

App Coll
Z
675
.45
097
1954

AN EVALUATION OF THE LIBRARY PROFICIENCIES
OF FRESHMEN AT APPALACHIAN STATE
TEACHERS COLLEGE
1953-54

A Thesis

Presented to

the Faculty of the Department of Education
Appalachian State Teachers College

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

by

Agnes Grace Owsley

May 1954

AN EVALUATION OF THE LIBRARY PROFICIENCIES
OF FRESHMEN AT APPALACHIAN STATE
TEACHERS COLLEGE
1953-54

by
Agnes Grace Owsley
1954

Approved by:

Ila M. Taylor
Chairman of Thesis Advisory Committee

Chas. E. Wilson
Director of Graduate Study

Eunice Query
Major Professor

W. F. Smith
Minor Professor

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The problem	1
Statement of the problem	1
Importance of the study	2
Definitions of terms used	3
Scope of the study	5
Method of investigation	5
Summary	7
II. REVIEW OF THE LITERATURE	8
Literature in regard to college library instruction	8
Literature in relation to high school library manuals	16
Summary	18
III. ANALYSIS AND INTERPRETATION OF DATA	19
Data in regard to general background information	19
Data in regard to classifying the test	20
Data in regard to the administration of the test	22
Data in regard to the make-up of the test	23

CHAPTER	PAGE
Data in regard to scoring and tabulating	
the tests	26
Summary	55
Conclusions	56
Recommendations	58
BIBLIOGRAPHY	60
APPENDIX	64



LIST OF TABLES

TABLE	PAGE
I. High School Library Training of 346 Freshmen	20
II. Report of High School Library Lessons by 346 Freshmen	21
III. Frequency of Questions in Categories Tested .	25
IV. Classification of Errors on Questions Pertaining to the Card Catalog	27
V. Classification of Errors on Questions Pertaining to General Reference Books	30
VI. Classification of Errors on Questions Pertaining to Classification and Arrange- ment	35
VII. Classification of Errors on Questions Pertaining to <u>Readers' Guide</u>	38
VIII. Classification of Errors on Questions Pertaining to the Parts of a Book	40
IX. Frequency of Errors on Questions Pertaining to the Card Catalog made by 346 Freshmen	41
X. Frequency of Errors on Questions Pertaining to General Reference Books made by 346 Freshmen	43

TABLE

PAGE

XI.	Frequency of Errors on Questions Pertaining to Classification and Arrangement made by 346 Freshmen	46
XII.	Frequency of Errors on Questions Pertaining to the Readers' Guide made by 346 Fresh- men	47
XIII.	Frequency of Errors on Questions Pertaining to the Parts of a Book made by 346 Fresh- men	48
XIV.	Total Number of Errors Made in Five Cate- gories by 346 Freshmen	49
XV.	Resume of Errors on Diagnostic Test made by 346 Freshmen	51

CHAPTER I

I. INTRODUCTION

Undergraduate library science training and its laboratory experience develop a philosophy of library service in its students and a realization that theirs is an opportunity to make a most valuable contribution to the intellectual development of the beginning college student. An improvement in the efficiency of methods of learning and a stimulation of the student's intellectual curiosity should be undertaken simultaneously during this formative period of college training when the student's needs are greatest. The classroom and laboratory suddenly thrust upon the bewildered freshman problems which are difficult to solve because he does not have sufficient knowledge of the tools with which he must work. In order to bring about an increased efficiency of methods and an improvement in the use of the basic tools of learning, the proficiency of the methods and tools gained through high school study and experience must be evaluated.

II. THE PROBLEM

Statement of the problem. Accordingly, the investigator set out to evaluate the library proficiencies of the freshman class at Appalachian State Teachers College 1953-54 prior to any college instruction or experience in the use of the library. This evaluation was made by the administration of a single diagnostic test covering the following categories:

(1) the card catalog, (2) general reference books, (3) classification and arrangement, (4) the Readers' Guide, (5) the parts of a book. From the results of this test data were obtained to furnish a basis for recommendations for a course of study in library materials and usage, adapted to the needs at Appalachian State Teachers College.

Importance of the study.

Throughout the history of American colleges it is apparent that the relationship of a college administration, its faculty and the library technician - however cooperative in meeting immediate problems - consistently lacks a cohesive quality which springs from a common philosophy and educational attitude. By coordinating the functions of these three, and so developing a distinct philosophy of educational service, the undergraduate college libraries of America have two great opportunities: to develop a method of instruction which will meet the student where he is and provide the catalytic agent which will accelerate his motivation to learn; greater still, to develop an in-service training of young instructors which will enable our colleges to obtain a new generation of scholars who will have experience and insight in the problems of higher education.¹

No data were available which would serve to show how our students rated in regard to their library proficiency gained through high school training and experience, nor was there information available to point out the categories of library usage in which serious deficiencies existed. It was obvious that this information had to be obtained and analyzed before recommendations could be made and a course of action determined to bring about a local realization of the ideal of a generation of scholars capable of utilizing their innate

¹William G. Lance, "Educational Function of the Undergraduate Library," Association of American Colleges Bulletin, 32:539-41, December, 1946.

abilities and the wealth of recorded knowledge available for educational self improvement, independent thought and research, cultural enrichment and spiritual satisfactions.

III. DEFINITIONS OF TERMS USED

Library. "A collection of books and materials organized and administered for reading, consultation and study."²

Proficiency. "Degree of acquired knowledge, skill or ability in industrial operation, school subjects, etc."³

Tools. Devices which are used to facilitate learning. In this paper the term includes both general and special books, and instruments such as a card catalog and a system of classification and arrangement.

Librarian. "A person responsible for the administration of a library."⁴

Teacher-Librarian. "A person trained to give service both as a teacher and as a librarian, whose position requires part-time service in each field."⁵

²A.L.A. Glossary of Library Terms with a Selection of Terms in Related Fields (Chicago: American Library Association, 1943), p. 80.

³Howard C. Warren, editor, Dictionary of Psychology (Boston: Houghton Mifflin Company, 1934), p. 212.

⁴A.L.A. Glossary of Library Terms, loc. cit., p. 80.

⁵Ibid., p. 139.

Library instruction. "Teaching readers how to use the library and its materials."⁶

Card catalog. A file system in which entries are on separate cards arranged in a definite order in drawers.⁷

Classification. The grouping of books and materials on the same or similar subjects.⁸

Arrangement. A systematic scheme for the position of books and other material according to subject or form.

General reference books. In this study the term general reference books is used to include such reference books as encyclopedias, dictionaries, atlases, gazetteers, almanacs, and biographical dictionaries.

Readers' Guide. An author and subject index to periodical literature.

Teachers college. "A degree-granting college specializing in the preparation of teachers."⁹

⁶Ibid., p. 81.

⁷Ibid., p. 23.

⁸Susan Grey Akers, Simple Library Cataloging (third edition; Chicago: American Library Association, 1944), p. 177.

⁹Carter V. Good, editor, Dictionary of Education Prepared under the Auspices of Phi Delta Kappa (New York: McGraw-Hill Book Company, Inc., 1945), p. 410.

Teacher-training institution, state. A general term used to designate any institution supported by the state in which the training of elementary - or secondary - school teachers takes place; includes state normal high schools, state normal schools, state teachers colleges, and state colleges or schools of education in state universities.¹⁰

IV. SCOPE OF THE STUDY

A diagnostic test was administered to 352 freshmen students who entered Appalachian State Teachers College from ten states and one foreign country. The test was designed to determine their library proficiencies gained through high school training and experiences. Out of the 352 tests, 346 contained sufficient information to justify their use in this study.

V. METHOD OF INVESTIGATION

Sources of data. Data used in this study have been secured from (1) professional literature in the fields of library science and education, (2) general information questionnaires and diagnostic tests, (3) interviews with individuals at Appalachian State Teachers College.

Collection and treatment of data. During the course of undergraduate library science study and its laboratory

¹⁰Ibid., p. 411.

experiences, the investigator had become aware of the basic weaknesses in the library proficiencies of students enrolled in other courses of study at Appalachian State Teachers College. Conferences with the library science faculty and other faculty members confirmed the investigator's assumption.

With the aid of advisers in the Departments of Library Science and Education the freshman class of Appalachian State Teachers College was selected for investigation of library proficiencies acquired through high school training and experience. A library science faculty adviser and other library science graduate students assisted the investigator in compiling a diagnostic test. Of approximately 400 freshmen, 352 were in attendance in the classes in which the test was administered. Of the 352 tests 6 were discarded because of insufficient information necessary for classification. Data from the 346 tests were compiled and analyzed.

A review of literature was made to determine whether or not this lack of library proficiencies was general and what investigations had been carried out, the manner in which they had been made, and what remedial action had been taken.

Tests and manuals used for high school instruction were studied in order to assess the potential library proficiency which could be gained through existing high school library instruction.

The chapters following present a review of the literature, an interpretation of the data, a summary of the findings, a statement of conclusions, and recommendations for an immediate and a long-range program for improvement and remedial action to be taken at the college and secondary school levels.

VI. SUMMARY

The existence of serious deficiencies in the training of high school students for advanced educational experiences is not difficult to establish. Agreement on the assumption is much easier to obtain than concrete, workable ideas for the prevention and remedy of the deficiencies. The philosophy of library science brings about an awareness of the presence of a broad avenue of opportunity through which formative students' learning potential and intellectual curiosity may be enhanced.

In order to provide aid intelligently through library resources, "where the student is" in regard to library proficiency must be determined. This was done, in this study, through a single diagnostic test administered to the freshman class at Appalachian State Teachers College, 1953-54. This test covered the following categories: (1) the card catalog, (2) general reference books, (3) classification and arrangement, (4) the Readers' Guide, and (5) the parts of a book.

CHAPTER II

REVIEW OF THE LITERATURE

Literature in regard to college library instruction.

Voluminous amounts of literature have been published by authorities in the fields of education and library science in an effort to create an awareness of the necessity for library instruction in American colleges. The definite need for a library methods course in every college and university in the country was stated by Garlock¹ as a measure to combat library illiteracy. Mattis² defined the library as a working part of the college, and to make this statement meaningful claimed that the library staff must teach the use of the library. That one of the great opportunities of the American undergraduate colleges is to develop a method of instruction which will meet the student where he is and thereby stimulate his motivation to learn is a principle advanced by Lance.³

¹Larene A. Garlock, "Overcoming Library Illiteracy," Journal of Higher Education, 13:124, March, 1942.

²Sidney Mattis, "The College Library and the Teaching Process," Journal of Higher Education, 23:313-18, June, 1952.

³William G. Lance, "Educational Function of the Undergraduate Library," Association of American Colleges Bulletin, 32:339-43, December, 1946.

Erickson⁴ reported the results of a survey made in American teachers colleges in confirmation of this expressed need for library instruction. Of the 75 colleges considered in the survey 61 colleges responded and, in each case, stated that more emphasis needed to be placed on formal library instruction for freshmen. In a report of a survey made of various types of college library instructional programs Sellers stated:

Every college librarian who has any contact with students is engaged in library instruction. The "instruction" may take the modest form of an explanation of the filing system used in the card catalog, a hint on how to look up a corporate entry, or an illustration of the difference between a see and a see also reference - but it is instruction. The distinguishing feature of such teaching is, as Ruth Erlandson has indicated, that it deals "with the specific and individual problem in terms of the obvious need of the inquiring student."

Valuable and immediately helpful as such individualized education is, it is not, nor should it be considered, an alternative to a regular program of instruction, where all the students are exposed to uniform information; it should serve to supplement it.⁵

In reply to a questionnaire more than 88 colleges and universities (no teachers colleges included) stated that they are looking forward to the time when the Department of Library Science would prescribe courses in library usage for freshmen

⁴E. W. Erickson, "Library Instruction in the Freshmen Orientation Program," College and Research Libraries, 10:445, October, 1949.

⁵Rose Z. Sellers, "What Shall We Do with Our Freshmen?" Wilson Library Bulletin, 24:360-65, January, 1950.

and upperclassmen. The suggestions which accompanied the replies are summarized as follows:

1. All freshmen required to have a course which would include the basic reference books, and magazine indexes; explanation and practice in using the card catalog.
2. All upperclassmen to have the explanation of the library tools in connection with their major subjects.
3. All graduate students to have practice and instruction in bibliography and research.⁶

The need for library instruction has been established; however, the method or form of this instruction has long been a major concern of educators. "The freshmen training program varies considerably from one institution to the next, in every conceivable respect: extent, contents, auspices, accreditation, mechanics of instruction, and application."⁷

The extent and content of these various programs range from the guided tour (in some instances coupled with a lecture) to a regular course that carries credit. The tour, the most frequently used method, is usually considered the least satisfying.

In many high schools and in most orientation courses for freshmen, there are efforts to teach "how to use the library." In general, they attempt to guide new students around the physical plant and to pose simple problems in the use of the card catalog and most of the common reference tools. Unless the teacher is exceptional, such

⁶Beatrice A. Young, "Let Us Teach Library Science in College," School and Society, 50:837, December 23, 1939.

⁷Sellers, loc. cit.

guidance can easily go in one ear and out the other for it rarely has personal meaning to the average youth. Consequently such instruction is likely to be moribund from the start, and do as much harm as good because it is the library that suffers from the students' natural reaction of revulsion.⁸

Sellers⁹ concluded that the tour is inadequate, undignified, and has nothing to recommend it. Parsons and Tate¹⁰ reported that the tour was one of the approaches with which they experimented and then rejected.

The preview lecture is another method often used, but it too shows evidence of being non-productive. It is frequently combined with the tour, coming either in advance of (the tour) or after its completion. In either case it fails to coordinate the explanation of what a particular library tool is and how to use it with the actual examination and use of the tool. Typical of this lack of coordination is the experience of Wilder,¹¹ who reported that when he tried to lecture to the freshmen during orientation, his talk had to be "sandwiched in" between routine announcements of the athletic department and other college departments also interested in the

⁸Lance, op. cit., p. 540.

⁹Sellers, op. cit., p. 364.

¹⁰Emma G. Parsons and Marjorie Tate, "Look, Listen, and Use," Wilson Library Bulletin, 23:59, September, 1948.

¹¹David T. Wilder, "Frosh Get Special Treatment at Hamilton College," Library Journal, 73:1534-6, November 1, 1948.

freshmen. The talk and the tour were attended by freshmen who had to "rush off" to other phases of registration.

Most colleges have had to be content with a program that offers a series of lectures that are frequently provided for in the time allotted a college class other than library instruction. These lectures are sometimes supplemented by the use of a film.

At Temple University the freshmen are given a two-hour lesson in library usage. In the first hour they see the film, Found In A Book, and during the second hour they are instructed in the use of the various library facilities. At the close of the lesson they are given a manual to use for future reference.¹²

Firor¹³ reported that the five-week lecture course given during the time allotted the orientation program at Maryland Teachers College was unsatisfactory because it was not compulsory and it carried no college credit.

At State College in Fairmont, West Virginia,¹⁴ the Look, Listen, and Use plan was devised after twelve years of experimentation with other plans and "has changed freshmen library instruction from something to be endured into an experience in the practical use of basic tools." A campus

¹²Sellers, op. cit., p. 561.

¹³Mary C. Firor, "Library Instruction Program Developed for College Freshmen," Between Librarians, 13:4, June, 1951.

¹⁴Parsons and Tate, op. cit., pp. 59-61.

made film entitled Those Three Keys was produced to stress the use of the card catalog, the encyclopedias, and Readers' Guide. The film was shown in the third week of the term and during that same week the English classes came to the library, one at a time, for follow-up instruction. An assignment was then made by the English instructors, and the students were taught to use what they had seen in the film and heard in the lecture.

At Rutgers University¹⁵ seven class periods of each English composition class were turned over to a member of the library staff for library instruction. A series of lectures was made and a 3,000 word theme assigned. The students had to pass their library work in order to get a passing grade in English. Because this plan proved beneficial, a new course was devised which would elaborate upon the above course and yet would not be taught during the time allotted to the English Classes.

The English department and the library staff at Suffolk University in Boston cooperate in a lecture plan which has resulted in the increased use of the library and a higher quality of work.¹⁶

¹⁵Allen E. James, "The Freshmen and the Library," Wilson Library Bulletin, 15:403-07, January, 1941.

¹⁶Mary Esther Newsome, "A Library Course for Freshmen," Wilson Library Bulletin, 15:338, December, 1940.

The program considered most nearly ideal by the authorities in the field is that of the regular library course.¹⁷ In most instances this course meets for one hour each week. Not all of the colleges give credit for the course, nor do all of them make it compulsory.

Colgates' Preceptorial Library Study bulletin¹⁸ stated: (1) library skills are not an end in themselves; (2) certain needs can be predicted; (3) the best place for preliminary guidance in using the library is the library itself; preceptorial library training is required of all freshmen, but is voluntary for upperclassmen. There is no credit given for the course.¹⁹

At the University of Tampa²⁰ it is expected that the student give the same respect and attention to a library course that he would to a physics class. On the assumption that the student is expected to apply himself and master the subject-matter deemed essential, the library as essential should be studied to the extent that proficiency in its use

¹⁷Erickson, loc. cit.

¹⁸Thomas M. Iiams, "Freshmen Need Library Instruction," Library Journal, 72:60, January 1, 1947.

¹⁹Loc. cit.

²⁰Lucy M. Lanphear, "It Wasn't Sugar Coated," Wilson Library Bulletin, 24:366, January, 1950.

would be attained. Because of these attitudes library science is required of all freshmen for one hour of class work for one semester. Results of this class show better library usage and better English research papers.

At Louisiana State University²¹ a term of library science carrying one semester hours' credit is required of all freshmen. The class meets once a week independently of any department. The class is centered around the making of a bibliography. The subject of the bibliography is chosen by the student and approved by the instructor if sufficient material is available. Since the work of those students who have taken the course early shows a definite advantage over the work of others, the university suggests that all freshmen take the course during the first period of the college year.

None of the above mentioned programs would be feasible without the cooperation of the administration and faculty, nor would they be complementary to the achievement in education sought by teachers and librarians. Aldrich²² expressed this attitude by concluding that "the work is professionally satisfying to instruction because of the necessity of keeping in touch with all departments of the university, with the high schools from which they [the freshmen] come, and with the public libraries we hope they will use."

²¹Ella A. Aldrich, "Two Thousand Freshmen and the Library," American Library Association Bulletin, 33:675, October 1, 1939.

²²Ibid., p. 714.

Baker²³ stated that cooperation of the faculty must be given freely, intelligently, consistently, and enthusiastically when the library is considered as a basic method of instruction. This insures that the student develop ways of using libraries and bears out Wriston's statement that "the responsibility for the use of [library] books [by students] should not be centered in the librarian, but in the faculty."²⁴

Literature in relation to high school library manuals.

To determine the potential library proficiency high school students could acquire by use of available instructional manuals, a group of manuals was studied.

The Brown manual,²⁵ first copy-righted in 1928 and kept under constant revision, was the most technical of all the manuals studied. Miss Brown assumed that the students would be unskilled but prompted the librarian to overestimate, rather than underestimate, the degree of this lack of skill and to be prepared to cope with it.

The Toser manual²⁶ was designed for high school freshmen and sophomores. It is developed to cover a course of library instruction in ten lessons.

²³O. J. Baker, "The Teachers Part in Fostering the Students' Use of the Library," Journal of Higher Education, 19:307-12, June, 1948.

²⁴Ibid.

²⁵Zaidee Brown, The Library Key (seventh edition; New York: H. W. Wilson Company, 1949), 150 pp.

²⁶Marie A. Toser, Library Manual (New York: H. W. Wilson Company, 1938), 81 pp.

Find It Yourself by Scripture and Greer²⁷ has seven chapters each of which is a lesson covering a certain library tool.

The Boyd book²⁸ has sections on the use of the library, the reference resources, books and their arrangement, and the public library.

The manual prepared by Campbell, Knight, and Smith²⁹ is a student's guide in workbook form. They present a guide and worksheet for each of the eight lesson plans.

Both Morris³⁰ and Persing³¹ designed their manuals on a series of lessons followed by review tests and covered the major categories deemed essential to high school library instruction.

²⁷Elizabeth Scripture and Margaret R. Greer, Find It Yourself (students edition; New York: H. W. Wilson Company, 1936), 36 pp.

²⁸Jessie Boyd, Books, Libraries, and You (New York: Charles Scribner's Sons, 1949), 143 pp.

²⁹Lellia Campbell, Louise Knight, and Gale Smith, A Student's Guide on How To Use the Library (Fowler, Indiana: Benton Review Publishing Company, Inc., 1948), 45 pp.

³⁰Emmett Morris, Exploring Libraries (Bellwood, Illinois: School Necessities Company, 1947), 63 pp.

³¹Chester L. Persing, Fundamental Library Skills (revised edition; Alton, Illinois: Western Military Academy, 1947), 34 pp.

The philosophy of library instruction and the essentials of a basic course in the use of the library were found to be generally consistent in all of the material reviewed for this survey.

Summary

The need for library instruction in undergraduate colleges has been established conclusively, but the method of conducting the training has taken various forms.

Cooperation of the administration and faculty is considered essential for all programs if they are to meet the needs of the students and to stimulate them to greater proficiency in library skills.

Manuals designed for courses of study in high schools tend to parallel one another in their approach toward teaching the use of the library. The general categories emphasized are in the use of the following: (1) the card catalog, (2) general reference books, (3) classification and arrangement, (4) Readers' Guide, and (5) the parts of a book.

CHAPTER III

ANALYSIS AND INTERPRETATION OF THE DATA

The purpose of this chapter is to present an analysis of the findings of a library proficiency test taken by 346 freshmen at Appalachian State Teachers College. Of approximately 400 freshmen enrolled for the 1953-54 school year, 352 were present for the classes in which the test was administered. Only 6 of the tests had to be discarded because of insufficient information.

Data in regard to general background information. In order to evaluate the library proficiencies acquired while they were in high school the freshmen at Appalachian State Teachers College were given a diagnostic test. This test was given during the winter quarter of the 1953-54 school year. No formal library course is required of freshmen at Appalachian State Teachers College, but these students are required to take the freshman English course. All members of the freshman English classes are required to write a library research paper in the spring quarter; therefore, the diagnostic test was given in the winter quarter prior to the assignment of the library research paper. The investigator assumed that the test, given at this time, would not reveal any advantages gained from library training provided in the English course. Any incidental learning on the part of these freshmen was

considered relative and insignificant. The test was used as an indicator of the library proficiencies gained through their high school training and experience.

Of the 346 freshmen who participated, 326 attended high school in North Carolina, 1 in Alabama, 2 in Georgia, 2 in Florida, 1 in Kentucky, 1 in Maryland, 1 in Michigan, 3 in South Carolina, 2 in Tennessee, 3 in Virginia, and 1 in Cuba.

Data in regard to classifying the test. Because the proficiency of a student may be measured by his experience and training, the tests were separated and arranged according to the type of high school library training the individual student had received. Table I shows the number and percentage of examinees classified as: Group I, trained by librarians; Group II, trained by teacher-librarians; Group III, trained by other than librarian or teacher; Group IV, trained by no one. The term others included principals, supervisors, or public librarians.

TABLE I

HIGH SCHOOL LIBRARY TRAINING OF 346 FRESHMEN

Type	Number	Per cent
Group I, Librarian	173	50
Group II, Teacher-Librarian	148	43
Group III, Other	20	6
Group IV, No one	5	1

The information used to make this grouping was secured from the general information sheet¹ which was attached to the test. All items on the sheet were explained fully. The information cited was considered valid as to the student's understanding of the statement or his interpretation of the explanation.

Space was provided on this sheet for the student to designate whether or not he had received library lessons and, if so, by whom were they taught. Table II represents the number and percentage of students who received library lessons and by whom they were taught. The table also indicates the number and percentage of students who received no library lessons.

TABLE II

REPORT OF HIGH SCHOOL LIBRARY LESSONS BY 346 FRESHMEN

Taught by	Number	Per cent
Librarian	134	38
Teacher	64	18
Other	17	5
No one	121	38

¹See Appendix A.

It is not intended for the reader to correlate Table I, page 20, and Table II, page 21, since the data supplied do not furnish a basis for correlation. For example, the reader is not to suppose that the 64 students who received library lessons from a teacher (Table II, page 21) were taught by 64 of the 148 teacher-librarians listed in Table I, page 20. The teacher-librarian cited by an individual student could have been a teacher with a full teaching load who devoted time to the library before and after school, and the library-lessons that the student received could have been taught by an entirely different teacher.

Data in regard to the administration of the test. All freshmen at Appalachian State Teachers College are assigned to a guidance class. These classes carry one-third of one quarter-hour's credit. They are incorporated in the curriculum to aid the student in his adjustment to college and to help him understand his role in campus activities; for these reasons the classes are conducted informally. Because the investigator wanted to establish a friendly basis for the administration of the test and yet choose a course in the required curriculum of freshmen, the guidance classes were selected. This was done to serve a three-fold purpose: (1) not to infringe on the instructional time allotted to required subject-matter courses such as English or history, (2) to test the entire freshmen class by using required course

classes, (3) to gain a friendly attitude by administering the test to informal classes. Either the investigator or other library science graduate students met each freshmen guidance class. The administrator explained fully the purpose the test was to serve. Special effort was exerted to make it apparent that the test was for the personal, academic benefit of the investigator. To secure the cooperation of the "test-weary" and "test-worried" freshmen, each administrator pointed out that there was no space provided on the test for the student's name since the test scores were not to be used on the student's individual records. During the test period all items were explained and questions were answered to clarify any statement appearing on the test. The students were asked not to guess at answers but to check only the questions they knew. When examining the tests, it was obvious to the investigator that full rapport had been established and all examinees had complied with the requests made of them. Six tests were eliminated only because the information necessary for classification was not sufficiently clear to the scorer. Examination of these six tests showed a proficiency equal to the others and a conscientious attitude toward answering the questions.

Data in regard to the make-up of the test. The test was compiled by the investigator, other library science graduate students, and a library science faculty advisor.

Many library manuals, such as those of Scripture and Greer,² Boyd,³ Brown,⁴ and Toser⁵ were consulted. They were studied in order to determine which categories of library facilities were mentioned consistently and to determine the degree of emphasis placed upon them. A study was made also of the test questions which appear in these manuals. The compilers realized that the majority of freshmen to be tested would be graduates of North Carolina high schools, so an intense study was made of manuals and tests used for library instruction in North Carolina high schools. Many of the manuals were found to be based on the manual written by Douglas,⁶ and many variations of the 1939 Douglas test⁷ had been used.

²Elizabeth Scripture and Margaret Greer, Find It Yourself (New York: H. W. Wilson Company, 1936), 43 pp.

³Jessie Boyd, and others, Books, Libraries, and You (New York: Charles Scribner's Sons, 1949), 143 pp.

⁴Zaidee Brown, The Library Key (New York: H. W. Wilson Company, 1949), 150 pp.

⁵Marie A. Toser, Library Manual (New York: H. W. Wilson Company, 1938), 84 pp.

⁶Mary Peacock Douglas, The Teacher-Librarian's Handbook (Chicago: American Library Association, 1949), 166 pp.

⁷Mary Peacock Douglas, "Meet the College Library," (unpublished paper sent to North Carolina High School Librarians, State Department of Public Instruction, Raleigh, North Carolina, 1939.)

To accommodate the student coming from small schools with limited facilities, only five broad categories of library tools were used in the test questions. The number of questions used in each of these categories, shown in Table III, was determined by the emphasis placed on these categories in the various manuals used in the study.

TABLE III
FREQUENCY OF QUESTIONS IN CATEGORIES TESTED

Category	Number	Per cent
Card Catalog	6	24
General Reference	10	40
Classification and Arrangement	6	24
Readers' Guide	2	1
Parts of a Book	1	1

Twenty-five questions were used to insure adequate testing, and to keep the administration of the test within the time allotted to a regular class period.

The general arrangement of the questions followed the five categories tested with a few purposely placed exceptions. The questions, however, were continuous and not blocked off in categories.

Data in regard to scoring and tabulating the tests.

After the test papers were separated and grouped by the type of high school library training recorded, all answers were checked by a key made out by the library science instructor who had acted as advisor in compiling the test.

Table IV, page 27, shows the errors made by the groups of students on the questions pertaining to the card catalog. On the 6 items in this category errors were not made by each group in the same order of frequency. Errors were tabulated for all of the items in the category by Groups I and II, but none of the students in Groups III and IV made errors on items 1 and 4. Percentages of error for this category ranged from 80 to 0. The highest percentage of error was made by Group IV.

TABLE IV

CLASSIFICATION OF ERRORS ON QUESTIONS PERTAINING TO THE CARD CATALOG

Item on Test	Group 1	Group 2	Group 3	Group 4
	Taught by librarians	Taught by teacher-librarians	Taught by other than group 1 or 2	Taught by no one
	173 Examinees	148 Examinees	20 Examinees	5 Examinees
	Number Per cent	Number Per cent	Number Per cent	Number Per cent
5. On the cards in the card catalog the top line is typed in red or all capitals on the (a) author card; (b) the subject card; (c) the title card.	108 63	104 69	16 80	4 80
2. The quickest way to find out whether the book entitled <u>Lord Jim</u> is in the library is to look in the card catalog drawer marked (a) Ja-La; (b) Si-St; (c) Li-Ma.	38 22	49 33	8 40	2 40
3. The card catalog is <u>most useful</u> as a library tool because (a) it gives the titles of all the books an author has written; (b) it is a guide by author, title and subject to all books in the library; (c) it is arranged alphabetically.	36 21	30 20	7 35	4 80

TABLE IV (continued)

CLASSIFICATION OF ERRORS ON QUESTIONS PERTAINING TO THE CARD CATALOG

Item on Test	Group 1	Group 2	Group 3	Group 4				
	Taught by librarians	Taught by teacher-librarians	Taught by other than group 1 or 2	Taught by no one				
	173 Examinees	148 Examinees	20 Examinees	5 Examinees				
	Number	Per cent	Number	Per cent				
	Per cent	Number	Per cent	Number				
	Per cent	Per cent	Per cent	Per cent				
6. To find the books the library has about China, one should first look (a) among the geography books; (b) in the card catalog; (c) ask another student.	12	7	20	13	1	5	1	20
4. A catalog card marked AVIATION, see AERONAUTICS means (a) the library has no books on the subject; (b) one should look under the second subject given; (c) one should look in the encyclopedia.	9	5	20	13	-	-	-	-
1. To find the title of a book by Sir James Barrie, look in the card catalog under (a) James; (b) Sir; (c) Barrie.	2	1	3	2	-	-	-	-

Table V, page 30, shows the errors made by the 4 groups of students on questions pertaining to the use of general reference books. The 4 groups exhibited weaknesses on different items in this category. In Groups I and III item 7 ranked second in frequency of error, in Group II it ranked third, and in Group IV no errors were made on item 7. Percentages of error for this category also ranged from 80 to 0. The highest percentage of error was made by Group IV.

TABLE V

CLASSIFICATION OF ERRORS ON QUESTIONS PERTAINING TO GENERAL REFERENCE BOOKS

Item on test	Group 1	Group 2	Group 3	Group 4
	173 Examinees taught by librarians	148 Examinees taught by teacher-librarians	20 Examinees taught by other than group 1 or 2	5 Examinees taught by no one
	Number	Number	Number	Number
	Per cent	Per cent	Per cent	Per cent
8. A gazetteer gives (a) geographical information; (b) biographical information; (c) bibliographical information.	82	84	10	4
	48	56	50	80
7. Cross references in an encyclopedia are used to suggest further sources of information in (a) other books; (b) the same set of books under other headings; (c) the card catalog.	70	51	12	-
	41	34	60	-
14. A bibliography is (a) a list of references; (b) a debate; (c) a life of a person.	67	67	10	1
	39	45	50	20

TABLE V (continued)

CLASSIFICATION OF ERRORS ON QUESTIONS PERTAINING TO GENERAL REFERENCE BOOKS

Item on test	Group 1	Group 2	Group 3	Group 4
	Number Per cent	Number Per cent	Number Per cent	Number Per cent
	173 Examinees taught by librarians	148 Examinees taught by teacher-librarians	20 Examinees taught by other than group 1 or 2	5 Examinees taught by no one
15. Only the biographies of living people are listed in (a) <u>Webster's Biographical Dictionary</u> ; (b) <u>Harper's Dictionary of Classical Literature and Antiquities</u> ; (c) <u>Current Biography</u> .	33 19	34 23	5 25	2 40
12. To determine the reliability of an encyclopedia check (a) length of articles; (b) qualifications of editors and authors; (c) illustrations.	30 18	34 23	2 10	- -
11. Copyright dates of an encyclopedia are indicative of (a) accuracy; (b) up-to-dateness; (c) scope.	29 17	29 19	2 10	- 31

TABLE V (continued)
 CLASSIFICATION OF ERRORS ON QUESTIONS PERTAINING TO GENERAL REFERENCE BOOKS

Item on test	Group 1	Group 2	Group 3	Group 4
	173 Examinees taught by librarians	148 Examinees taught by teacher-librarians	20 Examinees taught by other than group 1 or 2	5 Examinees taught by no one
	Number Per cent	Number Per cent	Number Per cent	Number Per cent
13. An unabridged dictionary is (a) dictionary including approximately all the words in the language; (b) a dictionary of proper names; (c) a selected list of important words.	27 16	36 24	3 15	- -
9. <u>The World Almanac</u> is especially useful in looking up material about (a) new books; (b) current events; (c) up-to-date statistics.	25 15	26 17	4 20	1 20
10. Besides giving correct spelling, pronunciation, meaning and parts of speech, an unabridged dictionary gives (a) no other information; (b) information including proper names, foreign phrases, abbreviations; (c) occasional information.	15 9	13 9	1 5	- -

TABLE V (continued)
 CLASSIFICATION OF ERRORS ON QUESTIONS PERTAINING TO GENERAL REFERENCE BOOKS

	Group 1	Group 2	Group 3	Group 4
Item on test	173 Examinees taught by librarians	148 Examinees taught by teacher- librarians	20 Examinees taught by other than group 1 or 2	5 Examinees taught by no one
	Number Per cent	Number Per cent	Number Per cent	Number Per cent
16. The best place to look for maps is in (a) an atlas; (b) geography book; (c) the <u>World Al- manac.</u>	7 4	14 9	3 15	- -

In the category pertaining to classification and arrangement shown in Table VI, page 35, Group IV was again the exception in the distribution of the errors made on the different items. For example, errors were not made on item 21 by any of the students in Group IV, but students in Groups I, II, and III, had a frequency of error for item 21 sufficient to place it second in this category of 6 items. Percentages of error ranged in this category from 81 to 0. The highest percentage of error was made by Group II.

TABLE VI

CLASSIFICATION OF ERRORS ON QUESTIONS PERTAINING
TO CLASSIFICATION AND ARRANGEMENT

Item on test	Group 1	Group 2	Group 3	Group 4
	173 Examinees taught by librarians	148 Examinees taught by teacher- librarians	20 Examinees taught by other than group 1 or 2	5 Examinees taught by no one
	Number Per cent	Number Per cent	Number Per cent	Number Per cent
25. Indicate by numbers (1,2,3,4,5) the order on the shelf in which you would expect to find books with the following call numbers arranged. 371.253 371.17 371.137 B76ln A572y R894 () () () 371.253 371.28 S112 M448 () ()	134 79	121 81	16 80	4 80
21. Individual biography is arranged on the shelves alphabetically by (a) title; (b) person written about; (c) author.	61 36	77 51	12 60	- -
22. Non-fiction books are arranged in the library by (a) subject; (b) size; (c) title.	55 32	67 45	8 40	1 20

35

TABLE VI (continued)

CLASSIFICATION OF ERRORS ON QUESTIONS PERTAINING
TO CLASSIFICATION AND ARRANGEMENT

Item on test	Group 1	Group 2	Group 3	Group 4
	173 Examinees taught by librarians	148 Examinees taught by teacher- librarians	20 Examinees taught by other than group 1 or 2	5 Examinees taught by no one
	Number Per cent	Number Per cent	Number Per cent	Number Per cent
19. The classification number on the spine of the book is the symbol of (a) the subject; (b) the title; (c) the price.	44 26	59 39	5 25	- -
20. Fiction is arranged alphabetically on the shelf by (a) subject; (b) title; (c) author.	38 22	50 33	6 30	2 40
18. The system in general use for classifying books is called (a) Dewey Decimal System; (b) Library of Congress Classification; (c) Expansive Classification.	26 15	45 30	4 20	1 20

On the two questions in the category pertaining to Readers' Guide errors were made by Groups I, II, III, and IV in the same order of frequency. (Table VII, page 38). Of the two items in this category only one was missed by students in Group IV. Percentages of error in this category ranged from 85 to 0, and the highest percentage was made by Group III.

TABLE VII

CLASSIFICATION OF ERRORS ON QUESTIONS PERTAINING TO READERS' GUIDE

Item on test	Group 1	Group 2	Group 3	Group 4
	173 Examinees taught by librarians	148 Examinees taught by teacher- librarians	20 Examinees taught by other than group 1 or 2	5 Examinees taught by no one
	Number Per cent	Number Per cent	Number Per cent	Number Per cent
24. When consulting Readers' Guide you will find in the front (a) a list of the authors whose articles appear in that issue; (b) a table of contents of the stories and articles in that issue; (c) a list of abbreviations for the magazines indexed.	82 48	100 67	17 85	4 80
23. The Readers' Guide is (a) a magazine containing condensed articles from other magazines; (b) a selected catalog of books; (c) an index to magazine articles.	41 24	64 43	9 45	- -
				38

One item from the test was classified in the category concerning the parts of a book. The highest percentage of error, 60, was made by Group IV; the lowest, 25, by Group III. (Table VIII, page 40).

The frequency of errors made by the 346 students as a unit and not classified in groups according to the type of high school training they had received is shown for the five categories. Table IX, page 41, shows the frequency of errors on the questions pertaining to the card catalog. Percentages of error ranged from 67 to 1.

TABLE VIII

CLASSIFICATION OF ERRORS ON QUESTIONS PERTAINING TO PARTS OF A BOOK

Item on test	Group 1	Group 2	Group 3	Group 4
	Number Per cent	Number Per cent	Number Per cent	Number Per cent
	173 Examinees taught by librarians	148 Examinees taught by teacher- librarians	20 Examinees taught by other than group 1 or 2	5 Examinees taught by no one
17. The quickest way to find the page on which a certain topic appears in a book is through (a) the appendix; (b) the table of con- tents; (c) the in- dex.	67 39	59 39	5 25	3 60

TABLE IX

FREQUENCY OF ERRORS ON QUESTIONS PERTAINING TO THE
CARD CATALOG MADE BY 346 FRESHMEN

Item on test	Number	Per cent
5. On the cards in the card catalog the top line is typed in red or in all capitals on the (a) author cards; (b) subject cards; (c) title cards.	232	67
2. The quickest way to find out whether the book entitled <u>Lord Jim</u> is in the library is to look in the card catalog drawer marked (a) Ja-La; (b) Si-St; (c) Li-Ma.	97	28
3. The card catalog is <u>most</u> useful as a library tool because (a) it gives the titles of <u>all</u> the books an author has written; (b) it is a guide by author, title and subject to all the books in the library; (c) it is arranged alphabetically.	77	22
6. To find the books the library has about China, one should first look (a) among the geography books; (b) in the card catalog; (c) ask another student.	34	10
4. A catalog card marked "AVIATION, see AERONAUTICS" means (a) the library has no books on the subject; (b) one should look under the second subject given; (c) one should look in the encyclopedia.	29	8
1. To find the title of a book by Sir James Barrie, look in the card catalog under (a) James; (b) Sir; (c) Barrie.	5	1
TOTAL	474	23
		41

Table X, page 43, shows the frequency of errors made by the 346 students on their answer to the questions pertaining to the use of general reference books. Percentages of error in this category ranged from 52 to 7.

TABLE X

FREQUENCY OF ERROR ON QUESTIONS PERTAINING TO GENERAL
REFERENCE BOOKS MADE BY 346 FRESHMEN

Item on test	Number	Per cent
8. A gazeteer gives (a) geographical information; (b) biographical information; (c) bibliographical data.	180	52
14. A bibliography is (a) list of references; (b) a debate; (c) a life of a person.	145	42
7. Cross references in an encyclopedia are used to suggest further sources of information in (a) other books; (b) the same set of books under other headings; (c) the card catalog.	133	38
15. Only the biographies of living people are listed in (a) <u>Webster's Biographical Dictionary</u> ; (b) <u>Harper's Dictionary of Classical Literature and Antiquities</u> ; (c) <u>Current Biography</u> .	74	21
12. To determine the reliability of an encyclopedia check (a) length of articles; (b) qualifications of editors and authors; (c) illustrations.	66	19
13. An unabridged dictionary is (a) dictionary including approximately all the words in the language; (b) a dictionary of proper names; (c) a selected list of important words.	66	19
11. Copyright dates of an encyclopedia are indicative of (a) accuracy; (b) up-to-dateness; (c) scope.	60	17
9. The <u>World Almanac</u> is especially useful in looking up material about (a) new books; (b) current events; (c) up-to-date statistics.	56	16

TABLE X (continued)

FREQUENCY OF ERROR ON QUESTIONS PERTAINING TO GENERAL
REFERENCE BOOKS MADE BY 346 FRESHMEN

Item on test	Number	Per cent
10. Besides giving correct spelling, pronunciation, meaning and parts of speech, an unabridged dictionary gives (a) no other information; (b) information including proper names, foreign phrases, abbreviations; (c) occasional information.	29	8
16. The best place to look for maps is in (a) an atlas; (b) a geography book; (c) the <u>World Almanac</u> .	24	7
TOTAL	833	24

Frequency of errors on the category of classification and arrangement is shown in Table XI, page 46. Percentages of error made in this category by the 346 students ranged from 79 to 22.

Table XII, page 47, shows the frequency of errors on the items in the category on the Readers' Guide. Percentages of error ranged from 59 to 33.

Table XIII, page 48, shows the errors made on the item pertaining to the parts of a book. The percentages of error made by the 346 students on this item was 39.

TABLE XI

FREQUENCY OF ERRORS ON QUESTIONS PERTAINING TO CLASSIFICATION
AND ARRANGEMENT MADE BY 346 FRESHMEN

Item on test	Number	Per cent
25. Indicate by numbers (1,2,3,4,5) the order on the shelf in which you would expect to find books with the following call numbers arranged. 371.253 371.17 371.137 371.253 371.28 B76ln A572y R894 S112 M448 () () () () ()	275	79
21. Individual biography is arranged on the shelves alphabetically by (a) title; (b) person written about; (c) author.	150	43
22. Non-fiction books are arranged in the library by (a) subject; (b) size; (c) title.	131	38
19. The classification number on the spine of the book is the symbol of (a) the subject; (b) the title; (c) the price.	108	31
20. Fiction is arranged alphabetically on the shelf by (a) subject; (b) title; (c) author.	96	28
18. The system in general use for classifying books is called (a) Dewey Decimal System; (b) Library of Congress Classification; (c) Expansive Classification.	76	22
TOTAL	836	40

TABLE XII

FREQUENCY OF ERRORS ON QUESTIONS PERTAINING TO THE
READERS' GUIDE MADE BY 346 FRESHMEN

Item on test	Number	Per cent
24. When consulting <u>Readers' Guide</u> you will find in the front (a) a list of the authors whose articles appear in that issue; (b) a table of contents of the stories and articles in that issue; (c) a list of abbreviations for the magazines indexed.	203	59
23. The <u>Readers' Guide</u> is (a) a magazine containing condensed articles from <u>other magazines</u> ; (b) a selected catalog of books; (c) an index to magazine articles.	114	33
TOTAL	317	46

TABLE XIII

FREQUENCY OF ERRORS ON QUESTIONS PERTAINING TO
THE PARTS OF A BOOK MADE BY 346 FRESHMEN

Item on test	Number	Per cent
17. The quickest way to find the page on which a certain topic appears in a book is through (a) the appendix; (b) the table of contents; (c) the index.	134	39
TOTAL	134	39

COLLEGE COLLEGE

The total number of errors made by the 346 students tested in the five categories is shown in Table XIV. The categories are listed in accordance to the percentages of error and are in a descending order.

TABLE XIV
TOTAL NUMBER OF ERRORS MADE IN FIVE
CATEGORIES BY 346 STUDENTS

Category	Errors	No. of items	Per cent
<u>Readers' Guide</u>	317	2	46
Classification and Arrangement	836	6	40
Parts of a Book	134	1	39
General Reference Books	833	10	24
Card Catalog	474	6	23

Tables IX through XIII do not separate the students into groups but show the number and percentage of errors made by the 346 students in each of the 5 categories.

Table XIV shows the total number of errors for each category made by the total number of students tested.

An uncategorized resume of errors for the entire test of 25 items is shown in a descending order of frequency in Table XV, page 51. Examination of the first 10 items on this resume show that errors were made in every category. Item 25, on which the greatest number of errors was made, was in the category on classification and arrangement. Item 5, on which the second greatest number of errors was made, was in the category pertaining to the card catalog. The third largest number of errors was made on item 24 which was in the category on the Readers' Guide. Item 8, the item with the fourth highest number of errors, was in the category on general reference books. Item 17, the only item in the category pertaining to the parts of a book, had the seventh largest number of errors. A major weakness was shown in each category.

TABLE XV

RESUME OF ERRORS ON DIAGNOSTIC TEST MADE BY 346 FRESHMEN

Item on test	Number	Per cent	
25. Indicate by numbers (1,2,3,4,5) the order on the shelf in which you would expect to find books with the following call numbers arranged.	275	80	
371.253	371.17	371.253	371.28
B76ln	A572y	R894	S112
()	()	()	()
5. On the cards in the card catalog the top line is typed in red or in all capitals on the (a) author cards; (b) subject cards; (c) title cards.	232	67	
24. When consulting <u>Readers' Guide</u> you will find in the front (a) a list of the authors whose articles appear in that issue; (b) a table of contents of the stories and articles in that issue; (c) a list of abbreviations for the magazines indexed.	203	59	
8. A gazetteer gives (a) geographical information; (b) biographical information; (c) bibliographical data.	180	52	
21. Individual biography is arranged on the shelves alphabetically by (a) title; (b) person written about; (c) author.	150	43	
14. A bibliography is (a) list of references; (b) a debate; (c) a life of a person.	145	42	
17. The quickest way to find the page on which a certain topic appears in a book is through (a) the appendix; (b) table of contents; (c) the index.	134	39	

TABLE XV (continued)

RESUME OF ERRORS ON DIAGNOSTIC TEST MADE BY 346 FRESHMEN

Item on test	Number	Per cent
7. Cross references in an encyclopedia are used to suggest further sources of information in (a) other books; (b) the same set of books under other headings; (c) the card catalog.	133	38
22. Non-fiction books are arranged in the library by (a) subject; (b) size; (c) title.	131	38
23. The <u>Readers' Guide</u> is (a) a magazine containing condensed articles from other magazines; (b) a selected catalog of books; (c) an index to magazine articles.	114	33
19. The classification number on the spine of the book is the symbol of (a) the subject; (b) the title; (c) the price.	108	31
2. The quickest way to find out whether the book entitled <u>Lord Jim</u> is in the library is to look in the card catalog drawer marked (a) Ja-La; (b) Si-St; (c) Li-Ma.	97	28
20. Fiction is arranged alphabetically on the shelf by (a) subject; (b) title; (c) author.	96	28
3. The card catalog is <u>most</u> useful as a library tool because (a) it gives the titles of all the books an author has written; (b) it is a guide by author, title and subject to all the books in the library; (c) it is arranged alphabetically.	77	22
18. The system in general use for classifying books is called (a) Dewey Decimal System; (b) Library of Congress Classification; (c) Expansive Classification.	76	22

TABLE XV (continued)

RESUME OF ERRORS ON DIAGNOSTIC TEST MADE BY 346 FRESHMEN

Item on test	Number	Per cent
15. Only the biographies of living people are listed in (a) <u>Webster's Biographical Dictionary</u> ; (b) <u>Harper's Dictionary of Classical Literature and Antiquities</u> ; (c) <u>Current Biography</u> .	74	21
12. To determine the reliability of an encyclopedia check (a) length of articles; (b) qualifications of editors and authors; (c) illustrations.	66	19
13. An unabridged dictionary is (a) a dictionary including approximately all the words in the language; (b) a dictionary of proper names; (c) a selected list of important words.	66	19
11. Copyright dates of an encyclopedia are indicative of (a) accuracy; (b) up-to-dateness; (c) scope.	60	17
9. The <u>World Almanac</u> is especially useful in looking up material about (a) new books; (b) current events; (c) up-to-date statistics.	56	16
6. To find the books the library has about China, one should first look (a) among the Geography books; (b) in the card catalog; (c) ask another student.	34	10
10. Besides giving correct spelling, pronunciation, meaning and parts of speech, an unabridged dictionary gives (a) no other information; (b) information including proper names, foreign phrases, abbreviations; (c) occasional information.	29	8

TABLE XV (continued)

RESUME OF ERRORS ON DIAGNOSTIC TEST MADE BY 346 FRESHMEN

Item on test	Number	Per cent
4. A catalog card marked AVIATION, see AERONAUTICS means (a) the library has no books on the subject; (b) one should look under the second subject given; (c) one should look in the encyclopedia.	29	8
16. The best place to look for maps is in (a) an atlas; (b) a geography book; (c) the <u>World Almanac</u> .	24	7
1. To find the title of a book by Sir James Barrie, look in the card catalog under (a) James; (b) Sir; (c) <u>Barrie</u> .	5	1

Summary

In this chapter the first data presented provided the general background information. A diagnostic test was given to 346 freshmen at Appalachian State Teachers College to evaluate their library proficiencies. Of these 346 students, 326 attended high schools in North Carolina, 16 attended high schools in 9 other states, and 1 attended high school in Cuba.

The method of classifying the test was then presented. Because the test was designed to measure the library proficiencies acquired while in high school, the tests were classified according to the type of high school library training the examinee recorded: Group I, trained by a librarian; Group II, trained by a teacher-librarian; Group III, trained by someone other than a teacher or a librarian (referred to as Other); and Group IV, trained by no one.

The tests were administered to 15 guidance classes. All freshmen are required to meet one of these guidance classes; therefore, the entire freshman class was included. Library science graduate students introduced and explained the test and the purpose of the test to each class.

The test was designed to evaluate the proficiency of the freshmen at Appalachian State Teachers College in five broad categories of library usage. The card catalog was

considered in 6 questions, 10 questions were concerned with general reference books, 6 questions pertained to classification and arrangement, the Readers' Guide was considered in 2 questions, and the parts of a book were considered in 1 question.

Tables IV through VIII show the number of errors and the percentages of error the students in the 4 groups made in the 5 categories.

Conclusions

The conclusions presented from the findings of the survey are:

1. The freshmen at Appalachian State Teachers College are not proficient in the use of the library.
2. A high percentage of error was noted on items pertaining to the card catalog, general reference books, classification and arrangement, Readers' Guide, and the parts of a book.
3. There is a definite need for library lessons to be taught in high schools.
4. To make library lessons more meaningful they should be incorporated in the curriculum and should not be taught apart from regular subject matter.
5. Libraries should be organized, or reorganized, to facilitate instruction in the use of books and materials.

6. Principals and supervisors need to be made aware of the lack of library proficiencies of their graduates.

7. Principals and supervisors need to be made aware of the impetus a trained librarian can give to their educational program.

8. In-service librarians need to promote library service to teachers and principals and to create a desire on the part of these teachers and principals to utilize these services as an aid to enrich their teaching.

9. The most fertile field in which to promote the awareness of the necessity for adequate training in library fundamentals is the student body of a teacher-training institution. More definite results may be attained by concentrated effort at this stage of the learning process than through a greater effort made to increase library awareness of in-service teachers and administrators. However, it should not be implied from this statement that a program to increase the library proficiencies of high school students should not be carried out through teachers and administrators now in service.

10. It is hoped that the proposed program for Appalachian State Teachers College will be so reflected in the field of secondary education that eventually an elementary course in library usage will no longer be necessary and may

be replaced by an advanced program in library usage. Such a program will qualify each graduating student to engage in independent investigations and self-improvement through the use of the limitless resources offered by our institutional and public libraries.

11. The advantage of being able to conduct an advanced course in library usage on or under graduate level will be most apparent in the improvement of the teaching skill of the graduate who must be in service several years prior to undertaking work for an advanced degree.

Recommendations

In view of the findings of this study the following recommendations are offered:

1. That a course in library usage be added to the curriculum of Appalachian State Teachers College.
2. That this course be designed to be practical and not theoretical in nature.
3. That this course include laboratory experience and curriculum relationship.
4. That all freshmen entering Appalachian State Teachers College be required to take this course.
5. That this course be made available to other members of the student body at Appalachian State Teachers College who have advanced beyond the freshmen year when the

course is inaugurated.

6. That this course be required of incoming freshmen at Appalachian State Teachers College until subsequent tests administered to incoming freshmen indicate that the course is no longer necessary for the entire group. At such a time, the course should be offered on a remedial basis for those students found deficient in library proficiencies.

7. This course should be so planned that it could be replaced in the predictable future by a more advanced course which will fit the graduates of Appalachian State Teachers College to pursue independent investigations and self-improvement through the use of available library facilities.

BIBLIOGRAPHY



ERASEABLE
COTTON-CONTINENT

BIBLIOGRAPHY

A. BOOKS AND PAMPHLETS

- A.L.A. Glossary of Library Terms with a Selection of Terms in Related Fields. Chicago: The American Library Association, 1943. 159 pp.
- Akers, Susan Grey, Simple Library Cataloging. Third edition; Chicago: The American Library Association, 1944. 197 pp.
- Boyd, Jessie, and others, Books, Libraries and You. New York: Charles Scribner's Sons, 1949. 143 pp.
- Brown, Zaidee, The Library Key. New York: H. W. Wilson Company, 1949. 150 pp.
- Campbell, Lelia, Louise Knight, and Gale Smith, A Student's Guide on How to Use the Library. Fowler, Indiana: Benton Review Publishing Company, Inc., 1948. 45 pp.
- Chicago University, Graduate Library School. Library Instruction, Youth, Communication and Libraries. Chicago: American Library Association, 1949. 233 pp.
- Douglas, Mary Peacock, The Teacher-Librarian's Handbook. Chicago: The American Library Association, 1949. 166 pp.
- Good, Carter V., editor, Dictionary of Education, Prepared under the Auspices of Phi Delta Kappa. New York: McGraw-Hill Book Company, Inc., 1945. 495 pp.
- Ingles, May and Anna McCague, Teaching the Use of Books and Libraries. Third edition; New York: H. W. Wilson Company, 1940. 207 pp.
- Lyle, Guy R., The Administration of the College Library. Second edition, revised; New York: H. W. Wilson Company, 1944. 608 pp.
- Morris, Emmet, Exploring Libraries. Bellwood, Illinois: School Necessities Company, 1947. 63 pp.
- North Carolina. Department of Public Instruction, Educational Directory of North Carolina, 1953-1954, Publication Number 296. Raleigh, North Carolina: State Department of Public Instruction. 106 pp.

- Persing, Chester L., Fundamental Library Skills. Revised edition; Alton, Illinois: Western Military Academy, 1947. 34 pp.
- Randall, William M., The College Library. Chicago: American Library Association and University of Chicago Press, 1932. 165 pp.
- Scripture, Elizabeth and Margaret R. Greer, Find It Yourself. Student's edition; New York: H. W. Wilson Company, 1936. 36 pp.
- Teachers College, Columbia University Contribution to Education, Number 347, Library Facilities of Teacher-Training Institution. New York: Bureau of Publications, Teachers College, Columbia University, 1929. 157 pp.
- Toser, Marie A., Library Manual. New York: H. W. Wilson Company, 1938. 81 pp.
- Warren, Howard C., editor, Dictionary of Psychology. Boston: Houghton Mifflin Company, 1934. 371 pp.
- Wilson, Louis Round, Mildred Hawksworth Lowell, and Sarah Rebecca Reed, The Library in College Instruction. New York: H. W. Wilson Company, 1951. 347 pp.
- Wriston, Henry M., The Nature of a Liberal College. Appleton, Wisconsin: Lawrence College Press, 1937. 177 pp.

B. PERIODICAL ARTICLES

- Aldrich, Ella A., "Two Thousand Freshmen and the Library," American Library Association Bulletin, 33:675-6, October 1, 1939.
- Baker, O. J., "The Teachers Part in Fostering The Students' Use of the Library," Journal of Higher Education, 19:307-12, June, 1948.
- Balander, L. H., "Midshipmen Learn Books' Usefulness," Library Journal, 74:21-3, January, 1949.
- Brecka, H. C., "A Guide to the Preparation of Filmstrips," College and Research Libraries, 10:119-23, April, 1949.
- Erickson, E. W., "Library Instruction in the Freshman Orientation Program," College and Research Libraries, 10:445-48, October, 1949.
- Firor, Mary C., "Library Instruction Program Developed for College Freshmen," Between Librarians, 18:4, June, 1951.
- Garlock, Larene A., "Overcoming Library Illiteracy," Journal of Higher Education, 13:124-28, March, 1942.
- Iiams, Thomas M., "Freshmen Need Library Instruction," Library Journal, 72:60-1, January 1, 1947.
- James, Allen E., "The Freshmen and the Library," Wilson Library Bulletin, 15:403-7, January, 1941.
- Lance, William G., "Educational Function of the Undergraduate Library," Association of American Colleges Bulletin, 32:539-43, December, 1946.
- Lanphear, Lucy M., "It Wasn't Sugar Coated," Wilson Library Bulletin, 24:366, January, 1950.
- McCann, Eleanor, "Custom Made," Wilson Library Bulletin, 24:367-69, January, 1950.
- Mattis, Sidney, "The College Library and the Teaching Process," Journal of Higher Education, 23:313-18, June, 1952.
- Newsome, Mary Esther, "A Library Course for Freshmen," Wilson Library Bulletin, 15:338, December, 1940.

- Parsons, Emma G. and Marjorie Tate, "Look, Listen, and Use," Wilson Library Bulletin, 23:59-61, September, 1948.
- Sellers, Rose Z., "What Shall We Do With Our Freshmen?," Wilson Library Bulletin, 24:360-65, January, 1950.
- Sprague, M. D., "Limiting the Objectives of the Course in Instruction in Library Use," College and Research Libraries, 10:140-44, April, 1949.
- Wilder, David T., "Frosh Get Special Treatment at Hamilton College," Library Journal, 73:1534-6, November 1, 1948.
- Young, Beatrice A., "Let Us Teach Library Science in College," School and Society, 50:837, December 23, 1939.

C. UNPUBLISHED MATERIALS

- Chrestien, L. E., "Relative Merits of Selected Methods of Teaching Use of Books and Libraries." Unpublished Master's thesis, Columbia University, 1945. 102 pp.
- Douglas, Mary Peacock, "Meet the College Library," Unpublished paper sent to North Carolina High School Librarians, State Department of Public Instruction, Raleigh, North Carolina, 1939.
- Hammond, N. M., "Influence of Academic Experience on the Proficiency in the Use of the Library," Unpublished Master's thesis, Columbia University, New York, 1949. 67 pp.
- Hannon, M. C., "Study of a Selected Group of High School Seniors to Determine to What Extent they Know How and Make Use of Reference Tools." Unpublished Master's thesis, Atlanta University, Atlanta, 1952. 43 pp.
- Marquis, Mary Case, "Study of the Teaching of Library Facilities to College Students." Unpublished Master's thesis, George Peabody Teachers College, 1952. 65 pp.
- Jones, Mrs. H. J. J., "Manuscript for a Series of Filmstrips Instructing Freshmen in the Use of the Library." Unpublished Master's thesis, University of Texas, 1951. 69 pp.

APPENDIX



ERASABLE
COTTON CO.

APPENDIX A

QUESTIONNAIRE USED IN THE SURVEY

APPALACHIAN STATE TEACHERS COLLEGE
DEPARTMENT OF LIBRARY SCIENCE-1953-54

Name of high school from which you graduated _____

City (or county) and State in which it is (or was) located

Approximate number of teachers _____. Approximate number
of pupils _____.

CHECK THE BLANK THAT MAKES THE ANSWER APPLICABLE

Type of library: separate room ____; part of classroom ____;
part of study hall ____; other ____; none _____.

Librarian: full time ____; part time ____; teacher-librar-
ian: none ____; other _____.

Did you have any library lessons: yes ____; no _____.

If so, were they taught as: a separate class ____; part of
another class, such as English ____; otherwise _____.

If library lessons were taught were they taught by: librarian
____; teacher ____; other _____.

Did you receive individual help when needed: yes ____; no ____.
If so, by librarian ____; teacher ____; pupil assistants ____;
others _____.

Did you have an opportunity to attend the library at regular
periods: yes ____; no _____.

Was the library open: before school ____; after school ____;
lunch time _____.

Did you work in the library as an assistant: yes ____; no _____.

Did you belong to a library club if there was one: yes ____;
no _____.

Did you take library science for credit: yes ____; no _____.

Did you have access to a public library permanently located:
yes ____; no _____. To a Bookmobile: yes ____; no _____.

Did you prefer either/or to your school library: yes ____; no
_____.

If so, why? _____

Did you need help in using the public library: yes ____; no ____;
did not use _____.

Did you ever work in a public library: yes ____; no _____.

If so, what were your duties? _____.

Appalachian State Teachers College
Department of Library Science
1953-1954

PRE-TEST

Directions: In the blank to the left of each question put the letter which indicates the correct answer to the question.

- ___ 1. To find the title of a book by Sir James Barrie, look in the card catalog under (a) James; (b) Sir; (c) Barrie.
- ___ 2. The quickest way to find out whether the book entitled Lord Jim is in the library is to look in the card catalog drawer marked (a) Ja-La; (b) Si-St; (c) Li-Ma.
- ___ 3. The card catalog is most useful as a library tool because (a) it gives the titles of all the books an author has written; (b) it is a guide by author, title and subject to all the books in the library; (c) it is arranged alphabetically.
- ___ 4. A catalog card marked "AVIATION, see AERONAUTICS" means (a) the library has no books on the subject; (b) one should look under the second subject given; (c) one should look in the encyclopedia.
- ___ 5. On the cards in the card catalog the top line is typed in red or in all capitals on the (a) author cards; (b) subject cards; (c) title cards.
- ___ 6. To find the books the library has about China, one should first look (a) among the geography books; (b) in the card catalog; (c) ask another student.
- ___ 7. Cross references in an encyclopedia are used to suggest further sources of information in (a) other books; (b) the same set of books under other headings; (c) the card catalog.
- ___ 8. A gazetteer gives (a) geographical information; (b) biographical information; (c) bibliographical data.

- ___ 9. The World Almanac is especially useful in looking up material about (a) new books; (b) current events; (c) up-to-date statistics.
- ___ 10. Besides giving correct spelling, pronunciation, meaning and parts of speech, an unabridged dictionary gives (a) no other information; (b) information including proper names, foreign phrases, abbreviations; (c) occasional information.
- ___ 11. Copyright dates of an encyclopedia are indicative of (a) accuracy; (b) up-to-dateness; (c) scope.
- ___ 12. To determine the reliability of an encyclopedia check (a) length of articles; (b) qualifications of editors and authors; (c) illustrations.
- ___ 13. An unabridged dictionary is (a) a dictionary including all the words in the language; (b) a dictionary of proper names; (c) a selected list of important words.
- ___ 14. A bibliography is (a) a list of references; (b) a debate; (c) a life of a person.
- ___ 15. Only the biographies of living people are listed in (a) Webster's Biographical Dictionary; (b) Harper's Dictionary of Classical Literature and Antiquities; (c) Current Biography.
- ___ 16. The best place to look for maps is in (a) an atlas; (b) a geography book; (c) the World Almanac.
- ___ 17. The quickest way to find the page on which a certain topic appears in a book is through (a) the appendix; (b) the table of contents; (c) the index.
- ___ 18. The system in general use for classifying books is called (a) Dewey Decimal System; (b) Library of Congress Classification; (c) Expansive Classification.
- ___ 19. The classification number on the spine of the book is the symbol of (a) the subject; (b) the title; (c) the price.
- ___ 20. Fiction is arranged alphabetically on the shelf by (a) subject; (b) title; (c) author.
- ___ 21. Individual biography is arranged on the shelves alphabetically by (a) title; (b) person written about; (c) author.

- 22. Non-fiction books are arranged in the library by (a) subject; (b) size; (c) title.
- 23. The Readers' Guide is (a) a magazine containing condensed articles from other magazines; (b) selected catalog of books; (c) an index to magazine articles.
- 24. When consulting Readers' Guide you will find in the front (a) a list of the authors whose articles appear in that issue; (b) a table of contents of the stories and articles in that issue; (c) a list of abbreviations for the magazines indexed.
- 25. Indicate by numbers (1,2,3,4,5) the order on the shelf in which you would expect to find books with the following call numbers arranged.

371.253	371.17	371.137	371.253	371.28
B76ln	A572y	R894	S112	M448
()	()	()	()	()