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Date July 21, 1971

AN INTEREST STUDY FOR A SUMMER LIBRARY PROGRAM FOR ELEMENTARY AGE CHILDREN IN BUTTE, MONTANA - 1971

by

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ABSTRACT

This study attempted to discover the interest in a summer library program for elementary children in Butte, Montana.

The survey attempted to determine:

1. If principals and teachers saw any value in a summer reading program.
2. If parents and children desired and would use a summer elementary library service available in their neighborhood.
3. If volunteer assistance could be obtained for non-professional tasks.
4. If parents would approve a supervisory expenditure by the School District for the program.

The inquiry, conducted by questionnaire in ten selected Butte elementary schools, revealed:

1. Principals and teachers perceived values in a summer reading program as:
   a. An aid in improvement of reading because it would increase the retention span by the uninterrupted use of learned skills.
   b. A recreational use of books and a constructive use of time.
   c. The accessibility of books creating an interest in and an opportunity for reading.
   d. A continued use of books and buildings which now remain unused during the summer months.
2. Responses to a question assessing the interest of parents and children in a summer elementary school library service were 81 percent favorable and predicted an 80 percent usage by the children.
3. Replies indicated there would be more than enough volunteer assistance for non-professional tasks.
4. Responses to the question concerned with School District expenditure for supervisory personnel were 73 percent favorable.

The data collected reflected a favorable attitude among principals, teachers, parents, and students toward a summer elementary school library service in Butte, Montana. It was recommended that the plan be implemented under the supervision of a qualified Library Supervisor as presented.

Chapter 1

INTRODUCTION

> If I were to pray for a taste which would stand me in good stead under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however these might go amiss and the world frown on me, it would be a taste for reading. . .

These words of Sir John Hershel, the famous astronomer, are more applicable today than ever before, according to Mark Boesch, Montana author. "People," he adds, "need a shield against the fast tempo of modern living, the changing social mores, the insecurities, uncertainties, and vexations that exist in these turbulent times."[1]

Books help children explore living. Good readers live, not just one, but many lives, as they "try on" various roles and accept or reject them in the search for their own identity in their task of growing up and developing their own adult roles.[2]

Books have the potential to promote wholesome personal, social, and emotional development.[3] "We read, in the deepest sense, to find explanations about ourselves, clue to the meaning of our lives, hints if

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[1] Mark Baesch, "The Importance of Reading," Books are Friends. (Bozeman: Montana Library Association, 1962), p. 13.

[2] Ibid., p. 14.

[3] Patricia Jean Cianciola, "Interaction Between Personality of the Reader and Literature," School Librarian. (Spring, 1968). p. 14.

not answers as to what we should commit ourselves to--all in terms of our own times, and those who do not read are much handicapped in the search."[4]

Books are tools for learning but a major value also is enjoyment. Children should discover early the joy of reading just for fun. Students have specific likes and dislikes and definite interest areas. Many times they are not able to pursue these during the regular school year when classwork limits their choice of reading. For some children, such restrictions prevent them from enjoying even the assigned reading; for others, it means they read less or not at all. "The period of childhood is limited," said Mrs. Charlotte Huck in an address to the National Council of English Teachers. "If children miss reading a book at an appropriate age for them, it is missed forever. No adult catches up on his reading by beginning with Peter Rabbit."[5]

The habit of reading must begin early. If a child does not read in high school or college, you may be assured it is because he has not read in early childhood.[6] "You can tell the readers in college,"

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[4] G. D. Lillibridge, "On Reading Books," California Librarian. (January, 1968), p. 55.

[5] Charlotte Huck, "Planning the Literature Program for the Elementary School," Address to NCTE, November 24, 1961, Elementary English. (April, 1962), p. 310.

[6] Mildred V. West, "The Magic of a Book," Books are Friends. (Bozeman: Montana Library Association, 1962), p. 33.

observes Henry V. Larom, formerly of the University of Montana and presently Dean of Rockland Community College in New York. "I find that students who have the reading habit. . .get the most from their courses; they do better than their non-reading colleagues."[7]

Pleasure, knowledge, experience, and adventure come to those who, early in life, discover that reading is stimulating and satisfying.

STATEMENT OF THE PROBLEM

These attitudes toward reading, together with the sizeable investment in library books made for Butte elementary schools and their disuse during the summer formed the basis for this study. The problem was to ascertain if students and parents have an interest in and would support a summer library-reading program in their school.

PURPOSE OF THE STUDY

Reading is one of the most productive processes by which an individual may develop his mind and personality. The information gathered through this study would be valuable in determining if a school could organize and use its library materials to meet this challenge of development by fulfilling the reading needs and nurturing the reading habits of its students. This program would be carried on during the summer

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[7]Henry W. Larom, "How to Increase a Child's Vocabulary," Books Are Friends. (Bozeman: Montana Library Association, 1962), p. 40.

vacation when classroom pressures are removed and children's reading choices are voluntary.

There is no special children's summer reading program at the Butte Public Library (see Appendix E, page 62), nor does its location make it easily accessible to many children. This study would attempt to discover if children and parents desire and would use a summer library-reading program available in their immediate neighborhood; and if parents, Junior or Senior High School members of the family would volunteer to assist in such a program.

Further, it would attempt to determine the reaction of the community to an estimated supervisory cost of the program; and finally, to investigate the feeling of teachers and principals regarding a summer library-reading program.

GENERAL QUESTIONS TO BE ASKED

Answers will be sought to the following general questions:

1. What opinion do the principals hold regarding use of classroom books and buildings for a summer library-reading program?

2. Do teachers perceive any value in a summer library-reading program?

3. What is the attitude of the teacher concerning the use of his classroom library during the summer?

4. Are elementary students interested in going to their school

during the summer to get reading material of their own selection?

5. Are parents interested in having a summer library service easily available to their children.

6. Will parents or older students in the home volunteer assistance as storytellers, clerks, or aides in a summer program?

7. Will parents favor an expenditure by the School District for supervisory staff to make possible the use of present library materials during the summer months?

GENERAL PROCEDURES

The following procedures were followed to accomplish the goals of the study.

1. Questionnaires were prepared and answers solicited from administrators in Montana and neighboring states (see Appendix A, page 55). They included: (a) Bozeman, Montana; (b) Pullman, Washington; (c) Bellevue, Washington; (d) Lewiston, Idaho; and (e) Moscow, Idaho.

2. Questionnaires were prepared and circulated among principals, teachers, and parents of students of ten selected Butte elementary schools (see Appendices B, C, and D, pages 58, 59, and 60, respectively.

3. An inventory of library books was made from the pervious year's records (see Appendix F, page 63).

4. An operational budget estimate, offered by the Administration of Butte District #1, was procured (see Appendix G, page 64).

5. A practical plan of operation has been outlined.

The returns have been compiled (see Chapter 4) and recommendations made concerning a summer library-reading service in selected Butte elementary schools (see Chapter 5).

LIMITATIONS

This study was conducted in Butte District #1 in schools selected by the Administration with consideration given to distance from the Public Library and to non-teaching principals who could more easily arrange to participate in the research study.

The program, as proposed, is not the "ideal" but should be practical for a beginning operation and within the budget and resource confines of the District.

DEFINITION OF TERMS

The following terms, as used in this study, are defined:

Elementary Schools

Includes grades 1 through 6.

Summer Library-reading Program

This is a service offering students library materials from their school during the summer vacation.

SUMMARY

This chapter introduces a study concerned with summer library-reading for students of selected Butte elementary schools.

Reading is important for an entire lifetime and can be a shield against the fast tempo of modern living. To become educated and enlightened individuals and citizens, children must learn to read understandingly and accurately and to think clearly. If the habit of reading is started early, it may mean a better chance of success in high school and college.

Books enable children to explore living and to experience many situations vicariously; books help children find their own adult identity as they "try on" various roles and accept or reject them; books promote wholesome personal, social, and emotional development; and books aid in the explanation of self, and in the meaning of life and its commitments.

Books are tools for learning but a major value, also, is enjoyment. Children should discover early the joy of reading for fun and pleasure, experience, knowledge, stimulation, and satisfaction.

To ascertain if there would be interest in and support from students and parents for a summer library-reading program at selected Butte elementary schools, questionnaires were submitted to them, their teachers and principals, and to administrators in Montana and neighboring states.

Chapter 2

REVIEW OF RELATED LITERATURE

> Reading serves for delight, for ornament, for ability; the crafty condemn it; the simple admire it; the wise use it. Bacon.

Clarence Day, writing about books, says:

> The world of books is the most remarkable creation of man; nothing else that he builds ever lasts. Monuments fall, nations perish, civilizations grow old and die out. After an era of darkness, new races build others, but in the world of books are volumes that live on, still as young and fresh as the day they were written, still telling men's hearts of the hearts of men centuries old.[1]

The literature that has been examined for this study concerns the role of books and reading in the life of a child. Its organization relates to his purposes in reading and the part library service may have in them.

READING FOR KNOWLEDGE

Reading is now recognized as the most important medium of thinking, learning, and solving problems in all areas of human concern. Reading is the gateway to all knowledge, including the stories and treasures of the past, and to all that is going on and being accomplished

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[1]Robert E. Downs, "Books in the Twentieth Century," Of, By, and For Librarians, ed. John David Marshall. (Hamden, Connecticut: Shoe String Press, 1960), p. 40.

in the world of today and in the planning of the future.[2]

All knowledge, all progress is based upon the ability to read intelligently. Reading is the most productive process by which individuals may develop informed and imaginative minds, and thus the process by which they become the designers and controllers of the increasing technological energy of a contemporary complex society. As a conceptual process, reading can develop complacent minds, historically indoctrinated minds, or well-informed, courageous, and innovating minds. Few people seem to realize that we are living in the post-modern world and in the beginning of the atomic age. Reading enables young people to develop ideas, understanding, values, and attitudes. The outcomes of reading can render a great service to the millions of youth attending schools in this decade.[3]

More accelerated growth on college and university campuses, and subsequent increase in attention to advanced education, make it imperative that children discover early what books may mean as a source of information, inspiration, and pleasure. The more children read, the larger vocabularies they will have, and the better they will be prepared

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[2]Josephine Shotka, "Creative Reading," Education (September, 1961), p. 26.

[3]E. T. McSwain, "The Vital Role of Reading in This Complex Society," Recent Developments in Reading, ed. H. Alan Robinson (Chicago: University of Chicago Press, 1965), pp. 1-2.

for high school, college, and the world.[4]

> High school is too late to begin to learn about books and libraries. Children are taught basic math; they are given a good background in social studies and science; but often neglected in the instruction of using the tools of their trade. Books are the basis of all subject studies. No mountain climber ever reached the top without pick and rope; no sailor ever crossed the seas without a compass. Our children have the desire to explore. Let's not ignore the Exploration Point.[5]

For those who learn to read, the printed word possesses unique characteristics as a vehicle of social transportation, sometime mirroring changing society. According to James Bossard, the child sociologist, the future is the child. If society is to control and direct its development, the place to begin is with the on-coming generation. He points out that any hope of reasonable success in remaking the world, if it is conceived in terms of the immediate present, is:

> . . . essentially a process of trading in social futures. Controlled and directed social movement implies a forward-looking philosophy with its eyes and its values on the future. And the future is the child. The child is the hostage which each generation gives to destiny as a token of its behavior and its hopes.[6]

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[4]Henry V. Larom, "How to Increase a Child's Vocabulary," Books Are Friends, (Bozeman: Montana Library Association, 1962), pp. 39-40.

[5]Gertrude J. Jansens, "Exploration Point," Elementary English, January, 1962, p. 23.

[6]James Bossard, "The Sociology of Child Development," (New York: Harper, 1948), p. 17, quoted in Harriette G. Long, Rich is the Treasure (Chicago: American Library Association, 1963), p. 41.

Children of our communication age are keenly aware of and curious about countries other than their own, and it is vitally important to satisfy that curiosity. A child approaches a book with a freer mind than an adult. He does not have the preconceived ideas, opinions, and prejudices of an adult to color his view of what he reads.[7]

With so many barriers to peace and brotherhood today, reading may be viewed as a frontier that may achieve brotherhood tomorrow. William O. Douglas believes that books break barriers. He says that the world has never been in greater need of books and other literature than it is today.

> Knowledge of the other man--knowledge of his attitudes and philosophy, how he lives, what his prejudices and fear are--is the beginning of international cooperation. Knowledge comes first; belief, faith, and love may come in due course. One can love his child or his neighbor, but his love to the mass of humanity is apt to be empty. Man must build his human relations carefully; man must build his bridge of knowledge if there is to be understanding.

Books cannot do everything but they can promote the realization of the fundamental unity of mankind.[8]

The reading habit is essential to responsible citizenship in any modern, enlightened nation. As a student turns from the wide-eyed

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[7]Zena Sutherland, "Books are Bridges," Saturday Review (August 24, 1968), p. 42.

[8]William O. Douglas, "Books Break Barriers," Of, By, and For Librarians, ed. John David Marshall (Hamden, Connecticut: Shoe String Press, 1960), p. 21.

child to the gawky adolescent, the academic demands which are placed upon him are heavier and more complex. He is asked to be a man intellectually. He is likely to be a better man in this sense if he has known as a child the best literature which he can know at that level.[9]

READING FOR IDENTITY

Reading is a learned act and youth read chiefly for recreation and information, but also for personal, social, and asthetic reasons.[10] They read to find explanations about themselves, clues to the meaning of their lives

> . . . hints if not answers to what they should commit themselves to in their own time. Those who do not read are much handicapped in the search. The interest the young have in books suggests the deep intensity of their search in these tumultous times.[11]

Good books may set a small child on his way to happiness in learning and thinking for himself. Books have played numerous roles in the lives of readers of all ages by giving information, refreshment, consolation, wisdom, and faith for living. Some books may enable a reader to recognize his own problems and find solutions for them, and if

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[9] Nebraska Curriculum for English (Lincoln: University of Nebraska Press, 1966).

[10] Robert L. Edel, ed. Encyclopedia of Educational Research, 4th ed. (Toronto: 1969), p. 1070.

[11] G. D. Lillibridge, "On Reading Books," California Librarian (Spring, 1968), p. 13.

not solutions, a realistic, wholesome view of them. Books may also be a source of escape from problems. They may "afford a child an opportunity to sublimate his concerns temporarily but in a sound way. Books may also serve to prevent the recurrence of a problem . . ." and to help a child to "make a satisfactory adjustment when a problem arises in his own life because he has met a similar one in literature."[12]

Books can be used to help the reader become more capable of viewing himself in a positive and adequate manner.

> He can be helped to become a person who is privileged to know himself well and accept himself as the unique individual he is. An adequate, positive, self-image gives the learner a basic security that enables him to meet his developmental tasks straight-forwardly and to become a full-fledged, acceptable member of our culture. This security will fortify him with courage to face the pressures that each day brings and free him to pay more attention to events outside himself. He will be able to work and play more harmoniously in leadership and following roles; he can permit himself to be what he is while he works to become the best he can be.[13]

As books can be helpful in solving developmental problems and minor crises in the life of a child, so can they be the source of understanding the behavior of others. Although the effect of a book on the mind and emotion of a child is not measurable, there is some evidence that the right book for the right child has resulted in changed behavior.

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[12]Patricia Jean Cianciola, "Interaction Between Personality of the Reader and Literature," School Librarian (Spring, 1968), p. 13.

[13]Ibid., p. 14

In general, books have the potential to promote personality assessment, to shape social and emotional developmental values, and to help the child to set realistic goals for himself.[14]

READING FOR RECREATION

"I doubt if anything can take the place of a good book either for solid entertainment or as a means of imparting information," says Archie Joselyn in an essay about books. Half a century has brought great changes in the field loosely referred to as recreation. Automobiles, Television, and the movies have had a vast influence, not always for the better. They contain much which is good, but the treasure which lies in books is becoming a lost world to many of the younger generation.[15]

Librarians have known for some time that books are in competition with other forms of amusement and recreation. The book differs from other media in several aspects. It is impossible for the use of radio, film, or television to say, "Let's stop a minute and think about this," as he can when he reads a book. Only the medium of print allows one to stop and think, to reread, to go back and compare, to verify, and adjust. "The book thus invites a critical judgment; the other

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[14]Ibid., p. 13.

[15]Archie Joscelyn, "The Lost World of Books," Books Are Friends (Bozeman: Montana Library Association, 1962), p. 9.

media almost demand its suspension."[16]

Imaginative involvement is a natural sequence of reading. Viewing is much more passive. "The fabric of imaginative experience is cut to our own measure and fits us more snugly than the ready-made product of the screen."[17] We cannot keep children away from the movies, nor can we do away with the radio or television; the problem is to get them to read as well as look and listen.[18]

Books are portable and the reader is in command while the viewer is controlled. The reader may choose not only between reading and not reading, but he may also choose to read sporadically or continuously, slowly or rapidly, here or there. He may skim or scan, ponder or peruse, as he wishes. He has control over the manner of his reading as well as the matter, the rate of speed, and the occasion. His selection is enormous. There is little chance that television will ever be able to offer the diversity of material and riches of choice given any reader whenever he walks into a library. Choice is the chief practical

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[16]Lester Ashiem, "Reading in the Present-Day Communications Revolutions," Of, By, and For Librarians, ed. John David Marshall (Hamden, Connecticut: Shoe String Press, 1960), p. 63.

[17]Robert E. Campbell, "Books vs. TV--A Thaw Has Set In," Of, By, and For Librarians, ed. John David Marshall (Hamden, Connecticut: Shoe String Press, 1960), p. 71.

[18]Henry V. Larom, "How to Increase a Child's Vocabulary," Books Are Friends (Bozeman: Montana Library Association, 1962), p. 40.

advantage of reading over watching.[19]

FREE - READING

> Give us books, give us wings. You, who are powerful and strong, help us to escape into the far-away. Build us azure palaces in the midst of enchanted gardens. Show us fairies strolling in the moonlight. We are willing to learn everything that we are taught at school, but please, let us keep our dreams.[20]

Individualized reading permits, above all, self-selection of reading materials according to interest, ability, or some other matter. The realization that childhood is a stage of growth having its natural heritage of experiences, desires, impulses, and interests should be respected. So called free-reading is the reading that children do without suggestion or help from anyone else. Free-reading is, of course, indirectly guided by the content of the collection from which the child freely chooses.[21]

The librarian's special privilege is to open the door to the great world of books.

> The key is our approach in developing a new and positive attitude toward reading. We have found that the only contact many

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[19] Campbell, op. cit., pp. 69-71.

[20] Paul Hazard, "Books, Children, and Men," Horn Book (February, 1944), p. 4.

[21] Mary Virginia Gaver, "Every Child Needs A School Library," Of, By, and For Librarians, ed. John David Marshall (Hamden, Connecticut: Shoe String Press, 1960), p. 146.

> children have is a chore--something they have to do in class. We are trying to give these children an appreciation of the pleasure that comes from selecting their own books. The experienced worker is as often surprised as what some children are able to read along the line of a special interest as she is capable of recognizing the limitations of others. For here is no compulsion to read, no undue interference with the child's freedom, no expected response, and no judgment upon motives or performance.[22]

It is vitally important to give children a sense of pleasure in reading--not one of necessity or duty. Providing pleasurable experiences on which the child may look back contentedly is the greatest incentive to voluntary reading and enjoyment of books. These experiences are made possible by the access to a selected collection of books within which the child may have the freedom of choice. "The impact of a book upon the mind and heart of a child and the tangible assets of reading are not measurable . . ." in their total effect and value.[23]

Free-reading can teach a child that reading is fun and that there are many interesting books. It will enable him to develop fluency at his level of reading. If he becomes a fast and easy reader, he should read lots of books--not harder ones. "Fluency comes from what you can do easily, so the emphasis is on lots of reading." A child may be quite passive toward a book that is chosen for him but active in attacking a book that he wants to read and that he thinks he can read.

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[22]John Lloyd, "Reading is FUNdamental," Scholastic Teacher (January 26, 1970), p. 2.

[23]Harriet G. Long, Rich the Treasure (Chicago: American Library Association, 1963), p. 26.

There must be self-selection by the child from whatever books are available.[24]

Christopher Morley once said:

> The innocence and completeness with which a child's spirit is rendered up to a book, its utter absorption and forgetfulness, make this a sight that always moves me strangely. The child does not read to criticize or compare, but just for the unsullied joy of finding himself in a new world.[25]

THE ROLE OF THE LIBRARY

> The library is an important unit in the field of communication which is essential to the proper function of any huge, complex, modern society. The library is not only essential to the continuance of any democratic society, it is in a sense the epitome of modern civilization. In the midst of a thousand wonders of our modern age, the library might be classed as a major one.[26]

The library today is not only a convenience and privilege, it is a magic key to the treasure house of the ages; it summarizes what civilization has achieved and is also a constant and direct stimulus for further learning. In recent years, realization of the importance in the development of interests, creative thinking, and in the skill of

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[24]E. W. Dolch, "Individualized Reading vs. Group Reading," Elementary Reading (January, 1962), pp. 14-15.

[25]Harriet G. Long, Rich the Treasure (Chicago: American Library Association, 1963), p. 25.

[26]Leslie G. Moeller, "The Library in a Changing World," Of, By, and For Librarians, ed. John David Marshall (Hamden, Connecticut: Shoe String Press, 1960), pp. 91-103.

reading is the availability of a rich source of reading material.[27]

A library has been a part of the American dream of a better life for all. Frank Glenn's opinion is:

> Revival of interest in the American past, in the history of Revolution, the Civil War, and western local history will serve quite as well as military weapons in our defense, and with it will come a depth considerable stronger than can ever be gained from a reliance upon civic courses.[28]

Books and libraries can play a significant and challenging role in the out-of-school life of a child. The library can make books and reading a meaningful part of his everyday life. Through reading, the individual develops a broader and deeper understanding of the past and the present, discovers a source of companionship, finds enrichment of spirit, a strengthening of ideals, a stirring of emotions, and a more sensitized response to beauty.[29]

The sociologist in considering environmental factors which affect the lives of children includes the library among other agencies concerned with the child and his leisure. It is the child's inalienable right to have access to literature and to be encouraged, inspired, and

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[27]Mary Virginia Gaver, "Every Child Needs a School Library," Of, By, and For Librarians, ed. John David Marshall (Hamden, Connecticut: Shoe String Press, 1960), p. 141.

[28]Frank Glenn, "Books In a World on Fire," Of, By, and For Librarians, ed. John David Marshall (Hamden, Connecticut: Shoe String Press, 1960), pp. 42-53.

[29]Harriet G. Long, Rich the Treasure (Chicago: American Library Association, 1963), p. 22.

stimulated to read. The library must offer the child a selection of books because many homes are unable to do so. Smaller living quarters, mobility of population, economic status of many families, lack of knowledge on the part of some parents, all militate against home ownership of many books. A generous library selected with the best interests of children in mind, is a necessary part of bringing children and books happily together.[30]

The responsibility of the library is to reach every child in the community for whom books and reading may have a potential meaning.[31] A program for children's library service should extend the boundaries of their knowledge and experience, pursue self-directed learning of all kinds, explore and satisfy their many curiosities and interests, provide enjoyment in the expressions of creative artists, establish intellectual habits that last for life, and ideally aid in every activity that touches their cultural and informational purposes.[32]

The school library is an influence which can make the difference

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[30] Ibid., p. 46.

[31] Frances Clarke Sayers, "The Reading Program in the Children's Department," Youth, Communication, and Libraries, ed. Frances Henne, Alice Brooks, and Ruth Ersted (Chicago: American Library Association, 1949), p. 121.

[32] Long, op. cit., p. 50.

between "learning to read" and "reading to learn".[33] Teachers, librarians, supervisors, and administrators share the responsibility for developing good school library programs. One of the greatest gifts the school can give to children is a love of, and a satisfaction in, the habit of reading.[34]

Local taxes are the principal source of support for both public schools and public libraries. In recent years, it has been difficult to fund all the requests and the time has come for administrators of both these library institutions to look closely at their expenditures and examine their justification for them. For instance, if the total amount spent annually for children's books were added to the school library budget, would better service to more readers be the result? Schools traditionally are located in residential sections often within walking distance of a large percentage of their enrollment.[35]

The school library standards state:

> It is the right of every child and young person in a democratic society to have the resources of learning easily accessible,

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[33]Helen Huus, "Innovations in Reading Instruction at Later Levels," Innovation and Change in Reading Instruction, Sixty-seventh Yearbook of the National Society of Education, ed. Helen M. Robinson (Chicago: University of Chicago Press, 1958), pp. 126-158.

[34]Mary Virginia Gaver, "Every Child Needs a School Library," Of, By, and For Librarians, ed. John David Marshall (Hamden, Connecticut: Shoe String Press, 1960), p. 152.

[35]Dorothy A. McGinnis, ed. Libraries and Youth, A Symposium (Syracuse: Syracuse University, 1968), pp. 42-43.

primarily because these resources and the school library program that implements their use constitutes a fundamental part of the education of youth.[36]

Ruth Ersted, in writing about making libraries accessible to youth, says:

> As for accessibility, it is by now an axiom that this is one of the most important factors affecting the reading patterns of children and adults. The results of many studies also make it evident that the school library is the most accessible agency for the distribution of reading materials to children.
>
> We want to give all children and youth the best [library] service possible, the kind of service which meets their needs. . . It costs money to produce a high standard of library service. We know that a coordinated system of libraries, either public or school, has an opportunity to give better service per dollar spent than the small independent library. Are we justified from a financial point of view in continuing to develop two agencies within each community or region capable of giving the same service to boys and girls? The taxpayer would be difficult to convince.
>
> The libraries we want can be much nearer reality if we pool the present resources of the school and children's libraries, and work together to attain jointly what we could never accomplish separately.[37]

These considerations could be influential factors in making decisions. School and public administrators may never do more than discuss this issue, but discussion has already begun and may soon involve respective governing bodies. It is a question of deep concern

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[36] American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1960), p. 7.

[37] Ruth Ersted, "Making Libraries Accessible to Youth," Youth Communication and Libraries, eds. Frances Henne, Alice Brooks, Ruth Ersted (Chicago: American Library Association, 1949), pp. 119-120.

and one which only working together can answer.[38]

In elementary schools, the major obstacle to the use of libraries is the serious lack of centralized library facilities. Appointment of a trained librarian will provide leadership which promotes service to children and develops techniques of cooperative relationships. In systems or larger units of service, much of the work of the professional librarian will be to direct untrained or semi-trained personnel. The use of non-professional personnel is advocated where such use is feasible.[39]

As the standards for good libraries are met and exceeded, the library will continue to develop as the essential and exciting agency which goes beyond the requirements of the instructional program and exposes for many children the imagination of mankind.[40] The present challenge is to fulfill this statement. It is a mission freighted with more urgency than ever before.[41] The library must be certain that

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[38]McGinnis, op. cit.

[39]Charles M. Armstrong, Student Use of Libraries, An Inquiry Into the Needs of Students, Libraries, and the Education Process, Papers of the Conference Within a Conference, July 16-18, 1963 (Chicago, Illinois: American Library Association, 1964), pp. 114-115.

[40]American Association of School Librarians, Standards for School Library Programs (Chicago: American Library Association, 1960), p. 13.

[41]Winston Broadfoot, "What Is a Library?" Of, By, and For Librarians, ed. John David Marshall (Hamden, Connecticut: Shoe String Press, 1960), p. 87.

within its range no child for whom reading may have a lasting appeal is robbed of the opportunity to discover it because library facilities are not available to him. Better library service is the connecting link between books and children. It will pay rich dividends to them, "the creators and master pilots of the next generation."[42]

SUMMARY

Reading for knowledge is the most important medium of thinking, learning, and solving problems. It is the gateway to all knowledge, present, past, and future. Reading enables young people to develop ideas, understanding, values, and attitudes.

Reading helps understanding of self better--and through self, other people--and through other people, the world. Reading can promote the realization of the fundamental unity of mankind, but man must build a bridge of knowledge if he is to achieve understanding, international cooperation, and brotherhood of humanity in the world today.

Children read to find their own identify, explanations about themselves and clues to what and who they should be. Books play numerous roles in the lives of readers providing information, refreshment, consolation, wisdom, recognition of problems, escape, and adjustment.

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[42]Frances Clarke Sayers, "The Reading Program in the Children's Department," Youth, Communication, and Libraries, eds. Frances Henne, Alice Brooks, and Ruth Ersted (Chicago: American Library Association, 1949), p. 121.

Books have the potential to promote personality assessment, to shape social and emotional developmental values, and to help a child set realistic goals for himself.

Recreational reading has much competition today. It has an advantage in imaginative involvement where viewing may be passive. The reader is in command while the viewer is controlled. Only the medium of print allows one to stop and think, to re-read, to go back and compare, and adjust. Thus, the book invites a critical judgment; the other media almost demand its suspension. A reader may choose not only between reading and not reading, but may also choose to read sporadically or continuously, slowly or rapidly, or here and there. He may skim or scan, ponder or peruse, from an enormous diversity of material. He has control over manner, matter, rate of speed, and the occasion.

Free-reading allows self-selection of reading materials according to interest, ability, or some other matter. It is vitally important to provide children with a pleasurable experience in reading--not always one of necessity or duty. This can teach a child that reading is fun and that there are many interesting books. A fast and easy reader should read lots of books--not harder ones--to find himself in many new worlds.

The library is essential to the proper functioning of modern society and communication. It is a convenience, a privilege, a summary of civilization, and a stimulus for further learning. It is the child's

right to have access to literature and to be encouraged, inspired, and stimulated to read from a generous selection of books provided by libraries. The library must offer the child books because many homes are unable to do so; it must reach every child in the community for whom books and reading may have a potential meaning.

Teachers, librarians, supervisors, and administrators share the responsibility for developing good libraries. Schools traditionally are located in residential sections within walking distance of a large percentage of their enrollment. Accessibility is one of the factors affecting the reading pattern of children and many studies make it evident that the school library is the most accessible agency for the distribution of reading materials to children.

It costs money to produce the high standard of library service desired for all children and youth that will meet their needs. Taxes are the principal source of support for both school and public libraries. The taxpayer may be difficult to convince from a financial point of view that two agencies, capable of giving the same service to boys and girls, should continue to be developed within each community. School and public library administrators are beginning to ask if better use of monies could be made if efforts were combined in one program of service. Would better service to more readers result if the total amount spent annually for children's books for the public library was added to the school library budget? The kind of libraries wanted can

be much nearer reality if the present resources of the school and children's libraries are pooled and used together to attain jointly that which they can never accomplish separately. It is a topic of deep concern and one which only working together can resolve.

Better library service is the connecting link between books and children. Centralized elementary school libraries staffed by trained librarians will provide leadership which can promote better library service and reading for children. The use of non-professional personnel is advocated where such use is feasible.

The library must be certain that within its range no child for whom reading may have a lasting appeal is robbed of the opportunity to discover it because library facilities are not available to him. The present challenge is to meet and exceed the standards for good libraries, and to develop the library as the essential and exciting agency which goes beyond the instructional requirements exposing for many children the imagination of mankind.

Chapter 3

PROCEDURES

Pleasurable experiences are desirable in reading because reading is basic to every subject taken in school. When there are no regular classes, many children tend to become restless and bored. This study proposes to focus attention on a summer reading opportunity for Butte elementary children. Its purpose will be to encourage these students to continue to read out of school and to stimulate further reading of self-selected books of personal interest.

A survey of parents of students, teachers, and administrators was taken to assess interest and intent to cooperate with such a proposed reading program. The manner of obtaining this data will be presented in this chapter.

POPULATION DESCRIPTION

The population for this study consisted of five superintendents from three states, principals and teachers from ten elementary schools in Butte, Montana, and parents of the students in a second and a third grade from each of these elementary schools. Questionnaires were designed for each of these segments of the school community.

METHOD OF COLLECTING DATA

Data was collected by questionnaires: (1) cover letter and questionnaire for outside administrators--Appendix A, page 55, (2) questionnaire for principals--Appendix B, page 58, (3) questionnaire for teachers--Appendix C, page 59, and (4) cover letter and questionnaire for parents--Appendix D, page 60.

The questionnaires for outside administrators were sent by mail. At the suggestion of the Superintendent of Butte, Montana, School District #1, this researcher presented the proposal briefly and submitted the questionnaire to the principals and teachers of each school in small groups during a recess break or other convenient time. A second and third grade teacher, selected by the principal of each school, received the questionnaires for distribution to the parents of their respective students. These were returned to the teacher who in turn sent them to the researcher through the school interchange system.

METHOD OF ORGANIZING DATA

The findings of this study are combined and presented in Chapter 4. There are four main categories: (1) information concerning summer-reading service from superintendents in other locales, (2) information about library materials in the schools and the attitudes of the principals toward the proposal, (3) attitudes of the teachers regarding the

use of room library materials for the summer, and any values perceived by them in this type of reading service, and (4) interest and intent of cooperation of parents in use of a summer reading service, and in furthering it by volunteer assistance and by the expenditure of district funds.

A descriptive analysis of the findings has given direction to the recommendations and proposal made in Chapter 5.

HYPOTHESIS

The hypothesis was that a reading service offered from their elementary school during the summer would be used by Butte, Montana, elementary children.

SUMMARY

To seek and determine local interest, intent to cooperate, and predicted use of a summer reading program service at their elementary school, questionnaires were submitted to principals, teachers, and parents of a second and a third grade in ten elementary schools in Butte, Montana.

Questionnaires were also sent to five outside administrators seeking information and experiences in a like situation.

This data has been organized, combined, and presented in the next chapter.

Chapter 4

RESEARCH FINDINGS

The proposed plan was submitted by the researcher to Mr. Charles Davis, Superintendent of School District #1, Butte, Montana, who gave his approval for the study and his unlimited cooperation for its conduct. Permission was granted to assess by questionnaire the attitude of principals and teachers in ten Butte, Montana, elementary schools and to seek to discover the reaction of some parents in these school areas toward the usage and funding of a summer library service at the school attended by their children.

The researcher was allowed to visit ten Butte, Montana, elementary schools during school hours after the superintendent had advised the principals concerning the study and solicited their cooperation. Appointments were arranged by telephone and were made to coincide with a time convenient for the principal to take recess or movie duty so the researcher could explain the proposal to the teachers in not more than three groups per school.

Butte, Montana, elementary schools visited between December, 1970, and March, 1971, were Blaine, Emerson, Emerson Annex, Greeley, Harrison, Hawthorne, Hillcrest, Kennedy, Longfellow, and Webster-Garfield.

At the same time questionnaires were sent to administrators

outside of Butte, Montana, and to other states, to determine if this program had been in effect in other places.

OUTSIDE ADMINISTRATOR RETURNS

Five administrators located in Moscow and Lewiston, Idaho; Bellevue and Pullman, Washington; and Bozeman, Montana, were mailed questionnaires (See Appendix A, page 55) with self-addressed, stamped returned envelopes. All questionnaires were returned.

The following questions were asked and answered:

Question 1

If a summer reading program is available to elementary children in your locality, is it provided by schools, public library, Bookmobile, or other source?

Four answered that the service was provided by the Public Library; two of these have Bookmobile Service. One locale has a service made available by the school; another has an occasional and partial school service which is not an organized program.

Question 2

(1) If this service is not provided by the school, what is the reason?

Lack of finances was expressed as the reason schools did not provide the service.

(2) Has your school district considered offering this service?

Two answered that they had considered it.

Question 3

(1) If provided by the school, is it managed by the principal, librarian, teacher, volunteers, or others?

One reported the service was managed by the librarian and Work-Study students; the other by the Librarian and PTA volunteers.

(2) Is it funded by Federal monies, district budget, or in other ways?

Replies were that one was funded by a combination of Federal and local monies and the other by PTA contributions.

(3) Is the service available to all elementary children within the school area limits, to special summer school students, or others?

Two responses were that the service was available to all elementary children within the school area limits. One also answered that summer school students could use the service if the library was open in the building where school was in session.

(4) What is the schedule of the service--half-day, daily, weekly, or other?

One service is maintained one day per week per school; the other two hours once or twice a week if the service is in effect.

PRINCIPAL'S RETURNS

Each principal was personally informed about the suggested proposal and asked to fill out the principal's questionnaire (Appendix B, page 58) at the time of the researcher's visit to their school. These interviews reflected a 100 percent favorable interest in the service.

In answer to Question 1 of the questionnaire which asked if any values were perceived in a summer reading program, the principals expressed the values as: (1) an aid to improvement in reading by uninterrupted use of learned skills, (2) a recreational use of books providing a constructive use of vacation time, and (3) a continued use of materials and buildings which are easily accessible to the children.

All principals in response to Question 2, which asked if summer library facilities would be available, answered that all schools could provide a room for a summer library near an outside entrance so that other parts of the building need not be used.

In response to Question 3 asking principals if they would encourage teachers to use their influence in motivating the program, all principals agreed they would do so.

Each principal was asked in Question 4 to list the number of books carried on the inventory of the school. It was found that the schools average ranged from 132 to 500 library books per room. Responses are tabulated in Appendix H, page 65.

Question 5 asked principals for suggestions for implementing the program. Their suggestions were: (1) to have qualified personnel, (2) to have adequate supervision, (3) to plan early, (4) to educate teachers concerning the values of the program, and (5) to seek outside agencies to support the service both with funds and volunteers.

TEACHER'S RETURNS

The researcher met with 129 teachers in small groups for fifteen minutes per group. The time limit caused the explanation of the proposal to be very brief and skeletal. Most of the teachers were interested, attentive, and cooperative, answering their questionnaires (Appendix C, page 59) within the recess period and without advance notice or preparation.

In response to Item 1, which was "What values do you perceive in a summer reading program?", nine teachers had no comment, seven saw no value, and five saw no value unless parents would help the children, adding that this could not be expected in the summer. Two more felt children should use the Public Library in the summer. The values of summer reading as perceived by 108 teachers are summarized as follows:

1. It would lessen the forgetting span, help retention, and continue reading progress. (61)[1]

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[1]Numbers in parentheses indicate number of teachers suggesting item.

2. The accessibility of the books would create interest and offer opportunity to read. (33)

3. The service would give children the liberty to read for enjoyment and in interest areas, thus stimulating reading. (28)

4. It would provide a constructive use of time, keeping children off the streets, and offering relief from summer boredom. (8)

5. Summer reading would serve as an enrichment and for increased knowledge. (22)

6. It could be an aid to slow learners. (4)

7. Books and buildings would be in use and not idle during the summer months. (3)

Item 2 of the Teacher's Questionnaire sought to determine the attitude of teachers regarding the use of a portion of their room library for a summer reading service by asking if they would be willing to loan them for summer use. The response showed that 103 teachers, or 80 percent, were willing to loan their classroom library books for a summer project; seventeen, or 13 percent, said they would not like to do this; and nine, or seven percent, qualified their willingness by asking for the certainty of adequate staff to properly care for the books, or by wanting assurance of the return of the books to their rooms, or by seeking protection from damage to books, and by some who did not wish to loan paperbacks, encyclopedias, or dictionaries. Tabulation of these responses is found in Table 1, page 37.

Table 1

Teacher's Responses to Item 2 of Questionnaire[1]

School	Responses	Yes	No	Qual[2]
Blaine.....	6	5		1
Emerson	18	11	6	1
Emerson Annex ...	9	8	1	
Greeley	16	11	2	3
Harrison	6	6		
Hawthorne	12	10	2	
Hillcrest	14	12	1	1
Kennedy	12	12		
Longfellow	16	16		
Webster-Garfield.	20	12	5	3
Total	129	103	17	9
Percent		80%	13%	7%

[1] Item 2: Would you be willing to lend a portion of your room library for a summer reading program?

[2] Qualified responses. Some were willing if staff was adequate for proper care; some wanted assurance of the return of the books to their room and protection from damage; and some would loan books except paperbacks, encyclopedias and dictionaries.

Item 3 asked teachers to predict what percentage of their class would use a summer library service accessible at the school. Teachers, individually, predicted usage from none to 90 percent; as schools, the predictions ranged from 21 percent to 55 percent; and for the ten schools surveyed, the average predicted usage was 38 percent. The predicted summer use of a reading service is listed in Table 2, page 39.

Replies by teachers in answer to Item 4 asking for suggestions for implementing the program were:

1. Start now
2. Have:
   (a) qualified personnel and supervision
   (b) story hour
   (c) more books and arrange them by levels and subject matter
   (d) reading tables
   (e) no strict due date for books
   (f) library cards
   (g) help in choosing books
   (h) discipline concerning lost books
   (i) insurance for lost or damaged books
   (j) plenty of help
3. Ask teachers to encourage use by:
   (a) talking about it before school is out
   (b) asking students for titles read during the summer

Table 2

Teacher's Responses to Item 3 of Questionnaire[3]

School	Resp[2]	10[3] %	20 %	30 %	40 %	50 %	60 %	70 %	80 %	90 %	100 %	
Blaine	6	2	1		1	1	1					32
Emerson	17	9	1	5		2						21
Emerson Annex	9	4			2	2			1			33
Greeley	16	4	3		3	3	1		1	1		38
Harrison	6	2	1	1	1	1						27
Hawthorne ...	12	1	1		2	5	3					45
Hillcrest ...	14	3	1	2	2	5			1			37
Kennedy	11	2			4	4			1			42
Longfellow ..	16	6	3	2	1	2			2			30
Webster-Garfield ..	15	10	3		1	1						15
Total responses	122									Average		32%

[1]Item 3: What percent of your class will you predict would participate in a summer reading program?

[2]Resp - Abbreviation for responses

[3]Percentages were grouped as 10% and under, 20% and under, 30% and under, etc.

4. Ask outside agency to help fund and advertise the program.
5. Be sure books are returned to rooms by September.
6. Open the program to older children and adults
7. See about Monroe story-telling graduates
8. Use high school assistants and give school credit
9. Leave books in a central school library at end of season
10. See if any Federal funds are available
11. Arrange adequate publicity

PARENT'S RETURNS

In each school, a second and third grade teacher, selected by the principal, were given questionnaires (See Appendix D, page 60) for their students to take home to the parents. Approximately, five-hundred questionnaires were sent out; 288 were returned to the researcher by the teachers through the school interchange system.

Answers to Item 1 asking the number of children in the family attending elementary school showed 699 children were represented in the 288 returns.

Item 2 asking the parents how many of these children would be interested in getting reading material from their school during the summer showed that 568 of them, or 80 percent, would be interested.

Item 3 asked the parents if they were interested in having summer library service for their children available in the community.

There were 246, or 85 percent, affirmative replies from 288 returns. Comments from several parents indicated a desire for the service to include older children of both junior and senior high school age.

To determine whether volunteer assistance would be available, Item 4 of the Questionnaire asked if parents or older students in the home would be willing to assist as storytellers, clerks, or aides. There were 127 responses assuring sufficient volunteers for non-professional tasks.

Results of the first four items of the parent's questionnaire are listed in Table 3, page 42.

Item 5 asked the parents if they would favor expenditure by the School District for a summer reading service. Of the total of 270 replies to this item, 197, or 73 percent, responded in favor of the district expenditure for the service; 61, or 23 percent, answered no; and 12, or four percent, qualified their replies because the cost was unknown or because they felt the need could be filled by the public library.

Further interest in the proposal was evidenced by the 238 requests for the results of the study.

Table 4, page 43, tallies the responses to Items 5 and 6.

SUMMARY

The findings tabulated in this chapter were obtained from

Table 3

Parent's Responses to Items 1, 2, 3, 4 of Questionnaire

School	Returns	Child[1] attend	Users[2]	Parents[3]	Vol.[4]	Jobs[5]
Blaine	17	47	37	13	7	8
Emerson ...	26	51	42	25	11	18
Emerson Annex ...	31	66	60	29	13	21
Greeley ...	34	77	73	33	15	20
Harrison ..	21	58	52	20	6	11
Hawthorne .	36	87	72	30	25	30
Hillcrest .	30	60	55	24	8	15
Kennedy ...	46	113	83	34	20	29
Longfellow.	29	86	52	23	14	23
Webster Garfield.	18	54	42	15	8	15
Total	288	699	568	246	127	190

[1]Item 1: How many of your children attend this school?

[2]Item 2: How many of these would be interested in getting reading material from their school in the summer?

[3]Item 3: Are you interested as a parent in having reading materials easily available to your children?

[4]Item 4: Would you or any family member volunteer assistance?

[5]Would you volunteer for storyteller, clerk, aide, or other work? It is not known if the checks were for more than one member of the family or if the volunteer would do more than one thing.

Table 4

Parent's Responses to Item 5 and 6 of Questionnaire

School	Returns	School District Expenditure[1]			Want[3] results
		Yes	No	Qual.[2]	
Blaine	16	9	6	1	12
Emerson	23	16	3	3	24
Emerson Annex	29	24	5		28
Greeley	31	25	4	2	27
Harrison	20	15	4	1	19
Hawthorne	35	24	8	3	33
Hillcrest	30	19	11		25
Kennedy	42	32	9	1	35
Longfellow ...	28	20	7	1	22
Webster-Garfield ...	16	12	4		13
Totals	270	197	61	12	238
Percentages		73%	23%	4%	

[1]Item 5: Would you favor expenditure by the School District to support the program?

[2]Some answers to Item 5 were qualified because of the unknown cost; others because they felt the Public Library should fill the need.

[3]Item 6 gave the person an opportunity to know the results of the study.

responses to questionnaires sent to outside administrators, principals, and teachers in ten Butte, Montana, elementary schools and to parents of one second and one third grade in each school.

The outside administrator returns showed that of the five surveyed only one had an organized, continuing service. Others were interested, but lacked finances to operate a program.

Values perceived by principals for summer reading were expressed as: (1) an aid to improvement in reading by uninterrupted use of learned skills, (2) recreational use of books providing a constructive use of time, and (3) a continued use of materials and buildings which are easily accessible to the children.

All principals responded that a room near an outside entrance would be available for a summer library making it unnecessary to use other parts of the building, and that they would encourage teachers to motivate students to use the service. It was found that the average number of books per room in nine of the schools varied from 132 to 500 library books (see Appendix H, pages 65 and 66).

Suggestions from the principals for implementing the service were: (1) to have qualified personnel, (2) to have adequate supervision, (3) to plan early, (4) to educate teachers concerning the values of the program, and (5) to seek outside agencies to support the service both with funds and volunteers.

Returns from 129 teachers assessed values of summer reading as:

(1) lessen the forgetting span, (2) accessibility of books would offer opportunity to read, (3) liberty to read for enjoyment and interest, (4) constructive use of time, (5) source of enrichment and knowledge, (6) aid to slow learners, and (7) use of books and buildings during summer.

Responses showed that 80 percent of the teachers were willing to loan their room library books for a summer library in their school, 13 percent were not willing, and 7 percent were willing with reservations. Teachers predicted usage of a summer reading service by their students to be 32 percent.

Important suggestions by teachers for implementing the program were: (1) start now, (2) have qualified personnel and supervision, (3) story hour, (4) reading tables, (5) discipline concerning lost books, (6) plenty of help, (7) ask teachers to encourage use by talking about before school is out and asking students for titles of books read during the summer, (8) ask outside agency to help fund and advertise the service, (9) see if any Federal funds are available to assist in the program, and (10) arrange adequate publicity.

Approximately five hundred questionnaires were sent to parents of a second and a third grade in each school. There were 288 returns. Responses concerned 699 students whose parents believed 568, or 80 percent, of them would use a summer service. Parents recorded 246, or 85 percent, affirmative replies regarding their personal interest in a

service easily accessible to their children. Volunteer assistance was offered on 127 returns.

Responses showed 197 out of 270 replies, or 73 percent, favorable toward district expenditure for a summer library service; 61, or 23 percent were against district expenditure; 12, or four percent, qualified their reply because of the unknown cost or because they felt the Public Library should fill the need. Further interest was evidenced by the 238 requests for the results of the study.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was conducted to determine if students and parents were interested in and would support a summer library-reading program in their own school. It sought to determine the reaction of the community to a supervisory cost, to assess if volunteer assistance would be available, and to investigate the feelings of teachers and principals regarding the value of a summer elementary school library service.

The literature examined for this study concerned the value of books and reading in the life of a child, his purposes in reading, and the importance of accessible library service to him. Reading is one of the most productive processes by which the individual may develop his mind and personality. It is the most important medium of thinking, learning, and solving problems. Pleasure, knowledge, experience, and adventure come to those who early in life discover that reading is stimulating and satisfying.

Books are not only tools for learning and developmental growth but are of major value for enjoyment and recreation. Summer is a time when children may read materials, self-selected according to interest, ability, or other matter. It is a time for fun-reading--not one of necessity or duty.

The library must provide the child with books because many homes are unable to do so. Schools are located in residential sections within walking distance for most children. Accessibility is one of the most important factors which affects the reading pattern of children. Many studies make it evident that the school library is the most accessible agency for the distribution of reading materials to children. The library must be certain that within its range no child, for whom reading may have a lasting appeal is robbed of the opportunity to discover it because library facilities are not available to him.

These attitudes toward reading together with the sizeable investment in library books made for Butte, Montana elementary schools, their disuse in the summer, and the restless boredom of students during vacation focused attention on the challenge for a constructive summer program from the school. Since there is no special children's summer reading program at the Butte Public Library (see Appendix E, page 62 nor does its location make it easily accessible to some children, this study attempted to discover if children and parents desired and would use a summer reading service if available in their immediate neighborhood.

The procedures followed in the conduct of the research were: (1) to submit questionnaires to five administrators in other locales, to principals and teachers of ten Butte elementary schools, to parents of students of a second and a third grade of each school; (2) to list

the inventory of books available in each school; (3) to prepare a suggested operational budget; and (4) to propose a practical plan as a guide for the service program.

Questions and answers sought by the study were:

Question 1. What opinion do the principals hold regarding use of classroom books and buildings for a summer reading service?

Each principal answered Items 1 and 2 of the Questionnaire (Appendix B, page 58) in a positive manner. The program was mentioned as providing a recreational use of books and a constructive use of vacation time, summer use of materials and buildings, and as a forerunner of the centralized library. All principals said that a room near an outside entrance could be made available for a summer library.

Question 2. Do teachers perceive any value in a summer library-reading program?

The values listed by teachers in Item 1 of the Questionnaire (Appendix C, page 59) are summarized as: (1) increasing the retention span, (2) the accessibility of books would offer opportunity to read, (3) liberty to read for enjoyment and interest, (4) constructive use of time, (5) source of enrichment and knowledge, (6) aid to slow learners, (7) use of books and buildings during the summer.

Question 3. What is the attitude of the teacher concerning the use of his classroom library during the summer?

Teacher's responses to this question (Chapter 4, Table 1) were 103 assenting, seventeen against, and nine qualifying their answers.

There were 129 responses, which makes 80 percent willing, 13 percent not willing, and seven percent willing if there was adequate staff for proper care of books; or if there was assurance of the return of the books to their room and some protection from damage and lost books; or a willingness to loan any books except paperbacks, encyclopedias, and dictionaries.

Question 4. Are elementary students interested in going to their school during the summer to get reading material of their own selection?

Students themselves were not questioned, but teachers were asked to predict how many of their students they thought would use the service (Chapter 4, Table 2). The 122 individual predictions varied from none to 90 percent; school predictions ranged from 15 percent to 45 percent with an overall average of 32 percent. Parents were more optimistic. Their prediction (Chapter 4, Table 3, Items 1 and 2) from 288 returns was that 568 out of 699 children, or 80 percent, would be interested in getting reading material from their school.

Question 5. Are parents interested in having a summer library service easily available to their children?

The responses from parents showed 246, or 80 percent, favorable replies from 288 returns (Chapter 4, Table 3, Item 3). Comments from several parents indicated a desire for materials and service for older children, also including both Junior and Senior high school age.

Question 6. Will parents or older students in the home volunteer assistance as storytellers, clerks, or aides?

Many people worked and did not have time to give, but 127 returns answering this question indicated willingness to assist wherever needed.

Question 7. Will parents favor an expenditure by the School District for supervisory staff to make possible the use of present library materials during the summer months?

From 270 responses to this question, 197, or 73 percent, gave consent to this expenditure; 61, or 23 percent, did not; and 12, or 4 percent, qualified their replies because the cost was unknown or because they felt the Public Library could fill this need.

Conclusions

Principals, teachers, and parents feel the need for and would support a summer elementary school library program in Butte, Montana. It must also be concluded that children would participate in a summer-reading program. The response to the inquiry concerning volunteer assistance for the program assures sufficient volunteers for non-professional assignments for the season.

Recommendations

Based upon the responses to the questionnaires and the ensuing favorable conclusions, it is recommended to School District #1 of Butte, Montana, that a summer elementary library service, under the

supervision of a qualified Library Supervisor, be initiated at the first opportunity.

A plan of operation (Appendix H, page 65) is proposed, which would place the program under the supervision of a qualified Librarian or Library Supervisor assisted by a Work-Study person and volunteers who would assist as story-tellers, clerks, and aides.

It is proposed to open each of ten selected schools for one-half day each week for eight weeks. The supervisor and assistant would be employed for ten weeks to allow time for preparation of books and rooms, organization of personnel, publicity, inventory, reports, and clean-up.

Books for summer use should be selected in cooperation with each teacher from the room library. The tabulation of library books in the schools shows that classrooms average from 132 to 500 books from which selection could be made. This would permit from seventy-five to one hundred books per room to be used during the summer.

All principals agreed that a room near the entrance could be made available to use as a summer library in each school. This would be desirable so that children could be restricted to an area near the entrance of the building.

It is expected that the library would be operated according to standard library practices and regulations. A suggested operational budget (Appendix G, page 64) outlines a feasible cost of the service

for a season as follows:

Librarian Supervisor	$1,750.00
Work-Study Assistant (20% local funds)	150.00
Supplies and book replacement	100.00
Total	$2,000.00

A keynote to success would be adequate publicity which would be the responsibility of a volunteer under the direction of the supervisor or the project of an organization, which would promote not only a public relations program but would support the service with funds and volunteers.

The service as proposed is not "ideal" but the old Chinese proverb reminds us that even in a thousand-mile journey one must take the first step.

APPENDICES

APPENDIX A

January 4, 1971

Superintendent of Schools
City, State ZIP

Dear Sir:

A research study is being prepared as a part of a Master's Program under the direction of Montana State University in cooperation with School District #1 of Butte, Montana. To know if the school libraries in your school system provide summer library service to elementary children is essential to the comparative part of the study.

The enclosed questionnaire is designed to take a minimum of your time. It will be very helpful and greatly appreciated if you can return it by January 20, 1971.

Thank you very much for your cooperation.

Sincerely,

Olive M. Griffith
Librarian

OMG:bc

Encl. 2

QUESTIONNAIRE

Please check blanks applicable:

1. If a summer reading program is available to elementary children in your locality, is it provided by:
   - (1) Schools _____
   - (2) Public Library _____
   - (3) Bookmobile _____
   - (4) Other _____

2. If this service is not provided by the school:
   - (1) What is the reason it is not?

   - (2) Has your school district considered offering this service?

3. If provided by the school:
   - (1) Is it managed by:
     - a. Principal _____
     - b. Librarian _____
     - c. Teacher _____
     - d. Volunteers _____

3. (1) e. Other _____

(2) Is it funded by:

a. Federal Monies _____

b. District Budget _____

c. PTA _____

d. Other _____

(3) To whom is the service available?

a. All elementary students within the school's area limits _____

b. Special summer school students _____

c. Other _____

(4) What is the schedule of service?

a. Half-day _____

b. Daily _____

c. Weekly _____

d. Other _____

4. Please indicate if you wish a summary of this study when completed later this school year. _____

APPENDIX B

P R I N C I P A L S :

Answers to the following questions are solicited:

1. What values do you perceive in a summer reading program?

2. Could facilities be provided in your school for a summer library for one day a week for two summer months? _____

3. Would you encourage your teachers to use their influence in motivating this program? _____

4. How many library book titles are presently entered on the inventory list of your school? _____

5. What suggestions would you make for implementing the proposed plan?

APPENDIX C

T E A C H E R S :

Please briefly answer the following questions:

1. What values do you perceive in a summer reading program?

2. Would you be willing to lend a portion of your room library for a summer reading program? _____

3. What percent of your class will you predict would participate in a summer reading program? _____

4. What suggestions do you have for implementing the proposed plan?

APPENDIX D

Dear Parent:

The enclosed questionnaire is being sent to you under the direction of Montana State University in cooperation with the administration of Butte School District #1. It would be very helpful if you would take a few minutes to respond to it.

A summer reading program is being suggested for elementary children utilizing the library materials of your school on a one-day-a-week basis for two summer months. Before proceeding further, it is important to determine your reaction to this proposal. You are one of thirty families chosen from your school to answer a few questions to indicate your reaction to such a plan.

The prompt return of your questionnaire will be greatly appreciated. The results will be available later in the school year.

Sincerely,

Olive M. Griffith, Librarian
East Junior High School

QUESTIONNAIRE

Please indicate your answers on the blanks provided:

1. How many children in your family attend _____School? _____

2. Of this number, how many would be interested in getting reading material from their school during the summer? _____

   How many would not use this service if it were offered? _____

3. As parents, are you interested in having a summer library service easily available to your children? _____

4. Would you or any member of your family volunteer assistance in a summer program? _____

   If so, please check your choice (or choices):

   Storyteller _____ Aide _____

   Clerk _____ Other _____

5. Would you favor expenditure by the School District to support such a program? _____

6. If you would like to know the response of your school community to this questionnaire, please check. _____

APPENDIX E

February 10, 1971

Mrs. Olive M. Griffith,
Librarian
East Junior High School
2600 Grand Avenue
Butte, Montana 59701

Dear Mrs. Griffith:

In response to your inquiry concerning a special summer library-reading program for children, this is to advise you that the Butte Public Library does not have such a program, has not had one in recent years and does not anticipate starting a program of this nature in the near future.

Yours very truly,

Anne Moore

(Miss) Anne Moore
Children's Librarian
Butte Public Library

APPENDIX F

Principal's Responses to Item 4 [1]

School	Number of library books	Rooms in school	Average books per room
Blaine	2,250	6	340
Emerson	5,000	19	263
Emerson Annex	1,190	9	132
Greeley	4,238	18	241
Harrison	3,000	6	500
Hawthorne	2,331	12	194
Hillcrest	4,545	15	303
Kennedy	2,328	12	194
Longfellow	3,900	17	230
Webster Garfield	?		
Total	28,782		

[1] How many library books are presently entered on the inventory list of your school?

APPENDIX G

SUGGESTED BUDGET FOR OPERATING A SUMMER

ELEMENTARY SCHOOL LIBRARY SERVICE

Librarian-Supervisor	$1,750.00
Work-Study Assistant (20%)	150.00
Supplies and Book Replacement	100.00
Total	$2,000.00

This will provide for:

1. Ten elementary schools to be opened for one half day per school for eight weeks.

2. Librarian and assistant to be employed for ten weeks to allow for preparation, inventory, reports, and clean-up.

Necessary custodial service can be provided by the summer staff at each school.



Charles C. Davis
Superintendent
School District No. 1
Butte, Montana

APPENDIX H

THE PROPOSED PLAN

This suggested plan requires that, under the supervision of a qualified Library Supervisor, these procedures be followed to implement a summer reading program for Butte elementary children:

1. Obtain an inventory of titles in the school.

2. If the number of titles will support such a selection, solicit fifty or more books from each teacher according the following criteria:

   (1) Titles, fiction and non-fiction, that are most appealing to the particular age level.

   (2) Only books in good condition.

3. Make certain all books are properly processed so that they may be circulated according to standard library practices.

4. Include in total collection, one or more sets of encyclopedia, a dictionary, a globe, and other aids which may be suggested by teachers.

5. Assemble entire collection in one room, preferably one which is accessible separately from the rest of the building.

6. Select, train, schedule, and supervise personnel.

7. Employ motivating devices for enriching the service, such as bulletin boards, story-hours, and story-records.

8. Arrange for pre- and continuing publicity to include program schedules with letters of explanation to the parents and pictures of the library in action.

9. At the conclusion of the summer program, prepare an evaluation based on:

(1) Number of books circulated

(2) Number of children who used the service

(3) Personnel report

(4) Poll of students and parents to discover reaction to the program.

10. Present this report to the administration for their consideration in the continuance of the program.

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