excellent, seemed like [a] good system to implement

"That it is a good program but would take a tremendous amount of time to establish it.

"I thought it was a great idea . . . I am surprised when any librarian does not see Elm's as the answer to a great need for children's libraries.

"Great idea.

"Didn't study it enought until 5/25, then I found it highly acceptable.

"May be great for large libraries.

"Easy and attractive way of classifying primary "E" books.

"Loved it! Thought it would take a lot of work to implement, it seems it would be worth it!

"I think it'll be a wonderful first step to teaching Dewey--I have not incorporated it into my library as yet.

"I thought it was wonderful. Saw Elm's System in work at a primary (K-3) school and it was ideal.

"Grateful that someone finally came along to make book selection easier for K-2.

"I like it . . .

"I was enthusiastic from the beginning.

"It's a wonderful system--makes it much easier for children to find books on topics or themes they are interested in--far superior to author arrangement.

"Intriguing, workable.

"Good concept and idea.

"I thought it was an <u>excellent</u> idea.

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"Very interesting concept.

"Worthwhile.

"Unique--but possibly difficult to implement.

"Elm's appeared to be a real solution to the problem of finding the right book on a certain subject for a small child.

"Felt it was an answer to many problems presented in the easy collection.

"Sounds great.

"Most favorable for teachers and students.

Negative Comments

"I thought the job of converting the Easy section to Elm's would be overwhelming.

"Felt that color coding was outdated. Technical Processing Prof. said not to use it because one runs out of colors.

"Didn't think it was very good on paper. Thought it would be hard to implement.

"I didn't like it. It seemed too much work to implement, didn't seem like the transfer to Dewey would be easy, and I thought its implementation might be mandated. I felt threatened.

Elm's as a Management System

Positive Comments

"Great--my students use it eagerly and faithfully. They are being 'programed' to be good library users.

"Great--much easier to shelve.

"It simplifies the transition to Dewey System. It makes a substitutes life much easier.

"I think it helps.

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"Works exceedingly well-have modified . . .

"It is easier for the librarians to shelve books, one can see at a glance books needed.

"Elm's enables more time for librarians to do other chores. It is a gigantic help to little tots to find books.

"Fine--worth every extra minute adapting printed cards and spine labels.

"An easy way to help keep the collection balanced.

"I am 'a believer' in the system for organizing and finding material. Charts help students and teachers find what they want.

"Terrific.

Positive Comments from Those With Initial Negative Reactions

"So far it seems good.

"Very good.

"I think its easier for students to find the subject --easier to shelve.

"Fantastic. . . .I'm glad that our library and students are able to profit from your system!

Elm's as an Access & Delivery System

Positive Comments

"I like the quick identification of numbers of books on a particular subject--i.e. holiday--also helps when I have to quickly scan the shelves to come up with quick materials for a teacher.

"Allows children to find books by subject area & give[s] them opportunity to be much more independent.

"I think it helps.

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"Trains children . . .

"Already without any lessons the children are learning the subject areas. It should do away with questions and unnecessary talking.

"Enjoyed by students--they appreciate having 'like' books together.

"Very good.

"Elm's sorts the books into categories, relieves the librarian, enables children to return books to proper places.

"Children can more easily find books on the subject which interests them at the moment.

"It is <u>great</u> for access & delivery. When the pupils want a dog book, they are all together--fiction & non-fiction. I am <u>very</u> pleased with the access & delivery.

"Children in kindergarten through upper elementary as well as teachers have become more independent in their use of the library.

"Terrific.

<u>Positive Comments from Those With Intitial Negative Reactions</u>

"Quick and effective. What more could one say? The kids know <u>exactly</u> where to go.

"It has made a lot more materials more readily available to the early primary children.

"Excellent--I added another band of color for author identification.

"Good."

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AUTOBIOGRAPHICAL INFORMATION

Ellen Lowe Miller

Emporia, Virginia
November 1, 1931

Attended:

University of Connecticut, Storrs, Connecticut
Norfolk State University, Norfolk, Virginia
Virginia State University, Petersburg, Virginia
Old Dominion University, Norfolk, Virginia
B.S. in Elementary Education, January 1973
M.S. in Education, August 1976
Ph.D. in Urban Services, August 1986

Publications:

Elm's Classification System
Academic Media Services, Norfolk, Virginia, 1979
Literature for Youth
Programs for Gifted & Talented, Norfolk Public Schools, Norfolk, Virginia, 1982

Positions:

Executive Secretary, Radio Productions, Norfolk, Virginia
Administrative Assistant, Tabernacle Church of Norfolk, Norfolk, Virginia
Norfolk Public Schools, Norfolk, Virginia
Elementary School Librarian
Elementary Instructional & Logistical Assistant
Program Leader, Summer Enrichment Program
Instructor, Old Dominion University, Norfolk, Virginia

Scholarships:

Alpa Delta Kappa, Honorary Sorority
Peggy Wooster Hull, Old Dominion University

Memberships:

Alpha Delta Kappa, Kappa Delta Phi, Phi Delta Kappa, and Phi Kappa Phi

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