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### A Library Program for Second Grade

Patricia Casey

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A LIBRARY PROGRAM  
FOR  
SECOND GRADE

Patricia Casey

A LIBRARY PROGRAM

FOR

SECOND GRADE

A Paper

Presented to the Faculty of  
Eastern Illinois University

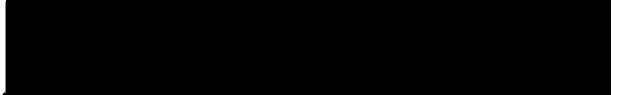
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Of The Requirements For The Degree  
Master of Science in Education

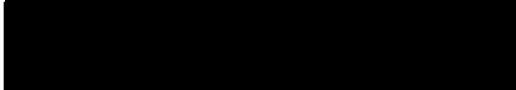
Patricia Casey

July, 1961

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DATE: July 14, 1961

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## INTRODUCTION

The enjoyment of reading must be fostered early in the child's life because the child has only twelve-to-fifteen years in which to develop a love of reading. As a child, he has these few years in which to delight in the wonderful world of make-believe and magic found in books.

## CHAPTER I

### THE CLASSROOM LIBRARY

Library reading has an important function in a sound reading program in the elementary school. The mechanics of reading and the reading-comprehension skills must be mastered before library reading can begin; however, as soon as the child has learned enough skills for independent reading, it becomes important to have the child begin reading for pleasure.

The young child is usually eager to read. He wants to read the familiar poems and stories that have been read to him at home. Bess Porter Adams states that a child reads first for delight in his developing skill and then to find pleasure in new and old storybooks. "If he has had the advantage of good picture books, nursery rhymes, folk tales, and poetry in his home or nursery school, he is eager to read those favorites for himself."<sup>1</sup>

The latter part of the first grade is the beginning point for most children in the elementary school, as they begin to read simple picture storybooks. With the mastery of word-attack skills, the child in the second grade begins to reach out for more challenging material to read.

Harris defines the second and third-grade reading program as one of rapid development.

The reading program of the second and third grades is of crucial importance, since in these grades the foundation for

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<sup>1</sup>Bess Porter Adams, About Books and Children (New York: Henry Holt and Company, 1953), p. 107.

later reading should become firmly established and rapid progress is normally achieved in all important phases of reading. By the end of this period the child should be able to recognize at sight a large number of words, should be able to work out successfully the pronunciation of many unfamiliar words, should read orally with fluency and expression, should read silently with good comprehension and at a rate faster than oral reading, should be able to do factual reading at a simple level in textbooks and references, and should be well started on reading for pleasure.<sup>2</sup>

Library reading becomes an integral part of the second-grade reading program.

The individual classroom teacher will determine to what extent her children will be offered the opportunity of reading for enjoyment.

Teachers who set up as a major objective the development of a love for reading as a form of recreation can find many different ways of working toward it and each can achieve substantial success. But if developing a love for independent reading is not one of the teacher's goals it is unlikely that his pupils will develop such an attitude as a result of his effort.<sup>3</sup>

The major goal of the library reading program is the encouragement and promoting of interest in the children's reading library books for enjoyment.

Secondary goals evolve from this major goal of enjoyment. An effective classroom library reading program:

1. Strengthens and enlarges the child's vocabulary through the reading of many types of books.
2. Acquaints the child with books of literary quality.
3. Contains a library of books that will increase the child's storehouse of knowledge.

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<sup>2</sup>Albert Harris, How to Increase Reading Ability (New York: Longmans, Green and Company, 1956), pp. 85-86.

<sup>3</sup>Ibid., pp. 10-11.



4. Contains many books to provide for individual differences in reading ability.
5. Contains books that are of interest to the particular age level.
6. Provides for guidance in the selection of books on each child's reading level and interest level.

In view of these goals, the classroom teacher begins to develop a functional library program. A reading corner can be used, a section of the room where all the library books are kept, easily attainable by the children. The physical surroundings are important as these authors suggest:

The first essential is to provide physical surroundings in the classroom that will create an atmosphere favorable to reading. There should be a 'reading corner' in every classroom. The furnishings for a reading corner do not have to be elaborate. A table or two, a few chairs, and book shelves are the essentials.<sup>4</sup>

As in the first grade, the primary grade classroom environment invites reading for every purpose. Books and other materials are easily accessible, the attractive shelves encourage browsing. Every classroom should have a library nook with a table where books for free reading are found and where the children may go to enjoy them.<sup>5</sup>

For small children, the books should be placed on low shelves within easy reach. Low comfortable chairs, perhaps even a small rocking chair, should be in close proximity for the children's use while they are looking through books or reading. Potted plants and vines, small objects or figurines can assist in creating a cheerful library corner.

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<sup>4</sup>Ibid.

<sup>5</sup>Gertrude Hildreth, Teaching Reading (New York: Henry Holt and Company, 1958), p. 255.

To motivate reading, books can be placed about the room in small groups or on the library table. A bulletin board with attractive book jackets in pleasing designs can be used with pertinent headings to capture interest in books.

However, the teacher can accomplish more than these devices by reading aloud to the class. The very fact that every day the teacher reads poetry and prose aloud to the children is proof to them she likes to read. At this age, children are imitators and are easily influenced by the adults about them, especially their teacher.

The books read aloud by the teacher should be of literary quality. The books should be about things in which children are interested and enjoy hearing about at their particular age. Many of the books used can be of the continuous story type, for children at these ages are capable of remembering day-to-day happenings. The teacher would choose stories on varying subjects, thus broadening the interests, knowledge and vocabulary of her children. Nancy Larrick suggests that hearing the teacher read aloud everyday helps her pupils to develop more grace and fluidity in their own oral reading.<sup>6</sup> Many teachers of second-grade children allow fifteen or twenty minutes everyday for reading aloud.

Reading aloud well is not a skill that everyone possesses. The reader should prepare the story before presenting it. The teacher should have good eye contact with the children, looking up from the book at them occasionally. The teacher should read with good expression and should refrain from using large gestures and extremes in voice tones. Children often resent a teacher's attempt to dramatize the story.

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<sup>6</sup>Nancy Larrick, A Teacher's Guild to Children's Books (Columbus: Charles E. Merrill Books, Inc., 1960), p. 47.

"A teacher who reads well can illuminate an otherwise dull day for children. A poor reader is just another pain for them to endure and to forgive if they can."<sup>7</sup> Many adults can recall the books read to them by parents or teachers in their earlier years. This would point up the fact that the stories read by the teacher should be good literature.

"Children will read plenty of trash on their own, but it won't hurt them if they are immunized against mediocrity by exposure to enough first-rate literature."<sup>8</sup> The teacher must know what literature to choose for reading aloud to her class and what literature to choose for the room library.

Choosing books for the library requires that the teacher know many children's books, her children's reading abilities, and their interests. Acquainting one's self with the Children's Catalog, the Horn Book Magazine, and anthologies of children's literature can be most beneficial. The fact that a book is reviewed in these different sources is usually a good indication that the book is worthwhile literature. To thoroughly understand what the books are actually like requires time spent browsing in public libraries, at book fairs and in the book departments of stores. However, knowing many books is necessary if the teacher is to guide her pupils into enjoyable reading.

The teacher learns about the children's reading abilities from their daily classroom work in reading. The records kept by the past year's teacher and conversations with her can prove helpful in the second-grade teacher's learning about each child. Testing is another possible way of

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<sup>7</sup>May Hill Arbuthnot, Children and Books (Chicago: Scott, Foresman and Company, 1957), p. 280.

<sup>8</sup>Ibid.

learning what reading ability a child has.

As the teacher knows more about her children, varying reading abilities will be obvious in a normal classroom. Nancy Larrick cites a study made by Dr. Willard C. Olson on the variation to be expected in second grade: "The book levels to be expected in a second grade would vary from nursery school through fifth grade."<sup>9</sup> This variation is due to the individuality of each child. To accommodate varying reading abilities, a second-grade room library would require many books, ranging from simple storybooks to sixth-grade materials.

With the variation of reading abilities in mind, the teacher begins to consider the children's interests. Interests are not stationary or fixed. A child may have a vital interest in airplanes for a time, then change to horse stories as his main interest. Seven-year-olds from one generation to the next do not read exactly the same types of stories. There are, of course, favorites that are becoming classics that have been read for many years. The current reading topic of high interest for boys is dinosaurs and prehistoric life. Interest in space travel is of major interest also. The scientific and technological advances that have been made will account for these interests.

Learning more about her children, the teacher begins to note the variety of interests, even within a given age group. Children vary greatly in the degree of maturity and amount of experiences they bring to their reading. In spite of these divergent interests, reading patterns follow certain recognizable stages.

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<sup>9</sup>Larrick, op. cit., p. 29, citing Willard C. Olson, "Seeking Self-Selection and Pacing in the Use of Books by Children," The Packet, VII (Spring, 1952), p. 7.

Children are interested in animals. Having a pet of his own or a desire for a pet increases the child's interest in reading about animals.

For many children, no family is complete without a pet, so it is not surprising that children should like books about animals. At first they turn to stories about more familiar household creatures, dogs and cats leading all others in popularity. Barnyard inhabitants have a place in their hearts too: horses, cows, and ducks. They find it very satisfying when these creatures have an almost personal relationship with people in the story, preferably with children.<sup>10</sup>

Miss Frank states that as the children grow older, they want to read about animals outside their immediate environment. They want stories about wild animals and animals of the zoo.<sup>11</sup>

Children like to read about all kinds of animals even those that adults look upon as pests. Adults would be wise not to suppress an interest in snakes, insects, and mice, for example. "We will have to put up with them [animals] for the children's sake, at least in their books, and try not to make our own distaste evident. Reading about these creatures with our children, we may even overcome some of our own prejudices!"<sup>12</sup>

Boys and girls also like stories about children of their own age. The storybook children do many of the ordinary day-to-day activities that children enjoy reading about. The child learns that other children have problems just as he does. The child sees how fictional children solve their difficulties, and he may gain insight into his own problems.

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<sup>10</sup>Josette Frank, Your Child's Reading Today (Garden City, New York: Doubleday and Company, Inc., 1954), p. 84.

<sup>11</sup>Ibid., pp. 84-85.

<sup>12</sup>Ibid., p. 85.

Books bring children of other cultures to the reader and promote understanding for a different way-of-life. Tommy and Dee, by Yen Liang, illustrates to the American child how much alike American Tommy and Chinese DeeDee are. Some stories of present-day children describe regional customs that give the reader new insights. Down, Down the Mountain, by Ellis Credle, tells of two mountain children who raise turnips to trade for new, squeaky shoes. Since curiosity is an innate characteristic of children, they seek the answers to many questions.

Seven-year-old children ask questions, not just to get attention, as so often is true of the three-year-old, but to learn more about themselves, their neighbors, and the world. Books can vicariously provide some of this information the child is seeking. Ruth Tooze explains: "Books can extend first hand experience by sharing information and knowledge that is satisfying to the six-, seven-, and eight-year-old. Therefore, this interest is often one of the strongest ones with which to help a child discover how much reading can mean. Books can answer many spontaneous questions and satisfy many needs to know."<sup>13</sup>

Children want to know about the community and the workers that provide services for them - the policeman, the fireman, and even the garbageman! Children see themselves in these rôles and are curious to learn about the work, which to adults, appears routine, but to children is adventurous and dramatic. They are becoming aware, too, of the world of machinery about them. Boys, particularly, are interested in fire engines, cars, trucks, airplanes, and all sorts of machines at work.

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<sup>13</sup>Ruth Tooze, Your Children Want to Read (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957), p. 92.

There is a fact to consider when the teacher is buying books of this type. The more mature child will want his stories about machinery to be realistic. The less mature child will accept a machine with a personality. Josette Frank explains:

Of books about real things the child demands that they be accurate in detail both in text and pictures; the young reader is a careful observer and a severe critic, likely to be resentful of adult mistakes. A five-or six-year-old is willing to have machinery personified in the manner of Hardie Gramatky's triumphant small tugboat, Little Toot. He is not adverse to endowing a fire engine or a tugboat with his own emotions and aspirations, and he rejoices in their heroic achievements. But such stories must be done with fine artistry and a tongue-in-cheek quality of humor.

For a child of this age, too, the work of the world is a serious business in which he hopes someday to have a part, and it is important, therefore, in choosing books of this sort, to make sure that they draw a clear line between the fantasy of a personified fire engine and the realistic job of putting out fires. The seven-and eight-year-old usually prefers his straight.<sup>14</sup>

Children are also interested in literature about the past. Some folk tales, fables, fairy tales, and stories of fantasy will be included in the library. "Children reach the peak of interest in fairy tales when they are around seven, eight, and nine years old, not four or five as some people once thought."<sup>15</sup> However, these stories must not be weird and grotesque. Sometimes it is wise to use adaptations of some folk tales in order to eliminate morality and double meanings in the original versions.

Other children have special hobbies and want to read every book on rocks, or insects or butterflies. Other children like to read

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<sup>14</sup>Frank, op. cit., pp. 81-82.

<sup>15</sup>Arbuthnot, op. cit., p. 264.

poetry, riddles and rhymes.

Since no average individual exists, every child in the classroom comes with his own interests, reading ability, and personality. The teacher needs to know, then, as much as she possibly can about each child. Nancy Larrick<sup>16</sup> says that the only way to capitalize on a child's unique interests and needs is by knowing him.

During the first week of school it would seem imperative for the teacher to have each child tell about himself. The teacher could use either written or oral composition. Perhaps the written expression would be the best method for recall. The teacher may formulate her own survey or prefer to use a survey that has been used by others. The following questions are taken from A Teacher's Guide to Children's Books:

1. When do you have the most fun at home?
2. Why do you have a pet? Or why not?
3. What person do you like to play with best of all?
4. At a school whom do you like to work with?
5. What do you like to play indoors?
6. What do you like to play outdoors?
7. What is your favorite sport?
8. What is your favorite hobby?
9. What is one thing you want to learn more about?
10. What is one thing you want to learn to make?
11. If you could do anything you please next Saturday, what would you choose?

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<sup>16</sup>Larrick, op. cit., p. 85.



12. If our class could take a one-day trip, where would you like to go?
13. What is your favorite movie?
14. What is your favorite television program?
15. What is your next favorite television program?
16. What book have you enjoyed reading more than any other?
17. What do you like to read about?  
     animals   science   make-believe  
     nature   covered-wagon   days   sports  
     boy's adventures   knights of old  
     trains and planes
18. What person (in real life or in history) do you want to be like?<sup>17</sup>

Paul Witty has included a more detailed inventory of pupil interest and activities in Reading in Modern Education.<sup>18</sup>

However, no questionnaire or survey can be more than a beginning point. Each day the child grows and learns. His interests change. The task of the teacher is a complex one; the teacher must be interested in each child, know him and then aid him in finding books he will enjoy.

Harris<sup>19</sup> reports one of the simplest and most effective ways of finding out a child's interest is to watch his daily behavior for indications of interests that could be followed up in reading.

During the various classroom activities, the alert teacher can detect special interests in her children--through a child's drawing, his conversations or something he has brought to share with the group - a book, a toy, or a treasured object. The teacher will provide creative

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<sup>17</sup>Ibid., pp. 85-86.

<sup>18</sup>Paul Witty, Reading in Modern Education (Boston: D. C. Heath, 1949), pp. 302-305.

<sup>19</sup>Harris, op. cit., p. 477.

experiences - writing, music and drama to learn more about a child's inner feelings.

As the teacher knows more about each child, his abilities, and interests, she begins to guide his reading so that it will be a pleasant experience. The slow-reading child will receive suggestions for simple books with limited vocabulary. The skilled reader will be encouraged to read the more difficult and challenging books. For the child with one already defined interest, the teacher is challenged to find books and poems on this chosen subject and to help broaden this child's interest into other areas.

Some would confine children to a list for library reading. This would seem to prevent the natural growth in ability and interest the teacher is hoping each child will experience during the year. The writer is in agreement with Ruth Tooze on this:

Children should begin by reading the books which are close to their specific needs and interests, not those imposed by a parent or teacher or those on a list which must be read because these selected books can do certain things for the reader. Some children rebel vigorously against what they call 'ought' books. Compelling certain kinds of reading regardless of whether or not the child is ready for it may easily kill the most eager interest in books.<sup>20</sup>

The use of a list would seem contradictory to the main goal of library reading - obtaining enjoyment and pleasure from books.

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<sup>20</sup>Tooze, op. cit., p. 215.

## CHAPTER II

### A DESCRIPTION OF THE WRITER'S SECOND-GRADE CLASSROOM LIBRARY

The only shelves in the room ran across the back of the room; here under the windows a section was chosen to house the library of one hundred thirty-five books. As one of the room helpers, a child was chosen to straighten the library every day for a week.

Potted plants on colored paper doilies and sometimes a figurine that could be associated with a book being displayed, added color to the library corner. Small chairs and a round table on which books were displayed completed the library. The books on the table were changed each week to stimulate an interest in reading. Many of the children used the table while others preferred to read at their own desks. It was a common sight to see a child stretched out on the floor engrossed in the book before him.

The children could use the library at any time with the exception of when formal teaching was in progress. Many of the children used their free activity time, after completing their work, to read library books.

The average number of books per pupil was four and one-half books for a room of thirty children, so there had to be some restrictions. Because of the limited number of library books, the children were to limit themselves to two library books in their desks at a time; the children could also take one book each home to read. The children discussed proper care of these books to be taken home. They all knew safe places to put their books away from the younger children at home.

The second graders were careful to bring their books in plastic or paper bags when the weather was bad.

The library books had been supplied with cards and pockets so the books could be checked out if they were to be taken home. This method proved to work well as seven-year-old children could write their names and read book titles on the cards. They remembered to put the cards in the red box on the teacher's desk before leaving school for the day. Upon return of the book, the child was to place the card back into the pocket before returning the book to the library shelf. The writer felt the opportunity to take books home would satisfy those children that like to read to a parent or someone at home. Bond<sup>21</sup> reports that not all of the child's reading is done in school:

As the child learns to read, he enjoys using his new-found skill during times other than school reading periods. The primary-grade child enjoys reading at home as well. Even the child who is just beginning to learn to read likes to take reading materials home. He should be given every opportunity to do so.

By the children's taking library books home, the basal readers were kept for class work. Often a parent wants the child to bring his book home to read, and this method insures having all the readers at school everyday.

Permitting books to be taken home allowed the slow, careful-working children to read the library books. Often these children had time to complete their work, but had little time left for free activity such as reading.

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<sup>21</sup>Guy L. Bond and Eva Bond Wagner, Teaching the Child to Read (New York: Macmillan Company, 1950), p. 21.

The bulletin board was used to interest the children in reading at the beginning of the school term. With the heading, "It's Time to Read" placed above a clock face, brightly-colored book jackets were placed around the clock in a design. These book jackets were removed from books in the room library and served as an introduction to some of the books that could be read in the writer's second-grade room.

At the writer's request, the library consultant at the public school office sent out books on second-grade level. These books supplemented social studies units and science units and gave the children an opportunity to read and look at many books besides those in their library. Sometimes the children wanted the writer to read some of the books aloud.

As mentioned in the previous chapter, reading aloud to children is desirable. Most of the books used in reading aloud to these children were obtained from the public library. Twenty minutes was allotted each day for poems or a story. The last period before lunch proved to be a desirable time, as the children were in need of a change from directed activities. The oral reading was done for five reasons. The teacher wanted the children:

1. to enjoy good literature,
2. to all share in this listening activity,
3. to be acquainted with smooth oral reading,
4. to increase their vocabularies, and
5. to broaden knowledge.

Many of the books read were of the continuation-type stories that could not be completed in one sitting. Shorter stories were also read. This oral reading proved to encourage the reading of good literature.

Several of the children would relate to the teacher they had just checked out a book from the public library bookmobile that the teacher had read to the group.

One of the children brought The Wizard of Oz to school. This story had been presented shortly before on television, and many in the room had seen the presentation. Still, many of the children were anxious to hear the story again. The book was enjoyed by the children to the extent it was loaned among the pupils in the room. The final day of school, the book was returned to the owner. Thus, the oral reading done by the teacher broadened the children's interests.

The writer wanted information about the reading habits and interests of her second-grade class. She devised a questionnaire, then used during the beginning weeks of school. Each child was called to the teacher's desk and asked the questions. (See Appendix) These questions provided only a minimal amount of information. For the next year, it would seem wise to develop a survey in which more personal information can be learned about the child. However, the teacher became aware of some pertinent information from the questionnaire. Only one child out of the twenty-nine children disliked reading. This child had no books at home, did not go to the bookmobile or hear stories at home. He did read thirty books during the year and seemed to enjoy them. On the mornings when he was returning books, he bubbled over with something that he had liked in the book. It was apparent that the first-grade teachers had stressed the values of the bookmobile in the preceding year. Twenty-one of this second-grade group used it. Of the eight children who did not use the bookmobile at the beginning of the year, four began to go regularly after

the teacher talked with their parents. Because of the location of the bookmobile, the other four would have had to cross a busy highway after school. The teacher-parent conferences proved to be an excellent opportunity to discuss the child's reading and the values of library reading. Many of the books which the children obtained from the bookmobile were reported on.

Book reports were given by these second-grade children. The report card used in this particular school system required the child to be graded on his library reading. Therefore, it became necessary to develop a method to determine whether or not a child was actually reading library books. The method described in the following paragraphs was devised for grading purposes. To grade a child on his library reading appears to ignore the purpose of independent reading - to develop a love for and enjoyment of reading books.

A regular time was set aside each day for library reading. It would seem necessary to establish a particular time so that the children would develop the reading habit.

Bond states that a regular time should be set aside for recreational reading:

A regular time should be set aside in school when the child is allowed to read just for the fun of reading. At that time he should read material because it satisfies a reading interest or because it answers a question. The question may have no relation to the class project or to the content that is being learned within the classes, although many times it actually is a direct outgrowth of class activities. In his personal-development reading the child reads material that is not assigned. Probably the best way to encourage children to read during these times is to have many relatively simple and highly interesting materials available.<sup>22</sup>

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<sup>22</sup>Ibid.

Every morning after the basic reading was completed, children could report on their library reading while others were reading. A child was chosen to assist the children in the room with difficult words they might encounter in their library books. Each child chosen to help the group possessed a large sight vocabulary and was a good student. The child assistant proved to be helpful to the children and to the teacher as well. The children were able to continue reading after help was given and not break the thread of their story. The teacher and student working on book reports were not interrupted to assist a child with an unknown word.

The child reporting on books came to the teacher's desk. The child was asked to read or tell the title of the book, to give a short synopsis of the story and to read aloud one page which the teacher chose in the book. The child was asked if he liked the book and if so, why.

The children were not pressured into answering and some did not. Sometimes their reasons for enjoying a book brought insight into the children's personalities that the teacher would not have seen otherwise. The children's comments about the books were interesting and often amusing. To some children, the stories gave knowledge, a feeling of satisfaction or enjoyment. The following statements are typical comments about the library books read in the writer's second grade:

Mike Mulligan and His Steam Shovel by Virginia Burton

"I liked it because Mike and Mary Anne [his shovel] got to stay in the new town hall."

Peter's Policeman by Anne Lattin

"I liked it because it was about a policeman and they are our friends."



Indian Two Feet and His Horse by Margaret Friskey

"I liked it because it was about a policeman and they are our friends."

One Fish, Two Fish, Red Fish, Blue Fish by Theodor Seuss Geisel

"I liked it because everything was so silly-fish that looked like elephants!"

Cat in the Hat Comes Back by Theodor Seuss Geisel

"I liked it because he [the cat] ate cake in the bathtub!"

Blaze and the Mountain Lion by C. W. Anderson

"I liked it because I'd like to have a horse."

Journey Cake, Ho by Ruth Sawyer

"I liked it. The man was grumpy. The woman was happy, and the boy was in between."

The Story About Ping by Marjorie Flack

"I liked it because I learned things about China."

Each book report was recorded and placed on file in the book-report box. Children began to compete with each other to see who could read the most books.

Though time-consuming, the teacher felt that this method of book reporting was an opportunity to know each child better and to spend time alone with him.

The system of reporting did not provide for individual differences. Some children would be able to dramatize parts of a story. Some written reports would give those children with creative writing ability an opportunity to express themselves. Probably the most important method for stimulating interest in library reading was overlooked. The children's enthusiasm for books in oral book reports can provide the

group with motivation for reading which has more influence than an adult's suggestions. Rea Clark comments on the worth of children's oral book reports. "When a book is praised by one child, others wait in line to read it."<sup>23</sup>

Several limitations existed in the writer's second-grade library reading program and its method of book reporting.

1. Little guidance was given in helping children select books on their reading level.
2. Few library skills are learned in locating books in a small library.
3. The individual book reports were time-consuming.
4. Little motivation was given for library reading. An article on attracting children to books gave fifty various ways, all of which would not be usable with second-grade children, to promote interest in reading. All of the following suggestions would not be carried out during the period of one school year; they only exemplify the variations possible for children to use in telling about books.
  - (a) Making a poster is an excellent way to advertise a book.
  - (b) Constructing a miniature stage setting for part of a story is a delightful experience.
  - (c) Decorating a book jacket in any desired manner and writing an advertisement to accompany it would be enjoyable for children.
  - (d) Making a 'movie' out of a book could be done by several children who had read the same book.

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<sup>23</sup>Rea Clark, "When Children Praise a Book," Elementary English, XXXVI (May, 1959), p. 311.

- (e) A pantomime cleverly acted out makes children guess about the story and then [they] want to read the book to really find out more about it.
- (f) Collecting pictures to illustrate verses selected from books builds appreciation of poetry and art.<sup>24</sup>

5. It was impossible to meet the needs and interests of all the children with a small number of library books. The grouping of the books into nine categories reveals a definite lack of books in certain areas.

Animal Stories	51
Stories about Machines	9
Humorous Stories	7
Adventure Stories	8
Folk Tales, Fairy Tales and Fables	5
Stories about Workers	4
Science Books	22
Stories about Children	21
Stories of Other Lands	1
Factual Stories	7
Poems, Rhymes and Riddles	0

On next year's library allotment, the teacher would increase the library by adding several poetry books, colorful nursery rhyme books, and stories of other lands.

With the yearly library allotment of thirty dollars, however, the library will not increase rapidly. The public library and the small library at the public-school office will be used to broaden the reading interests of the children.

## CHAPTER III

### THE CENTRALIZED SCHOOL LIBRARY

The ideal library reading program can more nearly meet the needs and interests of children's reading in a school library. The school library is the most effective way in which to instill the love of books in small children.

The American Library Association states that the purposes of the school library are to:

1. Participate effectively in the school program as it strives to meet the needs of pupils, teachers, parents and other community members.
2. Provide boys and girls with the library materials and services most appropriate and most meaningful in their growth and development as individuals.
3. Stimulate and guide pupils in all phases of their reading that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.
4. Provide an opportunity through library experiences for boys and girls to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes.
5. Help children and young people to become skillful and discriminating users of libraries and of printed and audio-visual materials.
6. Introduce pupils to community libraries as early as possible and cooperate with those libraries in their efforts to encourage continuing education and cultural growth.
7. Work with teachers in the selection and use of all types of library materials which contribute to the teaching program.

8. Participate with other teachers and administrators in programs for the continuing professional and cultural growth of the school staff.
9. Cooperate with other librarians and community leaders in planning and developing an over-all library program for the community or area.<sup>25</sup>

Older children receive instruction in using the resources found in the library. Some primary children are capable of learning to use the card catalog for locating books on topics of interest. However, the school library serves a different purpose for small children. A librarian, Phyllis Fenner, says:

Of course, the function of the library differs with children of different ages. With the little children we are trying to give them a pleasant contact with the library. We do this in many ways, and by the time they are really ready to use the library for other purposes they are familiar with the library and the librarian. It has been a part of their life for so long.<sup>26</sup>

For primary children, the school library would serve three main purposes. The school library:

1. Would stimulate and guide children in their reading so they can find increasing enjoyment in reading,
2. Would provide an opportunity through reading for children to develop their interests,
3. Would provide the children with library books best suited to their individual growth.

The wealth of books in the centralized school library has a decisive advantage compared to the classroom library.

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<sup>25</sup>American Library Association, "School Libraries for Today and Tomorrow," (Chicago: American Library Association, 1945), pp. 9-10.

<sup>26</sup>Phyllis Fenner, Our Library (New York: John Day Company, 1942), p. 7.

Since the interests of children and young people, in the aggregate, are almost limitless and since their purposes in reading are innumerable the book collection in their library must be rich and extensive in imaginative writings, in non-fiction, and in reference resources to meet their many wants. The book collection provides a constant invitation to students to read and is a contributing factor in making reading a pleasurable and satisfying occupation.<sup>27</sup>

The children would go to the library to use books and draw out books individually. Collections of books from the library would be sent to classrooms for temporary use.

The physical surroundings of the school library would be important.

The warm and friendly atmosphere, the range of reading materials, and the expert reading guidance of the staff encourage every boy and girl to pursue his reading interests in the school library.

By the provision of rich materials in attractive and stimulating surroundings, boys and girls are invited to satisfy their many reading interests. A varied and effective program of reading guidance makes pupils feel at home as readers and contributes to their growth-discernment in the selection of their reading fare and in the appreciation of their reading experiences. The library thus becomes closely identified with their recreational activities as well as their academic pursuits.<sup>28</sup>

The trained librarian would stimulate interest in reading through the use of book displays, attractive bulletin boards, and in story hours. "Story-telling is almost always an introduction to good books."<sup>29</sup> The librarian's story hour would provide an opportunity to hear good literature which some children will not otherwise have.

For the child from the impoverished home, the school library could provide many opportunities for reading experiences, Walter Field states:

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<sup>27</sup>American Association of School Librarians, "Standards for School Library Programs" (Chicago: American Library Association, 1960), p. 77.

<sup>28</sup>Ibid., pp. 15-16.

<sup>29</sup>Fenner, op. cit., p. 87.

In homes of ignorance, where there are no books, it affords a substitute for the home library, and in homes of poverty, where the library is small it widens the literary horizon. It assumes the most important function of the parent when the parent is incompetent. It is both an inspiration to right living and a means of culture, for it shows the child through what means great and good men have become great and good; how honesty, purity, gentleness, and temperance sweeten and glorify life. It sets before him high ideals not impossible of attainment.<sup>30</sup>

The classroom teacher is the one who knows which child has a deficient background in reading experiences.

The combined efforts of the librarian and the classroom teacher would be necessary for effective reading guidance of the children. The teacher would know the interests and abilities of the children. The librarian would know the library materials. With their exchange of information, the needs and interests of the children could be satisfied through library materials.

The teacher would give suggestions for materials to be added to the library. She would be familiar with new books and materials that would be of value and supplement work done in her classroom.

The classroom teacher would have a very important task in making the school library an effective program. "Probably the most important single factor determining the success of the school library program is the extent to which teachers motivate their students to use the library and its resources."<sup>31</sup>

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<sup>30</sup>Walter Taylor Field, Fingerposts to Children's Reading (Chicago: A. C. McClurg and Company, 1907), p. 120.

<sup>31</sup>American Association of School Librarians, op. cit., p. 65.

## SUMMARY

Library reading has an important function in the reading program of the elementary school.

In the absence of a school library, it becomes the task of the teacher to acquaint her children with good books. Providing that funds are available for library books, the teacher would select books on the age level, the reading level, and the interest level of her children and organize a classroom library. The teacher would stimulate an interest in reading through story hours, bulletin boards, book displays and through her personal interest in books. However, there are certain limitations to the classroom library.

The ideal library reading program can be accomplished through a school library. The wealth of good literature found in the school library can provide reading that will meet the needs and the interests of children. The problem of individual differences in reading ability can be met and best solved by means of the school library. Under the guidance of the trained librarian, the children broaden their knowledge, their experiences and reading interests through books.

By means of either the classroom library or the school library, it would be hoped that children will become acquainted with good literature and develop a lasting interest in reading for enjoyment.

"A love of reading is one of the greatest gifts which school or home can give to children, and love of reading is achieved first of all through finding pleasure in books."<sup>32</sup>

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<sup>32</sup>Dora V. Smith, "Literature and Personal Reading," Reading in the Elementary School, Forty-Eighth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1949), p. 207, cited by Guy Bond and Eva Bond Wagner, op. cit., p. 20.



APPENDIX

## READING INTEREST SURVEY

Name \_\_\_\_\_

Grade \_\_\_\_\_

School \_\_\_\_\_

Age \_\_\_\_\_

I like to read stories about

\_\_\_\_\_

I have books of my own at home.

Yes No

Someone reads to me at home every night.

Yes No

I get books from the library or bookmobile  
each week.

Yes No

I pick out my own books at the bookmobile.

Yes No

I like to read.

Yes No

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