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**DEVELOPMENT OF THE AVALON AND STONE HARBOR SCHOOL  
LIBRARY MEDIA PROGRAMS: A CASE STUDY**

by  
Roberta A. Dean

A Thesis

Submitted in partial fulfillment of the requirements of the  
Masters of Arts Degree  
of  
The Graduate School  
at  
Rowan University  
(May 2, 2000)

Approved by \_\_\_\_\_ Professor

Date Approved May 13, 2000

## ABSTRACT

Roberta A. Dean. Development of the Avalon and Stone Harbor School Library Media Programs: A Case Study. 2000. (Under the direction of Professor Holly G. Willett, Program in School and Public Librarianship).

This case study was an attempt to discover the circumstances that prompted the Avalon and Stone Harbor schools to establish school library media centers and how each school district developed its program. The people who were personally involved in establishing the libraries and former students who attended the schools at the time each library was established were interviewed. Questionnaires were designed to collect oral history data. Archival documents, such as school board minutes, annual reports from the Cape May County Free Library, and New Jersey Department of Education records were consulted to verify the oral history information and provide additional details. The study found that both librarians kept pace with the development of New Jersey school libraries; however, both schools did not plan adequate space for growth. It recommends for future development all school library media centers leave space for growing collections, programs, and technology. Certain salient questions are still not answered, such as who selected the first collection for the Stone Harbor library? The researcher was unable to determine if the work of Mary Gaver influenced the establishment of these two libraries and if her bibliographic tool, *The Elementary School Library Collection*, was used to select the first collections.

## MINI ABSTRACT

Roberta A. Dean. Development of the Avalon and Stone Harbor School Library Media Programs: A Case Study. 2000. (Under the direction of Professor Holly G. Willett, Program in School and Public Librarianship.

This case study identified people and circumstances that contributed to the establishment of the Avalon and Stone Harbor elementary school libraries. Questionnaires were formulated to collect oral history data and archival documents were located. The study found that both schools kept pace with New Jersey school library media center development.

## ACKNOWLEDGEMENTS

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I would like to thank Professor Holly G. Willett for her thoughtful guidance, her enthusiasm for research, and her respect for this project.

This project could not have been completed without the cooperation of the people who shared their oral history remembrances. I thank each and every one for their time and consideration.

Finally, this project is dedicated to my mother, Jacqueline Shortal, who passed away before its completion. I thank her for showing me the joy of being a life-long reader.

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## Chapter One

### The Purpose Of The Study

#### Introduction

A seven-mile barrier island at the southeastern end of New Jersey has developed into two separate towns known as Stone Harbor and Avalon. The towns are shore communities and are mainly known as summer resorts. The economy is strictly tourist driven. The year round populations in these two towns are: Stone Harbor 1500, Avalon 2200. Each town has its own elementary school (K-8 Stone Harbor, 1-8 Avalon) and both send their high school students to the same regional high school. This study will look at the development of the school library media program in both elementary schools.

Avalon and Stone Harbor are among the smallest school districts in the state of New Jersey. (This year Avalon has 130 students and Stone Harbor has 88 students.) West Cape May, Avon by the Sea, and Greenwich may have had smaller school populations in past years but in the 1999-2000 school year that is not the case. However, unlike those three districts, Avalon and Stone Harbor have a tourist economy and receive large ratables from which they can draw school tax dollars. When the state recommends or mandates certain programs to be developed or incorporated into the school, Avalon and Stone Harbor have these high ratables to draw from. Both communities have a large number of summer homes “which generate property taxes, but no students” (D’Amico, 2000, p. A4). Therefore, the money for new school programs is not as difficult to find as perhaps it is in other more hard pressed districts. This study tried to determine if Avalon and Stone Harbor met the recommendations that the state of New Jersey placed on school library media programs, and if so, how these two school districts went about developing the programs.

In the past few years, technology has had a great impact on our society. Because of this impact very few school administrators, teachers, or parents would deny the importance

of a school library media program. Most would think a school library is not a luxury but rather a student's window to the world. In support of this view, several recent studies have shown that the strength of the school library media center is a clear predictor of academic achievement. One study's findings clearly state that a strong school library media program will yield higher test scores (Loertscher, 1993, p. 32). If this is what current research is revealing, then it is important to analyze the development of a school's library program so that the program can continue to grow stronger in the future. If a school library program is already strong because of the way it was established, then its history can help other schools plan a strong program. This research project may offer some guidance to another school in the future. A recent article in *The Press of Atlantic City* quoted Dr. Marilyn Shontz, an associate professor of library education at Rowan University as saying, "It is very typical in New Jersey to see big differences in school libraries. New Jersey does not require schools to have a librarian, so when budgets get tight or space is needed, the library becomes expendable" (D'Amico, 1999, p. B3). Jean Harris, School Library Media Consultant at the Department of Education, informed the researcher that an elementary school in New Jersey is not required to have a school library media program at the present time. However, if a school is remodeling or a new school is being built, a library media room must be included. (The state obviously wants all schools to have a library media center, and perhaps when they do it will require all schools to have a certified school librarian.) In the New Jersey Department of Education Administrative Code, Title 6, Chapter 22 one can find the rules governing school facility planning. Chapter 5 of this document describes the State Uniform Construction Code which applies to public school construction. This chapter addresses standards required for facility planning and school space size and capacity. It describes the library/media center under "Core facilities", which are those spaces in a school building which serve directly or indirectly all or most of the students on a regular basis. Included in this chapter for a school library media program are such things as standards for ceiling heights (28 N.J.R. 4299(a): *School Facility Planning Service*, 1996).



## Method of Research

The Structural Functionalism theory of social research allows one to look at schools as a social system made up of parts “each of which contributes to the functioning of the whole” ( Babbie, 1998, p. 47). The researcher looked to see how the libraries of these two schools contributed to the functioning of the entire school. Through the literature review the researcher studied the development of the school library media program in New Jersey and examined documents which carefully described the mission and goals of a school library. The researcher looked for documents that dated back to the time both schools established their school library media program. At this time research has revealed that the Avalon school added a library to its building in 1968, and in 1974 the Stone Harbor school dedicated its first library in honor of Stephen W. Meader, a local children’s author. Therefore, the researcher concentrated on researching the years prior to these two libraries being established and on the years immediately following their development. The book *A History of New Jersey Libraries 1750-1996* pieces together some of the important milestones in the development of elementary school libraries in New Jersey. The Elementary and Secondary Education Act (ESEA) of 1965, Title II, made funds available for many schools in New Jersey to establish school library media programs. By looking at books and documents and interviewing past librarians and chief school administrators at both schools, the researcher tried to determine if Avalon and Stone Harbor followed the general pattern of the New Jersey school library media program development.

In an attempt to see the total picture of the development of these two school libraries, the researcher looked into the development of the Cape May County Library to see if this library contributed in any way to the development of the Avalon and Stone Harbor school libraries. The Cape May County Library was established in 1925 and was one of twelve county libraries that grew out of the County Library Act of 1920. A bookmobile was soon a familiar sight in Cape May County and it started bringing books to the local towns. Each town had a particular spot where books were dropped off and picked up. In some towns this spot was the local school.

Mary Gaver was an influential leader and a pioneer in the development of school library media centers and in library education in the state of New Jersey and the United

States (Kuhlthau, McNally, Pennypacker, Scott, & Voss, 1997, p. 157). Her work led to many schools in New Jersey developing school library media programs that used media resources in a variety of new formats. Her work also led to the training of librarians so that they could meet the challenges of a school library media center, take the students beyond the text books, act as subject specialists and curriculum developers, and create a window to the world within the school. Mary Gaver wrote guidelines for the state for implementing school library media centers and funding their development (Martin & Gaver, 1964, p. 18). She recognized that the elementary library was very necessary. Having been a teacher herself, she was able to bring attention to the fact that it is in the elementary school that a child first masters skills of reading effectively and with pleasure and satisfaction. She emphasized that habits of inquiry and effective study and investigation were established during the elementary school years and these habits set a foundation for future success in their educational endeavors. She wrote that a collection of subject materials must be provided from a wide range of children's literature (Martin & Gaver, 1964, p. 15). By studying her work, the researcher tried to determine if Avalon and Stone Harbor schools kept current with the guidelines. (Mary Gaver did recommend an opening day collection for elementary school libraries, but this research did not try to determine if the books Mary Gaver recommended actually made up the collections in the first Avalon and Stone Harbor school libraries, only if her suggestions were known, looked at, or followed to any degree.)

When innovative ideas are presented there is often a time lag between knowledge and implementation. Case studies have the potential of demonstrating how to prevent long lag periods between research and implementation. At the present time, technology is having a great impact on library services. Some schools are beginning to lag behind. Library media specialists need to know how the events of the past can help prepare them for future changes, especially in the area of technology. A librarian needs to know how to request funds, equipment, supplies, and personnel to make sure the program meets the needs of all the students. Our own history can often show us the way. In a recent article in *School Library Journal* titled "The Wired School Library: Plug It In", Dr. Marilyn L. Miller and Dr. Marilyn L. Shontz reported that the majority of school libraries are now

high-tech, but still some schools have been left behind. They report that six percent of schools with fewer than 300 students are considered high-tech. The majority of the high-tech schools are those schools with 300-699 students (Miller & Shontz, 1998, p. 27). This research revealed that Avalon and Stone Harbor are presently in the six percent of small schools with high-tech library media centers. How did they come so far in such a short period of time?

### Definitions

School library media program/center. “A school library media program is a range of services whose primary functions are threefold: developing thinking and problem-solving skills; teaching information skills; and motivating reading for understanding and pleasure” (Harris, 1992, p. 19). A school library media center incorporates various information technologies, learning strategies, and media formats. Its mission is to make students and staff efficient and effective users of ideas and information.

Elementary school. An elementary school in this research project is a school comprising grades from kindergarten through eighth.

Librarian. Librarian, as referred to in this research paper, implies an individual professionally trained in the field of Library Science, holding at least a Bachelor’s degree and/or possessing an Educational Media Specialist certification.

High-tech library media center. A high-tech library media center is defined by Dr. Marilyn Miller and Dr. Marilyn Shontz in their study titled “The Wired School Library: Plug It In”, as a school library with an automated circulation system and an on-line catalog.

### Subjects of Study

This research described situations and events as they pertain to the development of the two libraries. Much of the research was field research. The researcher interviewed the following people:

Ardis Crull--Stone Harbor educator and librarian for 25 years  
Bob Heidorn--Stone Harbor educator for 30 years  
Daisy Lee Engwall--Avalon library clerk for 5 years

R. Donald Wendorf--Stone Harbor Chief School Administrator for  
25 years  
Jane Stone--Avalon educator and librarian for 30 years  
Ronald Bonner--Avalon educator & Chief School Administrator for  
30 years

All of the above the researcher contacted by telephone to set up personal interviews. When this was not possible, the researcher conducted the interview over the telephone. When the above mentioned could not answer all research questions, the researcher contacted past board of education members who were able to fill in the missing information. Two former board of education members still reside in the local towns, James Otton, Stone Harbor Board of Education, and William Tozour, Avalon Board of Education. Both men were members of the boards of education when the schools were built. These two men had the potential to remember the ESEA of 1965, Title II and whether or not their school applied for a grant to receive "school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools" (Education Act of 1965). All schools were eligible whether or not there was a librarian or library in the school.

#### Data Collection

Before each person was interviewed, a set of questions was carefully prepared and planned so that appropriate questions pertaining to the study could be asked and none forgotten. For example, when interviewing the librarians of both schools the researcher asked if they were a member of a professional library association such as the American Library Association (ALA). The researcher also ask when they became a member, and how their membership helped them to shape the library. Another question the researcher posed to them was to ask what their original job description was. Were they in the school to run a library that functioned as a supplement to the curriculum, or was their role to integrate the library with the curriculum and work with teachers to develop cross content curriculum and assist students and teachers with research? Mary Gaver strongly advocated that elementary school libraries should not be staffed by parents. In her guidelines she

spells out that the librarians are educators like the rest of the faculty, and their services should be recognized as essential educational resources for the whole school (Martin & Gaver, 1964, p. 17). The researcher tried to determine whether or not the two librarians felt they were hired to follow the guidelines Mary Gaver had published in 1964. Also, the researcher tried to determine the educational background of each librarian, their philosophy, commitment, and their personal attitudes toward the school library when they first were hired. Other variables of interest were discussed in Dr. Marilyn Miller and Dr. Marilyn Shontz's article in *School Library Journal* titled "More Services, More Staff, More Money" (1998). In this article they pointed out that library media specialists who regularly communicate with their principals have larger book collections and spend more on all materials per pupil than those who are in less frequent contact.

Those who have weekly or monthly meetings with their principals are moving forward faster than their colleagues. These library media specialists receive support from their principal for classroom teachers to work with them in cooperative planning and teaching as well as flexible scheduling.

( Miller & Shontz, 1998, May, p. 29)

This researcher tried to determine how the Avalon and Stone Harbor librarians communicated with their chief school administrator and the classroom teachers and with what frequency.

When reviewing other school library case studies, this researcher did not find a case study similar to the one planned in this research study. This case study did not duplicate a previous case study and the questions to the individuals were unique to this case study and these schools.

### Variables

The research in this case study tried to determine how each school district developed its library to its present day situation. Four possible variables needed explanation. The first variable was why each school chose to add a library program. The second variable was the criteria used to select the first school librarians. Were they certified librarians? The third variable has already been mentioned: Were the librarians a member of

a professional library group? This variable seemed important because it suggested that a librarian who was a member of a professional organization would guide the chief school administrator and the board of education to develop a program that met the needs of the students and the teachers. It suggested that the librarian would have been aware of the professional literature, especially the work of Mary Gaver who was president of the New Jersey Library Association in 1954-1955, president of the American Association of School Librarians 1958-1959, and president of the American Library Association in 1965-1966. Using monies from Title II of the ESEA, Mary Gaver published *The Elementary School Library Collection: Phases 1-2-3* (ESLC) in 1965. This bibliography served to establish quality in the nation's school libraries. Mary Gaver was the editor for the 1st through 8th editions. She was the Fiction Selector for the 9th through 14th editions, and the 15th edition listed her as a consultant. Mary Gaver died in 1991, but the ESLC is still in use today in its 20th revision. Did the Avalon and Stone Harbor schools look at Mary Gaver's suggestions as they purchased their initial collection? Were they aware of the guidelines Mary Gaver was recommending to New Jersey elementary school librarians? The researcher hoped to discover the answer to this variable when interviewing Ardis Crull and Jane Stone. (Ardis Crull was originally the Home Economics teacher in the Stone Harbor school and went back to Glassboro State College to become certified as an Educational Media Specialist. Jane Stone was working on her Masters in School Librarianship when she took over the Avalon school library.) The fourth variable to be looked at in this study was how often the librarian communicated with the chief school administrator and the classroom teachers.

### Analysis

After collecting and reviewing information gathered from interviews and research, the researcher tried to explain why things are the way they are today in both elementary schools. Stone Harbor built a new, modern, and high-tech library in 1997. In October of 1999 the Friends of the Stone Harbor School Library held an auction to buy books and computer software for the new library media center. Twenty-five thousand dollars was

raised in a single night. This research project may be able to explain why the Stone Harbor library media center has the support it does today.

#### Organization of the Remainder of the Study

In Chapter Two the literature review is reported. The researcher studied the history of school library media programs in New Jersey and the national guidelines for school library media programs. Influential people and relevant research projects were also studied. Chapter Three describes the method in which former librarians, chief school administrators, board of education members and former students were interviewed and what questions were asked. In addition to interviews, school board minutes were examined. Chapter Four describes the results of the data collection from interviews and archival document searches such as school board minutes. Chapter Five analyzes the collected data, answers research questions, and tries to determine if the Avalon and Stone Harbor school library media programs followed the general guidelines that were available at the time from national documents and state documents. Chapter Five also attempts to determine how librarians can prevent school library media centers from falling behind in future development.

## Chapter Two

### Literature Review

#### Introduction

The mission of a school library is to make students and staff effective users of ideas and information (AASL & AECT, 1998, p. 6). With the growth of electronic information, the school library has become the window to the world for students as they are studying new curriculum in all subject areas. Electronic information takes the learner beyond the textbook and can give the most current and up-to-date information on a subject. However, there are still some elementary schools in New Jersey today that are not staffed by a librarian and have extremely limited computer access. On the other hand, there are elementary school libraries in New Jersey today that are high-tech and staffed by an educational media specialist with a knowledge of books, videos, and computers. The reason behind this discrepancy is mainly the fact that the New Jersey system of funding public schools relies heavily on property taxes. For some towns this funding system works to its advantage while in others it has the opposite effect. Some towns have a lot of commercial ratables which are good for school taxes “because they provide income without requiring school services” (D’Amico, 2000, p. A4), while other towns have little commercial property and “lots of homes full of families demanding school services and not much room to add new commercial property” (D’Amico, 2000, p. A4). If a town has a lot of summer vacation homes the school funding formula works to the town’s advantage. The funding formula has been adjusted and poorer school districts now receive more state aid than wealthier districts, and many schools are playing catch up. In this research project, the researcher will follow the development of two school library media centers in New Jersey and try to discover how they got started and how they grew to be the programs they are today. It is the hope of the researcher that by analyzing the development of the



Avalon and Stone Harbor library media centers insight and information will be gained that can assist other elementary schools and their library programs.

### Historical Background

In order to understand the development of the Avalon and Stone Harbor library media centers it is necessary to examine the development of these two schools, which happen to share one seven mile barrier island, and the community the schools serve.

Origins of Avalon Elementary School. Books dealing with town histories that include information about changes to the school system are few. However, the researcher did find one for each town. The book for Avalon was written by R. Matt and titled *The History of Avalon* (1992). The book gives an overview of the town's development including every service from the school to the beach patrol. In the 1880's Avalon was mostly sand dunes and dense woodlands. In 1887 a development company purchased the land and started building. The first school was located in the home of a teacher and five students were enrolled. In 1893 the borough fathers set aside the second floor of Borough Hall on 13th Street as a school and hired one teacher. In 1912 a new school was built on 26th Street containing two classrooms (Matt, 1992, p. 56). This school was able to meet the needs of the local school children until the early 1960's. The 1960's brought a great deal of real estate development and the year-round population began to increase. The school board realized that it was necessary to build a new school and a site was located between 30th and 32nd Streets. The school was started in 1963 and completed in 1965. It contained three classrooms, offices, and an all purpose room (Matt, 1992, p. 56). In 1970 an addition was added to the building which included five new classrooms, a library, and more office space. "In 1972-1973 the school reached a peak elementary enrollment of 217 children in grades kindergarten through eighth" (Matt, 1992, p. 56). Since that time there has been a steady decline in the enrollment. The 1999-2000 school year has 130 students enrolled. Because of the relatively recent history of this school district and its library, the researcher believes this school lends itself for an effective case study in elementary school library development.

Origins of the Stone Harbor Elementary School. The book that contained information about Stone Harbor School development history was titled *History of Stone Harbor, New Jersey 1914-1964* (1965). It contained useful information for this research including historical background of the town and the school; however, it fell short of the time period most needed. The first development company that bought the seven-mile barrier island eventually went bankrupt before it had the opportunity to develop the entire island. In 1891 the Stone Harbor Improvement Company purchased the southern part of the barrier island and the Borough of Stone Harbor was incorporated in 1914. The first school was started in 1910 and it had five students enrolled. The school was located in a cottage on 83rd Street. By the end of the first term twelve students were enrolled (Miller, 1965, p. 20). In 1913, a new school was constructed but it became the Borough Hall after another new school was constructed on 94th Street in 1915. The 94th Street school contained four classrooms and employed three teachers. In 1957, a new school building was erected at 93rd Street and it functioned as a modern addition to the 94th Street school. *History of Stone Harbor, New Jersey 1914-1964* ends with the establishment of the 1957 school building.

School Board Minutes. In order to find out when the first library was established in the Stone Harbor School, the researcher had to go to the school board minutes to find historical information.

Minutes must be kept of all School Board meetings, which at a minimum must include the announcement of the presiding person at the commencement of the meeting, the time and place of the meeting, the names of the members present, the subjects considered, the actions taken and the vote of each member on any items voted upon. Minutes must be taken for both open and closed sessions and the minutes of the open session must be made promptly available to the public. (New Jersey School Boards Association, 1992, p. 32)

School board minutes are bound and stored in the school board secretary's office, or as with the case in Stone Harbor, in a fireproof filing cabinet in the school's storage room. School board minutes must be made available to the public to read upon request.

They cannot be removed from the school or altered in any way. School board minutes will be examined from the Avalon school as well as the Stone Harbor school.

Origins of the Cape May County Library. Both the Avalon school and the Stone Harbor school utilized the services of the Cape May County Library before school libraries were established. In her 1971 unpublished thesis, Beatrice Konowitch verified that the county library was established in 1925 and that its role was “to serve the community with a collection of good literature on all subjects in which anyone may be interested, and wholesome fiction, as well as giving children the kind of reading material that makes for good citizenship”( Konowitch, 1971 p. 8). However, from the very beginning it was clear that the county librarian was to serve the local schools. The librarian was required to give talks to children in the schools and “lead them to read the right kind of books and give them an inside knowledge of various authors” (Konowitch, 1971, p. 9). Along with these duties, the librarian was very much a public relations agent. The job called for frequent meetings with PTA groups and helping to create better schools. In 1940, the library minutes report that “the librarians were making frequent visits to the schools with a good supply of reading for recreation and reference and that there was fine cooperation with the helping teachers” (Konowitch, 1971, p. 31). The county librarians were serving the local towns and schools and this was a large area to cover. In a publicity letter written for National Library Week 1959, the county library listed that it had a library truck that visited every school and had book collections in 129 school rooms. This service was available to the Avalon and Stone Harbor schools in the early years when the school populations were quite small and both school did use the service.

In 1964, a service was made available to the county for the study of “Library Problems”. This service was under the auspices of Rutgers University, with Professor Mary Gaver as Chairman of the Advisory Board. It was at this time the County Library Board set in motion plans to build a large new building and hire additional staff (Konowitch, 1971, p. 70). Soon afterwards, the library director, Doris Grady, had an informal meeting with the county superintendent of schools and pledged support and assistance for the schools.

Since Federal funds would be available to schools for the purchase of books under the Elementary and Secondary Education Act of 1965, the new library director promised to help with the book selection, or in preparing the books, whenever requested by any school. (Konowitch, 1971, p. 75)

A *Cape May County Gazette* newspaper article dated April 4, 1968 said that Governor Richard Hughes urged all citizens, libraries, schools, newspapers and radio and television stations in New Jersey to observe National Library Week (April 21-27) “so that all people may be made more fully aware of library services as well as of the needs and plans for library development in our state ( “Library Week”, 1968 p. 5 ).

In 1969 the Avalon school received a large number of books from the county library to help get the new school library started. PTA members volunteered to help the county library set up the new school library.

History of public libraries in the United States of America. The history of the public library’s services to children is important to examine for this research because in many schools, such as those in Cape May County, the public librarians first served the schools before school librarians were hired. In Paul Dickson’s book, *The Library in America : A Celebration in Words and Pictures*, attention is given to Anne Carroll Moore. At the turn of the 20th century, public libraries began to become more user friendly. “Patrons were allowed to view open shelves, they were permitted to take home more than one book, and age restrictions were falling” (Dickson, 1986, p. 40). (Children under the age of 12 or 14 were often prohibited from public libraries.) In 1906, Anne Carroll Moore took charge of the children’s services of the New York Public Library. She immediately removed all age restrictions for children using the library. “She improved the collections for children, and she created an environment suitable for storytelling” ( Dickson, 1986, p. 60). Julie Cummins in her article “Moore Than Meets The Eye” (1999), states that over the past century “few people have influenced children’s literature and library services more than Anne Carroll Moore. She is known as the grande dame of children’s services” (Cummins, 1999, p. 27). Anne Carroll Moore began Children’s Book Week, pioneered modern children’s book reviewing, and created lists of recommended books for children to read. Her 1912 list, *Holiday Books for Boys and Girls*, became an annual publication

issued by the New York Public Library and today it appears as “Children’s Books [of the year]”. Influenced over the years by these lists were no doubt teachers, administrators, publishers, parents, authors and writers.

History of elementary school libraries in New Jersey. For the purposes of this research paper the researcher chose to examine the New Jersey state history of school libraries only as much as that history had a direct impact on elementary school libraries. A *History of New Jersey Libraries 1750-1996* (1997) highlighted key developments in New Jersey school library history. In 1915 a Passaic Public librarian invited all librarians working in schools to a meeting. At this meeting the New Jersey School Library Association (NJSLA) was formed. It was the second school library association in the United States and it was “destined to be a potent force in school library development” (NJSLA Minutes as cited in Kuhlthau, McNally, Pennypacker, Scott, & Voss, 1997, p. 155). Also in 1915 the Newark Board of Education approved the position of school librarian. Prior to this time libraries in schools functioned as branches of the public library. Another big leap for school libraries came in the early 1930’s when the Department of Education began issuing policy statements supporting the development of school libraries. Even though the focus of these policies was the high school library, many things stated in these policies were sound statements for an elementary school such as the following statement the state issued for Secondary Schools: “No public library however well run can take its place for the efficient school library is the center of the school and a laboratory for all” (Department of Education as cited in Kuhlthau, McNally, Pennypacker, Scott, & Voss, 1997, p.156).

In the late 1940’s progressive education theories influenced the role of the school librarian. The trend was to take the student away from exclusive textbook studies and incorporated other multimedia resources. For instance, John Dewey believed that teachers should place emphasis on how to think rather than on what to think. He saw the teacher as a leader of group activities who helped students locate, analyze, interpret, and evaluate data in order to formulate their own conclusions (Ornstein, 1998, p. 46). The school librarian now had the spotlight. People in power, such as the State Librarian, wanted the school librarian to be a guide and counselor not simply a distributor of books. In 1948 the

Commissioner of Education called for early training opportunities for librarians and the State Librarian helped to establish the Rutgers University Graduate School of Library Service. Mary Gaver was appointed head of the School Library Department. She was “a distinguished teacher and the acknowledged mentor of New Jersey school librarians” (Kuhlthau, McNally, Pennypacker, Scott, & Voss, 1997, p. 157).

With the training of school librarians, certification and salaries became an issue. In 1949 the New Jersey School Library Association sought the help of the New Jersey Education Association in getting their recommendations incorporated in the certification regulations (NJSLA Minutes as cited in Kuhlthau, McNally, Pennypacker, Scott, & Voss, 1997, p. 157).

In the 1950’s Mary Gaver became very involved in state and national library activities and she wrote about various projects and studies. She wrote a brochure titled *Every Child Needs a School Library*. It was a promotional piece for elementary school librarians. “It sold 60,088 copies after it was published by ALA in 1958 and it stayed in print until 1967” ( Gaver, 1988, p. 125).

In the 1960’s long range planning and federal funding fostered the growth and proliferation of school libraries in New Jersey. In just eight short years there was a twenty-three percent increase in the number of school libraries. In addition to that, the passage of Title II of the Elementary and Secondary Education Act (ESEA) of 1965, “had far-reaching, and long lasting effects on the development of school library media programs in New Jersey” (Kuhlthau, McNally, Pennypacker, Scott, & Voss, 1997, p. 159). All schools were eligible to receive the grant money whether or not there was a librarian or even a library. The Title II money could be spent on only printed material but this included periodicals, films, and filmstrips, as well as books. The alternative use of books and audio-visual software encouraged many school librarians to build multimedia collections. “Many schools saw the need to hire school librarians to prepare purchases, maintain an accurate inventory as required by law, and to organize collections for easy access by children and teachers” (Kuhlthau, McNally, Pennypacker, Scott, & Voss, 1997, p. 161).

The ESEA Title II was successful in New Jersey thanks to the support it received from the State Library, particularly the consulting services provided by members of the

Library Development Bureau, including Selma Rohrbacher. (Selma Rohrbacher came to Cape May County on several occasions. She spoke to the Stone Harbor Board of Education and described the procedures for establishing an adequate school library.)

Before ending this overview of the history of elementary school library development, it is important to mention that in 1977 the Educational Media Association of New Jersey (EMAnj) was formed. “As its conferences, meetings, and publications grew in sophistication, EMAnj became a more potent advocate for the best of school librarianship in New Jersey” (Kuhlthau, McNally, Pennypacker, Scott, & Voss, 1997 p. 163).

Mary Gaver’s contributions. As mentioned previously, Mary Gaver was an acknowledged mentor of New Jersey school librarians. She wrote several books, including *The Effectiveness of Centralized Library Services in Elementary Schools* and *A Braided Cord: Memoirs of a School Librarian*. She was a school librarian in Scarsdale High School, New York 1939-1942, a librarian and associate professor of library service at Trenton State Teachers College ( now The College of New Jersey) 1942-1954, an associate professor at Rutgers University, Graduate School of Library Service 1954-1959, and a professor at Rutgers University 1959-1971 (Gaver, 1988, p. 223). “One of her greatest contributions to the field of elementary school libraries is her research, particularly her research project: *Effectiveness of Centralized Library Services in Elementary Schools*” (Harrigan, 1988, p. 46). In this research, which was exploratory in nature, Mary Gaver concluded that:

The measures developed and the statistical procedures applied have indicated that definite advantages accrue in schools that have school libraries manned by professional library staff. (Gaver, 1963, p. 127)

Mary Gaver strongly felt that elementary school libraries should not be staffed by parents and PTA members. She believed that the person running the school library needed intimate knowledge of the materials. In her research, when she examined two schools that had little difference in socio-economic backgrounds yet one school had students that scored higher on the standardized Iowa test, she found the type of library program substantially different. In the first school, the librarian operated in a tight schedule with classes

scheduled every period and the librarian had to carve out time to meet with the faculty . The teachers customarily took a free period during the library visit and did not stay with their class. However, in the school that obtained higher Iowa scores the librarian had a flexible schedule with time to visit classrooms and to plan with teachers. The teachers stayed with their class during the library period, and the activities in the library were not the “result of unilateral planning by the librarian but rather of cooperative planning by the librarian and the teacher” (Gaver, 1963, p. 133). School media specialists today are still trying to convince their school administrators and colleagues that flexible scheduling makes the best use of a school library. Mary Gaver’s study pointed this out 36 years ago.

Mary Gaver saw effective elementary school library programs as those that start with kindergarten and develop skills grade by grade, like stepping stones, preparing the student for junior high school and beyond. The skills taught at the elementary school level were basically skills in the area of reading guidance, library skills, and supervised study.

Her research project, *Effectiveness of Centralized Library Service in Elementary Schools* (1960), also pointed out that a library’s collection “must not be chosen as preferable to the classroom collection, but rather as the best means of providing materials and services for both the classroom and the school as a whole” (Gaver, 1963, p. 134). She observed that when many schools started a school library they took books out of classroom collections. Mary Gaver felt many teachers looked upon the school library as reducing the accessibility of materials rather than increasing it. This observation led to one of the key recommendations given at the end of the research. Mary Gaver strongly recommended librarians give the faculty in-services to establish relationships and methods of working together.

To accelerate the recommendations of her research, Mary Gaver called for an exemplary program in library service for school administrators, school librarians and teachers to observe. In November, 1962 the Knapp Foundation provided a grant of \$1,130,000.00 to the American Association of School Librarians for just such a model program (Gaver, 1963, p. 140). Mary Gaver was asked to be a member of the Advisory Committee, and in her book *A Braided Cord: Memoirs of a School Librarian* she states that, “The visits I was able to make to school libraries around the country and the



innovations carried out by many librarians added much to my insight about school library programs” (Gaver, 1988, p. 134).

In her research, Mary Gaver recommended schools set five year development programs because so many schools lacked the funds to establish school libraries. She designed and developed the “Opening Day Collection” for elementary school libraries as a means of assuring quality in the nation’s schools. Her bibliography, *The Elementary School Library Collection: Phases 1-2-3* recommended collections to build onto the opening day collection when more funds were available. The book, which is substantially revised every two years, is still used in collection development today. Mary Gaver was originally asked to put together such a bibliographic guide for the elementary school librarian after the ESEA Title II money was available. John Rowell, Supervisor of School Libraries in Pennsylvania, was concerned that many school librarians did not have the qualifications to spend the Title II money wisely. He asked Mary Gaver to plan and edit a new bibliographic tool. Mary Gaver decided to “create a book that would recommend a list of all the media which was needed in a six graded elementary school but also would include media for pre-school and media for the very good reader in sixth grade” (Gaver, 1988, p. 138).

An important variable that Mary Gaver did not consider in her research but she later thought she should have was the relationship between the librarian and the school administrator. “The principal’s role affects the speed or effectiveness with which a program of services is put into operation” (Gaver, 1963, p. 137). When analyzing data from the Stone Harbor and Avalon study, this researcher tried to determine if the principals aided or impeded the library effectiveness in the initial stages.

In 1969 Mary Gaver published the book *State-Wide Library Planning: The New Jersey Example*. In this book she edited the speeches given at a symposium on the occasion of the dedication of the new building of the Graduate School of Library Service, Rutgers-The State University of New Jersey. The section on school libraries includes a speech given by Milbrey L. Jones titled “School Media Programs: Progress, Obstacles, and Promising Developments”. Milbrey Jones stated that: “The school library should meet the demands of an educational program emphasizing a learner striving toward self-direction

and independent thinking” (Jones as cited in Gaver, 1969, p. 56). These words, in this researcher’s opinion, reflect much of what Mary Gaver revealed in her research project *Effectiveness of Centralized Library Service In Elementary Schools*.

Professional standards. The first professional standards for an elementary school library were written in 1925 and they were prepared by a joint committee of the National Education Association (NEA) and the American Library Association (ALA). Later, in 1945, the ALA published the first set of national K-12 school library standards. These early standards made a distinction between the role of the school librarian and the role of the public librarian in the school. In 1960, new standards were published by the ALA and “this time the role of the school librarian focused on serving students and teachers and teaching library skills that were integrated with classroom instruction” (AASL & AECT, 1988, p. v). The librarian was now seen as a teacher. Mary Gaver assisted in the production of the 1960 Standards for School Library Programs, and in her book *A Braided Cord: Memoirs of a School Librarian* (1988) she explains that “from the beginning these standards were to be a tool used to implement the development of school libraries” (Gaver, 1988, p. 131). More standards followed in 1969 and these standards emphasized the use of all media, print and nonprint, as equally important. The 1969 standards described the changing role of the school media specialist as now a teacher who was expected to work with classroom teachers to determine instructional needs of students and design learning activities using existing and new technologies. In 1975 the American Association of School Librarians (AASL) and the Association of Educational Communications and Technology (AECT) collaborated on *Media Programs: District and School*. This document changed the role of the school library media program from a support service “to an integral part of the total instructional program of the school” (AASL & AECT, 1988, p. vii).

In 1988 *Information Power: Guidelines For School Library Media Specialist* was published. It was approved by the AASL and the AECT. It provided a vision for developing and implementing quality programs. It stated the mission of the library media program and its key objectives and explained how school library media specialist could meet these challenges and establish an effective program. The guidelines pointed out that the school library media program needed to:

1) provide intellectual and physical access to materials in all formats, 2) provide instruction to foster competence and stimulate interest in reading, viewing and using information and ideas, and 3) work with other educators to design learning strategies to meet the needs of individual students. (AASL & AECT, 1988, p.1)

This document described the roles and responsibilities of the school library media specialists along with ways to manage the program and plan for future development. It gives advice on how to develop the scope of a collection and maintain the collection.

In 1992 the New Jersey State Library released its own document titled, *Guidelines for School Library Media Programs in New Jersey: A Planning Tool*. This document stated that a quality school library media program was essential to achieving excellence in education and it called for every school in New Jersey to “designate space to be used solely to accommodate a Library Media Program that benefits all the students and staff of the school” (Harris, 1992, p. 49). It was designed to be used with *Information Power: Guidelines for School Library Media Programs* to plan, develop, and achieve a quality library media program. (Although retired, Selma Rohrbacher acted as a key consultant, and she donated her time and expertise to this document.) The main objective of this document was to outline the steps to be taken to achieve excellent school library media services in New Jersey. It did this to incorporate “new trends in education and to provide for the growth of information technology and information delivery systems” (Harris, 1992, p.1). In other words, it was intended to help school librarians meet the challenges of the rapid growth in technology and to encourage the automation of school libraries. However, information and the ways of accessing it continued to grow exponentially in the 1990’s and once again the AASL and the AECT collaborated and published in 1998 a new set of standards for school librarians titled *Information Power: Building Partnerships for Learning*. This book gave broad guidelines to assist librarians in their goal to create lifelong learners. The broad guidelines assist the local professionals to “adapt to their learning situations the strategies necessary to aid students in finding information beyond academics as they learn to make use of the variety of new information technology now available” (AASL & AECT, 1998, p. vii).

It is interesting to note that the Chief School Administrator of the Stone Harbor school left for the school in 1998 one of his textbooks that he used when receiving his degree in School Administration. The textbook, titled *Effective Elementary School Administration*, was published in 1968. In the text it is stated that since the public library serves a purpose so similar to that of the school's, some library systems have assigned one employee as school liaison staff member. "This librarian visits schools regularly and meets with school librarians to explore ways of working together more effectively" (Bowles, 1968, p. 161). The text also mentions that library systems which operate bookmobiles may use the elementary school as a stop and therefore classes may have to be scheduled to visit the bookmobile during these limited times. This book reflects the public librarian very much in control of the access to information, not the school librarian.

### Research design

After reviewing the histories of the Avalon and Stone Harbor school libraries, the history of the Cape May County Library as it affected the two schools, the influence Mary Gaver had on New Jersey elementary school libraries, and the professional standards that were available to all who were influential in establishing the school libraries in Avalon and Stone Harbor, it became the researcher's job to interview all those who played a role in designing and establishing the Avalon and Stone Harbor school libraries. Besides the librarians, the chief school administrators, the board of education members, and teachers, this researcher interviewed some former students who attended the schools during the relevant years. The researcher tried to determine what documents were studied and how these documents contributed to the final decision to establish the school libraries. Also, the researcher tried to determine if the design of the libraries and the role of the librarians reflected the professional guidelines of the time. School board minutes were examined for the years the libraries in both schools were being established.

## Chapter Three

### Methodology

#### Introduction

This study was conducted in two of New Jersey's smallest school districts that share one barrier island on the southeastern coast of New Jersey. The Avalon Elementary School and the Stone Harbor Elementary School both established school libraries after the Elementary and Secondary Education Act (ESEA) of 1965. This case study was designed to collect historical information that pertained to the events and the decisions that lead up to establishing the school libraries, and the people that influenced these decisions and those who staffed the first libraries. A case study is an appropriate approach to the study of organizations such as schools and libraries, and Babbie tells us in his book *The Practice of Social Research* that "field research can reveal things that would not otherwise be apparent" (Babbie, 1999, p. 284). The case study was conducted January through April of the year 2000.

#### Participants

Interviews were held with participants who had direct personal knowledge of the school library development in Avalon and Stone Harbor. Former students from both schools were interviewed, especially students who were in grade school during the years the library was instituted. The first Avalon school librarian was interviewed and the recently retired librarians from both schools were interviewed. Chief school administrators were interviewed from both schools but only the Stone Harbor chief school administrator was present the year the library was established. A former school board member was interviewed from each school; both were in office the year their school voted to establish a school library. A retired county librarian, Ruth Rutherford, was interviewed over the telephone about her role in helping set up the school libraries in Cape May County. Doris

Grady, retired director of the Cape May County Library, responded to a letter in which the researcher asked her to comment on data found in the Annual Reports of the Cape May County Free Library and to determine if she did or did not select the first collections for the Avalon and Stone Harbor school libraries.

This case study was limited to the people available and willing to be interviewed. A few people who might have given valuable information had recently passed away, such as Marian Robertson, first librarian for the Stone Harbor school. One person, Selma Rohrbacher who worked for the State Bureau of Library Development, was too sick to be interviewed. Therefore, results, conclusions, and recommendations were limited to the data provided by people who participated in this study and the available documentation.

### Procedure

Four different questionnaires were developed for this case study: one for the former students, one for the librarians, one for the former school board members and one for the chief school administrators. Each questionnaire contained between five and eleven questions. The questions were developed after the relevant literature was reviewed and variables were determined for the case study. Changes were made to the questionnaires based on suggestions from the thesis advisor and the librarians who pretested the questionnaires. ( See Appendix for questionnaires.)

Telephone calls were made to each participant asking them to share their oral history for this case study. Each participant was asked to pick a comfortable location for their interview. Most interviews took place in the Stone Harbor Elementary School where the researcher works as a teacher.

The interviews mainly took place between February 17, 2000 and April 7, 2000. In total, approximately fifteen people were interviewed. In most interviews, the answers evoked by the researcher's questions shaped subsequent questions that allowed the researcher to delve more deeply into areas where a participant's memory was strongest. Chapter Four contains the results of the data collected from these interviews.

## Analysis

Each personal interview was a face-to-face encounter with the researcher reading the questions to the respondent and recording the answers. Field notes were taken at the time of the interview, also. Later, all recorded interviews and field notes were transcribed into data notes. If a discrepancy of any kind occurred between participants the researcher went to other sources to confirm one oral history or another. Several times the researcher went to the Cape May County public librarians for confirmation assistance. The recently retired director of the Cape May County Library, Tom Leonard, was interviewed as was the present director Andy Martin. Many times archival sources in the schools and the county library confirmed certain information. Archival information from the schools was found in school board minutes, and archival information from the county library was found in Annual Reports of the Cape May County Free Library and newspaper articles in the county library's scrap book.

## Chapter Four

### Data Collection

#### County Librarians

The development of the Avalon and Stone Harbor library media centers were influenced by the public librarians to some degree. Whether it was advice over the phone, help with selecting books for the first collection, recommendations on hiring, or where to set up book shelves and furniture in the new libraries, the county librarians played a role.

In 1972 the director of the county library, Doris Grady, hired a retired Pennsylvania school librarian to be a junior librarian for the Cape May County Library. The job required the librarian, Ruth Rutherford, to function as a consultant to the 13 local elementary schools, inventory the collection of county library books in each school and help the schools organize their libraries so they could use them. Ruth Rutherford set up shelf lists, made subject cards, installed the Dewey Decimal Classification System in a user friendly style, and often assisted teachers and parents who knew nothing about running a library but found themselves in charge. She basically did anything and everything that was needed. She got to know the administrators, teachers and many of the students. She told the researcher that the director of the county library just told her to do what was needed and what she was asked to do by the school administrators. Ruth Rutherford said that most of the schools were poorly organized; when she started, some teachers were afraid she was trying to remove books from the school when she was only trying to inventory them. She never selected books for any school's individual collection unless she was asked to do so. She simply cataloged the existing collection and any new additions. She said she made things simple so the untrained could use the library. She stated that she used subject headings that were not Library of Congress subject headings, but subject headings that would allow the students and their teachers to find the books. She said that in many ways



she did everything wrong technically so the libraries could be used. She was employed to do this job from 1972-1978 (R. Rutherford, personal communication, February 15, 2000).

Prior to employing Ruth Rutherford, Doris Grady was one of the few certified librarians working in the Cape May County library. She wrote that after the present library was built in Cape May County (1970-1971), she turned her attention to other services throughout the county. She stated that “libraries for schools was the easy part-- there was no argument about their need” (D. Grady, personal communication, March 7, 2000). She said she did remember doing some work at the Avalon school. She stated in her letter that the Avalon school had “a small collection of books which I supplemented with books from the County Library collection. Thus the school had the beginnings of a library at no initial cost to them. I perceived this to be one of the functions of the County Library” (D. Grady, personal communications, March 7, 2000). She stated it was her practice to do most of the book selection and that she had an adequate budget for this. She would purchase multiple copies of books and distribute them to the schools. She did state that she remembered and respected the name of Mary Gaver but her titles and works escape her at this time. Whether or not she used Mary Gaver’s bibliographic guidance tool, *The Elementary School Library Collection: Phases 1-2-3*, to select books for the school collections, Doris Grady could not remember.

#### Avalon School Library

Prior to establishing the Avalon school library media center, library books were available in the school. Some of the books were selected by Doris Grady and sent to the school as part of the county library’s lending collection. Other books were probably purchased by the principal, Mrs. Sofronev, to support the curriculum. However, these books were not cataloged or organized in any fashion before the school library media center was established.

The Avalon school board minutes listed the amount of the annual budget that was spent on library books. In the 1965-66 school year and the 1966-67 school year, \$500.00 was spent on new library books even though the school did not have a library. In 1969 the Avalon school completed an addition onto the existing new school and at that time a school

library was part of the addition. William Tozour, who was the president of the Avalon Board of Education at the time, told the researcher that a library was a priority. “The Board realized it was very important to have a library which we never had before. Other schools had it and we felt we weren’t keeping up with the times” ( W. Tozour, personal communication, February 24, 2000). William Tozour felt his own school experiences did influence his decision to establish a school library. His elementary school did not have a library and he wanted his children and grandchildren to have a library. When he was in 5th through 8th grades in Avalon’s two-room school house, the county library sent a bookmobile to the school once each month and the students were allowed to take out one book from the side of the library truck. The bookmobile service continued into the 1950’s.

It could only come once a month because at the time they [the county librarians] had to go to every school in the county and they only had the one truck. There were little schools like Avalon all over the county. Belleplaine, Dennisville, Dias Creek, Rio Grande, Whitesboro, everybody had their own school. That’s why she [the county librarian] couldn’t make it more often. By the time she stocked the truck and everything, she could only make it once a month. ( W. Tozour, personal communication, February 24, 2000)

He also remembered that the town branch of the county library opened sometime in the 1940’s and it was open all summer long but only one afternoon a week in the fall, winter and spring. He said Ina Cobb was on the school board with him and she was a war bride who had attended a very good girl’s school in Dundee, Scotland. “She was very instrumental in making sure we had a library” (W. Tozour, personal communication, February 24, 2000). William Tozour informed the researcher that the decision to establish a school library did not come out of pressure exerted on the board by any group. “The town was very supportive” (W. Tozour, personal communication, February 24, 2000). The county library sent a consultant to help them set up the library. William Tozour felt quite sure that the county librarian did select the opening day collection for the library. He did not believe that the Avalon school applied for the federal Elementary and Secondary Education Act (ESEA) of 1965, Title II grants to start up the school library. “When we wanted something in those days, we bought it. When we wanted something we put money

aside and saved it. [Years later] the state came along and said we couldn't put money aside" ( W. Tozour, personal communication, February 24, 2000). William Tozour pointed out that the principal of the school at the time also taught kindergarten and there was no grant coordinator in the school to work on applying for the grant.

Jean Harris, New Jersey State Department of Education School Library Media Consultant, was asked to look through state files for information about the Avalon and Stone Harbor school library development. She worked with Selma Rohrbacher, who was very ill during the research for this thesis, and found her field notes about her communications with the Avalon and Stone Harbor schools. On March 20, 2000 she discussed the Stone Harbor field notes with the researcher and on April 7, 2000 she discussed the Avalon field notes with the researcher. As a consultant for the Library Development Bureau, Selma Rohrbacher handled the ESEA Title II applications. Her field notes state that the Avalon school applied for ESEA Title II money in 1966 and received \$162.00. In 1967 the school received \$184.00 and in 1968 the school received \$232.00 (J. Harris, personal communication, April 7, 2000). If the principal of the school applied for the federal money, it cannot be confirmed because nothing is stated in the school board minutes except that in 1970 "the balance of \$58.00 of uncommitted Title II funds be remitted to the State Department of Education" (Avalon School Board Minutes, August 18, 1970). It is confusing because Selma Rohrbacher's field notes state that the Avalon school did not apply for ESEA Title II money in 1970 (J. Harris, personal communication, April 7, 2000). However, someone obviously applied for the funds in 1966, 1967, and 1968.

Lynn Tozour Schwartz, William Tozour's daughter, remembered being in the 26th Street, two-room schoolhouse and recalled book shelves in the hallway between the two classrooms. She remembered reading a biography of Clara Barton. She did not know where these books came from or whether or not the books were cataloged or in any special order. She just remembered reading books right off the shelves and that this was extra reading for the students. She also used the town library a lot, which was in the back of the police station. She said she did not use the main branch of the county library until she was in high school. The high school had a library but she said she had to develop library skills as she went along. Through the history courses, she learned how to do a research project.

When assigned a history research paper, she learned how to do footnotes from the history teacher but was never formally taught library skills such as the Dewey Decimal Classification System. Lynn Tozour Schwartz could vividly remember the librarian in the town library helping her to find a Stephen Meader book but that was the only help she could recall receiving from a public librarian. Lynn Tozour Schwartz left the Avalon school the year the Avalon school library opened.

The Avalon school library was put together during the 1968-69 school year. That year the school budgeted \$738.11 for library books and audiovisual equipment. In the 1969-1970 school year \$1,941.81 was spent on library books and audiovisual equipment. (Doris Grady no doubt helped to select these books, however, a former teacher, Arlette Michealis, felt that the principal at the time, Mrs. Sofroney, probably suggested titles for the collection. It cannot be positively determined who selected the first collection and what bibliographic tool was used. If Doris Grady did do most of the selection, which she thinks she probably did, then she could have used Mary Gaver's book *The Elementary School Library Collection: Phases 1-2-3.* )

The Avalon Board of Education hired its first school librarian, Daisy Lee Engwall, on a part-time basis at the May 20, 1969 board meeting (Avalon School Board Minutes, May 20, 1969). Daisy Lee Engwall informed the researcher that when she arrived on her first day all the books "were piled up in the middle of the floor" (D.L. Engwall, personal communication, January 15, 2000). The books were not cataloged even though the PTA had planned to do so. Daisy Lee Engwall had recently retired from another school district but she was pursued by the teachers at the Avalon school to take the job of library clerk. Daisy Lee Engwall had a First through Eighth Grade Elementary School Teacher Certification but she had no courses in Library Science and no library certification. She taught herself the Dewey Decimal Classification System and when she needed help she received it from her friend Ruth Rutherford who worked at the county library. Daisy Lee Engwall recalled once going to the State Library in Trenton for training. Also, she said that once in her five years as library clerk, there was a county wide group meeting at the Avalon school for all local school librarians. At this meeting Selma Rohrbacher of the State Library Development Bureau assisted the local school librarians. "She helped me and that

was all the help I had. She gave me some instructions and I worked on the Dewey Decimal System” ( D. L. Engwall, personal communication, January 15, 2000). According to Selma Rohrbacher’s field notes, she did visit the Avalon school on April 21, 1970 and found the library unorganized and instructed Daisy Lee Engwall on how to put it in order using the Dewey Decimal Classification system (J. Harris, personal communication, April 7, 2000).

Daisy Lee Engwall said that she did not feel as if she had the support of the teachers. “They came and left their children with me and that was it” (D.L. Engwall, personal communication, January 15, 2000). Daisy Lee Engwall planned the library curriculum herself. Kindergartners through third graders were read to and she helped them find reading books to take home. Fourth through eighth graders were taught library skills. During the 1972-73 school year, Daisy Lee Engwall’s job became a full-time position. That year seventh and eighth graders were trained to be library aides. Daisy Lee Engwall said these students were very helpful in the library and were very well trained in the Dewey Decimal Classification System.

Daisy Lee Engwall informed the researcher that she used catalogs to select materials for the library but she did not recall if she used Mary Gaver’s *The Elementary School Library Collection: Phases 1-2-3*. She did not have any audiovisual materials and she did not recall knowing about the American Library Association’s (ALA) professional standards for school librarians.

Daisy Lee Engwall informed the researcher that she felt the library budget was sufficient, “especially compared to teacher salaries at that time” ( D.L. Engwall, personal communication, January 15, 2000). She received about \$2000.00 per year to buy everything for the library: books, periodicals, catalog cards and supplies. All the furniture and shelves were already purchased and in place when she arrived. According to the Cape May County Free Library’s 1969 Annual Report the “Avalon school organized its library with the help of the County Library” (Cape May County Free Library Annual Report 1969).

Initially Daisy Lee Engwall had an office, however, she had to give it up to be used for remedial instruction. It became the Basic Skills Instruction room. Daisy Lee Engwall

stated that the principal of the Avalon school, Albert Ogden, was very supportive of her. “He didn’t want me to leave” (D.L. Engwall, personal communication, January 15, 2000). In the summer of 1974, a library inventory showed 30 current subscriptions to magazines and 5222 books on hand, 728 of which were on loan from the county library (Avalon School Board Minutes, July 9, 1974).

Jane Stone was the Avalon school librarian from 1975-1999. She was working in the Avalon school at the time Daisy Lee Engwall retired. Jane Stone had received a B.S. in Elementary Education from Glassboro State College with a minor in Library Science and at the time she took over the job in the Avalon library, she had gone back to school to receive her Masters in School Librarianship. She was hired by the principal of the Avalon school, Albert Ogden. Jane Stone remembers that her job description was “to provide materials to support the curriculum” (J. Stone, personal communication, February 17, 2000). She stated that “Avalon school has always been fortunate. We’ve had principals and board members that supported the library, . . . never had a problem with lack of support, . . . no one ever tried to cut the full time librarian (J. Stone, personal communication, February 17, 2000). Her personal philosophy regarding the role of a school library was “to provide information sources to people seeking information, to encourage reading for enjoyment, and to encourage library use as a life skill” (J. Stone, personal communication, February 17, 2000). Her goal for the library when she took over was to break the stereotype of libraries and librarians and to make the library a little more open and more flexible.

Jane Stone mentioned that the Avalon school library always had fixed scheduling for the classes with plenty of open time in between to schedule additional classes and that the schedule has pretty much remained the same. She felt she could always accommodate small groups and large groups for special projects. “Even with free time in the day it is never enough time. I would be there to five o’clock or five-thirty at night just catching up” (J. Stone, personal communication, February 17, 2000).

Jane Stone remembered a professor from Glassboro State College, Florence Sellers, who recommended a selection tool titled, *The Bulletin of the Center for Children’s Books* which was published by The Center for Children’s Books. “Because [Professor Florence Sellers] felt so strongly about this selection tool I used it a lot, and *School Library*

*Journal*" ( J. Stone, personal communication, February 17, 2000). She was aware of Mary Gaver's book *The Elementary School Library Collection: Phases 1-2-3* and said she used Phase 1 only. Jane Stone could not recall any other work of Mary Gaver's but she felt she probably came across her work in library school.

When Jane Stone took over the library she said library lessons were only about the library.

They weren't correlated with anything else. . . it was only one individual skill taught at a time. Over the years it became just better library philosophy to correlate. If [the students] were going to learn, it was better that they learned it while they were doing something. [They] would retain [skills] longer, [and they] could actually use it while [they were] learning it. So I tried to plan comprehensive things, and as time went on it just grew into larger and larger units, and occasionally I correlated with the classrooms but not as often as you would've wanted to. People were still doing their own thing back then and now it's kind of changed and everything is cross curricular and it wasn't always that way. (J. Stone, personal communication, February 17, 2000)

Jane Stone stated that the teachers were mostly supportive and that the library period was always covered even when she was absent. The teachers never had to miss library prep for any reason. She said it would have been nice at times to have had their input but that was their prep time. Integrating the library with the curriculum was something she saw growing over the years.

Her meetings with Albert Ogden and later Ronald Bonner were Annual Performance Reports in June, and observations twice a year on her teaching skills but never on the library's performance. When it came to the automation, "Mr. Bonner was very helpful and encouraging" (J. Stone, personal communication, February 17, 2000). Computers were purchased in the spring of 1993, the retrospective conversion took place that summer, and in the fall senior citizens came in and bar coded the books. By January 1994 the Avalon library was completely automated. (Jane Stone mentioned how expensive the retrospective conversion was and that she weeded a lot of books at that time.)

Jane Stone was a member of the Educational Media Association of New Jersey (EMAnj) and believed their workshops were wonderful and their annual convention was, too. These workshops gave her a lot of good information. The organization called ATCAP (Atlantic County and Cape May County library consortium) was also good to belong to. ATCAP was started about 1980 to be a support group for local school librarians. It was started by a group of Glassboro State College graduate librarians who wanted to get together on a regular basis to share ideas and help one another. They asked the state Department of Education for assistance and received frequent visits from Selma Rohrbacher from the State Library Development Bureau. She came to all their meetings and gave suggestions. She went to their schools to speak to their principals or the board of education when help was needed for the library program. Mary Giambattista, one of the founders of this group, told the researcher that many school boards at the time thought librarians just checked out books. Selma Rohrbacher helped these librarians and gave them advice. Selma Rohrbacher helped the group organize to be an advocacy group for one another, and she helped organize workshops on topics that were of a concern, or an interest, to the group. "It was people helping people and networking with colleagues" (M. Giambattista, personal communication, March 1, 2000). Jane Stone mentioned that Selma Rohrbacher came to ATCAP and brought books to evaluate. "We would take books and come back the next time and evaluate them. She [Selma Rohrbacher] was a very warm person, very encouraging, always had a kind word and was fun to be with and helpful" (J. Stone, personal communication, February 17, 2000).

Jane Stone felt her budget was sufficient, especially because the space was so limited. She had her budget every year and it was never withheld for any reason. In recent years it was harder to keep the collection current and she could have used a little more money. Jane Stone developed an audiovisual collection and she had to do a great deal of taping from the New Jersey Network. It took a lot of her time.

The researcher asked Jane Stone if she remembered receiving help from any of the public librarians, and she remembered Ruth Rutherford from the main branch of the Cape May County Library. She remembers her helping with bibliographies for the 1976 bicentennial and for other occasions. She said Ruth Rutherford was kind and very precise.



On a final note, Jane Stone mentioned that the EMAnj published a directory of model school libraries and in 1985 Avalon was recognized and recommended for visiting and observing. It was a model small school library. It had a good periodical collection and an excellent reference collection.

In order to understand how the students reacted to the new library program the researcher chose to interview a former student who attended the school when Jane Stone took over the library. Kim Miller, a former student, had Jane Stone as her school librarian in 6th, 7th and 8th grade. She told the researcher that she learned how to do the card catalog and shelve books numerically and in categories from her library experience. She said it was the only training she ever had in that. "Even when I went to the libraries in college I held that information" (K. Miller, personal communication, February 18, 2000). The library was more memorable to her for the reference. She said she remembered using it for projects. She remembered the system and the numbers and what she was taught with the card catalog and Dewey Decimal System and she said she did not learn any of these skills from a public librarian, only from Jane Stone the school librarian. "I went to high school and I guess they just assumed you knew that [ the library skills] because nobody taught you that, so this was my only introduction to it" (K. Miller, personal communication, February 18, 2000). In the Catholic grade school she attended prior to the Avalon school there was no library and the students had to go to the public library. However, Kim Miller said she did not learn any library skills at that time. From this account the library program appeared to be very beneficial and students learned library skills that they needed to use independently later in their school career.

Ronald Bonner became the chief school administrator of the Avalon school in the 1984-1985 school year. He said that when studying School Administration he never learned about supervising, planning or designing a school library. He said that he never visited a model library and he never experienced any pressure from the community or the state concerning the library and its development. He believed that the Avalon school was the first school in the county to automate its library and the school did not receive any assistance from the county librarians when doing so. Ronald Bonner stated that when he first became the chief school administrator, he saw the role of the library to be a resource

center for the school, the teachers, and the students and a place for the students to develop their study skills. The expectation has not changed over the years in his opinion but “the tools available to the media specialist in the way of technology has changed which makes [the school library] a more valuable resource center for the school (R. Bonner, personal communication, March 10, 2000). Ronald Bonner hired a new school librarian for the 1999-2000 school year to replace Jane Stone who retired. He said that the criteria he used to select that librarian were: certification, instructional experience, experience with technology, creativity, and a willingness to accept change. The person he hired had years of classroom experience and administrative experience and understood what it means to integrate library skills with instruction in the classroom.

### Stone Harbor School

The development of the Stone Harbor school library media center was not much different than Avalon’s development. There were library books in the school at the time the library was developed and these, too, were probably from the county library’s lending collection. The books were kept in the school board meeting room and they were not cataloged. Since all the teachers had their own classroom libraries, books purchased with schools funds to support the curriculum probably ended up in the classroom libraries.

Bob Heidorn was hired in 1971 to teach third and fourth grade and to act as the chief school administrator. He had no secretary and he taught classes and carried the full load of school administrator. He came to Stone Harbor after teaching a few years in Ringwood, New Jersey where he had taught in a newly constructed elementary school which had a library and a full-time librarian. While teaching in Ringwood he received his School Administration degree but he said he did not recall learning anything about supervising, planning or designing a school library. When he took over the position as Chief School Administrator in 1971, he wanted to make some changes and he put into action establishing a school library in Stone Harbor. When Bob Heidorn first arrived at the school, all classroom teachers had their own libraries. The books and filmstrips were either donated to the classroom by parents and students or the teachers purchased the books

with their own money or school funds. When the library was started, all books were collected from the classrooms and put into the library. "Everyone was asked to donate their libraries" (B. Heidorn, personal communication, February 23, 2000). Bob Heidorn told the researcher that he remembered the county librarians giving him and the parent committee advice on shelving and where to put some of the books and how to select books for the library. "The county librarians were a big help" (B. Heidorn, personal communication, February 23, 2000). He remembered someone from the state library coming and helping and bringing a recommended core list of books to purchase initially for the library. According to the school board minutes, Selma Rohrbacher of the State Library Development Bureau attended the December 12, 1973 school board meeting and "discussed the procedure of starting an adequate library in our school" (Stone Harbor School Board Minutes, December 12, 1973). (Bob Heidorn could not recall whether this core list was Mary Gaver's core list from her book *The Elementary School Library Collection: Phases 1-2-3*). Bob Heidorn said that the library core books were purchased over a two year period with school money and he believed the amount was \$18,000.00. "The Board was very cooperative" (B. Heidorn, personal communication, February 23, 2000). He told the researcher that in the early 1970's schools could put unused funds into bank accounts and then carry the money over to the next year's budget and use it to purchase items too expensive for the new school year's budget. (William Tozour, Avalon School Board Member, said this was how Avalon came up with the initial funds to start their library.)

After some books were purchased and the library was being put together, it became apparent that professional help was needed. "No one knew what they were doing. No one could see the overall picture. No one knew what to do with all of the cards that came with the books ( B. Heidorn, personal communication, February 23, 2000). Bob Heidorn said the county librarians recommended a retired librarian from Pennsylvania for the job. Bob Heidorn said he hired this librarian, Marian Robertson, on a part-time basis. He said Marian Robertson was very dedicated, good with details, and worked more hours than she was compensated for. She was employed 1974-1981. "Marian Robertson could tell people what to do and give them jobs to help her set up the library. But when she wasn't

there everything fell apart. Marian was the one who really selected the core curriculum books and got the books on the shelves” (B. Heidorn, personal communication, February 23, 2000). (Bob Heidorn did not know for a fact that Marian Robertson really selected the first collection but it seemed to him that she was the only one who could have. Doris Grady did not recall if she helped Stone Harbor select their initial collection. However, Selma Rohrbacher gave suggestions and help over a period of time and she may have been the most influential person in the selection of the first collection.) Title cards and subject cards were purchased for the core collection books when available from Brodart. Bob Heidorn said this was very helpful because it took so long to make up the cards. However, he remembered they were very expensive.

Bob Heidorn told the researcher that he did not recall pressure from any group to start a school library but he did say that the parents were very supportive. They knew it would be expensive to start up and they were behind the effort to establish a school library. Former Stone Harbor Board of Education member, George Thompson, told the researcher that he remembered that the kids badly needed a library. He said the board members talked to the high school about how to set up a school library and what types of books to buy for the age group and size of the school, but that the teachers selected the books. George Thompson told the researcher that he did not think the school received any federal money to start up the library because Stone Harbor was a wealthy community and the school very seldom got help from the state or federal government.

Selma Rohrbacher’s field notes show that Bob Heidorn contacted her and asked that she talk to the Stone Harbor Board of Education, which she did on December 12, 1973. She recorded that the members asked intelligent questions and inquired about the amount of money needed to start up the library. The board told her at that time that “they had waited too long to do the right thing” (J. Harris, personal communication, March 20, 2000). Selma Rohrbacher’s field notes also revealed that Bob Heidorn said that the library was starting up with volunteers and Selma helped out by telling the school how to order printed catalog cards and how to shelve the books. She wrote that Bob Heidorn wanted a properly organized library. She did encourage professional help. Also, the school did

contact her about available funds to help set up the library and the school was made aware of the ESEA Title II funds.

One former student, Paul Druzek, informed the researcher that he recalled using books in the board secretary's office and he felt he had some form of a library available to him in the school prior to the school library being established and prior to Bob Heidorn's arrival. Selma Rohrbacher's field notes reveal that the principal at the time, Anne Loveland, had started to establish a library collection in the school and she contacted Selma Rohrbacher for help. Selma Rohrbacher's field notes show that she gave Mrs. Loveland titles of books that would support the curriculum and recommended a part-time professional librarian to staff the library (J. Harris, personal communication, March 20, 2000). Paul Druzek also mentioned that his class took trips over to the Stone Harbor branch of the county library and there the librarian assisted the students with any research projects. He thought she may have helped out with the beginnings of the school library. Tom Leonard, retired director of the Cape May County Library, informed the researcher that the Stone Harbor librarian was not a professional librarian but a clerical worker so it was unlikely that she would have helped in the selection of the core collection for the school library or setting up the first library in the school or teaching the students any library skills. She was a clerical worker trained by Doris Grady. The 1972 Cape May County Library Annual Report stated that:

It was a very good year for providing consulting services to schools and libraries in the county. With the increase in professional librarians on the staff, we were able to offer our services in setting up card catalogs in the public libraries in Sea Isle and Stone Harbor and in the library at the Coast Guard Base in Cape May. We provided workshops for volunteers who staffed certain school libraries. (1972 Annual Report)

It is hard to determine at this point how much Selma Rohrbacher assisted the principal, Anne Loveland, and what state the future library was in when Bob Heidorn took over. The following school board minutes shed some light on the story. Unfortunately,

all questions cannot be answered without the help of Anne Loveland and Marian Robertson, and both women had passed away before this research began.

In 1964 plans were sent to the state for approval of an addition to the 93rd Street school and in 1967 the Stone Harbor Board of Education voted on the addition which included four classrooms and a health room (Stone Harbor School Board Minutes, December 20, 1967). The school did not plan for a school library in this addition. At the January 16, 1974 school board meeting the board president reported that Mrs. Romberger (a parent) and her committee would start indexing library books and the county library would furnish an assistant to instruct them (Stone Harbor School Board Minutes, January 16, 1974). In May, the community asked the school board members to tell them who would put the library together. They told the school board it was “too much work for the PTA.” At this time the community also wanted to know from the board who was going to run the library when it was set up. The answer to this question was that professional help would “no doubt be needed to set it up” (Stone Harbor School Board Minutes, May 14, 1974). Two teachers, the music teacher and the physical education teacher, were hired to work forty minutes per day to help set up the library. In August 1974 a retired librarian, Marian Robertson, was hired to finish setting up the library at \$3.00 per hour (Stone Harbor School Board Minutes, August 28, 1974). The library was set up by November of 1974 and it was dedicated to Stephen W. Meader on December 11, 1974.

In June of 1975 Marian Robertson was hired to be the school librarian for fifteen hours per week (three five hour days) during school hours and would receive \$60.00 per week (Stone Harbor School Board Minutes, June 25, 1975). In March of 1978 her hours were increased to eighteen hours per week at \$5.00 per hour. In June of 1981 Mrs. Robertson retired. There is no further mention of the library in the school board minutes until 1985. The school board minutes show only that Vicky Garofalo, a substitute teacher, was hired to be a library aide for two days a week at a salary of \$36.75 per day in 1985 (Stone Harbor School Board Minutes, April 17, 1985). The very next month the minutes mention that the art teacher, Barbara Harberger, was to teach art and also be the library aide along with Mrs. Garofalo. Yet in January the minutes show that the school’s home

economics teacher, Ardis Crull, was employed to work in the library two days a week at a salary of \$42.00 per day (Stone Harbor School Board Minutes, January 8, 1986).

Ardis Crull held the position of Stone Harbor school librarian from 1986 to 1998, except for a two-year period of time in the early 90's when Valerie Hart took over the library. Ardis Crull was employed by the Stone Harbor school district in 1960 as a part-time, one half day per week home economics teacher. In 1986 she asked to take over the school library and said she would work as a library aide while she obtained her Educational Media Specialist certification. Ardis Crull did not participate in setting up the school library originally.

Ardis Crull personally believed there was a need for a school library and was willing to see that the Stone Harbor students' needs were met. She also felt that the Stone Harbor teachers were supportive of a school library. The library at Stone Harbor school was not much bigger than the main office of the school. Ardis Crull said she always remembers the fire code hanging on the library wall stating: Maximum Occupancy 8. It was so small there was no storage space or working desk for the librarian. She said that during the late 1980's the computers were put in the library and with some classes it was so crowded that she and the computer teacher divided the class and she took half of the students into the gym.

Ardis Crull mainly used *School Library Journal* as a selection tool for selecting books to add to the collection. She said she tried to have good rapport with the teachers about books that would supplement their curriculum. She went to workshops whenever possible and joined a tri-county book selection committee where she reviewed books. She earned credits for the number of books she reviewed and at the end of the year she could select free books. She obtained 10-12 books each year this way. Ardis Crull told the researcher that the first librarian, Marian Robertson, did have a copy of Mary Gaver's book *The Elementary School Library Collection: Phases 1-2-3* and that "Mrs. Robertson noted in it the accession number of every book we had in our library" (A. Crull, personal communication, February 19, 2000). However, Ardis Crull believes that the county library actually set up the library initially. Also, she informed the researcher that Mrs. Robertson was a retired public librarian.

Ardis Crull attended Glassboro State College for the certification of Educational Media Specialist. She said that while doing research for her course work, she did come across the work of Mary Gaver but she found the work somewhat outdated, especially with all the computer technology she was beginning to deal with.

Ardis Crull said she did not plan library lessons with the teachers because the library curriculum had already been planned and approved when she took over the job. The curriculum had initially been established with teacher input. "From time to time I asked that it be modified" (A. Crull, personal communication, February 19, 2000). The only annual meeting she had with the Chief School Administrator was the yearly wrap up meeting.

Ardis Crull became a member of EMAnj but she did not feel the membership was very beneficial to her. She said "I just didn't have the time to read through all the literature they sent to me" (A. Crull, personal communication, February 19, 2000). She said that the "library budget was skimpy". Occasionally the chief school administrator came to her and asked for a wish list for \$1000.00 broken down into #1, #2, #3 priority and said he would see what he could get. She started the "Celebrate with Books" program to get more books into the library. (This is a program where parents buy library books to celebrate their child's birthday or good report card etc.) She also collected Campbell Soup labels to earn free books and General Mills cereal labels to earn free library books and equipment. Ardis Crull also mentioned that she found the Book Fair each year helpful. She went to the trouble to do all these extra things because the budget really wasn't sufficient in her eyes. She also mentioned that although the job was a part-time job she worked it as a full-time job getting things done on her own time.

Ardis Crull built up an audiovisual collection. When she took over the library, video taping had already begun. There was a filmstrip collection that had been inventoried manually and was retyped every year. Ardis Crull used the computer to make a computer database for the filmstrip collection and distributed that to the teachers. The video collection had been done manually also and she made up a database for those items using



subject headings and creating request forms. She never purchased any audiovisual material. "I did do a lot of taping for the teachers" (A. Crull, personal communication, February 19, 2000).

In May of 1995 the teacher association (Stone Harbor Education Association) went before the board of education and asked them to consider the development of a library media center which would encompass both the computer room and the current library. The teacher association pointed out that every day the fire laws were broken in the Stone Harbor school as more than 8 people were in the library during a class period. A new high-tech media center was built and it opened in October of 1997. However, Ardis Crull's hours were kept part-time in the 1997-1998 school year. She retired in June of 1998.

Once again the researcher interviewed former students to determine the impact the library had on the school program. Craig Otton attended the Stone Harbor school prior to the establishment of the Stephen Meader library. He told the researcher that he remembers going to the board secretary's office where books were located and doing things such as book reports. He recalls going to this room with his whole class at times but he does not recall any parent volunteers checking books out or assisting in any way. Therefore, the individual teachers must have monitored what books were taken out. These books were probably the county library books on loan to the school. Craig Otton said that he recalled a few times his whole class traveling to Borough Hall where a branch of the county library was located. He said he did not recall the librarian there. He also informed the researcher that at some point he remembers learning the Dewey Decimal Classification System but he could not recall if he learned it in grade school or high school.

Lauren Stanford Otton graduated from Stone Harbor in 1980. She remembered being present the day the Stephen Meader Library was dedicated. She received a signed copy of Stephen Meader's book *Fish Hawk*. She was in the third grade at the time. Her earliest memories are of books being brought to her first grade classroom on a cart. She said, "I don't know where they came from but I remember books being on a cart" (L. Otton, personal communication, February 22, 2000). In the third grade she remembers going to the Stephen Meader library. She remembers the library as small, "very small". She recalled using the World Book Encyclopedia to do reports, particularly a report on

birds. Her school librarian was Marian Robertson and she said she was very strict. She learned the Dewey Decimal Classification through a song and she remembers learning how to use the card catalog. All these skills were taught by Marian Robertson. Lauren Otton said she remembered using the county library only with her family, not with her class. She said she was unaware of the Stone Harbor branch of the county library until she was in about seventh grade and had to wait there for her mother after school.

Lauren Otton could not only remember the library skills she learned from Marian Robertson but also how she learned the skills and how she used them. The new library program was building independent users of the library materials.

James Otton was a Stone Harbor Board of Education member for 23 years. James Otton recalled Marian Robertson coming and helping to set up the first school library in the Board of Education meeting room. He recalled her installing the Dewey Decimal Classification System. He remembers her working in a library in Cape May and that she was elderly, but somehow the school got her to work at Stone Harbor school. He could not recall any pressure whatsoever from parents, the community, State Department of Education or the county superintendent to establish a school library. "We were a very easy going group, speaking of the members of the board of education, and certainly if someone had put the pressure on us we'd have been glad to comply with whatever they were trying to do. Never any problems that way" (J. Otton, personal communication, February 20, 2000). He did not recall if the county library helped in any way to set up the school library but he felt they would have volunteered any help that was needed. Mr. Otton said he couldn't begin to tell the researcher if the Stone Harbor school received any of the ESEA Title II money to help establish or build the first school library. He believed that they probably put an amount in the local budget and went from there. The school board minutes do state that "Mrs. Loveland be authorized to order Library Books in an amount not to exceed \$168.00 to be charged to ESEA, Title II (Stone Harbor School Board Minutes, May 15, 1968). In the March 20th, 1974 school board minutes it was stated that "Title II turned down by Board of Education as the amount of money received was not worthwhile for our school" (Stone Harbor School Board Minutes, March 20, 1974). Therefore, it appears that the Stone Harbor school may have received \$168.00 worth of Title II money to establish

their school library. However, these figures were not confirmed by Selma Rohrbacher's field notes. Her field notes record that on December 9, 1968 the school received \$74.00 in ESEA Title II money, one dollar for each child enrolled in the school. On June 21, 1974 Selma's field notes report that the Stone Harbor school librarian was only certified in Pennsylvania and not New Jersey and that the school "did not apply for ESEA, Title II funds" (J. Harris, personal communication, March 20, 2000).

R. Donald Wendorf was the chief school administrator of the Stone Harbor school from 1976-1998. He said there was nothing in his master's program about libraries when he was studying to be a school administrator. He could not even recall libraries being mentioned. However, he did mention that in order to be a school administrator you needed to be a classroom teacher for at least three years and it was through his classroom teaching that he did gain experience with a library. He was a sixth grade teacher with a classroom library. When he became an administrator for the first time, he was a principal in an elementary school and there he established a library. He said a room became available in the school and he decided to make a centralized library and he applied for ESEA Title II money. He said:

At that time we went to a book company in North Jersey, it was a jobber. . . . You went in and it was like a warehouse and you actually went and got a shopping cart and then you go by and look at the books and filled a shopping cart up with these books and then you went to lunch and while you were at lunch they [the company] would have clerical help that added them [the books] up and boxed them and then we put them right in our cars and drove right back. (D. Wendorf, personal communication, April 7, 2000)

He said he knew the curriculum well enough to do this but he did take the school librarian with him. He also mentioned that schools did not keep records of what books were in classroom libraries at the time and teachers often thought books they ordered were their own. He wanted a centralized school library because this would use library money to the fullest.

When he came to the Stone Harbor school he found Marian Robertson to be very knowledgeable of the workings of a library but he felt she was not geared to the elementary

level. The library functioned as a separate entity, it was not integrated with the school, and it was not a welcoming place. It did not meet with his expectations. He wanted the library to be a place where kids could go and read for fun. He wanted the library to supplement the curriculum. He said he tried to get Marian Robertson to make changes but he met with resistance. By the time Don Wendorf retired in 1998 he had a few new expectations for the school library. Mainly, he wanted the kids to use the library at lunchtime and after school and he wanted the residents of the town to feel comfortable using the school library so that they would be more aware of what went on inside the school.

Don Wendorf said he never felt pressure from any group concerning the library. However, he knew his board of education members were budget conscious and they were always looking for non-essentials in the budget. The library was on the non-essential list. Consequently, Don Wendorf believed that the library book budget was “never really that great” (D. Wendorf, personal communication, April 7, 2000). This statement confirms Ardis Crull’s opinion that the library budget was skimpy. Don Wendorf also stated that some pressure did come when the school was monitored by the state. He had to make sure that research skills were properly being covered in the curriculum when the school was preparing to be monitored.

Don Wendorf never visited a model school library but when he was planning the new library media center he said the design came from the present program, talking to the staff, and looking at other schools when he visited them for one administration meeting or another. He knew he wanted a library media center that had room to grow, he knew he wanted computers in the library, and he knew he wanted a full-time librarian. In 1998 when Ardis Crull retired he hired a full-time librarian for the new library media center. When selecting the new librarian he looked for someone who was more into people than books, loved kids, and who could evaluate appropriate material for an elementary school. He also was looking for someone with technology skills as well as library skills and who had a vision for the future.

When asked about receiving help from the county librarians, Don Wendorf stated that “help received from the county librarians was in direct proportion to the people requesting the help (D. Wendorf, personal communication, April 7, 2000). He believed

that the county librarians were willing to help when asked, and at times the school did ask, as confirmed by Bob Heidorn and the school board minutes.

### State Department of Education

Jean Harris from the New Jersey Department of Education found the research questions for this case study fascinating. She recognized how valuable Selma Rohrbacher's field notes were to this research project and she volunteered to look through her friend's notes. She compassionately explained how sick Selma Rohrbacher was and that it was unlikely she would get better. When asked to find out any additional information about the development of school libraries in New Jersey, she went digging. She found two interesting documents. In September of 1977 the Monitoring Code for School Superintendents stated that students must have access to a sufficient library program and services but that the program and services could be from a classroom library. In July of 1988 a document sent to county superintendents to evaluate local schools stated that a certified school librarian and staff was not required for K-12 and an adequate facility was not required for K-8 but that all students should have access to a library in order to learn library skills. Fortunately, by the time these two documents were written Avalon and Stone Harbor had established their school libraries with money saved over time from the budget. Otherwise, if the money was not available the students might have learned library skills from teachers using classroom libraries.

### Summary

It is evident that the Stone Harbor school library grew a bit haphazardly and there were times when it was unclear who exactly was shaping the library. Avalon, on the other hand, did not seem to experience the same haphazardness and this can be attributed to the fact that the library was a planned addition to the school and its librarian was employed on a full-time basis. Stone Harbor school did not hire a full-time librarian until the 1998-1999 school year. Also, the Stone Harbor school library had very little room to grow and lack of space had a negative impact on the growth of the library. Avalon's library initially had room for growth but over the years its size also began to impact negatively on the development of the library.

## Chapter Five

### Summary, Conclusions, and Recommendations

#### Summary

The purpose of the case study was to identify the people and the circumstances that lead up to establishing the Avalon and Stone Harbor school library media centers and how those schools subsequently develop their programs. Oral histories were gathered from the people who were personally involved in establishing the libraries, and archival data was searched out to confirm the oral histories and to bring additional information to the case study.

#### Conclusions

Mary Gaver stated in her book *A Braided Cord: Memoirs of a School Librarian* that she doubted there were more than a dozen elementary schools in New Jersey with libraries in the 1940's. In the 1950's more than 50% of New Jersey elementary schools were "still struggling along with meager classroom collections" (Gaver, 1988, p. 129). However, in the late 1960's, with the help of the Elementary and Secondary Education Act (ESEA) and its Title II federal grants, many elementary schools were able to establish school libraries. Although Avalon and Stone Harbor did not receive very much ESEA Title II money to start their libraries, they were starting them about the same time large numbers of elementary schools were doing so in the state and the country.

The data presented in Chapter Four indicated that both schools established the library media centers without any outside pressure and with very little Title II money. Both schools hired retired persons to organize and set up the school library media center. In Avalon a retired elementary school teacher, who had worked briefly in the district many years before, was hired to be the librarian although she had no experience as a librarian at the time. In Stone Harbor a retired public librarian was hired. In both schools the first

librarians worked part-time. Marian Robertson in Stone Harbor worked part-time until she retired. Daisy Lee Engwall in Avalon worked part-time for three years and then worked full-time. When Daisy Lee Engwall retired from the Avalon school, she was replaced by a certified school librarian who was hired on a full-time basis. The Avalon library never experienced cut backs in its budget or lack of support by the school administration, board of education, or teachers. It was recognized as a model small school library in 1985. This was the result of a skilled school librarian, community support, and a dependable budget. Even though the librarian could not recall the works of Mary Gaver except for her bibliographic tool, her library reflected the goals and standards Mary Gaver worked all her life to create for school libraries and school librarians. In Stone Harbor, the growth of the school library had more peaks and valleys. After Marian Robertson retired, the library was not under the direction of a certified school librarian for almost five years. When Ardis Crull took over the library, she was attending Glassboro State College to receive certification as Associate Educational Media Specialist. Ardis Crull believed that some years the library budget was skimpy and she had to be creative to acquire new books for the library. Even though the library did have community support, it was housed in a small room that fire codes allowed only 8 people to be in. There was no room for the collection to grow, and consequently, it grew very slowly over a ten year period. However, in 1995 the staff of the Stone Harbor school presented the board of education with a proposal for a new library media center. In 1996 the board of education voted to build a high-tech school library media center and it opened in October of the 1997-98 school year. Since that time the library has been growing by leaps and bounds.

The Avalon school automated its library in 1994, four years before Stone Harbor automated its new library. By the end of the 1997-1998 school year each library was automated, connected to the world wide web and enabling students to execute searches on a variety of CD-ROMs. According to Dr. Marilyn L. Miller and Dr. Marilyn L. Shontz in their report on high-tech school library media centers, Avalon and Stone Harbor schools are in the 6% of schools with populations of fewer than 300 students that are high-tech. Since both schools have such small populations, this achievement is commendable. It is the result of the dedication of trained librarians, supportive communities, and the

determination to meet the needs of the students on the part of the administrators and the boards of education that has allowed these two schools not to fall behind but rather to keep pace with the changing times.

Both school librarians, Jane Stone and Ardis Crull, stated that they did not have regular monthly meetings with their chief school administrators so this variable could not shed any new light on the development of the libraries. Both librarians were members of EMAnj, and Jane Stone was an active member of ATCAP, the Atlantic County and Cape May County library association. As a member of ATCAP, she remembered meeting and working with Selma Rohrbacher from the New Jersey Department of Education's Library Development Bureau. Working with someone like Selma Rohrbacher who was trying to build school library service may have been why Jane Stone's library was recognized as a model small school library in the state eventually. Jane Stone spoke highly of Selma Rohrbacher and said she was a warm, generous person who was devoted to helping schools establish their libraries.

Ardis Crull and Jane Stone both received library certification from Glassboro State College. Jane Stone was working on her master's when she took over the Avalon library and Ardis Crull started working on her Associates when she took over the library. The difference in degrees did not influence the growth of these two libraries to any great extent because both librarians were extremely dedicated. What probably had a more significant influence was the fact that Jane Stone was always a full-time librarian and Ardis Crull was always a part-time librarian. Even when Ardis Crull moved into the new high-tech library, she was kept on a part-time basis. The library materials, now automated, were only available to the students when Ardis Crull was in the library. When she retired at the end of the 1997-1998 school year the staff of the Stone Harbor school requested that the board consider hiring a full-time librarian. With the help of Assistant Professor Holly G. Willett, Program Advisor for the Program in School and Public Librarianship at Rowan University (formerly Glassboro State College), the board hired the Stone Harbor school's first full-time librarian for the 1998-1999 school year.

Both Jane Stone and Ardis Crull stated that the books and materials eventually outgrew the libraries. Because of the limited space, the library development slowed down



considerably over the years. It is important for all librarians to be aware that a certain amount of space must be made available for growth. Whether it will be adding more high-tech computers or simply adding books to accommodate new curriculum demands, space must be available. As long as computer technology continues to expand libraries will need to keep up with the changes. The best way a librarian can do this is to keep space available for the new innovations.

It was interesting to discover that both schools established libraries because their boards of education and administrators were aware that other schools had libraries and they did not want their students to do without. They wanted the best for the students and both boards were able to come up with the initial funds to establish the school libraries. Both schools benefited from the expertise of Doris Grady, Director of the Cape May County Free Library, and later her school liaison, Ruth Rutherford. Doris Grady wrote that she had worked as a school librarian and later as a children's librarian in North Jersey. She remembers doing book selection for the schools in Cape May County and sending a county library collection of books to each school. As one of the few professional librarians in the county library system, she was well qualified to do the selection. How very fortunate for Cape May County!

### Recommendations

Case studies are difficult to accomplish in a few months time. This case study would have benefited from additional time to locate people who no longer live in the state and who were personally involved in establishing the library such as Albert Ogden, retired Avalon school principal. When it is not possible to interview certain people because they are sick or have passed away, it takes longer to find someone who can give answers that those people would have easily known. For this reason it was not possible to determine who actually selected the first collection of books for the Stone Harbor library. Another problem peculiar to this case study was the 30-year time frame that it involved. This created a great challenge to the people being interviewed as they were asked to recall details that were not necessarily prominent in their minds such as who selected the first collection.

School board minutes do not require details of discussions but rather notes on decisions made or problems to be looked into. It would be beneficial to future researchers if more details were included in school board minutes. In the early 1980's schools were required to make major changes to the way school board minutes were kept so that information would be easier to find in them. However, the minutes still do not have to include details such as who applies for a grant and what were the results. For example, if the school board minutes told who exactly applied for the ESEA Title II money then the researcher would know who to interview about these federal grants. Instead, school board minutes continue to be vague and simply state generalities, such as "the Board voted to apply for ESEA Title II money." It was the experience of this researcher that board members who did not apply for the grant money themselves had no clue the school had applied. Therefore, the researcher had to find other people outside the school district who were able to answer the research questions.

The history of the Avalon and Stone Harbor school library development is probably not that much different from many schools across the state and the country. This case study shows many dedicated people working to establish these two school libraries. There were years of tremendous growth and years of no growth at all. As the case study comes to an end, Stone Harbor school library media center has entered its years of tremendous growth. The new librarian, Debra Moreland, has space now to add to the collection and room for new programs and new technology. Avalon school will soon be in a similar situation. The chief school administrator and the Avalon Board of Education plan to add an addition onto the existing library so there will be space for new programs, new technology, and a growing collection. The administrator, board members, teachers, and librarian are determined to keep pace with school library development. Both schools are fortunate to have such dedicated people who want the best for their students. It is the hope of this researcher that this case study will encourage, direct, or support other schools in their efforts to establish or develop their school library media programs.

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## Appendix

## Questionnaire for School Librarians

1. What was your job description when you were first hired to be the school librarian?
2. Were you a certified school librarian before taking over the library?  
If not, did you achieve certification in the field?
3. What was your personal philosophy regarding the role of a school library? What were your goals and ambitions when you became the school librarian? How would you describe your library schedule?
4. What particular guidelines or selection tools do you recall using to select library materials, both print and non-print? Were you aware of Mary Gaver's bibliographic tool *The Elementary School Library Collection: Phases 1-2-3* ? Were you aware of any of Mary Gaver's works?
5. To what degree did the classroom teachers help you to plan the library lessons? How supportive were the teachers of the library? In what way, if any, did you integrate the library with the curriculum?
6. How often did you meet with the Chief School Administrator? Did you have regular monthly meetings to plan and evaluate the role of the library?
7. Of which professional library organizations, if any, were you a member? In what particular way did you find this membership beneficial?
8. What was your library budget like? How sufficient was it for the needs of the students and staff? How often were you soliciting for more funds? What other school programs, if any, were you competing against for funds on an annual basis?
9. What non-print collections did you develop for the school library?
10. With which professional library standards were you most familiar? In what way were these professional standards useful to you?
11. What help or assistance do you recall receiving from the county librarians or the state librarian?

## **Questionnaire for Chief School Administrators** (An Historical Perspective)

1. When studying for your degree in School Administration, how were you in any way prepared to supervise, design, or plan a school library?
2. What were your expectations from the school library when it was first established or when you first became the Chief School Administrator? What were your expectations of the library in 1998?
3. In establishing or maintaining your school library, what pressures did you encounter from your community, the State Department of Education, or the county superintendent?
4. What model school library did you visit, if any, to help plan or develop your school library?
5. What were some of the criteria you used to select your school librarian? What skills, background experiences and certification were you looking for in a school librarian?
6. What kind of start up assistance do you recall receiving from the county librarians when first establishing the school library? At any time did the school receive assistance from the public librarians when implementing changes to the library program?



## **Questionnaire For Former Students**

1. Who was your school librarian?
2. In what grades do you remember going to the school library?
3. What do you remember most about your school library? What do you remember about the collection?
4. Do you remember a research project or library assignment you completed?
5. What book selection skills or reference skills do you remember learning from the public librarians? What library skills did you learn from the school librarian?

## **Questionnaire For Former Board of Education Members**

1. How many years did you serve as a Board of Education member, and what years did you serve?
2. What decisions pertaining to the establishment of the first school library do you recall making? What were you looking for in a school library? How were your decisions influenced by your own school experiences?
3. What role did you play in selecting and hiring the first school librarian? What was the criteria you used in selecting the first school librarian?
4. In establishing the first school library, what pressure, if any, was exerted on you by the community, the State Department of Education, or the county superintendent?
5. What advice or assistance from the county librarians was received on the decision to establish a school library or select the first school library collection? What services were provided by the county librarians to the school and the school children?
6. How did the Elementary and Secondary Education Act of 1965, Title II, and the money it made available to establish libraries and build collections in schools, benefit the library? How much federal money, if any, did the school receive through the Title II funds?

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Mrs. Doris Grady  
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St. Augustine, Fl 32066-7324

Dear Mrs. Grady:

I am writing to you as a graduate student at Rowan University. I am doing historical research on the development of the Avalon and Stone Harbor school library media centers. I understand from the Cape May County Library's 1969 Annual Report that the county library set up the Avalon school library. I need to know for my research 1) who selected the books for the first collection, and 2) was Mary Gaver's bibliographic tool, *The Elementary School Library Collection: Phases 1-2-3* used in selecting that first collection? I've interviewed several people at the Cape May County Library and they seem to think you were probably the person who selected the books and helped to arrange the physical setting of the library. I would appreciate your input and remembrances and anything else you think may be useful to my research.

You can reach me at the above address, however, please feel free to call me collect if you prefer. I teach during the day and spend most evenings at home. I do have an answering machine and if you leave a message I will get back to you at the time you suggest.

Thank you in advance for your time and trouble.

Sincerely,

Roberta Dean