THE CLASSROOM LIBRARY IN ACTION IN AN INTEGRATED
ELEMENTARY SCHOOL PROGRAM

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THE CLASSROOM LIBRARY IN ACTION IN AN INTEGRATED
ELEMENTARY SCHOOL PROGRAM

THESIS

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By

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CHAPTER I

INTRODUCTION

Statement of Problem

The problem of this study is to discover the library knowledges and skills needed by the elementary pupils in classroom activities in the Willow View School, Hardeman County, Texas.

Purpose of Study

The purpose of the study is to determine the library needs of the elementary-grade children of the Willow View School and to develop an activity program to meet their needs.

Limitation of Problem

This study will be limited to the forty-seven pupils of Willow View, an accredited elementary school.

Source of Data

The materials used in this study were (1) books and periodicals pertaining to a more efficient use of the library in an elementary school; (2) courses of study in the use of the library in the elementary grades; (3) results of
the library needs of the forty-seven pupils of the Willow View School, Quanah, Texas; and (4) plans used in meeting the library needs of the group.

Method Used

The method used was a survey of literature dealing with organization, grade objectives, attainments, and procedure needed for efficient use of the classroom library in the elementary grades. Definite information was gained from observational study by the two teachers of the Willow View Elementary School, of the library knowledges and skills needed by the pupils of that school. The conclusion reached in the study is given in the form of a suggestive program suitable for the elementary-grade pupils. This program should contribute suggestions of practical value in the improved use of the library materials in the elementary grades of any school.
CHAPTER II

THE LIBRARY AS AN IMPORTANT UNIT
OF SCHOOL ORGANIZATION

The Elementary-school Library

Today special emphasis is on the library as an integral part of the activities of the modern elementary school. Edith Curren says:

The school library has proved itself a means of enriching the reading program, supplementing classroom instruction, meeting recreational needs of pupils, and providing the foundation for reading which should continue throughout life.¹

The elementary-school library is just as important as the high-school or college library because habits, which are formed through elementary-school years, tend to continue throughout life. Whatever enriches the elementary-school curriculum makes the work of all other schools easier, and this adds much to the pleasure of learning.

Eleanor Bean says:

The library must start early to satisfy the love of good literature. There must be an abundance of easy reading material which contains attractive

worthwhile illustrations. These books and materials should not be those which the teacher uses in the formal reading period. Each child should be permitted to choose his own books and thus use initiative in his choice of reading material. He should be encouraged to go to the library at different times during the day when assigned work has been satisfactorily finished. Especially will this avoid waste of time on the part of the pupils of superior ability.  

John Dewey, who is largely responsible for the dynamic trend in modern elementary education, from the beginning saw the possibilities of the library’s contribution to every child, every teacher, and every department in the school. The introduction of many books into the classroom, rather than the use of one textbook, made the inclusion of the library an immediate necessity in the elementary school: recognition is now being given to its value as indispensable in supplying worthwhile experiences in the form of something vitalizing, something inspiring, and something broadening for teacher and pupil alike.

The elementary school is the cornerstone of public education, which necessitates adequate provision for good books and related library material in the form which can be readily comprehended by children in the different stages of their development.

The library should be a center of the educational life of the school, not merely a collection of books.

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It should provide the adequate reading and reference facilities necessary to make the educational program effective.  

Purpose of the Library

In speaking of the purpose of the library, Caroline Stokes says:

It is clear that the library provides both the opportunity and the materials needed to keep the child occupied in a thoroughly enjoyable manner. It makes possible the thrill of new experiences, the joy of making spontaneous choices and of carrying self-chosen activities along at his own pace, the gratification of tasks completed and skills acquired, the zest of competition, and the satisfactions of responsibilities in groups.

We realize that the individual must not be loaded with teacher-planned assignments. The integration of classroom and library gives an immediate response to a child's awakened interest, without waiting until a regular library period when his interest has perhaps waned and his enthusiasm cooled. Guidance is the teacher's response to the child's request for help. The library must answer individual and group purposes.

Thus the library receives inspiration from the classroom and in turn gives inspiration to the classroom. It has been said that the library is the heart of the school.

The classroom library has proved itself a means of enriching the reading program of the elementary grades, of supplementing classroom instruction, of meeting recreational needs of pupils, and of providing the foundation for reaching satisfactions in reading which should continue throughout life.

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2H. J. Johnson, J. H. Newlon, and F. G. Pickell, Junior-Senior High School Administration, p. 298.

In planning the classroom library program, an effort must be made to minimize the work of administration, to distribute responsibility, and to suggest activities which can be carried out successfully by the teacher.

The following general aims for the elementary classroom library present themselves as possible of attainment:

(1) to enrich the reading program of the classroom;
(2) to provide as many contacts as possible with books;
(3) to enrich the experiences of children through reading;
(4) to develop an appreciation for high-type literature;
(5) to build up the practice of using the library as a source of recreation and information;
(6) to provide opportunity for developing the individual interest through undirected and unassigned reading;
(7) to provide training in finding materials in the library;
(8) to teach the proper care of books;
(9) to give training in proper library behavior;

In addition, two other significant aims are at once apparent:

(1) to integrate the library in the school so that the work of the classroom is enriched and made increasingly vital; and
(2) to aid the child in building attributes of good citizenship through the use of the library.

Dickerson says that the school library has the following functions:

To enrich the curriculum and supply reference materials; to provide for worthy use of leisure time; to train pupils in the use of books and the library; to serve as a centralizing agency for the school; to train for character; to serve teachers; and to assist in the guidance program of the school.

5 Curren, op. cit., p. 300.

Suggested Activities to Achieve Aims

Many activities are suggested which can be carried on by the classroom teacher to achieve these aims. In the kindergarten and first grades, activities are largely related to becoming acquainted with the library. A little child's experience of looking at beautifully illustrated books and listening to poems and stories read or told by the teacher is a joyous one, and stimulates the child to want to read for himself. He develops the feeling that interesting material is contained in books. In the early stages of book-reading, the teacher continues to foster in the child an interest in books and a desire to read them. The children are encouraged in periods provided for discussion, to tell others about a book which they have enjoyed or to show pictures from their favorite book. In being provided with many attractive books, children learn to think of them as friends and to enjoy them accordingly. Such library skills as careful handling of books, proper position of the book, correct method of replacing books on the shelf, and consideration for others are constantly in the mind of the teacher as objectives for the class.

In the second and third grades where reading is a tool subject, still in the stage of being perfected, the activities are planned to increase the interest in learning to read, and to provide extra opportunities for reading. Books
on topics which appeal to children's interests are displayed from time to time. Frequently a library shelf is devoted to reading materials concerning the social science activities in progress, so that children may know where to go in order to increase their store of information on a subject which is being studied. Books are often grouped so that they will correspond to the varying reading abilities of the class to aid in the selection of books for pleasurable reading.

As the children progress in their use of the library, they are encouraged to find unique ways of giving book reports in order to make other children eager to read the book. Interest is also shown in keeping individual reading charts. If there has been reading on a social science unit, the readers take great pride in contributing something of new interest to the class discussions. Constant practice is given on such terms as "title," "author," "artist," finding a title page, and in using a simple table of contents. When they have reached the third grade children are, in many instances, ready to make definite use of alphabetical arrangement in the beginning of the dictionary work and in the use of the index. Library knowledges and skills given to the children are designed to meet individual needs as well as group needs.

When children have acquired sufficient skill in reading, they are frequently allowed to take books home to enjoy them.
By the time the fourth grade is reached, most children have mastered the mechanics of reading and should be reading easily. Thus, library activities provide wide reading opportunities for recreation, for information, and for training in how to find material in books.

The following list of activities is suggested as possible for all grades:

(1) learning the proper care of library materials and proper library behavior; (2) conducting reading classes in the library; (3) listening to stories and poems read; (4) listening to stories told; (5) selecting stories and poems to use for audience reading; (6) browsing or reading without direction; (7) discussing stories and poems read; and (8) becoming acquainted with new books. 7

The Teacher’s Role

The teacher plays an important part in determining the effectiveness of the classroom library. According to Joy Morgan,

The most important qualification is an abiding and joyous love of both children and books. Without these two the most beautiful library room and the best room and the best collection of books will reach only a few bookworms, leaving the great body of the children without any appreciation of what books mean when one knows how to use them. We should no more let a child grow up without knowing how to use books than we would allow him to grow up without knowing how to use his fork according to the code of good manners. The tools that he uses to feed his mind are no less important than the tools that feed his mouth. The one may help him to be a healthy and vigorous animal but the other will help him to be an alert, happy, and interested human being. 8

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7Curren, op. cit., pp. 300-301.
This is also true of the teacher-librarians in the elementary grades. Without these two qualifications, the most attractive library corner and the best selection of books will reach only a few of the more studious pupils. The teacher must be skillful in guiding the child's selection so that he will choose a book suitable to his reading ability.

Within the classroom the teacher should treat each pupil as an individual and assist him in achieving the maximum development of which he is capable in the given field. Learning is promoted most effectively by participation in activities which require problem-solving procedures, or reflective thinking, generalization and application, with incidental direction of emotional responses.\(^9\)

The teacher is challenged to seek to use the classroom library in such a way as to help boys and girls to know the joys that good books bring to those who know and love them.

If the classroom library is to make such a contribution to the life of a child, it is essential that the teacher have an intimate knowledge of the contents of books suitable for children of her teaching group. These books should include ones correlated with the curriculum, ones for recreation, and others correlated with the cultural value. The teacher's wide knowledge of children's books should be linked with a training technique for discovering the interests and abilities of children of the particular group with which she is working. Other essentials seem to be: (1) practice in handling groups of children while they are working with books in many different ways; (2) ability in discovering library knowledges and skills needed by individual pupils or the entire group; (3) skill in subordinating routine to the supervision and guidance of pupils and yet carrying on effectively the library administration needed.\(^{10}\)

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The teacher-librarian's true responsibility is stated aptly by Mark Sullivan when he says:

To open the gate in just the right way to lead the child in, to cause him to want to go in, to point the way and make it seem alluring, calls for inspiration and understanding little short of authorship itself.\textsuperscript{11}

**Progressive Library Program**

Since the library is a comparatively recent development in the educational program of the elementary school and since there is no uniformity of procedure, it is well to turn to accounts of experiment and experience.

Bernice Mundy, curriculum worker, and Evelyn R. Girardin, supervisor of primary grades and kindergarten of the public schools of Baltimore, Maryland, give an interesting account of the use made of classrooms, school, public, and home libraries made by the children of the elementary schools of Baltimore.\textsuperscript{12}

Here the library corner is found to be an integral part of every primary classroom. It performs definite functions in each stage of the reading process. In developing reading readiness, the planned library period is considered to be of inestimable value. During the story hour, children listen to suitable stories and poems read or told by the

\textsuperscript{11} Mark Sullivan, *Our Times*, p. 15.

teacher. Frequently, these are favorite selections requested by the children. In this way the very young children develop a feeling that interesting material is contained in books which they some day will read for themselves. Sometimes the children are instructed to select pictures which illustrate the story or poem that they have just heard. This aids in comprehension, and connection is emphasized between the printed word and illustrative material. Children are encouraged to look at picture books and to discuss their impressions informally. By handling books, they become acquainted with the mechanics of turning pages correctly while they experience the joy of being surrounded by books. Occasionally, the teacher classifies books on the different tables according to the interest of her group, which may include groups of books about animals, trains, boats, and other subjects. Each child is directed to sit at the table which contains books on the subject in which he is most interested. This activity fosters, in the young child, an appreciation of the fact that we get specific bodies of information from different books.

In the early stages of book reading, the classroom library also plays an important role. Here the teacher, through interesting library activities, continues to encourage an interest in books and a desire to read them. Certain desirable library skills also are kept in mind by the teacher as objectives for the class.
During the period of rapid progress and growth in reading, the classroom library undergoes some changes to meet the advance needs of the children. It is often found advisable to group the books to correspond to the varying reading abilities of the class. Children are encouraged to find unique ways of giving reading reports. Library reports serve a two-fold purpose: they act as a check on library reading and are suggestive to the child who is undecided as to what book to select. Interesting ways to keep individual reading charts are planned also. To quote: "It can readily be seen that there are limitless possibilities for the wise use of the classroom library commensurate with children's reading abilities."13

The central library in most of the elementary public schools of Baltimore is in charge of a classroom teacher. It functions in the school as a whole by providing opportunities for further instruction in the intelligent use of the library facilities.

Baltimore's splendid new central library building, home of the city public library, with its twenty-seven branches, adequately cares for the library needs of the community. Much stress is placed on the importance of appealing to children; therefore a "Director of Work with Children" is provided. Many valuable types of library service are rendered

13 Ibid., p. 508.
to the children of the city. The Baltimore Public Library System is a "working partner" of the schools.

The children, who have home libraries, are given every opportunity to supply adequate material needed in their school work from their own sources. One of the functions of the classroom teacher is to guide parents in the wise selection of children's books.

As has been said in the foregoing pages, the Baltimore public schools realize the extreme importance of such "school accessories" as classroom libraries, school libraries, and home libraries; and encourage the intelligent use of them in a variety of ways. They consciously attempt as an indispensable part of society.

In the Detroit elementary schools, the library is an essential element of the educational program. The present Course of Study in the Use of the Library,\(^{14}\) grades one to six, was published in 1932. It presents not only a wide variety of suggestions for conducting library activities in the elementary schools of the city, but also shows how library work may be integrated with the rest of the school curriculum.

The emphasis in the Detroit library course of study is placed upon the consideration of the individual. His interests, his problems, and his needs are the premises

\(^{14}\)Detroit Public Schools, Course of Study in the Use of the Library, Grades 1-6, published in 1932.
upon which education through the library is functioning. For that reason, informal library procedure is favored, since it trains in initiative, self-control, consideration of others, and allows the child to progress at his own rate according to his ability. At other times, a more formal procedure is recommended with the aim of developing particular skills and knowledges.

The course of study is planned on the principle that each class in the elementary school, from the first through the sixth grades, is scheduled for two thirty-minute periods a week in the library. The course is worked out on the unit plan and consists of twenty-three units of work. These units are arranged for growth. One unit of work is discussed at different grade and age levels with objectives, methods, and activities and checks worked out for each. The graded arrangement is largely for the convenience of the librarian in determining the difficulty of material needed for different grades. Each child is allowed to work at his own level, regardless of his age or grade. The objectives and attainments in the library are matters of growth and formation of good habits.

In conclusion, the aim of the Detroit library course of study is to develop in the child certain fundamental ideas about the use of books and libraries as he progresses through the grades. By the time he leaves the sixth grade,
he should be able to use the library for study purposes as well as for pleasure reading and should have formed a habit of going to books and libraries for the solution of all his reference and study problems.

E. P. O'Reilly, principal of the Williams Land School, Sacramento, California, gives a comprehensive review of the school library organization and operation in the Sacramento Public School System.\textsuperscript{15} Sacramento is fortunate in having all the elementary schools of the city supplied with complete libraries. This is due to its taking advantage of the legal provision of the School Code of California,\textsuperscript{16} which provides that no less than forty cents and no more than one dollar per pupil in daily attendance shall be apportioned from the county school fund to the library fund of each city school district. The libraries are in charge of teacher-librarians. In addition to their regular teacher-training courses, these teachers have had some library training. They are familiar with library problems from the classroom angle. Books are chosen by using the cooperative thinking of principals, teachers, supervisors, and librarians. A central reviewing committee, which includes


the professional librarian of the school system and a representative group of teacher-librarians, reviews all books suggested and compiles a list of recommended titles. In this way, books are adapted better to local conditions and local courses of study.

Each class, beginning with the third grade, spends one half hour every day in the library of the elementary schools of Sacramento. The time allotment for the different activities is as follows: literary appreciation, one day per week; instruction in library technique, one day per week; and free reading, along with reading on assignments, three days per week. Literary appreciation includes such activities as story-telling, reading to the class, group discussion of poems and stories, book reviews, and talks on children's authors and illustrators. During instruction in library usage, the teacher adjusts the work to the ages and abilities of the group of pupils with whom she is, at the time, working. Such topics as classification, parts of a book, the card catalog, the dictionary, the encyclopedia, and other materials are studied. In the free-reading period the children, with guidance and help from the teacher-librarian, browse around and select their own materials for reading. This period also offers an opportunity for the teacher-librarian to discover the real interests of pupils and to use this information in helping pupils who seem to have
little or no desire to read. The school subjects of science, reading, and social studies bear a very close relationship to the library, and the home-room teacher feels free to assign topics on these and other subjects for the class to study during certain library periods. For class use, appropriate pictures, magazines, maps, and other materials may be sent from the library to the home room. This is essential in re-creating the experiences involved in the units.

The author, E. F. O'Reilly, does not claim that the library service, provided in the Sacramento elementary schools, is superior to that available in other school systems; he believes, however, that a comparable service must be available in other school systems in all communities if children are to achieve the highest goals of the reading program and of modern education in general.

The progressive library program described show the elementary library as an important unit of school organization. They offer a challenge for educators to fall in line in the march of progress for more efficient use of library materials in the primary and intermediate grades.

Additional viewpoints and experiences in the use of libraries to enrich the school program may be found in the Twelfth Yearbook of the Department of Elementary School Principals, published in 1933, the Seventeenth Yearbook, published in 1938, manuals of instructions in the use of
books and libraries, publications such as the Wilson Bulletin, the Library Journal, and issues of various other educational periodicals.
CHAPTER III

DISCOVERY OF THE DOMINANT LIBRARY NEEDS OF CHILDREN IN THE ELEMENTARY GRADES

In order to discover the dominant library needs of the pupils of the Willow View School it was decided to formulate a check sheet for keeping a record of the actual library needs of the children, and to call upon the other teacher to assist in observing and keeping the records. The primary purposes of this collection of data were (1) to aid in a constructive diagnosis of the library knowledges and skills actually needed by each individual child in connection with his school work and in his outside interests, and (2) to formulate activities to teach these essential library knowledges and skills so that more efficient use might be made of accessible materials.

Methods Used in Discovery of Library Needs

To assist in the observation of actual library needs of the pupils, a check sheet with suggestive knowledges and skills, with blanks for additional items, as the needs arose, were used. The following points were considered:

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1. To learn to want to read was selected as the first heading, since it is an accepted principle that no learning takes place unless there is a desire on the part of the pupil to learn.

2. To learn to take care of books was considered also as children frequently need to develop a feeling of responsibility for the attractiveness and durability of books and equipment.

3. To be courteous in the library was placed on the list to supply the need for thoughtfulness of others in making the library period enjoyable for all.

4. To remember titles and to associate titles and authors were given equal places, as there is a recognized need for such a habit to be formed early in childhood.

5. To learn parts of a book, including table of contents and index, was suggested for consideration, since it was felt that as children progressed in their school work they would need to depend upon themselves in seeking materials in the use of the classroom library.

6. To know the letters of the alphabet in sequence was included on the chart, as it is important to have this knowledge in order to look up material quickly and independently.

7. To learn simple classification of books was considered of importance in order to be able to use the public library more efficiently, and was included on the chart.
8. To develop a library vocabulary and to learn how to locate books on the shelves were included as important factors because these skills add to pleasure and efficiency in the use of the library.

The names of the pupils were listed in the left-hand column of the sheet and in the other columns the library knowledges and skills that were considered to each child in carrying on the work were checked.

Another check sheet was used on which the library needs were listed in the left column, and in the right column, the activities used to meet the group or individual library needs were listed.

This observation was carried on carefully from January, 1942, through May, 1942, at which time the results were checked.

The pupils of the observational classes ranged from six to fifteen years of age, and from grades one through eight. The regular work of class activities was carried on without reference to the observation. The pupils differed slightly as to home environment. The parents, as a whole, were the substantial average type, some of them owning their own homes, and others being tenant farmers, having high ideals and keen interests in the work of the school. Throughout the five months, there was little difficulty of the admission of new pupils or the dropping of pupils from the record; hence, very few data were discarded. The
date pertinent to the study are shown in charts which are presented herewith.

Figure 1 is read as follows: Of the twenty-one primary children observed, including grades one, two, three, and four, four needed to want to read; and sixteen needed to learn how to take care of books, and to use the public library. Fourteen needed to learn to be courteous; eighteen needed to learn to use the table of contents and remember titles; and all twenty-one needed to learn to use the index; to learn simple classification of books, to develop a library vocabulary, and to learn how to locate books on the shelves. Thirteen needed to know the alphabet in sequence; while only ten needed to want to use the classroom library. All twenty-one needed to learn to associate titles and authors. It was learned that twelve of the children had some good library books at home and enjoyed reading them, but they needed training in some of the library skills. The situation offered a challenge to the teacher to introduce to the children the joyous experience of looking at beautifully illustrated books and of hearing delightful stories read or told. A classroom library caused a need for inspiring a feeling of responsibility for the care of books. Emphasis was needed on the study of how to keep books clean, how to turn pages, how to hold books correctly, and how to secure from bookshelves the books that were desired, and how to return them. There was also a necessity
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**Fig. 1.** -- Distribution of the library needs of the twenty-one pupils of the primary grades.

for teaching the reason for low voices and quiet chairs during the library period.

A study of Fig. 2 shows that the thirteen library knowledges and skills needed by the first four grades as shown in Fig. 1 were also needed by the intermediate grades, except for the fact that these knowledges and skills were
needed to a lesser degree. In Fig. 1 it was found that out of the twenty-one children observed, only four needed to want to read, and they were in school for their first time, while in Fig. 2 there were three out of the twenty-six who did not seem to want to read. It was thought that it might be due to the fact that they had not learned the necessary reading skills in the primary grades. In Fig. 2 only three of the twenty-six needed to know the alphabet in sequence as it is required in spelling texts. From training in such a skill, the child grasps the use of the index and dictionary for which many needs arise, and other materials that are alphabetically arranged will be within his capabilities. It is shown that six of the elementary-grades children needed more guidance in the use of the classroom library. Observation of the chart shows eight children needed to learn simple classification of books; and to learn how to locate books on the shelves. The chart also indicates a great need on the part of the pupils to remember titles of books, as nine of the twenty-six pupils had this need. This is probably due to finding it much easier to locate books on the library shelves by color and size. Eleven found a need to associate titles and authors of a book and to use books concerning the social science unit or activities in progress. The need for the use of the table of contents was evident, as eleven children lacked this skill. There were, also, eleven lacking
<table>
<thead>
<tr>
<th>Library Needs</th>
<th>XXX</th>
</tr>
</thead>
<tbody>
<tr>
<td>To want to read</td>
<td>XXX</td>
</tr>
<tr>
<td>To take care of books</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>To be courteous</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>To remember titles</td>
<td>XXXXXXXXX</td>
</tr>
<tr>
<td>To associate titles and authors</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>To use the table of contents</td>
<td>XXXXXXXXX</td>
</tr>
<tr>
<td>To use the classroom library</td>
<td>XXXXXXXX</td>
</tr>
<tr>
<td>To use the index</td>
<td>XXXXXXXXXXXXXX</td>
</tr>
<tr>
<td>To know the alphabet in sequence</td>
<td>XXX</td>
</tr>
<tr>
<td>To learn simple classifications of books</td>
<td>XXXXXXXX</td>
</tr>
<tr>
<td>To use the public library</td>
<td>XXXXXXXXXXXXXX</td>
</tr>
<tr>
<td>To develop a library vocabulary</td>
<td>XXXXXXXXXXXXXX</td>
</tr>
<tr>
<td>To learn to locate books on the shelves</td>
<td>XXXXXXXX</td>
</tr>
<tr>
<td>To learn to make book reports</td>
<td>XXXXXXXXXXXXXX</td>
</tr>
<tr>
<td>To use encyclopedia</td>
<td>XXXXXXXXXXXXXX</td>
</tr>
<tr>
<td>To use the card catalog</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>To learn how to take notes</td>
<td>XXXXXXXXXXXXXX</td>
</tr>
<tr>
<td>To know famous illustrators</td>
<td>XXXXXXXXXXXXXX</td>
</tr>
</tbody>
</table>

Number of pupils: 0 5 10 15 20 25 30

Fig. 2. -- Distribution of the library needs of the twenty-six pupils of the intermediate grades.
in the skill of how to use the card catalog and sixteen in the use of the index. There were twelve who needed instruction in the care of books and further training in library courtesy. Fifteen needed to learn how to use the encyclopedia; sixteen needed to learn how to take notes on their reading; and seventeen needed to learn how to make book reports; and appreciate the pictures of famous illustrators of children's literature. Twenty showed a need for learning how to use books; and all twenty-six showed a need for further development of a library vocabulary. Eighteen needed further encouragement in the use of the public library as a supplement to their school work, and for leisure-time activities. Eight of the twenty-six had public library cards.

Summary

A study of the foregoing charts substantiates the conclusion that children in the elementary grades have definite needs of certain library knowledges and skills in their work and in their outside interests. Nineteen needs have been chosen as typical of the needs of all elementary grades. It is to be remembered that the charts show only the observational library needs of the forty-seven elementary pupils of the Willow View School, Quanah, Texas, and should not be considered indicative of the library needs of all elementary children. These materials are presented as
results of the best judgment of the two teachers in their observation of the actual library knowledges and skills needed by the pupils of their individual groups. In many cases, the differences in particular situations might show an entirely different emphasis. Nevertheless, it is hoped that elementary teachers will find the material of value in the library training of children.
CHAPTER IV

ORGANIZATION OF A PROGRESSIVE LIBRARY PROGRAM

After discovering the library knowledges and skills actually needed by the pupils of the Willow View School as presented in Chapter III, the writer considered ways and means of meeting these needs through the formation of certain activities of work.

In making plans, materials and suggestions were drawn from such sources as the following:


5. Mary E. Pennell and Alice Cusack, The Teaching of Reading for Better Living, 1935.

7. Detroit Public Schools, Course of Study in the Use of the Library, Grades 1-6, 1928 and 1932.

In addition to the above main sources, other materials were taken from manuals of instruction in the use of books and libraries, publications such as the Wilson Bulletin, the Library Journal, and the teacher's check sheets recording activities used to meet the library needs of the pupils.

Criteria for Selection of Activities
1. Does it reproduce life situations as far as possible?
2. Does it have a useful purpose in the present and future life of the child?
3. Is it on the child's present mental level?
4. Does it fit in with other work of the class?
5. Can content be made of interest to the child?
6. Does the content have a carry-over value?

Statement of Title
1. Is it stated in terms understandable to pupils?
2. Is it definite?

Objectives
1. Are they compatible with the aims of education?
2. Are they stated clearly?
3. Did the activity result in the development of desirable habits?
4. Did it result in a desire on the part of the pupil to proceed on his own initiative?

5. Will it lead to other profitable activities?

Library Activities

Activity I. Learning to Want to Read.
Activity II. Behavior in the Library.
Activity III. Arrangement of the Letters of the Alphabet.
Activity IV. Location of Books on Shelves.
Activity V. Titles, Authors, and Illustrators.
Activity VI. Parts of a Book, Table of Contents, Index, Title Page.
Activity VII. The Public Library.
Activity VIII. Integration of the Library with Classroom Activities.

Each activity is worked out with objectives, approaches, activities, and checks. The activities are to be taught informally to meet the individual library needs of the pupils. The activities and devices are of varying difficulty in order to allow for individual differences in the abilities of the pupils. The activities are ungraded, and each teacher is to use her own judgment in the selection of activities to meet the library needs of the members of the group. Very careful checking must be done by the teacher to insure growth in library knowledges and skills on the
part of every member of the group during the year. Detailed outlines of eight activities follow:

Activity I. Learning to Want to Read

Objectives. -- The following objectives were recognized for this activity:

1. To develop a love of books.

2. To interest the child in testing his own skill in reading.

3. To stimulate a desire to own books.

Suggested approaches. -- Among the possible effective approaches to this unit are the following:

1. Display interesting and beautifully illustrated books on various subjects and of varying degrees of difficulty.


3. Listen to stories or poems read or told by the teacher.

4. Discuss informally stories or experiences children have enjoyed so as to discover individual interests.

5. Encourage the child to want to read by permitting him to read orally, some interesting story or poem he has enjoyed, to the group.

Suggested activities and devices. -- Among worthwhile activities are the following:

1. Build miniature library or equip a library corner, thus presenting an interesting enterprise for small children
which ultimately leads to wanting to read books. The idea is to make shelves, library tables, and chairs from boxes and orange crates and to paint them pleasing colors. A piece of nursery cretonne hung as a tapestry, a colorful piece of pottery, or a bowl of flowers will help make the library corner attractive and will invite children to linger there.

2. Prepare scrap books for the very young child so he can find something in the library corner that he can enjoy and, at the same time, gain experience in reading. Ask children to bring pictures of children in action, fruit, flowers, vegetables, furniture, animals, sports, and various other things of interest. After accumulating pictures, let the children aid in arranging them attractively in scrap books. Under each picture print the name of the object so that children can associate the work with the picture. Underneath print a simple story that the children have helped to compose. Interesting books in connection with one particular idea can often be worked out, such as animal books, flower books, and bird books.

3. Talk to the individual children about pictures in a book, leading them to tell the story which they see in the picture; all tend to provide that appreciation and joy in a book which pave the way to a love of reading.

4. Let the children make a few simple riddles to ask each other about books or book characters.
5. Suggest a story, telling salient points that will arouse interest.

6. Print or mimeograph ladders on cards. As each pupil reads a book, he inscribes the title on a rung of the ladder.

7. Sketch a large pyramid of blocks on a large cardboard. As each child completes the reading of a book, the title read and the name of the pupil is inscribed on a block.

8. Construct a thermometer which indicates the reading of individuals or of groups, by a rising mercury, the number of books read being indicated by degrees of heat. The thermometer may be pictured on the blackboard or bulletin board in the case of a group, or individual thermometers may be drawn on cardboard, the rise of the mercury for each individual being indicated in red.

9. Have children present reports on reading in a unique way to make other children eager to read the selection or book. (Many ways of presenting material are given by Mary Fennell and Alice Cusack in their book entitled, Teaching of Reading for Better Living, pp. 88-92.)

10. Plan a book circus to encourage reading. Let it consist of a large circus tent drawn on cardboard, together with silhouettes named from the readers. These silhouettes are cut from bright paper and mounted on the cardboard or the bulletin board, as though children are entering
the tent. Books about animals are put on a separate library shelf from which each child selects a book to read. After all are well started on their reading, the silhouettes are removed from the bulletin board to be replaced by one as the children, completing their reading, leave the circus.

11. Make an individual chart card for computing reading growth. Draw a miniature child on a card, leaving space on the left for a much larger child to be drawn to a scale after a period of time, during which the owner of the card has carried on extensive reading. Reading growth is computed at the rate of one-half inch for every book read. The second childish figure drawn to scale gives graphic evidence of growth. A possible caption for the card is "Before and After Reading."

Checks. -- The following checks may be used in connection with this activity:

1. Child's readiness to turn to books for enjoyment and pleasure.

2. Growth in reading interests and in new experiences which grow out of daily contact with books.

3. Child's interest in personal ownership of books.

Activity II. Behavior in the Library

Objectives. -- The following objectives are applicable:

1. To build an attitude of courtesy, consideration, and cooperation toward classmates in the use of the classroom library.
2. To develop a feeling of personal responsibility for the attractiveness and durability of books and equipment.

Suggested approaches. -- Certain approaches may be worth utilization, together with others of the teacher's own selection:

Use talk or stories on the following:

1. Neatness of the room.
   a. Chairs placed straight at the tables.
   b. Books standing straight on the shelves.

2. Care of books.
   a. Clean hands.
   b. Turning pages carefully.
   c. Holding the book properly.
   e. Closing books when not in use.

3. Arrangement of books on shelves.
   a. Books of the same kind placed together.
   b. Placed on shelves with backs to the front.

4. Library courtesy.
   a. Walk quietly.
   b. Talk quietly.
   c. Read silently.
   d. Consider others at the shelves.

(An excellent story for this approach is included as suggestive material.)
Book Fairy Stories

Book fairies live in libraries. They like a clean library. They like each chair straight. They like every book to stand tall. When a chair is not straight they are sad. Their wings do not shine. When a chair is straight they are happy. Their wings are red and blue. When a book does not stand tall they are sad. They do not dance. When every book is straight they are happy. They dance and sing. This is the song they sing:

Every chair and every book
Is in its place, look, look, look!
We can dance and we can sing
For in its place is everything.
   Dance and sing,
   Dance and sing,
   We are happy,
   We are gay,
   We can sing
Happy fairies, on the wing,
Dance and play, dance and sing.

Once upon a time a book fairy was lost. She lived in an Easy Book. On the back of every Easy Book is a big E. It tells what shelf the book lives on. A little girl

\[1\text{Gretchen Westervelt, "Book Fairy Stories," Course of Study in the Use of the Library, Grades 1-6, issued by the Detroit Public Schools, 1928.}\]
put an Easy Book with the Fairy Books and the Easy Book
Fairy was lost. She cried and cried until her wings were
wet and gray. Then Betty saw the book and took it to the
shelf where the Easy Books are. Now the fairy was home.
She did not cry. Her wings were blue and yellow. All Easy
Book fairies have blue and yellow wings.

Just like houses in a row
On the shelf the books must go.
All the Easy Books together
So that never, never, never
Lost again will fairies be.
Here they live and here they sing,
Happy fairies, on the wing
Unless the books are straight and tall
Fairies never sing at all.

Some of the fairies keep the books clean. They wash
off the marks of dirty fingers. One day a fairy was sick.
She was a blue and yellow fairy. All the other Easy Book
fairies tried to make her well but they could not. She
was sick because her book was so dirty she could not make
it clean. She had slept all night on a table.

Just then Betty saw the book. With a soft eraser, she
made the book clean again. Now there was no dirt on any
page or on the cover. The fairy went back into her book.
Her blue and yellow wings were very bright. She liked to
live in a clean book.

Clean books are prettiest,
Clean books by fairies kissed.
The little, little, little book
That's clean is the best.
Little fairies are happiest,
Fairy wings are brightest,
When every little, little book
Is dressed up in its best.

Fairies are very small. Loud talking makes them sick.
One day the fairies were going to have a party. The boys
and girls had put every book in the right place. Every
chair was straight. All the books were clean. Everything
was ready for the party. The library was so clean the
fairies were very happy. They were singing all the fairy
songs. On the big table they put flowers. On one table
was the throne for the king and the queen.

Just then Jack and Betty came into the library. They
were talking out loud. Soon some more children came in.
They all talked out loud. This hurts the fairies' ears.
They were so sick they could not dance or sing. They did
not have any party. Now the fairies hide away when Jack
and Betty come into the library.
Softly we talk and softly we play,
Gaily we dance as long as we may.

Gaily we fly
Over the books
Away up high when
Nobody looks.

Happy are we when no one talks
And on tip-toe, so quietly,
Everyone walks.

_Suggested activities and devices._ -- The following activities and devices are of value in the use of this activity:

1. Tell or read stories that deal with different phases of courtesy, care of books, and care of the room.

2. Let children play they are books and tell the rest of the children how they have been treated. They may show the class the book they represent; it may be a book that shows little wear or a badly worn book.

3. Display lovely editions of new books on a shelf or a table. Allow only children who handle books carefully and who have clean hands to take these books.

4. Illustrate correct steps in opening a new book. A new set of readers may be brought in, and the children play the game, "Do as I do," with the teacher acting as leader. Children who remember how to open new books may do so as new books are added to the library corner.
5. Use cards with numbers corresponding to tables as a device in sending children to the shelves at the beginning of a library period. As soon as the children at the table are quiet, the teacher flashes the number of the table; and the children, who have completed their books, return them to the shelves and select another.

6. Take advantage of the time while children are selecting books to ask questions. Children, while at their seats, are to be asked questions about what they have read, are to be given drill on names of books, and are encouraged to speak of the pictures on the bulletin board.

7. Make posters with such headings as "Good Citizens" or "Fairy Walkers," and place them on the tables of children who move quietly about the room.

8. Use "Library Shoes" as a device to instill habits of quiet. Children who wear library shoes always move quietly about the room.

9. Formulate, with the aid of the children, a set of library rules to be posted over the book shelves or the bulletin board.

10. Make an attractive chart and mark on it the number of the tables where the children show the most thoughtfulness in the care of the room and in courtesy to others.

11. Play that one child sleeps at a table, covering his eyes. A book fairy or brownie is chosen for each table as
the other children put away their books; the fairies watch carefully to see that everything is right. They whisper to the sleeping child what is happening. When the children have put up their books and are in their seats again, the child who was asleep tells his dream. "I dreamed that all the boys at table one put away their books just right. One fairy told me that someone at table two put a book on the shelf in the wrong way."

12. Appoint or select table captains to check on individual tables, and shelf captains to see that books are returned correctly.

Checks. -- The following checks may be made on the outcomes of this unit of work:

1. Child's attitude of courtesy, consideration, and cooperation toward classmates in the use of the classroom library.

2. Growth in feeling of personal responsibility for the care of books.

Activity III. Arrangement of the Letters of the Alphabet

Objectives. -- Among the objectives applicable in this case are the following:

1. To present to the child alphabet games for training in recognition of the letters of the alphabet and their sequence.
2. To familiarize him with these letters in such a way that he will be able to use the index when the need arises, and other material that is arranged alphabetically.

**Suggested approaches.** -- The teacher may guide the class in discussing reasons for knowing the alphabet. Among these reasons are the following:

1. To learn to spell.
2. To do work in spelling texts, language texts, and workbooks which require knowing the alphabet in sequence.
3. To be prepared for future use of the dictionary, index, and other materials alphabetically arranged.

**Suggested activities and devices.** -- Among these are the following:

1. Make a collection of pictures that relate to the alphabet, as A (apple), B (bear), C (cat), etc. Mount these on cardboards of uniform size and print the letter that corresponds to the picture below it. Larger cards, bearing the letters of the alphabet and an attractive picture relating to them, may be made from old A-B-C books. These may be used as flash cards by holding the various cards in front of the children and letting them name the letters. These same cards may be used in various other ways, the children telling what letters come before and after the one presented on the card.

2. Have large letters hanging or pinned on the wall.
Ask Mary to stand in front of the letter M, Jane in front of the letter J, etc.

3. Play the "fishing game" by having a race between two children. Each child may fish until he fails to say the correct letter. The one receiving the greatest number of "fish" wins the game.

4. Have pupils read the alphabet in order and point to each letter as it is named. Have pupils point to the letters in any order as you call them. In this drill, teach them the approximate places of the letters in regard to their positions as to the first half, middle, or second half of the alphabet.

5. Let one child call letters of the alphabet for children to put books away. As he calls "A," children whose names begin with A return their books, and so on through the alphabet. The same procedure may be followed when children are getting books from the shelves.

6. Have letters cut from colored paper and mounted on four-inch black paper squares. Children may work in groups to arrange the squares alphabetically.

7. Print the large and small letters of the alphabet on a large card to be fastened in the center of the bulletin board. Around this, place small cards each containing a letter, a word beginning with that letter, and an object representing the word; for example, the card may contain "c, C," "chair," and a picture of a chair. These may be cut from an
inexpensive A-B-C book. When a letter is called, some child points to the central card and identifies the letter, word, and object on the small card.

3. Print words, taken from the reading vocabulary, on cards. Each word should start with a different letter in order to avoid the use of any rules of alphabetization that the child does not know. Sets of cards may be given to different children who race to see who can first arrange their words alphabetically.

Checks.--The following checks may be used:

1. Child's knowledge of the alphabet as shown in these activities.

2. Child's use of the alphabet as the need arises in his school work.

Activity IV. Location of Books on Shelves

Objectives. -- Among the objectives that may be used in this instance are the following:

1. To teach the location of books on shelves.

2. To develop the habit of returning books to the proper shelf.

Suggested approaches. -- These may be such as the following:

1. Through a discussion of the new attractive labels on the shelves, lead the children to see the necessity of
placing books of the same kind together, such as fairy tales, nature stories, transportation books, citizenship books, animal stories, health and safety stories, art and music, poetry, and "unit" books. Speak of books as living on certain shelves as people live on streets.

2. Through a colorful poster on the bulletin board, show a book in distress because it has been put on the wrong shelf.

Suggested activities and devices. -- Such activities as the following may prove interesting and worthwhile:

1. Divide the children into small groups. Have a race to see which group can name all the shelf labels first.

2. Choose a small group of children to walk around the library shelves for a few minutes to see on which "street" they wish to live. Each child in the group is asked to tell who he is and where he lives, as: "I am Golden Goose; I live on the Fairy Book Street. Mary, can you find me?"
"I am Stevenson's Child's Garden of Verses; I live on Poetry Street; John, can you find me?" When all members of the group have had a turn, the children who found the books call on others to return the books to their proper places.

3. Select several different types of books. Read the titles and let the children decide on which shelves these books belong. Choose children to return the books to their proper places.
4. Appoint table captains to go to the shelves at the beginning of the library period to aid children in locating books and, at the close of the period, to see that they are returned correctly. Appoint new shelf captains weekly in order that a large number of children will have this responsibility.

Checks. -- The following checks can be made:

1. Child's success in quickly locating the desired books.

2. Development of the habit of returning books on the proper shelves.

Activity V. Title, Author, Illustrator

Objectives. -- Worthwhile objectives for this unit are the following:

1. To teach the child how to remember the title of the story and the name of the book in which it is found.

2. To encourage the habit of associating author and title.

3. To create an appreciation of beautifully illustrated books.

Suggested approaches. -- This particular unit may be approached effectively in the following ways:

1. Utilize such situations as (1) "The book I was reading was green and had yellow lettering on it. It was here on the shelf yesterday, and now I can't find it."
(2) "I want the story I started yesterday. It was about a little boy and some tigers." Such situations offer a splendid opportunity to explain the advantage of remembering titles of books.

2. Read to the children stories about authors and how they happened to write their books. For example, S. S. Milne wrote his book, *When We Were Young Men*, for his son, the Christopher Robin who is mentioned so many times in his poem.

3. Display groups of books written by one author.

4. Show several beautifully illustrated books and speak of the work of the illustrator in making the books attractive and interesting.

*Suggested activities and devices.* -- The following are useful in carrying out this unit of work:

1. Mount Mother Goose rhymes on cards. On smaller cards, the name of the rhyme may be printed. A child, who has so little reading ability that he cannot be kept interested in reading, may match titles with rhymes.

2. Print on cards simple phrases that describe a character, such as (1) "I am a little girl who had a red hood" and (2) "with his beautiful green umbrella." The children may tell the character and the title of the story from the description on the card.

3. Mount well-chosen pictures of familiar stories. These may be taken from magazines, book jackets, or worn-out
books. One child may flash the pictures for his group, and the children may name the story.

4. Allow the children who remember the title of the book they were reading last week to go to the shelves first for their shelves. This stimulates the child to remember titles.

5. Suggest to the children that they remember to tell mother the name of the book they have read.

6. Stand near the children as they return their books to the shelves. Have each child repeat the title of the book he is reading. This gives him the opportunity to fix it in his mind and corrects wrong impressions.

7. Choose a group of children together at one table. Let one child act as librarian, holding up a card upon which is lettered the name of an author or title. If a card gives a book title, the children name the author; and if a card shows the name of an author, the children give the title of the book. Whoever answers correctly gets the card. The winner holds the greatest number of cards.

8. Play the book game, "Matching Authors and Titles." The teacher makes a number of colored-paper book folders to represent books. On each one is printed a well-known title. These folders are thumb-tacked to the bulletin board. The names of the authors of the books are printed on separate slips of paper. These slips are given to the children, and they take turns trying to place the correct author below
the title of each book. Children may be divided into groups so as to make it a competitive game.

9. Exhibit lovely editions of "much loved books" that children have brought to school. If there are two well-illustrated editions of the same book in the group, encourage children to comment on similarities and differences. Let them tell which illustrator they prefer and why. Children should remember the names of a few famous illustrators.

Checks. -- The following checks may be made on this unit:

1. Child's success in finding books by association of titles and authors.

2. Child's interest in well-illustrated books.

Activity VI. Parts of a Book: Table of Contents, Index, Title Page

Objectives. -- The following objectives should be kept in mind in carrying out this unit:

1. To develop the ability to use the table of contents in finding material in books.

2. To develop the ability to use the index in finding material in books.

3. To point out the significance of the title page.

Suggested approaches. -- This unit may be approached in the following ways:

1. Talk about the use of the table of contents in locating stories and in locating chapter or subject divisions
as shown in the geography text. Discuss these matters with the children until they understand them.

2. Show the location and use of the index in looking up material for classroom work.

3. Compare the table of contents with the index.

4. Discuss in an interesting and intimate way the authors, titles, illustrators, and publishers of books as an introduction to the title page.

Suggested activities and devices. -- The following activities may be utilized in working out this unit:

1. Use a set of readers so each child in the group will have the same book to use. Flash cards containing the names of stories in the book. One child flashes a card and the others find the story.

2. Give the children familiar names of stories in animal books, fairy books, health books, etc., and let the children go to the correct shelf and look at the table of contents in several books until the book containing the story is found.

3. Aid children in looking up material for their classroom work. For instance, if a group needs to look up material on cotton, linen, and silk in order to make reports in a social science class, it gives an opportunity for practice in using the index as a means of finding such material. Carry on such a discussion as: What aids do we know in finding materials in a book? Who has a report on
cotton? How is it listed in the table of contents? On what page? Turn to the index. On what pages can we find this topic? When the children examine the index for the word and the page has been found, have the children actually turn to it and read what it says about cotton. Does the index help to find your topic quickly? How? When you found the word "cotton," what pages did it give? (79-81) What does the dash mean between the numbers? Now look in the index for the word "linen." Under what letter do we look? Turn to the first page given and read what it says about linen. Turn to the other pages and see what material is given on the topic, etc.

4. Have the children find the title pages in different books. Let them give the title, author, illustrator, and date of publication.

5. Ask children to name the title of a book and tell why they think the book was given such a title.

6. Have children who have visited publishing houses or newspaper plants to tell about printing.

7. Allow children to bring autographed books and put them on display. These books are of great interest to children, and a child owning such a copy is glad to bring it to the class.

Checks. -- The following checks may be used:

1. Child's success in the use of the table of contents, index, and title page in his school work.
2. Growth in reading interest, informational as well as recreational, through new experiences with books.

Activity VII. The Public Library

Objectives. -- Among the objectives that should be considered in the present unit of work are the following:

1. To interest the children in the use of the public library.

2. To arouse a desire to continue reading outside the home and school library.

3. To use the public library to find further information in connection with school work.

Suggested approaches. -- The unit may be approached in the following manner:

1. Arouse interest in children by letting members of the group who have been to the public library tell of their trips to it and describe the library to the others, pointing out likenesses and differences between the school library and the public library.

2. Ask the children who have library cards to check out interesting and well-illustrated books and bring them to school. Make an exhibit of these public-library books.

Suggested activities and devices. -- The following are useful:

1. Advertise story hours at the public library.

2. Have a public library card ownership drive during
Book Week. It is often possible for the children's librarian to speak to groups about the public library. She will leave card applications with the teacher-librarian, and the children may obtain them from her.

3. Post a card on the bulletin board, telling the names of the children in the room who have library cards and who use the public library regularly. This creates much interest.

4. Discuss books found in the public library on the unit being studied that are not in the school selection.

5. Visit the children's room at the public library if the group is not too large or the library too far away. Before the visit, arrange for the day and hour with the children's librarian. Inform her as to the grade and number of children to expect. After the visit, when the children have returned to school, let them tell of their experiences.

Checks. -- The following checks may be used in determining the outcomes of this unit:

1. Child's interest in what the public library has to offer for leisure-time activities.

2. Child's increased use of the public library to find further information in connection with his school work.

Activity VIII. Integration of the Library with Classroom Activities

Objectives. -- The following objectives have a bearing upon this unit of work:
1. To stimulate the use of library books in carrying forward interests created in the classroom.

2. To introduce the child to reference reading for the enrichment of classroom work.

Suggested approaches. -- Such approaches as the following may be found effective:

1. Display of pictures on bulletin board related to the social studies unit.

2. Exhibit "unit" books attractively on the shelves or on the library table near the display of pictures.

3. Arrange a "museum" of material brought to school related to the unit.

Suggested activities and devices. -- The following activities are of value:

1. Look at pictures, books, posters, and bulletin boards.

2. Listen to stories and poems read or told.

3. Test skill in reading books related to the unit.

4. Present illustrations of material read.

5. Find material quickly at the shelves.

6. Remember authors and titles of books.

7. Compare pictures of illustrators.

8. Search for answers to questions formulated during study of social science unit.

9. Test skill in using different parts of a book -- table of contents, index, title page -- in looking up material for classroom activities.
10. Work out games to increase independent use of alphabetically arranged material.

11. Visit the public library for informational reading related to the social studies unit.

12. Check out books from the public library and add them to the unit material at school.

13. Form committees to look up selected material related to the social science unit.

14. Give interesting short oral reports on the material read.

Checks. -- The following checks may be utilized:

1. Child's increased use of the library in connection with his school work.

2. Growth in reading interests through independent use of library materials.

Application of the Criteria to the Data

The activities chosen meet the library needs of the elementary pupils in their class work and in their outside interests. Actual life situations are met as nearly as possible, and the activities have a carry-over value. The titles are definite and understandable. The activities provide for achievement of objectives. Provision is made for informal association of the pupils, and they are given opportunity to originate, plan, and direct part of the activities. The activities contribute to the growth of useful
library habits and skills, and furnish varied kinds of endeavors, thus providing for individual differences and for all-round development. They provide for definite progress in the independent use of library materials and in the development of desirable habits, which lead to improved and more enjoyable school work.

The activities are considered acceptable as they meet the above criteria. They present only a few of the many methods of procedure in meeting the library needs of children in the elementary grades. If the teacher is well-trained, deeply interested in her work, and alert to the situation, she will think of many other ways to arouse the enthusiasm of the children, and they will work eagerly for the pleasure in store for them. It is desired that the suggestive activities, in the use of the library, will create in the children a growing and lasting interest.
CHAPTER V

SUMMARY AND CONCLUSION

Plan of the Study

Since today there is especial interest in the library as an important factor in the modern elementary school, it challenged the writer to work in the field of training pupils in more effective use of the library from the period of their earliest development in school.

The purposes of the study were (1) to discover the library knowledges and skills actually needed by elementary pupils in their classroom work and in their outside interests, through an analysis of the literature in the field and through an observation of the library needs of the forty-seven elementary pupils in the Willow View School; and (2) to formulate activities to teach these essential library knowledges and skills so that more effective use might be made of accessible library materials.

This final chapter purposes (1) to give the high points of each part of the study, and (2) to give the general conclusions. It is not the intention of the writer to present these conclusions with an air of finality. The conclusions
reached are simply the results of a survey in the field and of the observations made by the two teachers of the Willow View School of the actual library knowledges and skills needed by the forty-seven elementary pupils in connection with their school work and interests.

Chapter Summaries

Chapter I. -- The "Introduction" stated the problem, gave the source of materials and limitations of the study, and discussed the method to be used in solving the problem.

Chapter II. -- "The Library as an Important Unit of School Organization" gave the following purposes of the library which presented themselves as possible of attainment:

1. To enrich the reading program of the classroom.
2. To provide as many contacts as possible with books.
3. To enrich the experiences of children through reading.
4. To develop an appreciation for high-type literature.
5. To build up the practice of using the library as a source of recreation and information.
6. To provide opportunity for developing the individual interests through undirected and unassigned reading.
7. To provide training in finding materials in the library.
8. To teach the proper care of books.
9. To give training in proper library behavior.
10. To integrate the library in the school so that work within the classroom is enriched and made increasingly vital.

11. To aid the child in building attributes of good citizenship through the use of the library.¹

This chapter also gives the important role of the teacher-librarian in determining the effective use of the classroom library. Following was a brief description of the progressive library programs carried on in the elementary public schools of Baltimore, Maryland, Detroit, Michigan, and Sacramento, California.

Chapter III. -- This chapter on the "Discovery of the Dominant Library Needs of Children in the Elementary Grades," gave the set-up for the observational study of the library needs of the forty-seven elementary children of the Willow View School and the results obtained.

The findings of the chapter are presented in Figs. 1 and 2.

Chapter IV. -- The "Organization of a Progressive Library Program," gave the activities planned to meet the library needs of the elementary children observed. The activities were arranged to allow for growth. Objectives, approaches, activities and devices, and checks were given for each activity. The activities were of varying difficulty to allow for differences in the ability of the various

¹Curren, op. cit., p. 300.
groups. They were all designed to develop the child's interest in reading and for his growth in library knowledges and skills. The material was informal in adaptation on the part of the teacher-librarian when occasion demanded.

General Conclusions

Based upon the foregoing study, the following conclusions seem warranted:

1. It is feasible to believe that children in the elementary grades have definite needs of certain library knowledges and skills in their school work and in their outside interests.

2. It is possible to adopt instruction to meet the library needs of elementary children at their own level.

3. Instruction in the needed library knowledges and skills should conform to the psychology of skills -- "learning by doing."

4. Testing the acquisition of library knowledges and skills should stress use rather than verbal formation.

5. Acquiring library knowledges and skills makes it possible to make the most of accessible library materials.

6. Grade placement of instruction in library knowledges and skills varies mainly in intensity and complexity rather than in areas covered.

7. The small number of elementary pupils observed and the lack of controlled experimentation prevent definite
conclusions. The materials and reactions indicate that early training in the use of library books is advisable for it creates a growing and lasting interest in books and develops an appreciation of what the classroom and public library has to offer for school and leisure-time activities.
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