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CRITERIA FOR THE USE OF TRADE BOOKS IN
THE ELEMENTARY SCHOOL PROGRAM

Dissertation
Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
Patricia Jean Cianciolo, Ph. B., M. E.

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The Ohio State University
1963

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the uses to which these trade books are to be made, it seems unlikely that educators will be able to meet the demands reflected in the above list of influences. As far as the writer has been able to determine, educators have not as yet formulated a statement of criteria for the use of trade books in the elementary school, grades one through six.

Statement of Problem

Trade books should have an important role in the learning situations, but they can be used more effectively if criteria are established for their use. The writer was unable to locate a statement of these criteria. It was decided that the establishment of criteria for the use of trade books in the elementary school, grades one through six, would be a worthwhile topic for this dissertation.

The dimensions for the use of trade books in the teaching-learning situations of the elementary school are threefold. They include the selection of the trade books, the accessibility of the trade books and the provision of learning experiences in which the trade books are involved. The statement or criteria resulted from concepts implied or directly expressed in (1) the written statements of educators and librarians familiar with modern educational goals, teaching methods, and children's literature; (2) the writer's basic assumptions; and (3) findings gained through interview and direct observation of a select sampling of elementary school personnel who were known to make use of trade books in their teaching.

The assumptions upon which the writer has based her study and upon which some of the criteria were defined are included in the statements which follow. (1) If a teacher uses trade books in the teaching-
learning situations of the elementary classroom, she is sympathetic to and is attempting to achieve one or all educational ideals of independent learning, thorough and efficient learning, and individualized instruction. (2) Extensive use of trade books will help to overcome some of the limiting factors inherent in programs dependent upon basic readers and textbooks. (3) Trade books can be used in learning activities of various curricular areas and should not be limited to leisure reading.

Significance of the Problem

Perusal of professional and lay literature revealed that many of today's educators are committed to increased emphasis on independent learning, individualized instruction, and thorough and efficient learning on the part of each student enrolled in the American schools. Commitment to these three educational ideals has been expressed by various authors as they reported their views on and their experiences with teaching machines, versions of the Trump plan, team teaching, ability groupings, television in the schools, classroom and centralized libraries, the teaching of reading, and the ungraded school. The writer's position on these three ideals is reflected in the criteria which were developed for the use of trade books in the elementary schools. It is hoped the criteria which have been identified in this study will help educators realize these educational ideals in their modern schools.

To help the readers of this dissertation appreciate the value of using trade books as a means of achieving the ideals of independent learning, individualized instruction, and thorough and efficient
learning, the writer will present her concept of each of these ideals. She will indicate, briefly, how the use of trade books might help achieve these ideals.

Use of technological devices, as teaching machines, and certain aspects of team teaching reflect the educational objectives that boys and girls be led to assume increasing responsibility for their own learning, that there be an increasing shift of responsibility from the teacher to the child and the elimination of lock-step teaching and spoonfed, passive instruction. Independent learning is looked upon also as a means of training boys and girls to learn how to continue to educate themselves after their formal schooling has been completed.

No democratic society such as ours can hope to survive or increase in stature and leadership unless its citizens are well-educated, informed, and capable to taking responsibility for their own educational development.

The problem before the educators currently reconstructing and updating knowledge in the various disciplines is:

not whether they can cram all of man's new knowledge into separate water-tight compartments, which will then be siphoned off during the elementary and high school years. They can't. Even if they could, they would endlessly face true obsolescence, for knowledge swiftly dates and, like fish, won't keep.1

This is a time of rapid change; so much of what children learn in school today will be relatively unimportant tomorrow, or it will simply not be true. Therefore, our great concern must be to help the student acquire habits of critical thinking and skills inherent in the

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1William Van Til, "Is Progressive Education Obsolete?" Saturday Review, XLV (February 17, 1962), 83.
problem solving approach to learning. It is these habits and skills that are more likely to be of service to the student now and in the future.

In a recent publication entitled *The Central Purpose of* American Education, the Educational Policies Commission took the position that the rational powers are central to all the other qualities of the human spirit and a person with developed rational powers can free himself from the bondage of ignorance and unawareness. Limiting the learning experiences of students to those obtained through the use of basic textbooks in reading and content subjects provides less opportunity for self-learning and critical appraisal of reading material than would be the case if a teacher employed techniques which encouraged pupils to gain information from numerous sources, such as trade books. As the student used these multiple resources he would have to think and choose; he would have to use such rational processes as recalling and imagining, classifying and verbalizing, comparing and evaluating, analyzing and synthesizing, and deducing and inferring. He would be the free man described in *The Central Purpose of American Education*; he will have a "rational grasp of himself, his surroundings, and the relation between them."3

In order to meet individual needs of pupils, one recognizes the need for flexibility in the scope of curriculum, flexibility in the nature of the specific learning experiences and activities

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3Ibid., p. 4.
CHAPTER I

INTRODUCTION

It appears to the writer that educators are showing a growing interest in and a growing knowledge about using trade books in the elementary schools. Influences which seem to be responsible for this consuming interest and extension of knowledge are numerous. These influences include such factors as: the National Defense Education Act, primarily from the provisions of Titles III, V, and VIII, in the subject areas of science, mathematics, foreign languages, guidance, and vocational education; the School Library Standards issued by the American Library Association in 1960; the growing interest on the part of the educators in the establishment of elementary school libraries; the displays of trade books by publishers at educational meetings and pressure by the publishers to gain permission to attend these meetings; the requiring of children's literature courses by numerous teacher preparation colleges and universities; the introduction of children's literature conferences and workshops in the inservice education programs; the urging by some educational leaders that teachers use teaching methods and curricular plans which are dependent upon materials other than textbooks; and the desire on the part of the parents to enrich the educational backgrounds of their children.

Unless they have some specific criteria upon which to evaluate
provided, and flexibility in the instructional materials used by each pupil. The whole class approach or basic textbook approach limits greatly the provision of opportunities for all pupils to learn; individual differences cannot be easily observed; continuity of learning does not take place on an individual basis; there is decreased opportunity for diagnosis, development and maintenance of basic reading and study skills to take place. Respect for the individual is a basic American value. Inherent in democracy is a commitment to individual dignity, to personal liberty, and to equality of opportunity. Furthermore, scores of studies made by the student of child growth and development substantiate the principle of individual differences and uniqueness of personality.

One study which is particularly applicable to the topic of this dissertation is that which was carried on by Willard Olson. His study expanded the findings of the Davis study on the eating habits of young children. Olson's study showed how the concepts of seeking behavior, self-selection, and pacing could be applied to children's reading. It is upon these concepts that the individualized reading programs and personalized instruction are based. These concepts can be applied to the learning process, in general, as well as to the process of learning to read.

The seeking desire has been acknowledged by the development of

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the extensive amount of reading materials that are of interest to the individual child. The demand for high interest, low ability level reading materials seem to be actually a demand for more interesting materials which children can read. Too often the materials which were prepared in the past for children seemed more concerned about the increase of their reading ability or the acquisition of generalizations and isolated facts than with their interest. It is a well-accepted fact that children can read and learn at a higher level from materials that interest them than they can from materials which are of little interest to them. Since the trade books are written about numerous different topics of interest and can be selected on an individual basis by the teacher or pupil in terms of needs or interests, it appears to the writer that extensive use of trade books in the elementary school learning situation would satisfy this basic need for seeking desire.

The concept of self-selection, when applied to reading, or the instructional program in general, assumes that children have within themselves the ability to select those reading materials and topics for study which, sometimes for apparent reasons and other times not so apparent reasons, meet their particular interests and needs. Having an extensive collection of trade books available to children can satisfy the need for self-selection. One can identify the non-satisfying situations that are likely to occur if the classroom learning activities and materials are limited to basic textbooks.

The pacing concept deals with the development of skills and interests at the rate of the individual child rather than at some predetermined rate which is applied either to the entire class or to some artificial grouping. Application of this concept to the learning
activities that are carried on in the elementary school classroom indicates that attention is being given to the development of each individual at his own rate. Once again, the child is more likely to have this principle of growth and development respected if trade books rather than only the basic texts are used. The teacher or student has a larger number of books from which to choose if the bulk of his resources are trade books rather than textbooks.

The writer has made a careful attempt to analyze her own concepts of the teaching-learning act. Included in the following statements are some concepts which appear to be the most basic and which should apply to each learning situation if adequate learning is to be achieved and if the individuals concerned are to learn in the most effective manner.

First, the learning process is unique for each individual. The complexity of the learning process and the interrelatedness of multiple factors influence what the individual learns and how he learns. Rather than work for uniformity and try to develop one and the same set of skills and competencies in all students, teachers should respect differences to a high degree. Unquestionably, certain skills and competencies in some fields of knowledge are basic and should be achieved by each child if he is to be a successful and contributing member of our society. The use of trade books could enable the child to arrive at the important generalizations and the structure of a field of knowledge in ways unique to him. His learning can be an active process; he can digest, categorize, and generalize from numerous sources of fictional and non-fictional trade books.
Second, the individual acts as a total organism. The teacher needs to give careful attention and consideration to physical, social, intellectual, and emotional aspects of the learner if the desired growth and learning are to be achieved by the learner. The simple acts of securing the trade books from the centralized school or self-contained classroom library, sharing the content of the book, and experiencing the pleasure and feeling of satisfaction gained from the reading of his fiction or non-fiction book could well support these needs of the learner.

Third, every individual strives for, and for effective learning must achieve, acceptance by his peers and others with whom he is associated. Furthermore, learning involves experiences with other people and things. It is an active and social process. Cooperative living and learning should be encouraged in the classroom rather than competitive living and learning. The necessity of sharing what has been read, as trade books are used by research groups in unit teaching, for example, serves to support this principle of learning. Each child is recognized and appreciated for the contribution he can make to the problem being studied; each child can gather information in reading material that is on his own level of difficulty; each child can feel he has achieved his goals and, in turn, has helped the group as a whole to achieve its goals.

Fourth, a full measure of success and a feeling of accomplishment and personal worth accelerates the learning process. Having an opportunity to engage in learning activities of keen interest to him and being able to solve the problem of interest will help the child experience feelings of achievement and personal worth. Fifth, learning
can be facilitated and encouraged by creating a comfortable as well as rich and varied environment. Sixth, an individual learns what is significant to him. Being free to select trade books that are on the individual's readability level, that pertain to the topic of interest to him, and that will extend his background of experience is an opportunity that could and should be made available to today's students.

James Cass, editor of the publication entitled *Books in the Schools*, said that the single most effective means for stimulating learning is to surround children with books from their pre-school years in the home throughout their school careers. In another rather bold statement he said that when the school environment is characterized by trade books which have high interest value for the age group and span a wide range of reading difficulty for each grade level, when students are encouraged to explore, to pursue their own interests, to read as widely and deeply as they will, the chances are very good that the students will acquire habits of independent reading, study, and learning that will endure throughout their lifetime.  

In the Foreword of the above-named publication, Storer B. Lunt, president of the American Book Publishers Council supported the statement made by Cass with another one that appears to be equally as bold. He said,

> Book publishers are well aware of the fact that lifetime reading habits are formed during the school years. If children and young people have satisfying experiences with reading

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during their school days, they are likely to be readers all their lives. Conversely, if they are not introduced to the world of books at an early age, they will be unable to use this resource in later life.  

In an essay included in the publication entitled Reading for Life, August Heckscher appears to agree with the statements presented above. In his essay he said,

It is impossible, I would suppose, for a person to begin reading in the later years. He may have loved books and neglected them, and return to them as to a woodland of his youth; or he may never have stopped reading, and go on with zest unabated to the end. But a man cannot 'take up' reading, when other delights and occupations have begun to fail. The need for preparation is unescapable, and the habit once found, is an insurance and a proof of security.  

These three statements were not supported by evidence. Instead, it appears they are expressions of the individual special interests or biases of each author. The research carried on by William S. Gray and Bernice Rogers, and reported in Maturity in Reading, reveals that the reading habits can play an important role in the total process of the individual's growth toward intellectual and social maturity. In no instance, however, do they say that the reading habits and level of intellectual and social maturity of individuals cannot be changed when they have reached adulthood. Numerous entries in the Supplementary Educational Monographs published by the University of Chicago pertain

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7 Ibid., p. v.


to this issue. The writer is inclined to take the position that it is important to promote permanent reading interests on the part of children, for these attitudes and habits are known to influence significantly the individual's growth toward maturity in adulthood. The generalization that an adult's reading habits cannot be changed and cannot be improved appears to be unsound and has not been supported by sound research. Furthermore, the writer has observed while teaching at the Stritch College Reading Clinic many instances which contradict this generalization. The writer is inclined to believe that with whatever age group an educator is working, whatever the cultural background (within reasonable limits) of the individuals that one is teaching, it is possible to promote reading interests and make reading a tremendously satisfying experience. An attractive and well-balanced collection of non-fictional and fictional trade books in the right content, form, and readability level are likely to promote permanent reading interest and help the individual realize that reading is a satisfying experience. Actually, most of the literature on this issue consists of the opinions of knowledgeable people. There is an obvious need for longitudinal studies which will reveal more completely the effect of early reading habits on the adult's reading interests.

It was pointed out in Trace's controversial and challenging publication entitled What Ivan Knows That Johnny Doesn't, that a close acquaintance with literary works increases immeasurably the student's

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ability to understand and enjoy and use his language. It provides emotional and aesthetic and intellectual experiences which contribute to his taste, his judgment, and his maturity in a way that no other subject can.\footnote{Arthur S. Trace, Jr., \textit{What Ivan Knows That Johnny Doesn't} (New York: Random House, 1961), p. 53.} The writer does believe that frequent contact with literary works will indeed help to achieve the objectives stated by Trace. It does not appear necessary to conduct formal literature classes at the elementary school level, nor are the offerings of literary works that Trace proposes the elementary school children read acceptable. Among the tremendous number of trade books written for children there are many which can be identified as truly literary works. Trade books of high literary quality will help to provide a challenging and stimulating learning environment.

Trace goes on to praise the selections of the current Soviet readers and textbooks and the selections included in the old McGuffey Readers. He said that the textbooks and readers used in the American elementary schools and junior high schools today present English as if it were an impoverished language, as if we had no literary heritage and no literary significance, and as if our children were mentally defective.\footnote{Ibid., p. 77} There may be an element of truth to Trace's statement, but his extreme condemnation of our readers and textbooks is unwarranted. Many of the publishers pride themselves, and advertise accordingly, that the elementary school readers and textbooks are limited in vocabulary and sentence structure. But an essay by Dorothy M. Horton, entitled
"Interest as a Criterion for Selecting Materials for Reading Textbooks," provides an answer is found to Trace's charge. Horton said that leading scholars have also studied reading interests, child growth and development, and the nature of the reading act. Today's educators and textbook publishers are familiar with the scholars' findings and realize more fully the need for reading materials that are of vital concern to children at each level of their growth. Textbook publishers are interested in and actually are developing textbooks that help students gain rich and varied experiences through reading.13 Some educators believe that this must be done in the confines of limited vocabulary and sentence structure.

The writer is inclined to agree with the position of Horton stated above; the textbooks today constitute learning materials that can help the learner to establish permanent interests in reading and learning in the various fields of knowledge; these textbooks can help the learner acquire desirable attitudes, understandings and skills. The writer does not believe that the use of these basic textbooks can help the learner achieve these objectives to the degree that he can and should, if this is his main source for learning. It has been the experience of the writer that if the reading materials, including the trade books, are on the interest level of the reader and on the readability level of the reader, the vocabulary need not be nearly as controlled and the style need not be nearly as sterile as one can find

in some of today's readers and textbooks. It appears to the writer that there are at least five factors which should determine acceptance or rejection of reading materials as sources upon which to depend for learning. First, the degree to which these reading materials can satisfy interests at each maturity level; second, their ability to encompass a wide variety of interests; third, the extent to which they keep abreast with children's current interests; fourth, the pattern used in organizing the content that each child is to learn or the sequence of skills he is to acquire; and fifth, the degree to which these materials can help teachers capitalize on specific and immediate interests and stimulate wide reading. It appears to the investigator that the textbooks are relatively limited in each of these aspects; the use of a balanced and flexible collection of trade books might serve to lessen the limiting factors inherent in dependence upon basic textbooks in the various learning situations.

Having established criteria for the use of trade books in the elementary school, the writer hopes to use them as guide lines in the planning of inservice programs for educators and librarians; these criteria might suggest to the educational administrators those aspects of the instructional program which may need attention in order to bring about instructional improvement and fuller realization of the modern educational commitment to independent learning, individualized instruction, and thorough and efficient learning. These criteria might be used by teacher education instructors who desire to evaluate and reorganize the syllabi of the children's literature and professional education courses which they teach so that their students (1) can become better acquainted with children's literature; (2) learn what
constitutes a balanced collection of literature; (3) learn how to organize reading materials so as to facilitate learning; (4) understand that a program based on open learning can mean more freedom to learn, more learning, and more extensive use of varied learning materials for the teachers and their pupils; (5) learn how to bring children and books together for functional, recreational, and instructional purposes; (6) and evaluate individual children's growth in reading preferences and directions.

**Pertinent Research in the Field**

The literature reporting research in the development of criteria for the use of trade books in the schools, the conditions or circumstances under which trade books are or are not used in the elementary school, and the successes or failures teachers meet when using trade books appears to be lacking. The writer has been able to identify no studies which are really similar to that defined in this dissertation.

Much of the literature which does pertain to the use of trade books in the elementary school constitutes opinions of knowledgeable educators and book publishers. The writer has identified some articles of opinions and reports of discussions and research on related topics such as the various factors affecting or included in the selection of trade books in the schools, accessibility of these books, and learning activities with trade books. It is from this literature that the writer found justification for some of the criteria for the use of trade books which are stated in this dissertation. In the process of proposing and supporting the criteria for the use of trade books, the investigator has cited and evaluated the related literature. It is included in the next three chapters.
Methods and Instruments of the Study

The specific purpose of this study was to establish criteria for the use of trade books in the teaching-learning experiences of elementary school, grade one through six. The criteria have been established and classified for three dimensions of using trade books, namely, the selection of trade books, the accessibility of these books, and provision of the activities for using the trade books. Four sources have contributed to the formulation of the criteria presented in this study:

The basic point of view evidenced in the investigator's assumptions.

The interpretation of the literature bearing on the problem.

Data obtained from observations in a select sampling of classrooms and libraries.

Data obtained from interviewing a select sampling of teachers and librarians.

The data for the establishment of criteria were obtained in the following manner:

Extensive reading in and careful analysis of pertinent literature. Material bearing on the various aspects of the three dimensions of using trade books in the elementary school was available in library literature, unpublished theses and dissertations, and teacher education literature. Reported research relative to this problem was meager and most of it consisted of relatively limited studies done on the Master's level by students of Library Science. Some doctoral studies were done in various aspects of this study and these were read whenever possible.

Selecting schools and personnel for purposes of the inquiry. Eleven leaders in elementary school education were asked to identify
schools that had centralized libraries, self-contained classroom libraries, or made use of public library facilities. Supervisors or principals associated with these schools were asked to nominate teachers and school librarians who were known to make use of trade books in the process of guiding their pupil's learning experiences. These educators were contacted to inform them of the purpose of the study and their role in it. Each was informed that he would be observed and interviewed once if he indicated his willingness to participate in the study.

Pertinent information about the participating schools and the results of the observations and interviews are included in Chapter V, "Interviews and Observations."

**Constructing an interview and observation schedule.** The schedule contained topics allied to the three aspects of using trade books in the elementary school—selection, accessibility, and provision of learning experiences in which trade books are involved. Because the teachers and librarians were identified as educators known to make various uses of trade books, the interviews were held in an informal manner and most questions were, in part, open-ended. Each person was asked to express his opinion about each aspect of using trade books; each was asked to offer suggestions as to possible criteria for each aspect. The questions used in each interview follow. (1) What are the considerations and procedures in book selection that teachers (or librarians) should pursue as they establish their collection of trade books for use in the elementary schools? (2) What are the considerations and procedures relative to accessibility of the book collection that teachers (or librarians) should keep in mind? (3) What are the
bases for providing the learning experiences in which trade books are involved?

After the teacher or librarian responded to each open-ended type question, the interviewer proceeded to deal with some of the specific topics listed on the "Interview and Observation Schedule." One advantage of keeping the interview loosely structured was that the teacher or librarian was more likely to mention and discuss some criteria for using trade books in the elementary schools which had not occurred to the investigator. The Interview and Observation Schedule is included in Appendix A.

**Formulating criteria for the use of trade books in the elementary school.** Criteria for the use of trade books was established by analyzing data obtained from the investigator's assumptions, the pertinent literature, the observations and the interviews. Each source had an important role in helping the investigator formulate the criteria. There is reason to believe that the criteria are relatively comprehensive in scope because data were obtained from a variety of significant sources rather than one or even two sources.

**Limitations of the Study**

The study was limited to establishment of criteria for the use of trade books in the teaching-learning experiences of the elementary school, grade one through six. No attempt was made to establish criteria for the use of other instructional materials such as magazines, charts, films and the like despite the fact that the writer does consider these materials vital to the modern classroom and school library. The observations and interviews took place in eighteen elementary
schools located in a geographic area confined to central Ohio. The forty-one teachers and librarians who were observed and interviewed were identified by their supervisors or principals as being in schools where trade books were accessible. The supervisors or principals also identified these teachers as people who actually made use of the trade books in their teaching. It was decided to use a select sampling because it was thought that these teachers and librarians would probably be more helpful to the writer in establishing reliable and appropriate criteria for the use of trade books in the elementary school.

Each teacher or librarian was observed once. It is acknowledged that the teacher or librarian could well use trade books in ways not in evidence during the observation. The extensive reading which the writer did and the interviews which she held lessened the seriousness of this limitation. The interview provided an opportunity for each teacher or librarian to present his rationale for using trade books in the school situation. Furthermore, the interview provided each teacher or librarian an opportunity to suggest specific criteria for selection of trade books, accessibility, and learning experiences in which trade books were involved.

**Definition of Terms Used in the Study**

*Trade books.* Trade books is the term book publishers apply to the books usually described as "Library books" to distinguish them from textbooks. The term trade books includes all kinds of books other than textbooks and encyclopedias. The books may be clothbound or paperbound editions, fiction or nonfiction. Trade books are
written, produced, ordered and distributed in ways entirely different
than are textbooks. 14

Instructional reading. Instructional reading is that kind of
reading carried on for the primary purpose of teaching reading skills,
such as word recognition, comprehension, and making inferences.

Functional reading. Functional reading is that type of reading
which occurs when one uses reading for the primary purpose of obtaining
information, following directions, and solving problems.

Recreational reading. Recreational reading is that type of
reading one engages in primarily for the purpose of enjoyment and use
of leisure time.

Accessibility. Accessibility of trade books is the extent to
which the collection of trade books and services of significance are
easy to obtain. Factors to be considered are: (1) closeness of book
collection to the point of use in both time and space, (2) subject
coverage, (3) range of levels of readability of the books in the col-
lection, (4) classification and organization of materials, 15 and funds
regularly provided by the school board for the purchase of trade books
for the use of teachers and pupils.

Organization of the Study

In Chapter I the problem is stated, as are the significance of


15 Mary Virginia Gaver, "Effectiveness of Centralized Library
Service in Elementary Schools (Phase I)" (New Brunswick, N.J.: Graduate
(Mimeoographed.)
the problem and pertinent research. The methods and techniques used to develop criteria for the use of trade books and the limitations inherent in them are presented. The group interviewed and observed is described. The criteria for the selection of trade books to be used in the schools are developed in Chapter II. The criteria for the selection of trade books logically group themselves around such aspects as factors affecting selection, responsibility for selection, selection aids, scope and variety of the book collection, approximate number of books in the collection and frequency of ordering books. Data bearing on information about these and other aspects of selection as reported in the literature are presented in this chapter. The proposed criteria for accessibility of trade books to be used in the schools and data obtained from the literature are included in Chapter III. The criteria for accessibility of books are grouped according to such factors as the location(s) of the book collection, the administrative provision for library services, the organization of the book collection, and the time provided for using the books. Chapter IV develops the criteria for the provision of learning experiences in which trade books are involved. These criteria pertain providing activities which foster further reading, curricular needs, interpretation of that which was read and the like. Considerable emphasis was given to the discussion of functional, recreational and instructional learning activities which involved trade books. Some of the learning experiences which the writer included and classified in this dimension of the study are individualized reading programs, unit study, research groups, story hour, leisure reading, bibliotherapy, and the like. Data obtained from the literature are reported. Findings of
the interviews and observations are included in Chapter V. The final chapter contains the summary and conclusions of the study.

Summary

The present study was undertaken to establish criteria for the use of trade books in the teaching-learning experiences of the elementary school, grade one through six. The study appeared worthy of pursuit for several reasons. The first reason was that an investigation of the literature revealed no studies of criteria for the use of trade books in the teaching-learning experiences of the elementary school, grade one through six have been reported up to this date. The second reason was the desire of the writer to furnish a guide to educators and librarians so they might make effective and optimum use of the trade books available to them. The third reason was to help today's educators realize more fully the educational ideals of independent learning, individualized instruction, and thorough and efficient learning. The limitations of the study were recognized as follows: The study was limited to establishing criteria for the use of trade books, forty-one observations and interviews took place in eighteen elementary schools located in central Ohio and a select sampling of librarians and principals and teachers was observed and interviewed. Each person was observed and interviewed once. Critical terms were identified and defined. Included were the following terms: trade books, instructional reading, functional reading, recreational reading, and accessibility. The organization of the remainder of the study was also presented.

The current study is novel in the sense that it is a first
attempt to bring together basic information concerning the important aspects of using trade books in the teaching-learning experiences of the elementary school. As far as the investigator has been able to determine the analysis and synthesis of the literature in the fields of elementary education and library science have not been done before for the purpose of establishing criteria for the various aspects of the three dimensions included in using trade books. Considerable new evidence has been gathered and incorporated in the study. The new material may be listed as follows:

1. Analysis, synthesis and interpretation of related literature.

2. Material obtained from interviews and observations of a selected number of teachers and librarians, each of whom has been known to make use of trade books in the process of educating the children in their charge.

3. The report of the findings distributed among four chapters.
CHAPTER II

CRITERIA FOR THE SELECTION OF TRADE BOOKS
FOR USE IN THE ELEMENTARY SCHOOL

Book selection has been defined as the "practice of supplying people with the books they want, and of setting before them the books they don't know they want."¹ When properly executed, book selection unfolds a vista of opportunity and a vision of service which can rarely be equaled. It affords a chance to meet the greatest minds and cope with stupendous tasks. It lifts up the practical affairs of everyday life to join forces with the ideal.²

Book selection is an important aspect of the elementary school program and affects the entire personnel of the school. It is a task that calls for cooperative effort; no one person can do an effective job of selecting the "right" books.

This is an age which has been called many things. Lewis Carroll would probably call it an Age of Muchness. There is too much of almost everything. There are too many children's books that are


not worth the child's time or the money they cost. The book selector must know how to identify the good books and select these for use in the learning situations.

During recent years there has been a marked increase in the number of books published for children. With so great a production of books there is bound to be a great variation in quality. There seems to be an expanding range in the array of subjects of these books and an ever-increasing variety in their presentation. Because the available reading materials for children and youth vary so considerably in content, quality, and literary form the process of book selection is a complicated one. These books must be chosen with great attention to developing a collection that is well-rounded in subject matter, balanced in point of view, and attuned to the intellectual maturity of the readers.

That there are numerous trade books written especially for the elementary school-aged child is apparent in a preliminary report issued recently by all the book publishers in the United States. It is summarized in Table 1.

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<tr>
<td>Juvenile Books</td>
<td></td>
<td>33,921</td>
<td>63,272</td>
<td>86,780</td>
<td>37.2</td>
<td>140,662</td>
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<td>20,810</td>
<td>47,325</td>
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<td>13.7</td>
<td>39,565</td>
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<td>12.3</td>
<td>1.20</td>
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<td>Under $1.00 Retail</td>
<td></td>
<td>13,111</td>
<td>15,947</td>
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<td>163,733</td>
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In the Publishers Weekly it was stated that the portion of the trade books that are sold through retail channels is somewhere between 15 per cent and 20 per cent of the total sales of trade books. The rest of the trade books are sold to schools and libraries through wholesale channels--direct from the publisher or the jobbers.\(^5\) Examination of the figures listed above should lead one to realize that careful and informed book selection is necessary in order to provide our teachers with the kind and amount of teaching materials that contribute to the best growth of children.

At present it is possible for children to pass through the elementary school and encounter but little of the good and great in children's literature. This may be caused by lack of books, a lack of time, or a lack of teachers who have close acquaintance with children's literature.\(^6\)

Unfortunately, all that the author said is possible. Indeed, it is quite probable in many situations. It need not be necessary, however, with the numerous trade books available to us. The employment of wise book selection practices will make more of the good literature accessible to children.

The contents of children's books must be scrutinized carefully. It is impossible to tell, with any exactness, the effect that which is read has on the behavior of the reader and moral concepts instilled in the reader. A review of the pertinent literature (the library study) revealed that educators believe that reading material can affect behavior


and moral concepts. The number of books read is not the influencing factor that the book selector should consider. It is the quality and possible influence of books that need special consideration by the book selector.

The importance of wise selection of children's books for use in the schools can scarcely be overestimated. Selection is a fundamental function of a library, be it a self-contained classroom library or a centralized school library. Selection is the preliminary step in getting the "right" book into the hands of the reader. The criteria that are presented in this chapter are designed to enable the selector to give the pupils not everything they want, but the best that they will need or use to advantage. The criteria are designed to make the selection of trade books for use in the elementary schools a pleasurable task for the classroom teacher, the school librarian, and the pupils.

An analysis of the criteria will reveal that they conform to the motto devised by Melvile Dewey for the American Library Association after its organization in 1876, namely, "The best reading for the largest number at the least cost."^7

Criteria for the selection of trade books are presented in this chapter. Where appropriate, research is cited to clarify or substantiate criteria. The writer does not claim these criteria to be entirely comprehensive. An attempt was made to identify the major factors which should be considered as trade books are selected for use in the

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elementary schools. Some of the major factors around which criteria were established include (1) the selection process, including responsibility and selection aids; (2) interests of the children and the teachers; (3) such aspects of the instructional program as curricular areas and teaching methods, and (4) demographic factors such as the number of pupils and number of books already in the library.

Numerous sources were referred to in the library study. Three sources were identified as classics in the field; they were cited numerous times by other authors, included in bibliographies of publications and are used as basic texts in library school book selection courses. **Book Selection** by Drury is a textbook published in 1930.\(^8\) Haines' **Living With Books; The Art of Book Selection** was published in 1950;\(^9\) **Book Selection Handbook for Elementary and Secondary Schools** by Lagosa is a 1953 publication.\(^10\) These sources are comprehensive in scope and each author supplements his proposed principles and methods with appropriate examples and significant research. Most of the extent publications on book selection are master's theses and periodical articles. Topics most frequently dealt with include sources for the selection of books, the relative value of different media, the philosophy governing selection of books for different clienteles, selected lists of the "good" or "best" books, and book selection manuals.

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Criteria for Selection of Trade Books

1. The selection of the trade books that are used in the schools should be made by one who is familiar with children's literature and fundamental principles of book selection.

The selector is an arbitrary term designating any member of an elementary school staff engaged in the selection of trade books for use in the schools. There are basic requirements and characteristics of a competent selector. Some of these have been identified in the library study.

To be effective, the book selector should be a person who has the

Knowledge of Aristotle, wisdom of Minerva, teaching skill of Socrates, physical endurance of Atlas, patience of Job, diplomacy of Queen Elizabeth, kindliness of St. Francis, devotion of a Christian martyr, and insight of Darwin and Huxley.11

The book selector's educational training should consist of a sound liberal arts education plus training in library work and experience in teaching and library work. Authorities appear to agree that his personal equipment includes: (1) an understanding of human nature and an appreciation of why people read; (2) a knowledge of books themselves and their contents and criteria for evaluating them; and (3) a mental alertness, emotional stability, and personableness that assures such traits as sound judgment, professional knowledge, dependability, imaginative thinking, impartiality, and inquisitiveness.

The selector is acquainted with children's books—the old and

the current, the quality as well as the inferior publications. This breadth and depth of background is necessary if the selector is to recognize and select works of merit from the new and the old. No preparatory course is broad enough to help the selector acquire this essential competency. Learning about children's books is a lifelong task. This competency can be acquired to a high degree by means of course work and through experience in working with books and the children who read them.

To the question of how one can distinguish between a good book and an inferior book Gates stated that a definition of literature would help.

It is not a definition of children's literature alone, but a definition of all literature. Literature is immeasurably above and beyond the printed word, of a significance far transcending the merely informative, varied as is human destiny, nonexistent without the twin qualities of beauty of idea and beauty of expression.12

The selector should examine children's books according to recognized criteria and in relation to other available books. There are three general factors around which criteria can be developed. They are the content of the book, the readability of the book, and the format of the book.

When judging a book for use in the elementary school the following questions pertaining to the contents of the books should be answered: Will the contents of the book broaden the reader's intellectual and emotional experience? Will the contents of the book foster imaginative thinking on the part of the reader? If a book is meant

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to be informational, are the contents accurate and up-to-date? Will the contents of the book increase the reader's knowledge of the subject? Will the contents of the book add new material to that already on hand rather than duplicate material?

Readability of a book should be given some consideration. Some points to be observed in judging books for readability are included in the following statements: The contents of the book should be presented in a manner appropriate to the reader for whom the author intended. The style of writing should be clear and simple. The book should be written in an interesting manner. It should have literary style.

The book's format or physical make-up should be observed also when judging a book for use in the elementary school. There are at least five points about this aspect of a book that should be observed by the book selector. The paper, print, and size of type should be satisfactory. The illustrations should evidence quality art. They should be accurate and consistent with the action narrated in the text. They should contribute clarity to the text. The binding of the book should be durable and serviceable. The book should be handled easily by the readers for whom it was planned.

Characteristics of superior, average, and inferior trade books were stated by Mary Virginia Gaver in a recent study conducted by Rutgers University and the United States Office of Education. The author's description of superior trade books is included below.

Superior Trade Books possess the following characteristics to an outstanding degree:
In Content
1. They broaden the child's intellectual and emotional experiences,
2. Appeal to the imagination,
3. Give a true picture of life,
4. Are highly charged with interest and appeal,
5. Have definite values in terms of pleasure and information,
6. Have elements of surprise, action, liveliness, conversation, and child humor,
7. Have ideas within the child's understanding and appreciation but challenging to his mind and
8. Are adapted to the child's cultural environment.

In Readability
1. They are presented in a style suitable to the reader for whom they are intended,
2. Are written clearly and simply,
3. Have literary style and
4. Provide a standard of taste against which to compare and evaluate other reading.

In Format
1. They are highly satisfactory as to paper, print, and size of type,
2. Have worthwhile illustrations with artistic quality,
3. Have durable library buckram binding or a serviceable washable fabric and
4. Look attractive and interesting.¹³

Each book should be selected according to some special standards peculiar to its literary type or factual subject.

There is in addition to the general and specific characteristics another set of criteria that the book selector should consider as she evaluates the publications. The book should be evaluated according to its eventual use. To accomplish this, a book should be examined to determine if it is within the range of the intended reader's comprehension, is acceptably written, has a wholesome outlook on life, is sincere in its presentation, is true to human experience, is interesting, and is timely.¹⁴

¹⁴Drury, op. cit., p. 42.
No adult can drive children into enjoyment of books. Evidence that a mature person can actually get pleasure from his reading constitutes the best means of encouraging children to know and love literature. This means that those who guide children must know many books on the adult level. He must actually show that he enjoys reading books at his own level. One cannot be a successful teacher of children's literature if he knows only children's books. Millions of dollars are spent in America every year to teach children the mechanics of reading. Still, evidence abounds that America is not a reading nation. The reason may lie in the fact that too often teachers do not know and love books. The children they teach learn to regard reading as a period in a busy day. They are not helped to view it as a means to satisfy a hunger that can be lifelong--the liberty of the 'loosened spirit.'

The primary responsibility for the selection of the trade books should rest with professional personnel. The library study revealed that professional librarians, the American Library Association, and the American Association of School Librarians believe that final decisions on purchase and selection of books should be centralized. They also state that decision making should rest with professional personnel. This position has been qualified somewhat by the expressed belief that the books should be selected by professional personnel in consultation with the administration, faculty, students, and parents.

A statement advocating centralized responsibilities for purchases and selection was approved by the Board of Directors of the

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American Association of School Librarians at the American Library Association's Midwinter Conference, February 3, 1961.16

In the American Library Association's Standards for School Library Programs it is said that "when a school system has three or more schools, centralized processing should be introduced."17 By processing is meant ordering, receiving, equipping for circulation, classifying, and cataloging.

The Board of Education of the City of Detroit delegates authority for the selection of library materials to the Department of School Libraries and committees of school librarians. These two groups evaluate the many books which are published each year and select from them the books which are placed on the approved list. This list is revised annually. Titles which are out of date, out of print or are no longer popular with the children are removed from the list. There are listed more than 6,000 titles from which each librarian may select appropriate books for his school.18 This book collection comprises the chief source of trade books for use in the on-going programs of instruction in each elementary school in the City of Detroit.

The Milwaukee Public Schools are provided with an annotated list of acceptable titles from which the supplementary reading materials


are selected annually. Supervisors, teachers, and public librarians
are invited by the central office curriculum supervisors to be members
of the Book Evaluation Committee. The Committee members examine and
read advance copies of all new publications that are available to
them. Final selection is made and an extensive annotated bibliography
of approved books results. From this approved list teachers from each
elementary school annually select the titles they wish to add to their
classroom library or centralized school library. The teachers' selections are sent to the central office. The Purchasing Department
then orders the books from a jobber. Eventually, the order is filled,
the Supply Division delivers the books to the individual building, and
the books are brought to the teachers who selected them.

Each of the elementary schools in Cudahy, Wisconsin has a
centralized school library. And each of these school libraries is in
charge of a teacher-librarian. The Library Supervisor and her staff
make annotated lists of specialized and outstanding trade books and
other library materials; each school has the standard selection aids
housed in its library. A written statement of selection policy is on
file in each school library. The teachers are asked to make their
selections from these selection aids and meet as a faculty group to
compare their orders and thus avoid unnecessary duplication of titles.
They also check orders to assure that the selections conform to
selection policies. The Library Supervisor and her staff are responsi-
ble for the centralized processing routines of ordering, receiving,
equipping for circulation and the like.

The library study revealed that there are unique and varied
patterns employed in the schools to satisfy the criteria that final decision on purchase and book selection should be centralized and rest with professional personnel.

2. Faculty members should participate in the selection of the trade books that are used in the schools.

Teachers have an important role to play in the maintenance of the caliber and content of the library's book collection. The librarian is constantly aware of new titles which become available and tries to note the gaps in the collection which appear as various curriculum questions arise. But the teacher with her specific classroom interests and knowledge and her actual use of these materials is in a strategic position to suggest definite areas of need and titles of books. The teacher is the key person to see that pupils are cognizant of the range and scope of the book collection and of the library services.\(^{19}\) This she is more likely to be able to do if she is actively involved in the task of selecting the trade books that are to be used in the school program. She may make specific suggestions from bibliographies that are in the textbooks, from books which she has examined at educational exhibits, or she may point out subjects and interests which are in need of broader coverage.\(^{20}\)

The library study revealed that book selection authorities recommend that staff assistance be at the selector's disposal for choosing new books, for building up subjects, and for making full use

\(^{19}\)Ruth Carson, \textit{op. cit.}, p. 75.

of the books on hand. However, it is suggested in the literature that in schools with a centralized library and a librarian it might become difficult to satisfy the criterion stated above.

When discussing this problem of cooperative relationships one author said the limitations exist only in the limitations of our imaginations. In two other publications the authors were more specific in their discussion of cooperative book selection. Gardner and Baisden supported the criterion that faculty members should participate in the selection of trade books. They said the greatest service the teacher can render is to provide the kind of learning situations which call for the constant use of trade books. The classroom teacher can cooperate directly by furnishing the librarian (or any other person responsible for book selection) the lists of books and materials which are needed for classroom activities. The teachers should keep the librarian informed of new activities which are contemplated so that there will be time for the librarian to organize suitable materials. The teacher should visit the library frequently to confer with the librarian about classroom activities. During the visit the teacher can indicate what is needed for her work. Also, the librarian is given an opportunity to offer suggestions as to materials which might be useful.

Lowrie reported that, generally, teachers do plan to come to the library ahead of the class period to discuss class needs. Also,

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22Jewel Gardiner and Leo B. Baisden, Administering Library Service in the Elementary School, pp. 24-25.
teachers do confer with the librarian or browse through the books during their free time or before and after school.\textsuperscript{23}

Conversely, the book selector has a responsibility to work toward the development of cooperative relationships between the library and the faculty members. If the teachers are informed of the book selector's activities they are more likely to keep interested in the new publications; they are more likely to plan for their use in the learning activities that are provided for the children.

The following are some ways suggested to help the book selector be better prepared to select trade books that will adequately meet the needs and interests of the reading clientele. They are suggestions designed to aid in the development of cooperative relationships between the library and the classroom. The book selector can advise with faculty members about classroom activities and about reading needs of individual children. The book selector can become familiar with individual children's reading abilities as reflected through standardized tests, observations of the child's book choices and reading habits. He can furnish the classrooms with book lists related to on-going classroom activities. If possible, the list should be accompanied by the appropriate book jackets, displays of pictures and the like. The book selector can advise the teachers of interesting and timely books. Book orders for classroom use can be filled out promptly so classroom work is not delayed. The book selector should visit the classrooms in order to be in close touch with the educational program. He should encourage

\textsuperscript{23}Lowrie, op. cit., p. 119.
frequent conferences with teachers so there are opportunities to keep in touch with purposes of class work and make suggestions of appropriate stories and informational books related to the units of work in progress in the classroom.  

Lowrie reported that librarians encouraged faculty members to participate in book selection at all the schools visited; furthermore, she found that participation is encouraged in a variety of ways. The more catalogs, lists and order cards available to the teacher the better. She reported that the librarians accepted suggestions at faculty meetings. Exhibits of books were set up and annotated lists were provided by the librarians; also, teachers were urged to examine books and check the list for future reference. Teachers were urged to give the book selector a copy of their special wants.

If the teachers are to participate in the selection of trade books that are to be used in the schools, they should have a background in children's literature. Lowrie considered the knowledge of children's literature a significant area for teacher-librarian cooperation. She reported that in all of the forty-eight schools visited one or more of the teachers emphasized the value of courses in children's literature. The author said that teachers who have had a good course in children's literature do much individual guidance in reading, they work with

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parents to encourage children's reading, cooperate closely with the librarian in curriculum planning and in leisure reading projects.²⁶

Another aspect of the criterion which suggests that the faculty should participate in book selection is that the students should observe that the teacher selects books for use in the classroom. The teacher should accompany the class in their visit to the centralized school or public library. She should work with the librarian in guiding the reading and library withdrawals of individual students. Participation in the library program can help to refresh the teacher's knowledge of the library stock; it also helps her to give specific and direct guidance to each of her pupils.

The writer is convinced that the teacher's attitude toward using trade books and her attitude toward the librarian's role in the school situation is reflected in the value the children hold for their classroom or school libraries. This statement is substantiated by Lowrie.

The attitude of the teacher toward the library (central or classroom) has a direct bearing on the children's attitude and use of library facilities. The teacher who brings her class to the door and leaves them surely cannot expect to have enthusiasm for reading or reference work, or the exploration of new and exciting interests in her room. These are apparent in the classroom where the teacher herself enjoys the story hour, shares in book discussions, is obviously keen on reading for information and, above all passes on this enthusiasm to her boys and girls.²⁷

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²⁶Ibid., pp. 123-124.

²⁷Ibid., p. 121.
3. Pupils should participate in the selection of the trade books that are used in the schools.

One important element of pupil participation in the school reading program is that of book selection. When pupils help to select books there is likely to be a keen desire to obtain and read available books; the pupils are likely to choose books in which they have an interest. A report of one study revealed that, unfortunately, all teachers do not make use of this valuable medium for stimulating reading interest. For only 36% of the classroom libraries surveyed were there affirmative reports that the pupils actually do join with the teacher in determining acquisitions to be made to the classroom library.28

Pupil participation in book selection "holds possibilities for greatly expanded use, which can result in substantial benefit to the pupils, and which would aid the teacher in carrying out her educational program."29 Although this statement is applied to recreational reading, it could apply to the instructional and functional aspects of the school program as well.

An experiment in cooperation with the librarian and teachers of English was carried on by Mary Magdelene McGreal. She reported that student selection of books for purchase by the school, student annotation writing, and recommendation of books to other students constitute


acceptable methods and techniques to integrate the school library and its materials with classroom activities.  

The report of the Washburn and Vogel Study helps the librarian to have faith in relying upon pupil's participation in the selection. Fifty per cent of the books declared to be of high literary quality by a majority of the librarians participating in the study were among the top 20% of the books ranked according to popularity with the children. Of the ten most popular books of all, seven were acknowledged by three-fourths or more of the experts (librarians) as having undoubtedly high literary merit. Of the ten most popular books, not one was rated "trashy" by the judging librarians. For the most part, the children's literary taste did not appear to be very far wrong.  

Wilsberg reported that the children's selection of books was influenced by a combination of our aspects of a book. First, they consider the vocabulary and style. Second, the physical aspects of books, including the illustrations, size of print, and length of book. Third, they are influenced by the content and its relation to the purpose for reading. Fourth, their selection is influenced by the recommendations of others, including adults and other children.
4. **Existing laws and standards should be considered when selecting the trade books that are used in the schools.**

The library study revealed that various agencies are influential in defining the contents of a school's book collection. Most states provide codes relative to the number and kind of books for differing types of schools. For example, the State Department of Public Instruction in Wisconsin requires that the book collection supplements the curricular program and provides leisure reading. If these books are to be purchased with school library aid, the books are to be selected from the approved list which is issued by the Department. Included in the list of approved aids was an introductory statement which expressed the Department's concept of how the selection aids should be viewed.

Careful selection of materials places a creative power in the hands of the selector and may influence the shape of the years ahead. Choice is the responsibility of the school administrator, teachers, and librarians. Buying unknown, unlisted materials wastes school money.\(^{33}\)

In an attempt to provide general guidance and direction for the operation of the library programs in the elementary schools of the state that are under the jurisdiction of the Ohio State Board of Education a statement of minimum standards has been issued by the State Board of Education.\(^{34}\) The "Interpretative and Explanatory Materials" for the Library Standard are cited below. The standards are designed to

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\(^{33}\)Wisconsin Department of Public Instruction, Library Division, Aids for Selecting Library Materials and Planning Library Quarters (Madison, Wisconsin: Department of Public Instruction, Library Division, August, 1960). ( Mimeographed).

influence primarily the number and kind of trade books selected for use in the elementary schools.

A. Library Facilities and Services

1. Central library

In the larger attendance a central library is desirable. Librarian service, at least part-time, should be provided to manage the library and to assist pupils and teachers. Classroom libraries in these schools should be drawn from the central library.

2. Classroom Libraries

Classroom libraries may serve in the absence of the central library. However, a record of all library books should be kept in a central catalogue, which is accessible to teachers and pupils.

B. Minimum Annual Expenditure

The minimum annual expenditure for library books and materials, exclusive of encyclopedias and dictionaries, shall be $1.00 for each pupil enrolled. Consideration may be given to auxiliary service provided the school by bookmobile service or by public libraries. However, such service must supplement an adequate supply of dictionaries, encyclopedias, and specific reference material which must be owned by the school. A board of education may enter into agreement for auxiliary services and receive partial credit for library expenditures. (The American Library Association suggests not less than 1,000 titles for approximately 200 pupils, with such duplication of those titles as demands may dictate, and an annual addition of not less than 100 new titles or replacements. The total number of volumes should be from five to ten times the enrollment).

Some factors to be considered in choosing books for the library are

1. School enrollment
2. The budget
3. The course of study
4. Balance in subject fields and in levels of difficulty
5. Individual interest of pupils
6. Quality of the book: re-enforced binding; size of type.\textsuperscript{35}

When the State Board of Education Minimum Standards for the library are examined for the first time, they appear somewhat prescriptive. Actually this is not the case; they are really somewhat nebulous as far as being of much help to the book selector or those responsible for the reading program in the elementary school. The state of Ohio does not provide for the supervision of the public school libraries. Thus, there appears to be a strong probability that some elementary school personnel are going to have little opportunity to interpret the standards on a high level of operation. Some school personnel in the state may not even attempt to interpret the two minimum standards nor will they attempt to employ them in their schools.

Dr. Carter Alexander says that:

the real test of a state department's emphasis upon any phase of school work at the present time is whether or not it has a special supervisor for that work, or gives a very definite and material part of some supervisor's time to such matters.\textsuperscript{36}

If Dr. Alexander's statement is true, it appears the Ohio State Board of Education values little the library program in the elementary

\textsuperscript{35}Ibid., p. 94.

schools of the state. Consequently, the educators may be spending $1.00 per child on books but the fruits of their book selection efforts may be inadequate. Employing systematic and official state supervision of public school libraries might encourage the individual school systems to develop school libraries in their schools and to employ a supervisor of library services. Thus, funds spent on the purchase of books will be used more intelligently.

The American Library Association has set up standards for school libraries. These standards are defined by groups interested in and responsible for the area to which the standards pertain. Frequently counsel of others concerned is sought to contributed to the establishment of the guidelines. In their recent statement of standards representatives of twenty professional organizations participated in various degrees in its preparation. In addition, the judgment and experience of a large number of administrators, teachers, and librarians in the schools were utilized. Thus the 1960 A.L.A. Standards is an enterprise in which many individuals throughout the country participated.

The North Central Association of Colleges and Secondary Schools and other regional groups have issued specifications for school library programs. Two specifications which relate directly to the aspect of book selection follow.

37American Library Association, Standards for School Library Programs, loc. cit.
Adequate provision for the school library should include . . . books . . . to supply the needs for reference, research, and cultural and inspirational reading.38

The library should be conceived of as a communications center. The number and kind of library and reference books . . . and other learning aids should be adequate for the number of pupils and the needs of instruction in all courses offered.39

Most laws and standards pertaining to book selection base the size of the book collection upon enrollment. There appears to be agreement that the number of volumes per pupil should be greater in the small school than in the large one.40

With the development of adequate state and local supervision, it is more likely that school personnel will interpret laws and standards in a manner that will make them effective tools for the development of well-balanced library collections.

5. There should exist written policies to govern the selection of the trade books that are used in the schools.

Each school or school system should define written policies governing selection of trade books. A written statement serves to avoid confusion about or contradiction of the objectives, scope, administration and organization of the book collection. The school's book selection policies should be definite, yet provide for a desirable


39 Ibid., p. 20.

amount of flexibility. Written policies should be followed consistently and with integrity.

Few, if any, libraries make it a policy to acquire all printed materials. They must of necessity employ a policy of selectivity in acquisition and this policy should be in the form of a written statement. General aspects of the written statement of book selection policies are formulated to eliminate large numbers of books on the basis of demand, cost, availability. There are two other broad categories that are usually included in the written statement of selection policies. The first category pertains to excluding books which seem offensive to good taste or contrary to moral and ethical standards. The second pertains to the excluding of books on controversial issues in which only one side or a distorted picture is presented.

Selecting books on the basis of demand, cost, and availability are discussed elsewhere in this dissertation. The problem of censorship and its need to be considered in the written statement of selection policy will be discussed at this point.

Public opinion tends to change with circumstances and with time. At times public opinion is hasty and emotional. The ban on teaching German in the schools during World War I serves as an example of how public opinion changes. School personnel are not exempt from transitory currents of feeling. But, public opinion, even when it is shared by teachers and librarians, "is scarcely a safe guide for book selection and exclusion from a library."41

One of the greatest concerns of educators today is to help each student to acquire habits of critical thinking and skills in decision making. No democratic society can hope to survive, increase in stature and leadership unless its citizens are well-educated and informed.

Citizens of a democracy must be able to make intelligent decisions when they meet with controversy. In the Central Purpose of American Education, it was stated that the rational powers are central to all the other qualities of the human spirit, that they enable man to have "a rational grasp of himself, his surroundings and the relation between them." If the reading material made accessible to students is limited to one version of a controversy it is not likely that the students will become independent or critical thinkers. It follows logically that the book selector has an obligation to provide materials on both or all sides as far as availability permits--availability of reading material that is appropriate to the readability level and maturity level of the elementary school age student. The importance of providing material on all aspects of a controversy and the importance of providing opportunities for students to identify the implications inherent in each position of a controversy becomes obvious when one recalls the ease with which the American prisoners in the Korean War fell prey to the brain-washing techniques of the Communists. Critical thinking is a habit and an attitude (as well as a skill) which improves with practice. It is believed that had the prisoners of war been educated in a manner which fostered this attitude, habit and skill of critical thinking there would

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have been less likelihood that they would have been vulnerable to
brainwashing as they were.

All educators and lay people do not take the position that a
library in an elementary school (or a secondary school, college or a
public library, for that matter) should have reading material on all
aspects of an issue. Thus a written statement of selection policies
as that which follows, when it is approved by the administrative body
of the institution, offers some protection and support to the book
selector; it guides the selector in the type of book he orders, as
well.

On questions on which there are two or more widely sup-
ported opinions or theories, and about which definite facts
have not been established or which by their very nature are
not susceptible of factual proof, the Library will provide
material on both or all sides as far as availability per-
mits.\(^{43}\)

The statement went on to say that the Library was opposed to the addi-
tion or withdrawal, at the request of any individual or group, of
books which have been chosen or excluded by the principles of sound
book selection. The Director said that he would welcome the oppor-
tunity to discuss the interpretation of these principles with repre-
sentatives of such groups.\(^{44}\)

The statement of policies can serve as a basis for consistent
excellence in the choice of trade books and other materials. A written
policy statement can also serve as a document that can be presented to
parents and other citizens for their further understanding of the purposes

\(^{43}\)Enoch Pratt Free Library, *loc. cit.*

\(^{44}\)Ibid.
and standards of selection of the book collection. These views on policy were included in the American Association of School Librarians' statement of policy and were approved by the Board of Directors of the Association at the American Library Association's Midwinter Conference February 3, 1961.45

The American Library Association and the National Commission on Professional Rights and Responsibilities (NEA) co-sponsored a statement which was meant to serve as guidelines to the book selector. These two organizations acknowledged that libraries of all sizes and types have been under increasing pressures from persons who wish to use the library as an instrument of their own tastes and views. These individuals and groups are demanding the exclusion or removal of books to which they object or the inclusion of a higher proportion of books that support their views. Attacks similar to these have been made on schools in connection with books used in their programs. The principles recommended in the co-sponsored statement for the libraries are:

2. Keep a file recording the basis for decision of titles likely to be questioned or likely to be considered controversial.
3. Establish a clearly defined method for handling complaints.
4. Continually try to establish lines of communication to assure mutual understanding with civic, religious, educational, and political bodies.
5. Inform newspapers of policies governing book selection and use, and interpret purposes and services of the library through a continuing public-relations program.
6. Participate in local civic organizations and in community affairs (the library and schools as key centers and the

In order to carry out one of their projects, a committee of the California Library Association needed statements of book selection policies from school and public libraries. A search revealed that only a small percentage of the school and public libraries had a written statement of selection policies. The committee realized that not all librarians believed unequivocally in the Library Bill of Rights, that the ardent champion of library freedom was the exception rather than the rule. It recognized that the rank-and-file book selector did not recognize the relationship between a citizen of a democracy and an independent thinker and critical reader. They found that the book selector seemed to be "a timid, cautious, compromising public servant who was more interested in peace at any price than in preserving the freedom to read." 47

The investigator has examined the written book selection policies of four selected school systems and public libraries. 48


general selection policies that these schools approved and adopted were similar to the American Library Association's "The Library Bill of Rights," which were formulated at Atlantic City, June 18, 1948. School libraries contribute to generating understanding of American freedoms and the preservation of these freedoms through the development of informed and responsible citizens. To this end "The Library Bill of Rights" is directed. The responsibilities of the book selector are seen in the following statement of general policy included in "The Library Bill of Rights," which was adopted by the American Association of School Librarians and called "The School Library Bill of Rights."

To provide materials which will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of pupils served.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgments in their daily life.

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

To provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American heritage.

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.49

Policies based on "The School Library Bill of Rights" epitomize the purpose and ideal of book selection. Two fundamental principles of book selection reflected in the bill of rights are (1) the

policies should allow for building a book collection that will tend toward the development and enrichment of life and (2) the basis of book selection should be positive rather than negative—every book should be of actual service to somebody.\(^50\)

A comprehensive list of guiding principles should be followed when formulating the written policies of book selection. De Bruler stated some guiding principles which might be incorporated into the selection policy statement. Her list of guiding principles are comprehensive and are compatible with the two major A.L.A. statements of the 1960 Standards, "The School Library Bill of Rights," and with modern educational goals and practices.

1. Choose books for their positive qualities of usefulness in some field.
2. Choose books to be used in connection with every subject taught.
3. Select the best book that will be used on the subject to be represented. Consider its worth in relation to material already in the collection.
4. Select books in terms of the background and ability of the pupils.
5. Provide books for all types of readers.
6. Limit duplications according to the size of school and the teaching methods used. The library should not furnish supplementary texts.
7. Every book chosen should contain these elements of good quality.
   - truthful representation of information or idea
   - good English
   - wholesome ideas
   - high moral tone
   - readability
   - vitality\(^51\)

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\(^50\)Helen E. Haines, *Living with Books*, p. 49.

In order to select books that tend toward the development and
enrichment of life the book selector should possess a good literary
background or knowledge of foundation books. Books of high literary
quality should be selected from among the older and accepted works and
the ever-expanding list of new publications. On the book selector rests

a deepening responsibility for knowing and using books to
enlighten prejudices, to enlarge understanding of vital
issues, to strengthen public acceptance and practice of
cooperation and race tolerance as the only solvents of many
tense, resistant problems of life today. There must be
unfailing broadmindedness and sympathy toward current liter-
ature. Don't accept the censorious objections of narrow-
minded readers, or yield to personal prejudices or tradi-
tional opinions.52

Having a book selection policy which possesses the point of
view similar to that described above, and mentioned previously, a
teacher or librarian could order without hesitation controversial books
as Williams' Rabbits Wedding for primary grade pupils, Sterling's Mary
Jane or Graham's South Town for intermediate grade children, or
Gruenberg's The Wonderful Story of How You Were Born for all children
of elementary school age. All these titles could be considered contro-
versial publications by some parents or educators.

The librarians of the Pittsburgh public schools prepared a
statement concerning book selection policies. The written policy which
refers to selecting books on controversial issues could be shown to any
person coming to one of their schools with a complaint or criticism
similar to that reported above. The principal, teacher, or librarian
would need only to show the critic the statement of policy which had

52Helen E. Haines, op. cit., pp. 49-50.
been approved by the board of education. If the parent were still dissatisfied, he could raise the question with the board of education. But, the school personnel could show that they were acting in accordance with the laws and standards established by the school leaders. The statement of policy pertaining to controversial issues that was approved by the Board of Education of the Pittsburgh Public Schools follows.

We do not censor ideas, but try to purchase books that will give an objective, factual presentation of both sides of an issue. . . . The library bill of rights serves as our conscience, but we try to apply its principles with judgment and discretion.53

Another example of a statement of policy covering the provision of controversial literature in the school is that formulated by a group of library science students.

Reading materials representing extreme positions on most questions of social and economic life should be made accessible to pupils only when the school provides adequate guidance through the classroom in their evaluation by pupils. Lacking such guidance, it is better to provide controversial materials which are approached from a scientific or tolerant point of view; i.e., the pro and con discussions to be found in texts, . . . in pamphlets and publications sponsored by educational or research organizations.54

As far as possible, the factual book that is free from prejudice is selected. And yet here a paradox appears, for there is a growing conviction among educators that controversial subjects should not be excluded from school discussion, especially when they relate to civic,

53Pittsburgh Public Schools, Book Selection Policies (Pittsburgh: Board of Education, Pittsburgh Public Schools, 1951), p. 3 (Mimeographed.)

economic and social problems. Suffice it to say that the librarian
does well to consult thoughtfully with teacher and principal before
putting into the collection any title that is known to be definitely
one-sided. And if the decision is for, instead of against, immediate
search will be made for the opposite point of view, so that both sides
may be represented.55

The thoughtful researcher is aware that verbal expression does
not always reflect actual behavior; in practice people often act con­
trary to their expressed beliefs. So it is with book selection.
Contrary to their expressed belief in freedom to read, librarians
practice preventive censorship (which involves the purchasing decision
and is the most widely practiced form of censorship) or they place
restrictions in circulation. Some forms of circulation restrictions
are: transferring of the "questionable" books to the librarian's
office; placing these books on "reserve" so that the patron has to
request the book; placing the books behind or under the front desk;
buying only a limited number of copies of a book which is in great
demand and; placing the material in locked cases.56

The library study indicated that self-imposed restrictions on
the purchase or distribution of controversial material are more the
rule than the exception in both public and school libraries. Selectors
described their policies for book restrictions and listed "morals and

55 Ibid.

56 Marjorie Fiske, "Book Selection and Retention in California
Public and School Libraries," The Climate of Book Selection; Social
Influences on School and Public Libraries, p. 15.
profanity" first. In one source the author stated that about one fifth of the book rejections were said to be due to political pressures. (The fact that librarians did not say political pressure affected the book rejections, despite the "McCarthy reign," the American Legion campaigns, and the UNESCO controversy, is more than a little surprising.)

The important factor which proved most influential and caused librarians to reject books was who objected to the contents of the book. Furthermore, well over two thirds of the books rejected or restricted in circulation were self-initiated by the book selectors or by the administrators without any detectable provocation from parents or patrons. Books objected to by patrons or parents were by no means likely to be banned or limited.57

In the 'thirties . . . new or alien political ideologies, including nazism and fascism as well as communism, were identified and discussed not only by scholars but in the press and on the radio, in schools and in community forums, as well as in colleges. Those who opposed such concepts could sometimes cite chapter and verse as to why they considered them dangerous. Today . . . there seems to be worry about the fact that such concepts exist but no very concrete idea about what makes them dangerous. Anything which seems potentially troublesome is simply dumped into the witches' brew labelled "Un-American" or "controversial."58

In the literature on censorship in the schools and libraries the convictions of unequivocal freedom-to-read are expressed. Fiske reported that nearly half of the book selectors expressed similar convictions. Furthermore, only a small proportion of her respondents believed that the book selectors should take controversy into account as a matter of course.

57Ibid., pp. 66-76.
58Ibid., p. 73
An outgrowth of the Fiske study was a symposium sponsored by the School of Librarianship and the Department of Conferences and Special Activities of the University of California, held on the University's Berkeley campus, July 10-12, 1958. The publication resulting from the symposium championed civil liberties, proclaimed the possibility and desirability of a renaissance of intellectualism in America; expressed faith in book selection policies which were compatible with the principle of access—to books, ideas education, or all three; and said there was need for more access to books.59

6. Reliable selection aids should be consulted when selecting the trade books that are used in the schools.

Admittedly, no book selection aid will take the place of first hand knowledge of the book. But, it is impossible for any book selector to know all the books that come off the press. The task of evaluating current children's books by examination and critical reading to meet the objectives of an individual book collection is a task for which the book selector needs assistance. The task of selection is complicated because the volume of new children's books is too large to allow the selector to examine them before purchasing. It is impractical to attempt to obtain all current publications for pre-purchase examination. Consequently, the book selector must refer to reliable reviewing media of children's books for assistance.

The selection aid is of central importance in book selection. There are two kinds of aids upon which the book selector depends. The

first type of aid is that which includes standard lists of the old and tried books. The second type is that which gives the selector some idea of the value and use of the new books as they are issued.

There are numerous varieties of aids at the book selector's disposal. Available are all of the following printed selection aids: trade bibliographies, publishers' announcements and catalogs, lists designed especially for school libraries, public library lists which may be adapted to the school library, and lists on special subjects compiled by authorities for specific uses.

There appears to be another way in which one may group publications that review children's books. In the first category are the periodicals that are devoted entirely to library interests or book reviews. The second category contains those periodicals and newspapers which carry book reviewing departments for children. The third category comprises commercial catalogs and trade publications. The reviews in magazines and newspapers present a different point of view from that found in publications written primarily for purposes of libraries. They are of the journalistic type of review, treating the book more as a piece of news rather than giving a critical estimate of it. These reviews are informational and descriptive; too often they are non-committal in their evaluations. Their aim is usually to present books of popular appeal. The periodicals that are devoted primarily to library interests will probably contain book reviews that are more suited to the book selector's needs. Their purpose is to aid the book

selector by providing him with careful evaluations of books. Most of the booklists and reviews in these publications are made by persons who are in direct contact with children and youth. Even here the book selector must do some independent thinking about using the books recommended.

Some of the best book selection lists are issued by state library agencies or school departments. One of the first duties of the librarian going into a new locality is to investigate the lists that are locally useful. "At the same time, she will not accept such lists indiscriminately. If emanating from a state department of education, they may be subject to the same limitations as those compiled by the textbook writer."61 This is where the book selector's professional background and experience come into play; this is where the book selector's knowledge of her book clientele should be brought to bear when deciding finally what books are to be selected for use in the school.

Two concerns should come to mind when one chooses a book from standard lists. First, is it the right book for the school in view of existing conditions? Second, is there a later or better book if the list is not fully up to date?

To establish the value of the list as a selection tool the selector should ascertain the authority of the compiler(s)—the preparation or experience of the individual or issuing association, the purpose and scope of the list, and probable adaptability of the titles to the children that one anticipates will use them. Another important

61 Fargo, The Library in the School ..., p. 231.
question that might be asked about a list to determine its reliability as a selection aid is, "What is the copyright date of the list?"

The writer has identified two studies that are directly related to the problem of evaluating certain book selection aids. The report of one study, conducted by Estes in 1951, is entitled "Book Reviewing Adequacy of Certain Periodicals for the Selector of Children's Books." The purpose of this study is evident in its title. In scope, the study was limited to the six periodicals used primarily by the selectors of children's books. Estes read available material on book reviewing and literary criticism, various reviews of children's books, and reports of studies made of book reviewing periodicals. From the readings criteria for judging book reviews of children's books were set up and applied to the reviews chosen for evaluation.

Estes reported that the following periodicals were most familiar and were most generally used in selection of children's books: A.L.A. Booklist, The Horn Book Magazine, Library Journal, New York Times Book Review, and Saturday Review. She stated that the reviews of children's books furnish sufficient bibliographic information and description of the contents of the book reviewed, but they leave much to be desired in evaluating the book for selection purposes.

The characteristics which Estes used as a model by which to judge book reviews appear to be comprehensive and adequate.

The review should provide a description and evaluation of the book by indicating the absence and presence of necessary elements.

For establishing authority of the reviewer, the review should be signed and some identification given.

All bibliographic data, necessary for ordering purposes, should be included in the review.

The physical features should be presented in such a manner that the selector is able to visualize the book in its make-up.

The favorable and unfavorable attitude of the review should be shown, and a comparison made of other books.

The context should be evaluated as to: the theme, the intended age of the reader, author's qualifications, suitability of book for children, and the value of the book in general.63

The study by Anderson, entitled, "An Analytical Study of Some Reviewing Media of Children's Books," was completed in 1957.64 The purpose of this study was two-fold. First, characteristics of the reviews in some of the most important reviewing media were identified. Second, the usefulness of these reviews as book selection aids was determined. Anderson reported that her study revealed that the selector must know about such factors as the following when she carries out the task of book selection.

- subject content and type of treatment
- format and illustrations
- age group for which the book is appropriate
- literary quality and the style of the writing
- the authenticity or accuracy of the material
- comparison of the book under consideration with other books on the same or similar subjects, or with books by the same author
- information about the appeals of the book to children's interests

63Ibid., p. 36

its curricular application or other uses (this information enables the selector to appraise the book for its value in reading guidance) if the book has weaknesses or if there are limitations to its usefulness, this should be known plot and characterization in the cases of books of fiction

Recommendations of book selection aids in eight standard professional publications were consulted by Anderson. The most frequently recommended aids were A.L.A. Booklist, Horn Book Magazine, Bulletin for Children's Book Center, and Library Journal. Anderson's findings are numerous and minute. Some which are of particular importance for this dissertation are mentioned in the statements which follow. Of the 1,450 juvenile titles listed during 1955 in the Publishers' Weekly, 166 or 11.45% were reviewed in all four reviewing media under consideration. Of the 1,450 books with juvenile titles listed during 1955 in the Publishers' Weekly, 420 or 29.5% were not reviewed in any of the four reviewing media under consideration. The Horn Book and Booklist review only books which they recommend. The Bulletin of Children's Books and The Library Journal review books which they recommend and do not recommend.

It would appear from the findings of the Anderson study that the reviewing media upon which most book selectors depend are of high quality. They should be considered as helpful and reliable selection aids, but they are not sufficiently comprehensive in the number of books reviewed. Nor do they always identify books that will be most popular with a particular group of children. Consequently, the

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65 Ibid., p. 5.
selector must seek more than one selection aid to guide him in building his book collection.

One book review is not enough to read about any book. The selector should withhold a decision until he can compare this review with some other reliable publication. Of course, this will take time; but time spent in building up a good standard book collection is time well spent.6

Should a question arise concerning the purchase of an important book about which the book selector has doubts, he can check the Book Review Digest to see what several reviewers have said about it.

One specialized selection aid in which librarians had gone to children to develop recommended bibliographies is that which resulted from the Condit study at Rutgers University.67 This study pertained to the selection of trade books for beginning readers with normal interests and no special problems. Of the 759 titles gathered and reviewed on the bases of the child and his interests, vocabulary and format, 151 books were selected and subsequently tested with 99 children. From the children's choices and librarian's evaluations of titles, a bibliography of only 70 titles of readable books was developed. The bibliography has proven to be a helpful selection aid. The study itself revealed the lack of suitable trade books for beginning readers and pointed up the need for more. Since the report of the study was first published hundreds of separate titles of trade books for the beginning reader have been printed. Although there is still a need for more suitable titles, the need is not as serious as it was during

66Parr, op. cit., p. 48.

the time of the Condit study. Also, there are several other reliable selection aids designed to help the book selector choose trade books for the beginning reader, the retarded and remedial reader, and books on special subjects. An annotated list of these selection aids is provided in Appendix B.

In a study in ten elementary schools, including 7,879 children from kindergarten through eighth grade, Witty and his associates found that children's choices of favorite books and stories compared "fairly closely" with standard bibliographies. This finding would imply that if the selector followed recommendations which appeared in the standard selection aids, a book collection that satisfied the interests of his public "fairly closely" would be developed.

Landau observed agreement between children and expert and found strong similarity in judgment of these experts and the children. This study was done with humorous books. Eleven specialists were asked to list twenty-five books in order and in groups of five, from the funniest to moderately funny. One hundred twenty children rated these same books. The investigator then observed the agreement between the children and the experts.

Contrary-wise, one major finding of the comprehensive research on children's interests conducted by Novell was that authoritative sources are frequently in error with regard to what children really

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68 Paul Witty, Ann Coomer, and Dilla MacBean, "Children's Choices of Favorite Books; A Study Conducted in Ten Elementary Schools," Journal of Educational Psychology, XXXVII (May, 1946), 266-278.

select and enjoy in literary materials. This study was in process for more than twenty-five years, a factor which might cause one to question the validity of this finding. \(^70\)

One author reminded his readers that those who had book selection privileges should regard it as a pleasurable and attractive responsibility; they should view it as an opportunity to do service to their teachers and pupils. He said that teachers and librarians would find book selection to be a task which lifts up the practical affairs of everyday life to join forces with the ideal, combines the pleasure of reading with the joy of service, the delights of choosing a book with the rewards of helpfulness, and the satisfaction of making a limited budget contribute toward utilitarianism. \(^71\)

The primary purpose of the commercial catalogs and trade publications is to promote the sale of books. It is the wise book selector who depends on more reliable sources for actual selection. The lists in the commercial catalogs should be viewed as announcements. Their value lies in the fact that they inform the selector of new books that he might consider for his collection.

It is evident that with the barrage of reviews, the choice of what review to read regularly is somewhat difficult. It is imperative that the selector turn to reviews that can be trusted for honest, critical, and authoritative analyses of children's books. It is important that the reviews not be influenced by editorial policy, commercial pressure, power of pressure groups, personal influence, and


politics. Also, the reviews should be based on recognized standards of literary criticism.

It has been the investigator's experience that the usefulness and judgment of the content of some reviews warranted questioning. The doubt of their value was prompted by the vague language of the article; adjectives used were of little consequence. In reviewing books of a well-known author some reviewers are reluctant to tell the real worth of the book. Seldom is mention made of the usefulness of the book to the reader. Last, frequently only positive comments are presented which makes it appear as if the book is of great value, free from faults or limitations. Thoughts which support those expressed above are identifiable in the Flexner's criticism of book reviews.

Important places await the coming of a few critics who can boldly withstand the pressure of the vogue, of the fashion in books and writing, who can honestly write - and be permitted to publish - what they think of books they review. This cannot be a daily column, for as good as some of these are in the larger newspapers, fine reviews cannot be written six times a week about books which have to be read in a day. So you wonder why the book has been built up by the reviewer into something that seems irresistible to the reader. The acclaim with which mediocre books are reviewed wakes in the mind of the earnest person doubts and concerns which destroy faith, often justifiably.72

In summary, it is evident that changes in personnel of a faculty or library staff may alter radically the book collection of a classroom or centralized library. Not only is the great variance in the preferred selection aids of each faculty group likely to influence the eventual selection, but so will the variance in the abilities and interests of

each selector. If the staff is limited in its knowledge of books this limitation should be recognized. Under certain conditions the professional person responsible for book selection may find it necessary to select those books which his staff is not qualified to identify, appraise, and select. As teachers are encouraged to use trade books in their instructional program, they should also be encouraged to enlarge their acquaintance with the book collection. This will enable them to utilize the collection to best advantage. A staff should continuously evaluate their book collection to identify its strengths and weaknesses. When teachers are familiar with the book collection they may more adequately provide material that will satisfy the children's reading interests and curriculum needs. The library study resulted in the identification of numerous selection aids. An annotated list of sources to which teachers and librarians might refer as they select trade books for use in the schools is provided in Appendix B. Some of the aids should be checked regularly, others occasionally. Some may be checked thoroughly, others partially.

The categories of this annotated list of selection aids include (1) general booklists and selection tools, (2) periodicals and newspapers reviewing current books and (3) lists on special subjects.

7. The study and reading interests of children should be considered when selecting the trade books that are used in the schools.

The library study revealed that educators appear to lack a precise definition of what interest is and of what its effects are upon other aspects of behavior. There is need for clear delineations
of the scope of the word "interest" as applied to human actions, thoughts, and feelings. There is also lacking a rich knowledge of the interaction of interest with other mental functions. Studies relating to reading interests have been reported since 1889. "What Do Pupils Read?," which appeared anonymously in the May, 1889 issue of Education is one of the earliest studies relating to reading interests. That interest is considered a guiding principle of educational procedure is expressed in quantities of educational literature. Russell stated that there are at least two hundred careful studies of children's reading interests reported in the professional literature.

The teacher and librarian should consider the thoughts of Monroe as they select their books for use in the schools. His statement also helps one see more clearly the relationship between interest and educational goals, learning activities, teaching methods and the like.

Interest is essential as a starting point of the educative process, effort is essential as its outcome . . .

Neither interest nor effort is an end in itself; neither interest nor effort alone is a sufficient guide to the educative process. Interest is the condition of mind arising out of the child's own powers and needs in response to stimuli from his environment; effort is the other side of the same situation, and represents the discharge in response to the stimuli. . . . What is aimed at in education through a use of, or a combination of, both interest and effort is the production of a type of mind or rather of the whole being or nature of an individual that includes power of rational insight, of deliberation, or independence of judgement, or

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firmness of decision, and of effective action. To secure this both interest and effort must be depended upon or called forth in the educative process.75

Dewey defined interest as the identification of self with action or with the object which the action concerns. He stated that interest is unified activity, it is a unification of the whole self with the activity undertaken. He rejected the idea that interest should be limited to a sporadic sort of phenomenon. He considered interest more than a sudden stimulation of the individual by some chance objects or circumstances. He thought interest to be a firm growing attribute of the individual and his activity. Rather than connecting interest with passing experience he thought of it as a continuing purpose which leads to a worthy end. Dewey stated that interest and effort are not mutually exclusive and in some way fit together.76

O'Shea clarified Dewey's concepts of interest and effort.

When an individual has an end in view, a purpose which is worthwhile in his eyes, when he is interested in an activity, he expends effort to work his way through to that end, surmounting whatever difficulties may be in the way if he considers the end really worthwhile and if the difficulties are not insuperable for his stage of development.77

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77 O'Shea, op. cit., p. 5.
In agreement with the position expressed by Dewey and Monroe, Smith stated that interests are a specific type of positive incentives which are capable of arousing and sustaining concentrated effort.78

Harris defines interest as a preoccupation with an activity when the child is free to choose. A child's interest may be described by noting the objects he plays with, buys, collects, or utilizes in spontaneous activities. The degree of the child's interest may be measured by noting the length of time he spends with an activity in a given period. An interest may be described in terms of what the child says he enjoys doing or what he says he does frequently. 79

Witty stated that interests should be looked upon as acquired. He acknowledged, however, that they are based upon such factors as the constitutional nature of the individual and his personality structure as affected by his unique experience and his particular environment. "Interest," he said, "is a disposition or tendency which implies an individual to seek out particular goals for persistent attention." 80

Cleland appears to agree with the Witty concept of interest. He defines interest as an emotionalized attitude. Interests are

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viewed as the result of social conditioning; they are not innate nor inherent in an individual. 81

Most of the research on children's interests has been done with children beyond the third grade level. There is need for more research on developmental patterns of children's reading interests. But some reliable studies have been conducted up to this date.

The Terman and Lima study summarized previously in this chapter is one of the earliest studies on children's reading interests. This study is significant because it describes developmental changes in reading interests. 82 The early copyright dates (1925 and 1935) might cause one to regard the picture it presents about children's reading interests as invalid. Writers and publishers have made many changes in children's books since this study was published. A wider selection of books is available to children today. Also, the interests of youth today are not necessarily the same as those of the youth of yesterday. Technological advances are changing the ways of man and his patterns of living and may have caused the interests of children to change and expand. Today's children and youth are growing up in a world that differs radically from the past. There has emerged a world culture and an explosive expansion of knowledge continues to occur. 83

81 Donald L. Cleland, "Psychological Basis for Children's Interests," Education, LXXIX (April, 1959), 465.


Sorensen asked one thousand teachers to list their main teaching problem. The problem that most teachers mentioned was how could they interest the children in their work so that they would pay attention and attack it with sustained effort.  

There appears to be few comprehensive studies of children's reading interests. Also, practical techniques for the classroom teacher to use in studying, evaluating and employing children's interests are scarce. Interest is an elusive, subtle, and sometimes transitory characteristic. Thus, it is understandable that teachers have difficulty identifying specific interests of the children with whom they work. Teachers can observe the unusual impetus for sustained effort and accomplishment that occurs when an interest is captured or awakened by a child. The research in the area of children's interests has revealed that the efficiency of learning is usually heightened if the child can associate instruction in reading with worthwhile interests. Teachers might experience the reality of observing their children's enthusiasm for learning and going to school if more use were made of trade books as a part of the balanced developmental instructional program in the teaching of reading and other curricular fields.

The world of children's literature today is characterized by admirable qualities. There has been a wealth of simple attractive trade books produced during recent years. The content of these books is adapted to the interests and maturity levels of pupils in the respective age groups. Contrarywise, it does not seem that the use of some of the

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conventional materials, such as the reading textbooks, actually accomplish objectives that are challenging, call forth sustained effort, and raise level of the children's thinking. Sometimes our basic readers utilize far too meager vocabulary, repeatedly employed in meaningless situations. This practice convinces the pupil that reading is a profitless or unrewarding pursuit.

Gardiner, a professional school librarian and Baisden, a Deputy Superintendent of Schools, expressed thoughts identical to those above.

A library which consists in the main of shelves filled with readers, geographies, histories, language books and health books can never be considered a true library. . . . Children will never develop a feeling for books, a lasting interest in reading for pleasure and the habit of using library materials as sources of information if they have at their disposal only supplementary texts and reference books. . . . Fortunate are the children of today, for they have had books written especially for them in practically every known field of knowledge. Outstanding authors are writing fine story books of the contemporary scene, authoritative books in the fields of science, radio, aviation, biography and history.

Adequately selected trade books could provide the teacher with instructional materials that are likely to motivate children to put forth effort to learn to read. The research has indicated that interest is an elusive, subtle, sometimes fleeting phenomenon. When captured or weakened, interest can provide unusual thrust for sustained effort and achievement.

In a study done with two sixth grade groups of twenty-five each and set up to determine the role of interest in improving reading skills a significant result occurred. Each child in the experimental group

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read as many books as he could during the sixteen week study. (This group's interests were mainly adventure stories, mysteries, and family stories). The experimental group made significantly greater gains in reading comprehension, reading speed and vocabulary development. A significant correlation coefficient of .70 was obtained between that of books read by individual members of the experimental group and gains made in reading skills. 86

In a study done two years later it was found that the sixth grade children found the basic reading stories boring. Also, the author reported that given the opportunity to select from multiple sources other than textbooks, the children were able to evaluate materials adequately and to build a wider background of reading skills through interest and sharing. 87

Schultz engaged in a study to determine what the reading preferences of first grade pupils would be if they were allowed to select their own books from among a wide selection of trade books which were provided them at a reading corner in the public library. The general conclusion of the study was that first grade children can select their own reading material and they choose "good ones." Some more specific findings which apply to the criterion under discussion include: (1) the children selected realistic stories more frequently than fanciful ones, (2) young children enjoy stories about familiar subjects, (3) the

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86 Dennis L. Hogensen, "The Role of Interest in Improving Reading Skills," Elementary English, XXXVII (April, 1960), 244-246.

majority of the children prefer story material to informational material only, (4) the children who are read to by their parents have more to offer in language and reading interests, and (5) no sex differences appear in choices at the first grade level. 88

About one thousand city children in grades four through nine wrote essays on "Why I Like to Read." The reasons boys and girls mentioned in their essays indicated that children were reading for vicarious experience, for knowledge, for relaxation and for solution to personal problems. Examination of the titles of books the children declared to be their favorite books indicated that the preferred books had one central character with whom the reader could easily identify. Each book had a strong theme and the majority had good plots. All the preferred books had a positive and optimistic approach to life. In most cases the better quality books were listed in "My Favorite Book" list. The findings indicate that (1) for many children reading is an important activity and (2) children's reading interests range considerably and are strongly influenced by current events, television programs, and school assignments. 89

Smith conducted an investigation to determine how nearly the children's free choice reading interests matched the interests in the content of the preprimers and primers. It was found that when these


children selected their reading material they showed preference for stories about humor, fantasy, animals, nature, space, astronomy, travel, adventure, holidays, birthdays and fairy tales. The examination of the preprimers and primers showed that the total stories from the basic readers contained a narrower span of reading interests than did the children's choices. Family relationships were found in an unusually high percentage. There were also a large number of stories about toys, dogs and kittens. Animal stories were highly favored by the children in their selection of trade books, but the kinds of animals were more varied and the stories more informational than they were in the preprimer and primers. Implications of Smith's data seem to be that the preprimers and primers which the children are required to read, and which are supposed to stimulate an interest and desire to read, do not really satisfy their reading interests as shown by their "free-choice" of trade books. It reveals a need for book publishers and writers of children's first grade reading materials to expand the interest content. It reveals that trade books are available and can be read by the children to satisfy their reading interests.

Harris stated that recently science books on first grade reading level have been written and these books have some interesting content regarding facts about the child's world.

He urged that an investigation be made to discover the comparative appeal of factual content to first graders as a means of deciding

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whether or not such material should occupy a more prominent place in the
readers at that level. 91

Harris found that fairly substantial numbers of boys and girls
could not remember a story from their reader which interested them. In
his report he stated that this finding would lend credence to the
notion that there may be more of a lack of interest in the readers than
found in the children's verbal comments about these books. One impli-
cation he presented for the finding stated above is that textbook
publishers should seriously consider the introduction of more adventure
and excitement into the basic first grade reading materials to supple-
ment the stories already there about children's play and home life.

Another implication of the finding of his study is that the
interest shown for the kinds of content not included in the current
reading texts imposes a responsibility upon the teacher to find and use
the books and material that will supplement or replace the basic readers.
The basic assumption underlying Harris' statement of the implications for
the findings of his study is: by increasing children's interest in
reading materials there would be greater achievement in reading. 92

Rudman sent questionnaires to children in grades four through
eight, their parents in 270 communities, and librarians in or near these
communities. The purpose of his study was to find out what children
want to read about, what they want to find out about, and what they are

91 James Maurice Harris, "The Expressed Reading Interests of
First Grade Boys and Girls, and the Adequacy of Current Basic Readers in
Meeting These Interests" (unpublished Ph.D. dissertation, School of Edu-

92 Ibid., p. 117.
looking up in books. He also wanted to learn whether parents, teachers, and librarians have the same desires for children with respect to reading and informational needs that the children have for themselves.

Some of the significant findings include: (1) there appears to be little difference in the reading interests of children from rural, urban, and metropolitan centers, (2) there are few sharp sex differences in what boys and girls want to read, (3) adult wishes for children's reading choices do not show the same trends through the grades as do the expressed reading choices of children, (4) in general children do not want to ask about the same things that they want to read about, nor do parents, teachers, and librarians want children to ask about the same things that they want children to read about, (5) the children looked up books that related to hobbies, crafts and collections.

Several implications to the findings of the Rudman study can be identified. Since children are not necessarily interested in reading about the same things that they want to ask about the book selector will need to refer to other sources to determine children's reading interests and will have to employ methods that will help the children realize that books do serve as one source for finding answers to one's questions. Rudman offered several reasons as to why children are not necessarily interested in reading the same things that they want to ask about. First, a child realizes that books deal with generalities and his questions may be very specific. Second, the question may not be

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important enough to warrant owning or reading a complete book in this area. Third, the material available in print may not be readily available in the home or school libraries or fourth, it may not meet the child's informational needs. Fifth, the mental hygiene values gained from talking about a problem may outweigh reading about it. 94

An analysis of the findings of this study will imply further that book selectors should put forth greater effort to gain a better knowledge of available materials that are placed in home and school libraries. Furthermore, it may be that children's questions on some topics can more be appropriately answered in a counseling situation rather than by referring a child to a book. Another implication is that there appears to be a need for re-examination of existing materials so provision can be made for new materials to meet some of the informational needs of children more appropriately.

As mentioned above, one of the findings of the Rudman study was that there was apparently little difference in the reading interests of children from rural, urban, and metropolitan centers. The Harris study was conducted in four New York schools each of which was composed of very diverse elements. Contrary to Rudman, Harris found significant differences in the interest scores of the four schools. While Harris' sampling was not as large as Rudman's and he was concerned with reading materials of boys and girls at the first grade only, 95 the fact that

94 Ibid., p. 509.

95 Two hundred thirty children from ten first grade classes in four different schools were interviewed in the Harris study; Rudman sent questionnaires to 6,313 pupils from 270 communities.
there were such great deviations in four schools in such close proximity
should serve as a warning to the book selector against making broad
generalizations about reading interests of all children in any one age
group. Instead the book selector should look for general trends in
children's reading interests. His book collection should be different
from the book collection in any other school.

One thesis, published in 1927, reflects a point of view about
children's interests and the teacher's responsibility in this area that
is somewhat different from what the investigator found to be expressed
in the current library and educational literature. Casey's position is
authoritarian; he equates guidance with direction. His position is one
that the investigator found not too uncommon in actual practice.

There is need for the supervision of the child's
reading. . . . The child learns to read and literature is
opened up . . . the vast treasure house of literature lies
before him . . . he can pick from the repertory what he
wishes at the time that he wishes.

In this fact lies the danger. The wealth of literature
lies there ready to grasp, but what he selects rests on his
desires. The natural tendency of the child is to restrict
his reading to the exciting adventure book, to the type of
reading that keeps the imagination continually in action.
In this connection we might quote the words of Brother
Gerald, 'Leave a pupil to his own choice entirely, and he
will probably surfeit himself with romantic fiction, or
perhaps endanger both his moral and mental makeup by the
always exciting and often suggestive paper-covered novel.'

Casey said there were three deleterious effects of confining
reading to the exciting and adventurous.

First is the stunting of the content of literature and the
child would grow up ignorant of what is best in the liter-
ature. Second is the danger of forming the life time
habits of reading only this kind of literature and third,
and perhaps the most vicious of all is the tendency of such
reading to let the imagination break its bounds. If the
imagination becomes morbid, the morbidity will be communicated to the whole moral life of the individual. The imagination is not intrinsically evil. It is a creature of God's creation just as are the intellect, the memory, the senses, but at the same time, it must be recognized as the gateway through which a great proportion of sin enters into the individual's life. . . . Overindulgence in exciting reading tends to widen this gateway more and more so as to permit freer ingress of sin.  

Friend also stated that there is need for teachers to put forth effort to broaden the reading interests of children and to evaluate and develop their tastes. Her reasons, however, were very different from Casey's. She supported her statement with the following rationale:

First . . . wide independent reading is essential if pupils acquire even a reasonable part of the information and enriching experience that schools may provide. It is essential also if the guidance received in the elementary school is effective in starting youth successfully on the road to self education. . . . In the third place the need is urgent for continuous, vigorous effort to extend the reading interests of boys and girls and to stimulate preference for better types of literature. . . . To achieve these ends, boards of education, administrators, and teachers must cooperate in discovering the present interests and needs of their children, in establishing library facilities and attractive reading corners in classrooms, in providing an adequate supply of attractive books of various levels of difficulty, and in utilizing the most effective methods possible in setting purposes for reading in arousing interest, and in elevating tastes.  

The Olson study contradicted Casey's position. It demonstrated how the concepts of seeking behavior, self selection and pacing can be applied to children's reading—learning of reading skills and reading


interests. According to Olson's report, if given time and the opportunity to do so, a child's reading interests will vary and be balanced.\(^8\)

The Ohio State University School faculty engaged in action research on this same problem and the report of their study stated that their findings supported those of the Olson study.\(^9\)

Peltzman defined some guidelines for book selection that reflected the understandings of children's interests thus far stated directly or implied in the criterion under discussion. Stated briefly, the guidelines are presented below:

1. Children's interests are broad; therefore, the book selector should allow for variety in the books that she selects.
2. Variation in reading ability should be acknowledged. Therefore, one should not be too rigid in the grade or readability level of books one selects.
3. Each child has unique enthusiasms; therefore, examples of fact and fantasy and a balance of all literary types should be provided.
4. Integrated learning is efficient; therefore, books that tie in with the curriculum or topics of seasonal or current interest should be provided.\(^10\)

As the findings of most of the studies of children's interests reviewed thus far in this chapter are analyzed, it appears that children's interests as they are related to human motivation should be permitted to develop within a laissez-faire social structure. Jersild

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\(^9\)Esther E. Shatz, and others, *Exploring Independent Reading in the Primary Grades* (Bulletin No. 2; Columbus, Ohio: The Ohio State University, 1960).

and Tasch, authors of *Children's Interests and What They Suggest for Education*, conclude that this position is not tenable psychologically because it is not consistent with the demands of the culture in which the child is continuously immersed. The Jersild-Tasch position acknowledges that (1) some interests must be acquired for a satisfactory status of psychological adjustment and (2) a child's interests can be guided and cultivated without violating either his individuality or his unique style of living. 101

The acceptance of the Jersild-Tasch position would affect the kind of individualized reading program, for example, that one would initiate in an elementary school. It would be different from the program based on complete acceptance of Olson's position. Self selection, seeking behavior, and pacing would be restricted somewhat by active guidance as the teacher manipulates the children; she selects books for the school library, suggests ways the children can report on their reading, and plans, cooperatively with the children, a specific broad unit of work. Acts such as these prevent the reading program from becoming the completely child centered program suggested by Olson. Instead, the program is child-in-society oriented and the child's interests are given stimulus or an opportunity to mature and become more sophisticated. Such factors as the child's level of maturity, the inherent ability of the child, and the time and energy to learn, and availability of material would limit the influence the teacher had in

the development of the child's interests. These factors would control the degree to which the teacher could manipulate the child's development. They would preserve the uniqueness of the child and his interest patterns.

The child's interest is usually spontaneous and natural but it is possible to invent interest if one takes advantage of the fact that what the child already partly knows inspires him to know more.

Any object not interesting in itself may become interesting through becoming associated with an object in which an interest already exists. The two associated ideas grow, as it were, the interesting portion shedding its quality over the whole; and thus things not interesting in their own right borrow an interest which becomes as real and as strong as that of any natively interesting thing.102

The implications of the statement above are three-fold. First, the teacher can provide learning activities and reading material that will help the child associate in his life interesting things with uninteresting things. Secondly, the teacher should begin with activities and books that are in line with the child's native interests and offer him those that have some immediate connection with these. Third, the teacher should realize that voluntary attention cannot be continuously sustained; it comes in beats. In the child's school life the book and activities that deal with the concrete are always most real and interesting. These are the things he will be able to concentrate on the longest.

The reports of the various interest surveys indicate that there is evidence of a developmental interest pattern common to children of

102 Harris, op. cit., p. 95.
the elementary school age group. Yet individual differences in reading interests are revealed. It is interesting to note, also, that in many instances the children's free reading is in books below their actual achievement level. This is not an uncommon occurrence for leisure reading material. But children are capable of reading and comprehending material that is beyond their actual readability level. Chall stated

"Ease of reading or understanding depends probably not only on such expressional elements as vocabulary, sentence structure, etc., but on the reader's interest in the subject matter. Teachers frequently report that, given a book that is about a subject important to the child, he will put forth more effort, and overcome many difficulties in comprehension."

8. Characteristics of children should be considered when selecting the trade books that are used in the schools.

To bring together books and children, a comprehensive knowledge of children is required. Numerous research studies in child growth and development have revealed a wealth of information about children. Analysis of the research studies would help the book selector identify or clarify in his mind the principles of child growth and development, identify the developmental tasks or persistent life needs of children within broad age groupings, and realize the implications of organismic view of child growth and development. A grasp of this information would help the selector to understand the capabilities of children. It would help the selector to identify children's study and reading interests within the various age groups.

Child study procedures should be employed by the book selector to identify worthy interests that can be satisfied or extended by the reading of trade books. Children respond easily and naturally to reading if the books made available to them were selected by one who had an adequate understanding of books and children. One procedure which should help the book selector to identify children's reading interest is to engage in thoughtful study of research and discussions on child growth and development. Study of this literature would help the book selector become more fully aware of child growth and development principles and the developmental tasks of each age group. Study of this literature would also help the book selector acquire an understanding of the implications that these factors have on the children's reading interests. Use of the anecdotal method and interest inventories constitute other procedures for identifying children's reading interests. 104

The trend in the study of children has moved from the exploratory study to the longitudinal comprehensive investigation. The methods of securing data include systematic observation (a) without control of stimulation and (b) with control of stimulation, ratings, socio-metric techniques, reports and questionnaires, products and personal documents, and individual case study. 105

Analysis of the findings of studies which made use of one or


the other of the methods listed above will help one to make generalizations about principles of child growth and development, the developmental tasks and the characteristics of children at certain ages or stages of growth. It is upon these generalizations that some direction should be given to the methods of teaching, the curricular content and design and the instructional materials. It is these generalizations that help to guide the book selector to provide reading material that will foster learning and will help the child achieve his developmental tasks.

**Principles of growth and development.** There have been identified broad principles of child growth and development which apply to all children regardless of their culture. The knowledge of these principles should help the book selector better understand the needs of the children with whom he works. The knowledge of these principles should enable the book selector to procure books which help the child cope with or prepare for the changes that take place in his body, interests, attitudes and behavior.

1. Growth is both quantitative and qualitative. The child grows (in size) and he grows up (matures in structure and function.)

2. Growth is a continuous and orderly process. The patterns or stages of growth follow each other in an orderly sequence of acquisitions.

3. The tempo of growth is not even. The sequences of development and maturity indicators are evidenced at irregular intervals. Growth periods are accelerated and decelerated.

4. Different aspects of growth develop at different rates.
Not all aspects of growth develop at the identical rate simultaneously; they proceed on an uneven front.

5. Rate and pattern of growth can be modified by internal and external conditions. Rate and exact pattern can be modified when the child meets with circumstances in his environment which prevent him from fulfilling the fundamental needs.

6. Each child grows in his own unique way. This principle is evidenced by the fact that some children may omit some of the intermediate steps of the sequence of maturity states, some differ in their rate of development, and boys growth patterns differ from those of girls.

7. All of the aspects of growth are closely interrelated. Physical, mental, social and emotional development are aspects of growth which affect each other and cause growth to be a complex process.106

Developmental tasks. The concept of developmental tasks has contributed largely to an understanding of the primary forces directing child growth and development as well as the interrelationship between physical, mental, emotional social development. An interrelationship of the individual's maturing physical and mental capacities, his personal values and aspirations, and the cultural forces around him constitute the developmental tasks. Those who are interested in selecting appropriate books for children, the effects of the printed

word upon children, and the extent to which the book collection can satisfy the needs of each child will want to know as much as possible about the developmental tasks of boys and girls.

The definition of developmental tasks stated by Havighurst is generally accepted. Developmental tasks are:

The learnings that the child needs and desires to accomplish because of his emerging capacities for action and relationship, because of the demands and expectations of his family and society, and because of the progressive clarification and directive power of his own interests, values and aspirations.107

It does not appear to the writer that even the major developmental tasks of children and youth should be listed in this study. Any existing list of developmental tasks needs to be revised extensively periodically in terms of the world situation, the child's immediate environment and as complete information is gained about children and youth. As one considers the criterion under discussion it would be appropriate, however, to identify some characteristics of the developmental tasks.

1. Developmental tasks are necessary lessons that must be learned to some degree of mastery if the individual is to make a relatively normal, wholesome, and acceptable adjustment to his culture.

2. Developmental tasks must be learned within relatively restricted time periods.

3. Developmental tasks are interdependent and the child works on more than one task at a time.

4. Developmental tasks involve varied types of learning, namely the learning of facts, skills, concepts and generalizations, attitudes and habits in order to learn the lesson the culture requires.

5. Developmental tasks define the concerns of children.108

The characteristics of the developmental tasks have implications to the librarian and teachers as they engage in the process of book selection. Learning tends to be more meaningful and tends to occur more rapidly and be more permanent when the skills, attitudes and concepts included in the learnings are obviously related to the developmental tasks. Thus when books are used to help the child to learn vicariously, the contents of the books should pertain to those aspects implied by each developmental task. This would apply whether books were used in functional, instructional or recreational learning activities. In addition to the purposes related directly to curricular learnings the librarian or teacher can select books and suggest certain of these titles which in her judgment will help an individual child to attain the developmental tasks he is seeking. Admittedly, bibliotherapy should be handled cautiously but nonetheless its practice is implied as one analyzes the characteristics of the developmental tasks. When the relationship between these suggested readings and what the child wants or needs to understand is clear and reasonable in the

child's judgment, he will learn vicariously from the book's message. Progress on one task is frequently accompanied by progress in other tasks. Specific progress on any one of the tasks cannot be pushed far beyond the development of other lessons perhaps equally or more important to the child. Acknowledging that developmental tasks are interdependent and that more than one task is worked on at one time implies that the book selector should secure books on a variety of topics; one subject area should not be given priority over others regardless of pressures from influential groups or critics.

The sequence of developmental tasks is much the same for all children within a given cultural group but the time at which certain concerns occupy the attention of specific boys and girls varies. Some of the same books will eventually be read by many children. A basic book collection can be established for children from like cultural backgrounds. Uniqueness of the children within this culture group must still be recognized, however, and books to satisfy individual needs should be provided.

**Characteristics of children.** Some of the outstanding characteristics of children are presented in the following paragraphs. The writer attempted to indicate how adequate selection of trade books can be used to achieve a place in the lives of children and contribute to the acquisition of knowledge, wholesome attitudes, appreciations, and skills.

The book selector should keep in mind the children are alike yet different. By reason of differences in "background," academic achievement, personal disposition, basic makeup, and a host of other
reasons, individuality in people must be recognized. One can identify
innumerable educators who stress the uniqueness of each child. That
these educators respect and wish to foster individuality of people is
evident in their proposals for and discussions of educational objec-
tives, school curricula, teaching methods. Alvina Treut Burrows, in
Teaching Children in the Middle Grades, shows profound concern for the
individual child. This publication is rich in suggested methods and
provision of verbal illustrations. The author cites trade books which
can be used to foster uniqueness in children. \textsuperscript{109} The Public School
Tomorrow by Marion Nesbitt is another source which stresses individ-
uality and creative growth of the child.\textsuperscript{110} The Sixty-first Yearbook
of the National Society for the Study of Education is entitled Indi-
vidualizing Instruction. The publication contains scholarly and
interesting discussions on such topics as conditions that tend to
courage or suppress individual differences, the values and limi-
tations of certain school practices for individualizing instruction,
and implications of attempts to individualize instruction.\textsuperscript{111}

By reading sources such as these which support the modern edu-
cational objectives and the child development point of view, the book
selector soon learns that there are no books that all children "ought"

\textsuperscript{109} Alvina Treut Burrows, Teaching Children in the Middle Grades

\textsuperscript{110} Marion Nesbitt, The Public School Tomorrow (New York:
Harper and Brothers, 1953).

\textsuperscript{111} Nelson B. Henry (ed.), Individualizing Instruction, Sixty-
first Yearbook of the National Society for the Study of Education
to read. There are books that most children like and books that some children like. Forcing on a child a book for which he is not ready or remotely interested in, may kill his interest in books. Bibliographies can strike at the mean in groups of children. Interests and experiences of each child must be studied before giving him a book. One child may be repelled by a book's simplicity or theme. On the other hand, another child of that same age or grade placement may find the vocabulary or style of this same book burdensome. Still another child may be so keenly interested in the subject of the book that he is able to overcome the high readability level.

A fourth grade girl may devour eagerly books like *Quiet Boy* or *What Then, Ramon* which are recommended for boys. A fourth grade boy may be ready by reason of social and intellectual development to read the starkly vivid story of *The House of Sixty Fathers*, a selection which relates incidents that all children are not fortified to withstand and which is beyond the readability range ordinarily listed for fourth graders. Awareness of the differences among children on the part of selection will nurture instead of stifle a lifelong interest in books.

The book selector should keep in mind that the interests of the elementary school-aged child is spontaneous and short-lived. The implications of this growth characteristic as a factor affecting sustained interest are threefold. First, the narrative and descriptive passages in the story must be short and complete. "Better to leave a book with a hunger for more than with fatigue and boredom that come
from exceeding the limits of physical and emotional satisfaction." Better for the primary aged child to listen to or read d'Aulaire's Abraham Lincoln than May McNeer's America's Abraham Lincoln. Both books are excellent publications for elementary school children. One demands far more than the other in reading skills and mental and emotional maturity. The selector should know which one of these books to give to the seven-year old and which one to give to the ten-year old. Second, the books are to be available when an interest develops or it may be lost.

The book collection, be it in the centralized school library or the classroom library, should be sufficiently comprehensive so the reader's interests can be satisfied while they are at their height. A centralized school library rather than the classroom library is more likely to achieve this objective. It is probable that the former would have a far more extensive collection in terms of the number of copies and subject matter range. Third, the child's interests are fleeting and change from one subject to another over a relatively short period of time. There are fewer constant and special interests among children. Thus, the selector must have a collection that includes books on numerous topics of interest. Children are curious and all-exploring. Extensive variety in subject and literary form is necessary to satisfy this attitude of exploration.

The book selector should keep in mind that children are

curious about people and things. Books can help to satisfy curiosities and stimulate new ones. Through reading one can satisfy curiosities and extend one's horizons in the process. One soon learns that learning takes place and interests are satisfied through the reading of varied literary forms--prose or poetry, fiction or non-fiction, informational material or fantasy. There are innumerable trade books available which could help the reader learn about people's customs and the cause and effect of their social and economic problems. Trade books like Quiet Boy, What Then, Ramon and Aloha, Susan are recent publications which serve as fiction that offers the readers a wealth of information about people in today's world and the existing conflicts that occur when faced with different or antiquated cultures or mores.

_Carry on, Mr. Bowditch_ is biographical fiction. It presents a sensitive picture of Nathaniel Bowditch, author of _The American Practical Navigator_, a book which now more than one hundred fifty years later, is still the sailor's Bible and a standard text at the United States Naval Academy. The biography also presents some important concepts in mathematics and astronomy.

For the primary aged reader _When I Go to the Moon_ captures the wonder of space and mystery of space beyond the skies. Referral to sources as the _Subject Index to Books for Primary Grades_ or _Subject Index to Books for Intermediate Grades_ will reveal titles of quality trade books equally sensitive and equally informative as those described

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above. These reference tools list the standard subject headings and appropriate book titles. The reading selections listed include fiction, poetry, straight informational books and the like. These books vary in levels of readability, and each presents a different appeal. Each is written in a different literary style or form. Each can help to satisfy a child's curiosity about people and things. Each can stimulate and extend new interests.

The book selector should keep in mind that children are social beings; they like to share activities with other people. This gregarious quality that is characteristic of children can be fostered and catered to through numerous trade books. If the child is guided to books in which he meets believable, staunch, and admirable characters he is likely to get pleasure as he shares the activities of these characters. He is likely to acquire an accurate understanding of human behavior. Also, as he is exposed to these numerous books that are of quality literary style, he is likely to grow in aesthetic appreciation and self-expression. Titles such as the following can be made available to children to satisfy their social needs: One Hundred Dresses by Eleanor Estes, Pierre Pidgeon by Lee Kingman, Bears on Hemlock Mountain by Alice Diagleish, the Trouble with Jenny's Ear by Oliver Butterworth and a host of others. One need only to know books and children to realize how effectively books can satisfy the social needs of children.

The book selector should consider that children are relatively free from prejudice toward various national, racial, and religious groups. The selector is also responsible to choose books that will
respect the uniquenesses and similarities in the various social
groups. Through reading a child can have vicarious experiences that
will help bring understanding of the world in which we live. The
publication Reading Ladders for Human Relations\textsuperscript{114} is an excellent aid
to which the book selector might turn for titles of books that will
help the elementary school child resist acquiring contempt or hatred
of other social groups. This selection aid is now in the process of
being revised and updated for the third time.

Some titles are particularly appropriate for fostering under-
standings of social groups. Marguerite De Angeli's \textit{Yonie Wonder nose}
and Henner's \textit{Lydia} are delightful picture books in which Amish tradi-
tions are sympathetically and accurately presented to the young
readers. Sterling's \textit{Mary Jane} and Graham's \textit{South Town} depict honestly
and realistically the problems that the American Negro meets. A book
like \textit{Janitor's Girl} by Friedman helps the young reader get an insight
into the problem of stereotyping or labeling a person because of his
occupation. There is a plentiful number of trade books that can be
used in the school situation to foster wholesome human relationships
between social groups.

The book selector should consider the fact that children
respond to the hero-figure. Children of elementary school age,
especially in the intermediate and upper grades, desire an "ideal."
Modern children's literature is no longer didactic as were the Rollo
or Horatio Alger stories. Biography is a recognized literary type

\textsuperscript{114}Margaret M. Heaton and Helen B. Lewis, \textit{Reading Ladders for
in modern children's literature. Some biographies which help to form ideals of conduct, and achievement and qualities of personality and character without preaching follow. May McNeer's America's Abraham Lincoln is perhaps one of the most outstanding examples of a modern child's biography. It is neither sentimental nor unrealistic. A young acquaintance of this investigator found it to be one of her favorite books. She gained so much pleasure from it she wrote this letter to the author, and received a chatty note in return.

Dear May McNeer:

I've read your book called America's Abraham Lincoln and think it's wonderful. I like to read about Lincoln very much. I have read all the books in our school library on him. I think your book is the best one because it tells information without being a bore. I also think the colored pictures are beautiful. I would like very much to get a letter from you.

Sincerely yours,

Jeannie
Sixth Grader
February 6, 1962

Dear Jeannie:

Thank you for your very nice letter. It was a pleasure to learn that you like our America's Abraham Lincoln (sic) so much. We take it as a real compliment that one who has read so much on Lincoln should like our book best. Lincoln is a great subject, and one that provides a continual enjoyment as you go from junior books into such wonderful volumes as those by Carl Sandburg and others.

We had a rewarding experience in doing that book. Together we went to Springfield and New Salem village and then my husband went to Kentucky and made sketches of the original home site. Now we are working on America's Mark Twain, and my husband is finishing a large number of pictures on life and books of Sam Clemens. It is to be published next fall.

Thank you again for writing to us. We wish you many fine hours of reading all sorts of books in the future. I can tell from your letter that you are a real reader.

Sincerely,

(signature)

May McNeer

The book selector should consider that children like the world of make-believe. Children should be allowed to enjoy a folk tale for the story in and of itself. But the teacher might also help the children get the meaning from the allusion it contains. These tales of wonder and magic can help the child gain an understanding and an appreciation of the heritage of the human race. This occurs particularly when children have opportunities to read the folk literature of many lands. Science fiction satisfies the children's interest in the world of fancifulness and it should have a place in the literature program.

Fanciful literature provides a temporary escape from the realities of life and enrich the lives of the young readers. This type of
reading can help to stretch the imaginations of the readers. It can be used to encourage children to put creative thoughts to work so their wishes become realities. The 1960 Ohioana Juvenile Book award winner, The Gammage Cup by Carol Kendall, Charlotte's Web by E. B. White, The Lemonade Trick by Corbett and The Wonderful Flight to the Mushroom Planet by Cameron are but four of the many available fanciful tales that children seek from book collections.

The book selector should consider that children live in the present. Children take present day modes of living quite for granted. Unless informed to the contrary, they would have no basis for appreciating the developments of today's conveniences. Nor would they realize that frontier thinking and behavior of mankind made today's way of living possible. Illustrations of some books that can help to bring about an understanding of how the present came from the past follow: Judson's Mr. Justice Holmes, Pinkerton's The First Overland Mail (a Landmark Book), From Trees to Paper by Lent, and Nathan's The Building of the First Transcontinental Railroad.

The book selector should consider that children need to have fun. Laughter and fun are essential for the development of a healthy personality. Humorous books can provide fun for therapeutic purposes; they can provide for release of tensions and anxieties. Books of fun can be found in all types of children's literature. The Peppi Longstocking series by Astrid Lindgren provides eight, nine, and ten year olds with absolutely hilarious adventures. Horton Hatches an Egg by Dr. Seuss combines humor, pure fantasy and narrative poetry to produce a tale that is beloved and enjoyed by children throughout the elementary
school. Two truly humorous stories for children in the middle grades are written by Butterworth, namely *The Enormous Egg* and *Trouble with Jenny's Ear*. In the former, the reader is provided with many hilarious situations when a baby dinosaur hatches from an enormous egg. The second named book is a completely preposterous, warmly funny story of Jenny, who can hear people's thoughts. In it are also described the wild events that occurred when Jenny's brothers receive electronic equipment. Books of humor that are available to today's children need little justification. The enjoyment they provide makes a valuable and necessary part of the school's book collection. Books of fun may provide a healthy balance to a reading diet that is overloaded with informational and serious books. Books of fun should be considered an important part of the child's literary heritage.

The book selector should be aware that children enjoy rhythm and repetition. The poetry and rhythmic prose a child most enjoys is that which is characterized by naturalness rather than sentimentality. When poetry is presented in an informal and happy atmosphere, the child is free to respond to it and enjoy it; he will usually ask for more. Standards of quality are caught. To "catch" the appreciation of quality poetry the rhythmic form and the content of the poem must appeal to the child. The poetry selection must be appropriate in terms of time, place and purpose if it is to appeal and satisfy the child. The selector has a wealth of anthologies of children's poems from which to choose. Two anthologies that are especially unique are
Hailstones and Halibut Bones\textsuperscript{115} and Imagination's Other Place\textsuperscript{116} In the former, Mary O'Neil helps her reader explore the spectrum in twelve poems about colors. She has created clear and fresh images; the sense rhythm is compelling to the young reader.

What Is Black

Black is the night
When there isn't a star
And you can't tell by looking
Where you are . . .
Black is a beauty
In its deepest form,
The darkest cloud
In a thunderstorm.
Think of what starlight
And lamplight would lack
Diamonds and fireflies
If they couldn't lean against
Black . . .\textsuperscript{117}

The latter is a unique compilation of poems about astronomy, geography, and physics; about chemistry, biology, and medicine, about scientists themselves. These poems are humorous as well as serious. Included are modern poems as well as the classic poems.

Relativity

There was a young lady named Bright,
Who traveled much faster than light
She started one day
In a relative way
And returned on the previous night.  
Anonymous\textsuperscript{118}

\textsuperscript{115}Mary O'Neil, Hailstones and Halibut Bones (Garden City, York: Doubleday and Company, 1961).


\textsuperscript{117}O'Neil, \textit{op. cit.}, pp. 19-21.

\textsuperscript{118}Platz, \textit{op. cit.}, p. 64.
9. **The range of age and sex of the children should be considered when selecting the trade books that are used in the school.**

That the age and sex of the reading public should be given prime consideration of the book selector has been demonstrated in several research studies. In general, these studies were carried on to identify determinants of reading interests. Most of the research in this area has been done above the third grade level. Below this level, interests can be identified but they are transitory and in the state of flux. Children in the primary grades would probably have difficulty taking a self-administered questionnaire. As a result, observation or interview techniques have to be used with children in this age group. Some researchers are reluctant to use these techniques because of the subjective element involved in interpreting observed behavior. Also, such procedures are considered time consuming.

Thorndike's method of investigating children's reading interests was most ingenious. He created eighty-eight fictitious titles with short annotations. These titles and annotations were presented to three thousand pupils ranging in age from eight to twenty years. The children were asked to indicate their interest in titles by reporting "yes" or "no" or "?". In this study Thorndike found that progressive changes in reading interests occurred with age. He also found that much more important than either age or intelligence as a determinant of interest was sex.\(^{119}\)

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\(^{119}\)Robert L. Thorndike, *Children's Reading Interests; A Study Based on a Fictitious Annotated Titles Questionnaire* (New York: Bureau of Publications, Teachers College, Columbia University, 1941).
Celestine reviewed studies relating to children's interests. She found that sex differences in expressed interests did not begin to appear until nine years of age. She found that as boys and girls advance through the middle and higher grades, their reading interests become more and more sharply differentiated.\(^{120}\)

One of the earliest studies giving developmental changes in reading interests was published in 1925; the original data was revised in a second edition in 1935. Many changes in children's books have been made since Terman and Lima gathered their original data for this study of developmental change in reading interests. A wider selection of books is available to children today. The findings of the study would probably not present a valid picture of children's reading interests today. Nonetheless, the study does show how interests develop and change as children grow older and progress through the elementary school.

Celestine's findings agree with those reported in another study. Taylor and Schneider surveyed five thousand children in grades five to eight. They found that a significant difference existed between the reading interests of boys and girls in the middle and upper grade group. Another finding was that the number of fields reported decreased with increasing age.\(^{121}\)


Harris examined at first hand the interests of two hundred thirty boys and girls in ten first grade classes. He reported several findings which related to the criterion under discussion. To obtain his data, Harris devised an Interest Index to measure relative interest in basic readers. He asked the children to indicate preference for either the pictures and annotations from basic readers or for the pictures from trade books and magazines and made-up annotations. The illustrations from the trade books and magazines depicted scenes of adventure and excitement and factual information. The illustrations from basic readers were of children's play and family relationships. When he examined the results of the Interest Inventory he found that there were significant differences between the reading interests of boys and girls. For example, he discovered that girls are more amenable to reading materials commonly thought of as masculine than boys are to reading materials commonly thought of as feminine. There were significant differences between boys and girls in their choices of the factual information items. Boys indicated more interest in things outside the immediate environment than did the girls. The results of the interviews appeared to contradict this finding, for the evidence denied such differentiation in the interests and preferences of boys and girls. He explained this contradiction of findings by saying he believed the Interest Inventory measured potential interests while the questions in the individual interview got at things which the children had already experienced. He called for more research to determine more
definitely whether or not sex differences in reading interests exist at the primary level.\textsuperscript{122}

He also reported that through an Index Interview he discovered that girls' interest in the basic readers are significantly greater than boys' interest in them. For boys and girls, reading ability is negatively correlated with interest in the basic readers, with the relationship being somewhat higher for boys. He was unable to prove that the reading interests of pupils of high intelligence and the reading interests of pupils of low intelligence were unequal. He used these findings to explain why there often exists feminine superiority in reading over the boys at the elementary school level. He identified the implications of each of the findings and commented on the content of basic readers. Regarding the latter he said:

The current basic readers present almost entirely an idealized portrayal of family and neighborhood life, which has an essentially feminine appeal rather than the more exciting kind of content which boys prefer. It seems possible that a change in the content of the basic readers so as to introduce more adventure and excitement might stimulate a greater interest on the part of boys and motivate them to learn to read better.\textsuperscript{123}

Norvell's research on children's reading interests revealed two major findings relative to the selection criterion about range of sex and age. First, he found that the degree of a child's maturity exerts a major influence on reading interests of children. Second, the study revealed that at many points the sex of the individual plays

\textsuperscript{122} Harris, "The Expressed Reading Interest of First Grade Boys and Girls". . . , p. 20.

\textsuperscript{123}\textit{Ibid}. 
an important role in his interest in certain reading selections. This study was based on opinions expressed by more than 24,000 children in grades three to six in all sizes of schools in the State of New York. The study was in process for more than twenty-five years. 124

The sources cited thus far indicate that some students of psychology and child behavior believe that there are constants in reading interests which appear to young people at different ages and stages of their development. As the individual gains maturity and develops physically, mentally, socially and as he meets with various environmental influences the reading interests are changed. The environmental factors influence reading interests and the amount of reading done to a larger and larger extent as the individual gains maturity. 125

The interests of changing and developing young people in a changing environment are difficult to determine with any finality. Although there are constants in reading interests, the interests of the moment influenced by factors in the environment will attract the readers for shorter or longer periods of time, and will affect the amount of reading done. 126

In the literally hundreds of studies that were conducted to discover the types of books children like, there can be identified an

124George W. Norvell, What Boys and Girls Like to Read . . ., op. cit.


overall pattern of children's reading interests by ages and sex. Lee
and Lee stated that the significance of these general findings regarding
children's reading interests by ages and sex was somewhat limited.

It seems that understanding the developmental needs of
children, knowing the children in the group, and knowing
books for children is of far greater importance to a teacher
of reading than the results of most interest surveys. What
children of a certain age and sex read in general does not
necessarily help find a book for Tommy.127

Individuals have unique qualities, to be sure, but they also have
qualities in common. Similarly with reading interests.

There is little doubt that the book selector should know the
unique reading interests of an individual in order to provide "the
right" book for the right child. There is little doubt, too, that a
knowledge of children's reading interests, in general, will enable the
book selector to move more quickly to providing "the right book for
the right child." Perhaps the value of Lee and Lee's statement above
is that it reminds the book selector that he should not rigidly adhere
to generalizations about reading interests. Instead he should consider
them as guidelines that are meant to be qualified by specific circum-
stances.

10. The curricular design should be considered when selecting the
trade books that are used in the schools.

The organization of the curriculum can be classified into
three general classifications: subject centered, correlated, and inte-
grated. The emphasis may be on subject matter, child needs, or child-

127 Ibid.
in-society. Seldom will one find a situation that is completely subject centered or completely child centered. Usually some aspect of the characteristics of all three are incorporated. The subject centered curriculum and the integrated curriculum exemplify polarities. In the former the school imposes subject matter on students because it has inherent value to them; in the latter, subject matter is not of great value in itself, but is a tool by which one develops ability to reason. In the following pages the three types of curriculums are described briefly and some implications that each type of curricular design has on the use of trade books are mentioned.

The subject centered curriculum. In the subject centered curriculums education is viewed as a procedure for mastering specific skills and for learning factual information that has been predetermined. Proponents of this curriculum assume that curriculum experts know the specific experiences that any group of children will need as adults. When planning the curriculum the experts establish arbitrary grade standards and minimum essentials for each curricular area at each grade level. Each subject and skill in this type of curriculum is taught as separate and unrelated experiences. The school day is rigidly divided into short periods of time, with a definite number of minutes allocated to each subject and skill.

In the subject centered curriculum the primary source for most learning activities is the textbook. Often the existence of trade books in some subject centered classrooms may be far from apparent to

the observer. If trade books are available in the classroom library, they are withdrawn from the library to be read at home in the children's free time. Little or no time is available to the children to refer to them in school because the day is so full with "school work." In the subject centered curriculum the student is seldom asked to read from a trade book to substantiate or evaluate the content of the lecture or the textbook. In this situation both the teacher and the textbook writer are considered authorities in their fields and their word need not be questioned. Thus there would be a negligible demand for trade books to satisfy instructional needs of the children. To summarize briefly, the practices and instructional materials of subject centered curriculum are founded upon the following educational guidelines.

1. The classroom is a restricted form of social life and the children's experiences are limited therein to academic lessons.
2. The quickest, most thorough method of learning lessons is to portion the school day to instruction in separate subjects.
3. Children's interests which do not conform with the curriculum should be disregarded, at least until the academic work has been completed.
4. The primary objectives of classroom instruction pertain largely to the acquisition of the content matter of each subject.
5. The wisest method of acquiring social progress is the teaching the conventional subjects.129

From its earliest inception, the function of the elementary school was assumed to be the teaching from textbooks of certain skill subjects, the . . . "fundamental subjects" . . . . In this type of school there was little occasion to use materials from sources outside the textbook. While such a school sometimes had a so-called "library," it played no essential part in the educational program. . . . Such libraries served principally as book depositories from which

children might withdraw books to take home, but seldom did they perform any of the more vital functions which a modern elementary library performs.  

Gardiner spoke of the subject centered school in the past tense and when his book was published there was evidence that schools were tending toward integrated, or at least correlated, curricular designs. The curriculum in most of today's schools tends to be subject centered. "The temper of the present time is to teach course content as an end in itself, rather than as a means to an end." Gardiner's statement of implications of the subject centered curriculum on the purpose and size of the book collection is applicable to subject centered curricula in today's schools.

The book selector in a subject centered situation would not have many trade books to order because the library does not play an essential part in the educational program. But the book selector would have to choose more carefully among the many in order to make the most basic and best books available to these children during their free time. The book selector in this situation would find the two publications which follow to be helpful guides in the selection of quality books. The one is published by the American Library Association; it is entitled A Basic Book Collection for Elementary Grades and lists one thousand titles. The other selection tool, compiled in the offices of the Library Journal and School Libraries, is entitled Best Books for Children. Three thousand three hundred approved titles are carefully

130 Jewel Gardiner and Leo B. Baisden, Administering Library Service in the Elementary School . . . , pp. 5-6.

131 Johnson and Swan, loc. cit.
selected and listed in this publication.

In the subject centered situation trade books are recognized for the purpose it serves to meet recreational needs of the students. The scope and variety of titles to satisfy free reading interests would have to be the same in this situation as in one that employs some other curriculum. Both informational and fictional materials should be included in the book collection. The book selector should still provide books on a wide range of readability levels and on many separate subjects.

Correlated curriculum. Caswell and Foshay stated that the correlated or broad fields curriculum is the typical organization used in American elementary schools today. 132 In the correlated curriculum several related subjects and skills are combined into broad fields or areas of study. The fields which are most commonly recognized are the language arts, social studies, arithmetic, health and science, and aesthetics. Subject matter is the basis for curriculum organization, but the plan makes it possible for pupils to see relationships among the subjects. In this curricular plan a large block of time is devoted to each broad field. The amount of time given to each subject related to that broad field is quite flexible. For example, the language arts would include reading, oral expression, listening, and written expression. The time devoted to learning the skills in each of the language arts areas may vary. Although the learning activities in the correlated program may be related to each other in a meaningful manner, teachers

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usually divide the large blocks of time into fixed periods and give direct instruction in the skills and content included in each of the broad fields. Thus, the correlated curriculum is actually a subject centered curriculum. Evaluation in the correlated program is based on arbitrary standards. The grade may be based on the achievement of minimum essentials of skills for each of the broad fields or there may be separate grades for each area within the broad fields.

The book selector, in a situation where the correlated design prevails, can assume that most of the correlation will take place through a basic text rather than through multiple sources.

It appears to the writer that time for the use of trade books is not markedly increased in this curricular design beyond that in the subject centered program. Thus the book selector would not be asked to order books to provide for the ongoing learning activities. The scope and variety of books for recreational reading should be comprehensive. There should be an adequate range in readability levels and subjects of interest to satisfy the needs of the readers.

**Integrated curriculum.** The basic purpose of the elementary school in America at the turn of the century was to develop the intellect and to help create an individual who could live a happy and useful life in his society. The purpose was not changed when integration as an educational concept was developed. Many specific purposes have been added and emphasis has been altered. Integration as an educational concept developed rapidly during the 1930's and reached a peak during the early 1940's. "Interest in integration by educators was evident in the number of published articles and books, as well as in the
activities of professional organizations giving attention to the
concept during this period.\textsuperscript{133}

Integration is a process based on the philosophy of experi-
mentalism and organismic psychology. It is a concept which is concerned
with unity, wholeness and harmonious relationships. Integration is

A process of correlating parts, seeing relationships,
making generalizations and syntheses. It is, in part, a
function of cognition, not only cognition of external
awareness, but the pattern of integration is unique. This
is true for two main reasons: the individual has innate
differences, and his experiences, both as to kind and
sequence, are unique.\textsuperscript{134}

Programs for

integrating the curriculum, though not uncommon in many
progressive schools, was rather too advanced for most
American school systems of the twentieth century.
Generally, these fell back on some sort of compromise
between it and Herbartian correlation.\textsuperscript{135}

The integrated curriculum is variously named: integrated, experi-
ence, activity, unit and project. Suttle reported that not only does this
curricular design vary in name but emphasis on integration varies from
school to school and classroom to classroom. He reported that much of the
variation resulted from varied emphasis that was given to practices
related to evaluation and practices providing opportunities for fostering
pupil purpose and direction.\textsuperscript{136}

\textsuperscript{133}John S. Brubacher, \textit{A History of the Problem of Education}

\textsuperscript{134}John E. Suttle, "The Curriculum Integration Concept Applied
in Primary Grades" (unpublished Ed.D. dissertation, Graduate School of
Library Science, University of Texas, 1960), p. 43.

\textsuperscript{135}Suttle, \textit{op. cit.}, p. 57

\textsuperscript{136}Ibid., p. 93.
In the integrated design the curriculum consists primarily of a series of closely related experiences through which the children attempt to solve significant and common problems or investigate an area of experience. Experience is the raw material of intellectual growth and purpose of education is an outgrowth of experience. The major portion of the elementary school curriculum is centered around the broad units of work. Skills and subject matter are used as tools and materials necessary to carry on the solution of the problem. Knowledge and skills are gained as the child needs them. In the integrated program direct emphasis and specific skill instruction may be given when the need becomes apparent in the ongoing unit study or in out-of-school life. This emphasis or direct instruction may be given to an individual, a small group or an entire class. The daily class schedule is flexible according to the felt needs of the group, thus teaching is viewed as guidance.

As the underlying concepts of the integrated curriculum are identified, it becomes apparent that these concepts reflect the basic principles of democracy.

The new program takes its cue from the concept of democracy that holds the maximal growth of the individual can best be attained through a situation in which the individual is stimulated and encouraged to make his unique contribution to the common ends and purposes without raising the question as to the relative values of the contributions as formerly compared, ranked and graded by reference to some fixed standard or set pattern.

The progress of humanity consists in variation forward, not in repetition of types.\textsuperscript{137}

Evaluation in the integrated program is more comprehensive than

\textsuperscript{137}Myrtle M. Friend, "Implications of Recent Trends in the Teaching of Reading for an Elementary School Library" . . ., pp. 15-16.
it is in the subject-centered or correlated programs. In the integrated program physical, social and intellectual growth of each child is evaluated. In the integrated program, progress is reported through an individual parent-teacher conference or progress letter, rather than through a formal report card.

In the integrated curriculum the child is given an opportunity to explore, initiate, and develop according to his own potential for there exists a realistic attitude towards the basic needs of each child. Because the integrated curriculum is so closely related to the learner's interests and needs, it opens up many interesting and varied lines of inquiry and discovery. Thus it invites purposeful and functional reading in many fields and on a variety of topics.

In working out broad units of work, projects, and problems, an awareness has evolved that the teacher and pupils have need for a vast amount of source material. In the integrated curriculum there is increased stress on the needs, abilities, and interests of the individual child. There is adaptation and extension of the reading program. There is an emphasis on realistic and broadly planned work in all curricular fields. In any educational setup where knowledge is not limited to textbooks an appreciation exists for reading materials that encourages the child to open-mindedness toward the world about him. It also encourages children to appraise the worth and accuracy of what is contained in the material they read. In relation to the latter point, for example, the children are encouraged to notice contradictions or inaccuracies in their reading. They are encouraged to check further to make sure of what they think they know. The letter which is quoted below reveals how reading in multiple sources about subjects of interest to the reader can help develop careful and critical readers.
G. P. Putnam's Sons  
210 Madison Avenue  
New York, New York

Dear Miss Buchheimer:

I'm in the third grade. In two days I will be exactly nine years old.  
I'm interested in fire equipment. I have lots of toy fire equipment and several interesting books about fire engines.  
I live in a small town just about seven blocks from the fire station. For awhile I went to the station once or twice a day to see the trucks. One day I went four times. That day the alarm rang twenty times. It was fun at the station because I got to help the firemen and I also had a thirteen-year-old friend that went with me.  
I've been reading your book at school called Let's Take a Trip to the Firehouse. Now what I'd like to know is why you call the aerial truck and the hook-and-ladder truck the same thing. I have another book called The Big Book of Real Fire Engines by George J. Zaffo. According to this book an aerial truck and a hook-and-ladder truck (tractor-type aerial truck) are not the same thing. The aerial truck, I think, is similar to the hook-and-ladder truck but it turns curves easier and goes through alleys easier. It has to go to a fire with a pumper because it does not carry a hose. It just has four wheels. The hook-and-ladder truck (tractor-type aerial truck) has six wheels. It is bigger than the aerial truck and takes two drivers—one in front and one in back. It is the biggest truck in the fire department and goes out only on big fire alarms.  
I have enjoyed your book, Let's Take a Trip to the Firehouse.  
I would appreciate knowing why you wrote about the aerial truck and the hook-and-ladder as if they were the same thing.

Sincerely yours  
Harold ---

As was evident in the boy's letter, the integrated curriculum puts forth the method of intelligence and thinking as desirable goals.  

138Esther E. Schatz, Exploring Independent Reading in the Primary Grades (Bulletin No. 2; Columbus, Ohio: The Ohio State University, 1960), pp. 66-67.
It is apparent that instruction is aimed at developing independence in the use of sources, in the making of decisions, in the choosing of values, and in the solving of problems. The child's need for learning to recognize and state problems, his ability to locate and organize materials of solution, all are concerns of instruction in the integrated curriculum. The making of choices based on fact and critical thinking instead of upon quick judgment, prejudice, tradition, emotion, or authority are vital outcomes of the learning activities offered in this kind of curriculum.

This curricular design enables the child to carry on the complete act of reading. It demands that the child recognize the essential factors or ideas on a printed page, reflect on their significance, interpret them in relation to one's own experience and stock of ideas, evaluate them critically, discover relationships between them and clarify one's understanding of the ideas apprehended.

The responsibility of the book selector in this situation would be to make an extensive collection of trade books (and other instructional materials) available to the children. The findings of De Cordova's research support the need for an extensive collection of trade books for successful functioning of an integrated curriculum. She questioned one hundred elementary school teachers and librarians and found that these people considered the centralized school library a resourceful and functional aid in the teaching of broad units of work. They said an extensive book collection is of essential value to both pupils and teachers in the integrated curriculum program. 139

The real need for our society has been, is, and will be for people who know how to find out what they want to know, how to make application of what they have learned and how to select those facts and ideas which are of use to them and discard those which are of no use.\textsuperscript{140}

Acceptance of an justification for the position expressed above is logical when expanding horizons of knowledge are identified. The actual body of available information is almost doubling each year. The probability that all of the new information can be imparted to everyone is very remote. The figure below presents this fact most adequately. It should be interpreted as follows: "a" represents the total body of knowledge in existence one hundred years ago; "b" represents the body of knowledge extant at the present time; "c" represents the predicted expansion of man's knowledge of the world and of himself one

![Diagram](image)

Fig. 1.--How much of the existing knowledge is ever mastered by man?

\textsuperscript{140} Johnson and Swan, "Cult of Content" . . . , p. 121.
hundred years hence. The pie-shaped segment in circle "a" stands for that part of knowledge that a highly educated man might have mastered one hundred years ago. The extension of the pie-shaped segment reveals what today's students may know now and in the future.  

The most significant feature of the illustration is represented by the large area of content which was not mastered in the past, nor today, nor in the future. Any attempt to totally master subject matter is futile as well as unnecessary, "man will probably be able to cope effectively with his environment at least as satisfactorily in the future as he has in the past, and without benefit of total mastery."  

Acceptance of the concept underlying the illustration devised by Johnson and Swan makes it more important that major concerns of instruction be the development of independence in the use of sources, the making of decisions, the choosing of values, and the solving of problems. If schools use multiple reading sources development in these areas is more likely to occur. Ruth Strickland expressed a similar opinion. She declared that teachers are overdoing the use of textbooks in the classrooms; they are not doing enough with the wide range of splendid trade books which are available today; they underestimate the capabilities of children learning to read. She urged teachers to select and feature use of meaningful stories in their teaching children.

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141Ibid., p. 120.
142Ibid.
The modern integrated curriculum demands a profusion of instructional materials, ranging from textbooks, trade books, periodicals to films, television and radio. Each of these materials should be used for specific and defined purposes within an ongoing series of activities. Each should be provided to give pupils vicarious experiences useful to some specific purposes when real experiences are outside the pupils' immediate environment. Each of these has a role to play in the teaching-learning process. The discussion will be limited to the place that trade books should have in the elementary school curriculum. In the integrated program curriculum is regarded as all the experiences that children have under the influence of the school. It is more comprehensive than a collection of subjects taught by the educational institution.

Learning through the use of books is and will continue to be one of the most important learning activities in the school. "The ability to learn through abstractions in print is reliable evidence of mental maturity." It takes little intellectual ability to master books and parrot the contents. To use books in this manner should be considered a misuse of books. This is not to say that one purpose of reading should not be to remember. It does mean that what is remembered should be related to an ongoing learning activity, it should be important to the purposes of the learner and it should be within the experiential background of the learner. The integration concept accepts the Gestalt, or organismic view of learning. This implies that there is no meaning in isolation from the total act or purpose to which it belongs. Meaning

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occurs in the solution of problems as the result of setting a goal or purpose and directing constructive action toward that goal. In order to carry out this function the elementary school needs a liberal collection of fine children's books, both fiction and non-fiction, covering a wide range of interests and varying in difficulty.

Some educators are convinced that the use of trade books has the advantage of serving as an integrating factor in the child's educational experience. In his reading of these books the child is able to pursue his own interests and develop new interests. The reading in which he engages is a purposeful activity and represents a real life situation as contrasted with the situation involved in the basic reader lesson or other textbook assignment. The opportunity to read widely on a given topic helps the child to understand that knowledge is not confined to textbooks, and he gains skill in selecting and evaluating information from various sources. The vicarious experiences gained from wide reading of the trade books produce a profound effect in the expansion of the child's intellectual horizon and his total personality.145

There are various types of reading purposes and in given instances, they may overlap or be combined. Burton has classified the reading purposes as follows: to remember, to understand, to amplify understanding, to evaluate critically what is read, to analyze the literary technique used, and to enjoy.146 The type of book that is chosen must satisfy the purposes the reader is desirous of achieving.

It appears that requiring students to read and study solely from

145 Gardiner and Baisden, op cit., pp. 9-10

146 Ibid., p. 520.
textbooks in all areas of the elementary school curriculum constitutes a grave error. In most instances, the style of writing in today's textbooks and the expressed purposes of these books are out of keeping with some of the purposes defined by Burton. It would seem that purposes such as critical reading, analysis of literary technique, and amplification of understanding could best be achieved by referring to multiple reading sources, preferably quality trade books.

In the integrated program each pupil is considered unique and individual. In relation to this, it becomes evident that a challenging function of the book selector is to provide sufficient reading material to care for these individual differences. The broad responsibility requires that the book selector make available a collection of reading material covering every field of knowledge. It requires that each child, regardless of his level, be permitted to pursue information on the subject of his interest and choice. The book collection for an integrated curriculum must be extensive in quantity as well as in scope of subjects and readability levels.

11. The patterns of instruction employed in a teaching-learning situation should be considered when selecting the trade books that are used in the schools.

It is difficult to identify teaching methods in distinct classifications. For purposes of this study, the patterns of instruction are categorized as "basal source patterns" and "multiple source activities."

In the basal source pattern, ongoing learning activities are

subject centered and trade books are conceived as a school addenda rather than as an integral part of the instructional materials. It is textbook centered and teacher centered. It is concerned primarily with the inclusion and mastery of basic skills.

In the multiple source pattern, ongoing learning activities are experience and child-interest centered; trade books constitute vital instructional materials in this situation. The multiple source instructional pattern is concerned with enlarging, stimulating and directing the child's natural curiosity about the world in which he is living. It is concerned with helping the child (1) achieve sufficient mastery in the fundamental processes so he can secure a satisfactory living and (2) develop his social skills so he can maintain wholesome and satisfying human relationships. It aims to provide personal experience in the solving of practical problems. It allows for and fosters individual differences. It recognizes the pleasure element in learning and the intrinsic motivation element of interest. It recognizes the efficiency and meaningfulness of an integrated curriculum.

Customary procedure prescribes that each child in the class be provided with the same title of textbook yet the concept of using multiple books for teaching of the various curricular areas is well over fifty years old. Numerous teachers employ methods which call for multiple books. Each pattern of instruction will call for a different collection of books in terms of variety of topics and quantity of separate volumes.

To a significant extent, the pattern of instruction will exert a different degree of motivation for reading. The motivation for reading created by the methodology might be defined as indirect
motivation. Nonetheless, the book selector would have to assume that
more reading material needs to be made available to the pupils if the
teacher uses methods which call for multiple sources. When a teacher
uses the multiple source instructional pattern, the pupils use the trade
books to solve their learning problems. The pupils in this learning
situation will ask for books to serve functional, instructional and
recreational purposes. The book selector must be prepared to meet the
demands for the books that the teaching methods create.

Although his study was done in junior high schools, the findings
of Cyphert's study relate directly to and substantiate the criterion
under discussion. One aspect of his study was to determine the effect
that certain selected classroom teaching techniques had in increasing
the use of the library in the schools. He reported that in schools
where teachers used methods which emphasized research and investigative
skills and techniques, the use of the books was greater than in schools
where teachers employed basal source teaching and did not encourage
these skills and techniques.

It is also of interest to note that books were used more
extensively by the pupils of teachers who employed methods that called
for the following techniques:

1. Oral reading in the classroom to promote or create
   interest in books.
2. Class discussion of books.
3. Teaching discussion of new library with his classes.

148 Frederick R. Cyphert, "Current Practice in the Use of the
Library in Selected Junior High Schools in Pennsylvania" (unpublished
Ed.D. dissertation, College of Education, University of Pittsburgh,
4. Teacher use of the library often and efficiently as an example to his students.¹⁴⁹

The Cyphert study reveals that the pattern of instruction determines in large measure the actual number of books needed in the book collection. The patterns of instruction affect the demand the pupils make upon the book collection. Since the aim of book selection is to meet the demand of its clientele the selector must be able to anticipate the demand. This he can do if he is alert to teachers' instructional patterns. "The slightest alteration in the content or method of most school departments or subjects has immediate repercussions in the library."¹⁵⁰

The teaching methods affect the purpose to which the books are used. For example, in a situation where the multiple source instructional patterns prevail, books serve functional, instructional and recreational purposes. When a teacher employs a basal source method the student may use the trade books but his purpose for reading the trade books will be to supplement and enrich his knowledge of what he learned from the textbook or lecture. To satisfy his desire for recreational reading he may or may not seek books on subjects related to that read in his textbooks. Unless motivation to read on curricular subjects is intense and intrinsic the pupil will unlikely seek books on these subjects. If the selector finds himself in a situation where a basal pattern is employed, he should have some books related to the ongoing curriculum. But most of the books he purchased should be those

¹⁴⁹Ibid., p. 95
¹⁵⁰Ibid., pp. 95-96.
that meet the actual or anticipated demands in more popular areas.

Individualized reading is an example of a multiple source instructional pattern. It is a technique for the teaching of reading which provides for the individuality of each child. This method of reading instruction calls for a varied and plentiful collection of trade books. It is immediately apparent that the book selector must be aware of the needs and implications of this type of instructional program if desired goals are to be achieved.

12. The number and scope of books already in the collection should be considered when selecting the trade books that are used in the school.

It has been said that quality rather than quantity is the major factor in evaluating a book collection. Most standards (state and association) are recommendations which emphasize qualitative rather than quantitative goals. This is apparent as one reads Standard XII of the Ohio Elementary School Standards.

A. Each school shall have library facilities and services so organized as to contribute to the total educational program. In buildings where facilities cannot be provided for both a central library and classroom libraries there shall be classroom libraries that will provide the resources generally provided through a central library service.

B. The minimum annual expenditure for library books and materials, exclusive of encyclopedias and dictionaries, shall be $1.00 for each pupil enrolled. Consideration may be given to auxiliary services provided the school by bookmobile service or by public libraries. However, such service must be used to supplement an adequate supply of dictionaries, encyclopedias and specific reference material which must be owned by the school.  

151The Ohio State Board of Education, Ohio Elementary School Standards (Minimum) . . . , p. 13.
Statements as those appearing in the Ohio Standards are justified; it is not the number of books but their quality and their possible influence that should be considered when evaluating the book collection. Nonetheless, even if the selector has managed to secure the "best books," the very number of books in the collection will determine, in part, the extent to which the purposes of the library are actually attained.

There should be representative books for all reading levels and of all interests of the reading clientele be it for a classroom group of thirty five or the entire school population. There should be samples of practically every topic; every sizable division of the Dewey decimal system should be represented. Each subject should be presented in different literary forms. This practice calls for the breaking down of fiction and nonfiction barriers; it calls for a gathering of materials on a topic from factual, fictional biographical, poetic, and dramatic literature. Since the same subject may appeal to a wide age range the book selector should secure for a given topic books that are widely differing in treatment of readability level and depth of discussion. If children are to obtain answers to their problems through the medium of the printed page, various levels of reading must be represented in the books. Thus, in the whole collection, the book selector should try to have scope, coverage, variety and readability if the goal is to serve all the children.

No set percentage of the number of books in each field and readability level can be considered perfect for all types of school libraries and in all localities. The needs of the school must be the determining factor. These needs are in large part affected by the socio economic level and the educational expectations of the school.
community. The distribution of types of books in *The Children's Catalog for Elementary School Libraries* forms a good basis for desirable variety in an average school library.\(^{152}\) *The Teacher Librarian's Handbook* by Mary Peacock Douglas has also been suggested as a reliable source for help in seeking proportion of expenditures and for determining weaknesses in a collection.\(^{153}\)

Once quantitative and qualitative standards are attained, the book selector should aim her selection beyond the basic collection. She can then purchase more duplicate copies of favorite books, secure editions that are perhaps more attractive and more expensive, secure books that would serve very special interests of a few readers, and add greater range and variety to each subject field or levels of difficulty. Few schools ever reach this point.

13. The number of pupils enrolled should be considered when selecting the trade books that are to be used in the schools.

... the classroom library is a collection of about fifty best books adapted to the mental capacity of the children of the grade, together with a collection of supplementary texts ... "home use" is the chief aim but ... the classroom library is designed to take care of the child's reading whether that reading be at home or within the schoolroom and during school hours ... The ideal situation is to have a sufficient number (of books) to allow each (child) a volume. Practically, this will necessitate a few more volumes than there are pupils, both to avoid the possible situation of having on hand only books that the pupil has previously read, and again the conceivable contingency where the book available may be uninteresting to the child. It is not to be expected

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\(^{152}\) Logosa, *op. cit.*, pp. 50-53.

that every child will read all of the books. Tastes will
naturally differ and a book that will appeal to one child
will be uninteresting to another.154

About fifteen years after the statement above was issued the
professional literature began to indicate that educators and librarians
believed that book collections in classroom libraries and the central-
ized school library were essential to facilitate the modern educational
program. Furthermore, the book collections were to be far more exten-
sive than the fifty or approximately one book per child as advocated by
Casey in 1937. Although the statement below was written in the early
1940's it reflects the thinking of educators and librarians today.

The size of the book collection is definitely related
to the enrollment of the school.

There are no set standards as to what constitutes the
correct number of books per pupil in an elementary school
library. . . . Of course the larger the book collection
the better. A large, well-selected book collection makes
possible such services as home circulation to a wider field
of children's interests. In building the book collection it
is important to bear in mind the ultimate size of the col-
lection which is being planned. A different problem of
selection is involved in planning a library of 2,000 volumes
and one of 10,000 volumes.155

A book collection of no mean size is needed to provide reading
materials on a wide range of subjects and in varied literary forms.
Many books are needed to satisfy the unlimited number of curricular and
extra-curricular purposes that exist in the ongoing learning situations
of an elementary school. No well-selected book collection is ever too
large for children and young people, especially if these books are to

154 Leo Casey, "The Classroom Library, Notion, Need and
Advantages," pp. 3-7.

155 Gardiner and Baisden, op. cit., p. 67.
satisfy the needs of the students in the classroom, in the school library, and for home use. The American Library Association has included in its Standards recommendations based on the number of pupils enrolled in the school. In schools having 200 - 999 students the minimum number of volumes in their collection should be 6,000 to 10,000 books. In schools having 1,000 or more students ten books per student are recommended. A group of twenty-five pupils in an intermediate grade classroom, with the ever existing wide range in interests and abilities, calls for a collection of at least 1,500 books.

As the implications of these reports are identified one realizes the need to supplement classroom library collections with books from the public library, bookmobile service, children's home libraries, paperbacks, the centralized school library and the like. Because of the conditions in the public schools, a permanent classroom library cannot contain sufficient amount and variety of reading material to meet the wide range of interests and abilities that exist in each group. It means that in the public schools, if the teachers depended solely on the permanent classroom collection, their pupils would be deprived of a range of resources, special and important services, and worthwhile learning experiences.

Acceptance of the criterion under discussion probably requires that persons responsible for book selection take a position which favors

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156 Ibid., p. 77.

a centralized school library rather than permanent classroom libraries. Research and other literature related to this issue will be presented in detail in Chapter III, "Criteria for the Accessibility of Trade Books for Use in the Schools."

14. The size of the book budget should be considered when selecting the trade books that are to be used in the schools.

The book selector with ample funds will be able to build up her basic selection quickly and she will be able to select the best editions and books that have limited and special appeal. Contrarywise, the librarian with limited funds will have to consider her present collection more carefully to identify what books are still needed in order to build a basic collection. She will have to choose those books that have the widest appeal; she will have to make a choice between a representative sampling of the best books. For example, the librarian with ample funds could purchase all the Newbery Award books, whereas the librarian with limited funds would have to select the Newbery books that would be most widely read by the pupils. Likewise, the former could buy a copy of Wind in the Willows in the Anniversary edition and the latter would probably buy Scribner's regular edition.

The book selector will find that it is only wise administration to adopt an annual budget for the expenditure of the library appropriations. Even though changing conditions during the school year may prevent following the budget exactly, it will provide something at which to aim. The book budget should be planned by the book selector (hopefully a librarian), in consultation with teachers and with approval of the principal. Needless to say, unforeseen book needs will arise during
the school year and this may prevent the book selector from following
the budget exactly. Yet, a budget will provide direction to the selec-
tion process and will help attain a balanced book collection.

Regardless of the size of the budget, the entire book fund
should not be spent on one order. By and large, it is a common practice
for schools to spend their entire book fund in the spring of the year.
The related literature is replete with suggestions that the book
selector hold a substantial portion of the book budget in reserve so
unforeseen book needs can be met in a relatively short period of time.
A position somewhat representative of that held by a majority of edu-
cators and librarians concerned with this aspect of book selection
follows:

A good plan is to divide the fund so that perhaps three-
fourths of the money is spent during the summer or early
fall after a careful study has been made of the requirements
of the coming year's program. This expenditure should
include replacements as well as new books. The balance of
the fund should be held in reserve to meet new needs as they
arise. The purchase of a few new books from time to time
increases children's interest in the book collection. In
school systems which have central purchasing, it is sug-
gested that the large order be placed during the summer so
that books will be available for the opening of school.158

The size of the book budget determines the number of new titles
(trade book and textbooks) that are selected, the number of books that
are repaired or rebound or replaced, the extent to which duplication of
titles is permitted, the number of special interest books that are
purchased, the type and quality of editions that are selected, and the
number of series and classics that are added in the book collection.

158 Gardiner and Baisden, op. cit., p. 80.
New titles and replacements. The book selector should keep in mind that the book fund appropriations should be expended in a manner that will build a well-rounded book collection. Even with ample funds, the entire book budget should not be spent on new titles. The book selector should keep in mind that with the annual book fund he is to purchase new books that will enrich and supplement the curriculum and books for recreational purposes. Yet, a portion of the amount should be used for replacing worn out copies of favorite and basic titles. Some of the fund should also be allocated for rebinding of copies only slightly damaged.

In general, textbooks or supplementary textbooks should be purchased for the classroom or centralized school library to provide information on subjects when there is little or no material available in any other form. The greater emphasis should be on providing trade books which meet standards of literary and artistic quality.

The standards issued by the state departments of education of Ohio and Wisconsin and the American Library Association declare that textbooks and such reference books as encyclopedias and dictionaries be purchased with funds additional to those appropriated for the purchase of trade books for the school library.

Maintaining a book collection is considered to be as much of a problem as the initial selection of it. If the book collection is to remain up to date and adequate for the ongoing needs of the students and teachers, the book selector must be ever watchful of the changes in the curriculum and changes in children's reading interests.
She must be sensitive, too, to permanent values in order to prevent possible weakening of her collection by the elimination of titles which should be preserved while at the same time dropping titles which . . . have lost their usefulness. In this day of reduced book budget there must be constant weighing of one title against another. Two books may have equal value from a literary point of view; two history titles may be equally desirable, but, when funds permit the purchase of only one, the children's librarian must be able to make her selection on the basis of the particular need of her . . . clientele. 159

Duplication of titles. Few school systems have sufficient funds to afford extensive duplication of titles. The trend as revealed in the library study is to avoid duplication at the expense of a first copy of an important, less called for title needed in the permanent collection. This practice is qualified in the following manner. When a sound readable book is in heavy demand and there is evidence that it will have long use, relatively extensive duplication should be permitted. Carefully selected titles on timely and significant materials should also be duplicated even though they may soon be dated and have to be discarded. Supplementing hardback editions of titles in heavy demand with paperback editions makes duplication possible at small cost. 160

Reprints and paperbound books. Occasionally inexpensive reprints are available to schools and school libraries. The Cadmus Books constitute a new group of inexpensive reprints. The list of Cadmus Books includes a wide variety of titles, ranging in scope from the primary grades through the junior high school grades. Most of


160 Enoch Pratt Free Library, op. cit., p. 4-5.
these reprints are of titles that appear on recognized standard lists of children's books. Librarians throughout the country were asked to recommend titles for reprinting. They cooperate with the publishers in selecting titles to be added to the list each year. The Cadmus Books are printed from the original plates of the original publisher's editions on strong paper with strong binding reinforcements. The price varies with individual titles but all titles are relatively inexpensive.

The publication of the paperbound books is an interesting movement. The purchase and use of this kind of edition by school personnel has developed into an issue in book selection policies. The investigator became well aware of various aspects of this issue during the library study and during the interviews with school personnel participating in this study. The writer will digress at this point to briefly discuss the issue pertaining to the presence of paperback books in the classroom and centralized school library. It appears that this issue is directly related to the criterion involving consideration of available book funds, and warrants elaboration.

Frequently the paperbound books are exact reprints of more expensive editions. The Scholastic Book Services is currently sponsoring two book clubs which offer to the young readers at nominal cost paperbound reprints of popular trade books. The paperback books that are obtained through "The Lucky Book Club" are for the readers in the kindergarten through grade three; the Arrow Book Club offers paperback books to the readers in grades four through six. The children are given a list of available books from which they may choose. The order is sent to the Scholastic Book Services office periodically by the classroom
teacher. Books may be returned if declared unsatisfactory in quality or content. Thus the club is not the subscription type; the children need not order any books if the titles on the list are unappealing.

Grosset and Dunlap have a substantial list of paperbacks for the juvenile reader. Their list includes classics and reprints from other publishers. McGraw Hill is publishing paperback editions of their established science books. Scribner and Crowell - Collier also are publishing paperback editions for the young readers.

The term paperbacks includes all separates of the types ordinarily considered as books rather than pamphlets, bound in paper and other inexpensive bindings.\textsuperscript{161}

Up until the year 1939 paperback books were not particularly popular with the reading public. In that year two firms which published paperbounds were founded and have continued to thrive. The publishers did not welcome the competition of inexpensive books. But the trade publishers realized the paperbounds offered a means of covering losses on new titles and was a source to which the reprint rights to old titles could be sold. By 1953 some publishers would not accept a manuscript for publication if it lacked reprint possibilities. By this date also, most of the publishers had established their own paperback series. One more new development was to print a new title first in a paperbound edition, and then to print it as a hardbound if it was approved by the reading public.\textsuperscript{162}

The paperback editions may be purchased for any or all of a

\textsuperscript{161}\textit{Ibid.}, p. 250.

number of reasons: One, the title may be out of print or otherwise unobtainable in higher quality format. Two, the title has never been published in any other edition. Three, the title is in heavy demand temporarily or on repeated occasions but for short periods of time. Four, the use of paperback editions serves to save wear and tear on the basic collection. Five, paperback editions can be used as tests for a title's usefulness before buying hardback copies for the basic collection, and six, the inexpensiveness of paperbound editions enables the book selector to add more titles to the book collection.

Thus having discovered the wide selection of titles available, imaginative teachers have put paperbounds to work solving a wide range of problems.163

The presence of the paperbound books is creating readers where they did not exist before. They are fostering the habit of book buying. They are probably encouraging students to use the library.164 The paperbounds have been said to have "revolutionized the reading habits of countless men, women and children, who previously did not read at all or read only newspapers and magazines."165

The National Council of Teachers of English Subcommittee on Relations with Publishers of Paperbound Books sent questionnaires to 5,000 public and parochial elementary and secondary schools of the United States. The purpose of the study was to determine how and to

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163 Ibid.


what extent paperbound books are used in the schools and what reactions teachers, librarians, and administrators have to their use. The advantages and objections were summarized, information as to how paperbacks are used in the schools and the life span of such books were discussed in the report of this study. The points included in this report were similar to those included in reports of studies carried on by other investigators and have already been cited in the present study.

In the report by Montgomery it was stated that most of the work with paperbounds was done in developing broader views of the subject through enlarged classroom book collections and promoting individual interests and personal libraries. The paperbounds serve mainly to attract readers, to enrich the collection and to provide extra copies. Book selectors do not view increased acquisition of paperbounds as a justification for substantial cutback in the purchase of hardbound books. The school personnel believe that the classroom or centralized school library should depend on the sturdy copies of standard works for its basic collection.

Special interest books. A long-lived objective in book selection is that one should strive to select the right book for the right child at the right time. Yet another objective is to select books that are somewhat universal in their appeal and will get the widest possible use by the children. These objectives appear to constitute a dichotomy

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167 Montgomery, op. cit., p. 74.
and most librarians view them as challenges. There is some controversy as to what constitutes the ideal balance between the extremes inherent in each of the objectives.

The book selector with a limited budget has particular difficulty realizing the objective that caters to special interests of children. Most educators and librarians agree that in most situations the larger portion of the budget should go toward the purchase of books that have more universal appeal. This is particularly important, however, in situations where funds are very limited. If the books are carefully selected in relation to developmental tasks and characteristics of children, individual reading interests can be fairly well satisfied. In situations where a basic book collection is already developed or where funds are sufficiently plentiful the book selector can justify the purchase of special interest books that will be circulated rather infrequently.

**Series.** Books in series are to be evaluated as individual titles. They should be added or rejected as they do or do not meet the basic quality standards for children's books. Frequently series or a great number of books with the same characters and similar plots have limited and simple vocabulary and sentence structure. They are produced in such numbers in a relatively short period of time that they have little originality or literary value. They require little or no mental effort to read. An overdose of this type of reading may dull sensitivity to more worthwhile books.

The writer has identified series books for children which appear to be of lasting quality and literary merit. The list is included in Appendix C. The criteria upon which series books should
be selected are the same as for other literary pieces. They should possess literary merit: namely, beauty and simplicity of language, adequate descriptive detail, direct expression, and sensory appeal. They are significant for their interest appeal and should depict characters realistically. Their stories should provide an emotional outlet for the readers and contain some or all of such elements as probable or possible action, surprise, humor, familiar experiences, conversation, satisfactory conclusion. Finally, the format in each of these books should be pleasing to the child.

Series satisfy the child's need for collecting; they provide security in familiarity with characters. The types of series that today's child is interested in reading and should be provided in the school book collection include nonfictional books or information books published in the same format, the books by the same author about the same characters and the family chronicle. The librarian with ample funds could order all of Henry's stories or all of the books from The True Book series. The librarian with limited funds would have to strive for a representative sampling from each of the series. The size of the book budget would determine how many books from each of these series that the book selector could purchase.

Classics and rewritten classics. In the case of the traditional or classic folk literature, the selection should be evaluated for its appeal to today's children, its literary merit and for the artistic quality of the illustrations of the particular edition before purchase. Rewritten classics should not be purchased except where the abridgments are accepted literary works.

Some classics are enjoyed in their original form. Such books as
Little Women, Tom Sawyer, Wind in the Willows, and others are still sold in large quantities. Children read these books not because they are classics or because their parents and grandparents read them, but because they like these books. These books have survived because of such qualities as: a combination of warmth, sincerity, emotion, personal experience, sympathy, struggle, security, kindliness, and humor. It is these classics that are to be purchased for use in the schools.

A rewritten classic should retain the original flavor and style of the story. Otherwise one of the best qualities of a classic may be lost—namely, it can be read time and again and each time it is read the reader discovers something that he had never noticed before.

In rewriting classics, distortion of the characters and the plot should be avoided. One good example of distortion is provided by the rewritten version of Little Red Riding Hood. In this new version the wolf doesn't eat the grandmother. Instead it reads as follows: "Then the wolf pushed open the door of the cottage and rushed in, but the grandmother was not there, as she happened not to be at home." The old version was supposedly too horrible for children to read, so it had to be censored, re-edited and spoiled. One of the dangers of rewriting classics is that the persons doing the rewriting tend to add a little of themselves to the stories in the process. Sometimes this changes the whole theme of the story or makes the story too insipid to be enjoyed by the children. Some classics can be appropriately rewritten because they are too long and complex to be enjoyed by many of today's children. Some classics have been rewritten to omit certain moralizing statements which characterized the writing of earlier periods. Such books as Defoe's Robinson Crusoe, Anna Sewell's Black Beauty have been appropriately
rewritten to omit extraneous passages and are much enjoyed by the young reader today. These adapted versions of books have maintained the great literary quality of the original version. They are able to compete with the best of today's literature because they are appropriate for the reading interests and literary tastes of today's child. They are appropriate selections for schools regardless of book fund appropriations.

Summary

The major purpose of this chapter was to present criteria for the selection of trade books used in the school. Book selection was defined and the need for careful selection of books was discussed. The criteria for the selection of books were established from the writer's basic assumptions and the related literature. The criteria were stated and justification for each criterion was presented. Fourteen criteria for the selection of trade books were established in this study:

1. The selection of the trade books that are used in the schools should be made by one who is familiar with children's literature and fundamental principles of book selection.

2. Faculty should participate in the selection of the trade books that are used in the schools.

3. Pupils should participate in the selection of the trade books that are used in the schools.

4. Existing laws and standards should be considered when selecting the trade books that are used in the schools.

5. There should exist written policies to govern the selection of the trade books that are used in the schools.

6. Reliable selection aids should be consulted when selecting
the trade books that are used in the schools.

7. The study and reading interests of children should be considered when selecting the trade books that are used in the schools.

8. Characteristics of children should be considered when selecting the trade books that are used in the schools.

9. The range of age and sex of the children should be considered when selecting the trade books that are used in the schools.

10. The curricular design should be considered when selecting the trade books that are used in the schools.

11. The patterns of instruction employed in a teaching-learning situation should be considered when selecting the trade books that are used in the schools.

12. The number of books and scope of books already in the collection should be considered when selecting the books that are used in the schools.

13. The number of pupils enrolled should be considered when selecting the trade books that are used in the schools.

14. The size of the book budget should be considered when selecting the trade books that are to be used in the schools.
CHAPTER III

CRITERIA FOR THE ACCESSIBILITY
OF TRADE BOOKS IN THE
ELEMENTARY SCHOOL

Introduction

Accessibility defined. Accessibility is defined as the extent
to which the students and teachers can easily obtain the selected
publications from the facilities that have been organized for the
express purpose of distributing these materials. The terms availa-
bility and accessibility are not synonymous. The former has a direct
relationship to the problem of the selection of existing publications;
the latter involves the nature and extent to which the selected publi-
cations are provided as well as the types, quality and quantity of
the publications and services that are provided. The criteria estab-
lished in this chapter will pertain to the problem of accessibility of
trade books within the school.

That all students and teachers may actually utilize the books
that have been selected for them is worthy of consideration by edu-
cators. Accessibility of the books is a significant factor in
satisfying and extending reading interests and leisure time book reading.\textsuperscript{1}

Offerman reported that she found there is less relationship than she had expected between the number of books read and the improvement in reading achievement. She concluded that a collection of books alone is not enough. It should be supplemented by easy access to the books and there should be some definite organization for their use.\textsuperscript{2}

Waples and Carnovsky stated that the easy accessibility of the material is to be ranked as the most important factor of the three factors which largely determine what a student reads. (The readability of the content and the interest of the reader in the subject are the two remaining factors that these writers found to be the important factors in determining what a person reads.)\textsuperscript{3}

Gardiner and Baisden also stated that accessibility is a vital factor in the reading program.

It matters not how great the supply of children's books if a child cannot get his hands on them, for him they had as well not exist. . . . The greatest single factor in developing

\begin{itemize}

\item[\textsuperscript{2}]Elizabeth Offerman, "The Effect of the Presence of Books on Children's Interests and Achievements in Reading" (unpublished Master's thesis, Graduate Library School, University of Chicago, Chicago, 1930), p. 75.

\end{itemize}
interest in books and the habit of reading is accessibility of books. The child who has difficulty in getting books will naturally read little and his fields of reading experience and reading interest must consequently remain limited. The child who has constant access to good books has the opportunity to develop through reading one of the most important intellectual and recreational outlets he can ever know.4

It is the responsibility of educators to contribute to the children's interests in books by making considerable effort to make the best in books and reading guidance easily accessible to the students. Welch reported that the head of library services in the Pacific Zone stated that 10% of the men would find good books wherever they were, 10% would never read, and the remaining 80% could be trained and intrigued to read if books were made more easily accessible to them. She then went on to say that the elementary school personnel have a responsibility to not only give the mechanics of easy reading, they should also bring to this 80% the joy of reading by means of easy accessibility to quality reading material and effective reading guidance.5

Educators and librarians agree that the teacher and the pupil have a right to expect that a wealth of reading material be readily accessible to them and that it be organized in a usable fashion. Therefore, an attempt has been made to establish criteria for the accessibility of trade books that are to be used in the elementary school.


Factors that affect accessibility. Examination of the literature revealed that there are numerous factors which affect the degree of accessibility of materials that are in the schools; it also revealed that, by and large, these factors are interrelated. Henne reported that factors such as the following affect accessibility: characteristics of the community and student group, the nature of the curriculum, size and content of the centralized school library's collection, book selection policies and book acquisition procedures of the library, interest in and participation on the part of teachers in selecting materials for the libraries, amount of funds available for materials, other sources of materials in the community and region, cooperation between the school library and neighboring public library in matters pertaining to book selection and the use of materials, role of textbooks in the educational program, effectiveness of the cataloging and classification, reading guidance practices employed by school library and teaching personnel, scheduling of library facilities and services for use by the students during and after the school day, size of the library (physical plant), circulation policies, nature and degree of the state policies and practices affected directly by the legislation, provision for state aid, and supervisory personnel from the state department of education.6

Gaver developed instruments designed to evaluate the program of library services available in the elementary schools and one major aspect of the program evaluated by her instruments was the accessibility

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of trade books and library services. Closeness of materials to the point of use in both time and space, subject coverage, and range of level of difficulty; classification and organization of materials; and flexibility of the program of activities or services carried out by faculty and library staff constitute the major aspects of accessibility identified by Gaver.7

The criteria proposed in this chapter include such items as the location of the book collection, professional preparation and efficiency of the personnel in charge of the book collection; availability of funds for reaching materials and library facilities and services; circulation practices; summer school library programs, and the relationship between the public library and the school library. Some of the factors that Henne and Gaver named as affecting accessibility, the investigator identified as factors affecting book selection and activities with trade books. The investigator is well aware of the interrelatedness of these factors; some factors affect accessibility of trade books but they also affect the dimensions of book selection and activities with books to a significant degree. At no time was their interrelatedness ignored. It appears that the classification of the dimensions for using trade books and the itemizing of the respective criteria had to be somewhat arbitrary.

7Mary Virginia Gaver, "Effectiveness of Centralized Library Service in Elementary Schools (Phase I), Library Quarterly, XXI (July, 1961), 252.
Criteria for Accessibility of Trade Books

1. The trade book collection should be located in a central library within the elementary school.

In order to make books accessible to all pupils and teachers in a school the collection should be administered as a single unit in one place in the school. Comments favoring the development and improvement of central school libraries frequently appear in the professional periodicals read by educators and librarians. New instructional materials, new approaches to teaching, new curiosities on the part of the children, and recognition of the ability to engage in self-directed learning are named in the related literature as factors creating a vital and important demand for a large book collection and central school library facilities and services. Because of such factors as those listed above the typical self contained classroom library would not provide adequately for the educational needs of today's elementary school children.

The library study revealed that educators and librarians are interested in devising economical and efficient plans for administering the school library program in which the distribution of trade books and library materials occurs from a central depository. A great majority of the authorities agree that the central depository should be within the school building rather than outside the school building. Yet there exist in numerous school districts plans of administering a school library program in which the distribution of books occurs from a central depository outside the school building. These latter-named
plans are common in county systems and they have numerous disadvantages. In one source it was stated that such plans can be recommended only for rural schools or for very small schools where it is not feasible to maintain a complete central library for each building. County or regional library service has the advantage of providing central direction and some supervision. It makes available to each school a larger number of books than each school could provide for itself. It probably provides a better selection of books than teachers or administrators in these small schools would select. Seldom is the size of the book collection in the county or regional library large enough to provide each of the schools with enough books. Because the collection is so small the children soon exhaust their interest in it.  

Such plans are expensive because they always involve trucks and other expensive equipment and personnel. They also necessitate a heavy expense for duplicate copies of books. Where the circulation is limited to classroom collections, library service is reduced to the minimum . . . a difficulty which seems inseparable from most plans for this type of circulation is that there is a very annoying lag between need and supply. . . . Sometimes the difficulty is increased by the fact that teachers must go to the central depository to select books or accept fixed collections of books which may bear very little relationship to the reading interests or abilities of their particular classes.  

Long stated that a central library in the elementary school is a necessity. She reminded her readers that parents are unable to make accessible to their children an adequate and a carefully selected collection of books. In most instances, their living quarters are too small. Our population has become quite mobile and many families move


9Ibid., pp. 15-16.
from city to city; they could not, nor do they wish to take a large number of books with them each time they move into a new home. The economic status of families does not permit them to spend a considerable amount of money on books. Inadequate book selection would occur because some parents lack knowledge about books and reading interests of children. All of these factors militate against the home ownership of many books.10

The following statement reiterates, more forcefully, Long's arguments for supporting the central school library.

The importance of library facilities at school is emphasized by the fact that a large portion of the homes in most communities cannot provide either children or adults with books and magazines or the physical conditions essential for recreational reading and for the study of personal and social problems. Any community which does not provide adequate library facilities, either school or public, or both, or which fails to make them available to persons of all ages is failing to meet its major social obligations.11

Friend engaged in an empirical study to determine the implications of trends in the teaching of reading for an elementary school library. In her report she stated that the provision of materials to implement the reading program is perhaps the largest contribution of a central school library. Two additional objectives were identified with the school library. First, to develop in the pupils those attitudes and habits of study which lead to continuous use of tools of


learning commonly provided by the library, and second, to develop in pupils the ability to use these reference tools effectively. Friend also stated that the central school library forms an active teaching agency and an aid to learning. It is as essential at the elementary school level as at the secondary school and college level.12

Several committees of professional organizations have taken positions on the issue of the central school library and the self-contained classroom library. Summaries of reports issued by these committees follow.

The American Library Association's Committee on Post-War Planning stated that

... the increased stress on the needs of the individual child, the rapidly changing conception of those needs, the adaptation and extension of the reading program, and the emphasis on realistic, broadly planned work in the social studies make centralized library service essential in the elementary school.13

The Joint Library Committee of the New England School Development Council and the New England School Library Association supported the idea of the central library in the elementary school.14 A committee of the National Education Association and the American Library Association declared that elementary schools must have libraries in order to carry out their educational responsibilities to their pupils. The

12Ibid., pp. 51-52.


Committee recognized the value of books in the classroom as a supplement to central school libraries but it emphasized that it did not believe that adequate library service is provided through classroom collections alone.  

Numerous, yet similar, reasons were submitted by these committees to justify their support of the idea that the trade book collection should be located in a central school library within the elementary school. Their arguments are incorporated in the statements which follow.

A central school library serves as the coordinating center of the instructional program. It offers, in the school librarian, a specialist in children's literature and book selection skilled in the use of varied teaching methods and a competent consultant in curriculum planning.

A central school library functions as a materials laboratory because it is quite likely to have adequate reading resources conveniently arranged for the exploration of problems of the classroom and daily living. Because of the convenient organization and broad selection of trade books characteristic of a central library, intellectual curiosity is likely to be stimulated and satisfied. Through its well-balanced collection of resources on a broad range of readability and interest levels, the central school library affords increasing opportunity for challenging every child. It affords ample provision for

individuals of differing capacities to meet on common ground in pre-
paring for class work. It serves as a learning center where pupils
and teachers may pursue a problem together at the time interest is
high. The central school library provides teachers with a wealth of
books which facilitate the use of varied teaching methods and help to
enrich teaching.

The central school library is a reading center where individual
interests and tastes are stimulated under expert guidance. It is a
place where students may share experiences in books through individual
and group activities. It seeks to encourage interest in reading as a
useful and enjoyable activity and a lifetime habit. The central school
library affords the children an opportunity to be equipped with ability
to think independently in the choice of reading matter. It encourages
an analytical and critical attitude toward reading. It gives repeated
opportunity for respect for public property and consideration of others.

A limited number of research studies comparing the effectiveness
of the central school library with the self-contained classroom library
have been identified. Stanton reported that the numerical range of the
topical classification of the book holdings of the classroom libraries
she surveyed was small; over half of them had fewer than thirty books.16
The wide range of reading abilities and interests found in the typical
schoolroom could not possibly be met in the classrooms surveyed by
Stanton. This fact becomes more obvious if one accepts the figures

16Louella M. Stanton, "Survey of Classroom Libraries in the
Elementary Schools of the District of Columbia, Division 10-13 (unpub-
lished Master's thesis, Department of Library Science, Catholic
reported by Huck and Young: "the reference needs of a group of twenty-five pupils in the middle grades ... calls for a collection of at least 1500 books."\(^\text{17}\)

Leavitt compared both qualitatively and quantitatively the reading habits of children who had access to a wide range of reading materials under adequate library management with those of children who had been limited to a relatively few books housed in classroom collections. Her study revealed that: all other things being equal, children read in direct proportion to the number of books available; to be effective educationally, library collections must at least approximate 6.5 books per child; the reading totals were higher, range of interest was wider, and discrimination was greater for those children using central libraries. Only when children were guided and stimulated by librarians trained in the techniques did children closely approximate their potential levels in the books they chose to read; whereas when guidance was absent the children chose to read at a lower level than they were actually capable of. The development of good reading habits by the children participating in the study was in direct proportion to the number of titles available, the kind and amount of guidance offered, and the actual amount of time classes were allowed to use the central school libraries.\(^\text{18}\)


Monahan attempted to determine the effect of a central library in an elementary school upon the reading growth of the children whom it served. To accomplish this objective, she selected schools in Gary, Indiana and the reading in an elementary school with a central library was compared with the reading in an elementary school without a central library. The reported findings suggest that the greater variety and easier accessibility of materials in the school library and the stimulation and guidance in the selecting of books provided by the librarian have beneficial effects on the reading of children. The most significant findings include: a much greater amount of reading is done in the school with a central library and this difference widens in the upper grades. In the school with a library there were a larger proportion of "good" books read and a greater diversity in reading content. She could not validate her hypothesis that children in schools with centralized library services make higher scores on standardized reading tests. There were no significant differences in the reading ability of the boys and girls in the schools participating in the study.

Other interesting findings of the Monahan study include the following: schools without a librarian fail to utilize completely the funds made available for the library purchases. There were also differences among the teachers in the interest and concern for children's personal reading. Thus some classrooms had small and some had large library collections. Despite similarity in library appropriations in the two schools, the children in the school with a central school library had a distinct advantage in the variety and the number of
books and the amount and kind of reading guidance provided. Masterson also evaluated the school library in the reading programs of the school. In direct contradiction to findings presented in the Monahan report, Masterson found that elementary school students make a higher score on reading tests when the school has a central library. (Conflict in findings may be due to the fact that the Monahan study was over a two-month period and the Masterson study was over a period of years.) Other important findings of the Masterson study are: improvement in reading is more marked at all grade levels when a full-time librarian supervises an active library program and the majority of children with an I.Q. above 95 read far below anticipated capacity when no school library services were available.^

Implications of these two comparative studies appear to be that the school library can be a potentially important influence contributing to the growth of reading abilities of children. Only partial results are derived from a library without a definite program. A professionally trained librarian with previous teaching experience can offer effective, productive motivation and abundant opportunities for guided practice in the wide range of reading skills which the children need to develop. It is obvious also, that some benefits gained from a central school library are measurable whereas others are not. Unmeasurable benefits directly derived from active utilization of a large trade

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book collection and library services include such things as appreciations, broadened outlooks, and new interests. A measurable benefit is the improvement of reading skills.

The instruments developed by Gaver have differentiated clearly in favor of the school library in evaluation of the quantity of materials and in the quality of the materials provided; qualified differentiation was found in favor of the school library category for the measure of depth of library related activities and the measure of quality reading. She measured educational gain in all six grades associated with a school library. Differentiation in favor of the school library was also obtained in evaluation of trade book collections, accessibility of services and facilities, extent of library-related activities, test of library skills and amount of reading. There was sufficient evidence to conclude that resources and educational purpose of the community as a whole may be more significant for differentiation among three aspects of library provision in elementary schools than socio-economic status of the specific school neighborhood.

In summary, Gaver reported that the measures developed and the statistical procedures applied to data obtained from six schools have indicated that there are definite advantages in schools that have trade book collections located in school libraries manned by professional library staff.\(^\text{21}\)

De Cordova reported that a study in the field shows that a

\(^{21}\text{Mary Virginia Gaver, "Effectiveness of Centralized Library Service in Elementary Schools (Phase I), Graduate School Rutgers University . . . , pp. 104-105.}
majority of schools in Texas do not have a program of a central school library where a trained librarian is employed. She stated that a high percentage of the elementary school teachers expressed a desire for an organized library program. Through their response to the questionnaire the teachers indicated that in situations where there is a central library program, it is serving effectively in various capacities. It provides important aids in teaching social studies, language arts, and science in the elementary programs. By providing an adequate trade book collection, the school library promotes a desire for additional learning among students as they develop their various units of work. Through organized and systematic procedures, it aids pupils in self-direction of selecting and evaluating information. Since provisions are made to include challenging, well-chosen material for elementary school children, the library stimulates interest in learning to read and fosters the development of reading skills. It furnishes numerous and interesting books on a wide range of levels of achievement and interest appeal. The library provides an unusual opportunity for enrichment and an ideal atmosphere for storytelling.\(^22\)

De Cordova also reported some interesting findings about the classroom libraries. She stated that frequently the room library is not a library at all; it is merely a collection of books for one room only. Ofttimes the books are selected from inadequate lists or brought from the low quality stock of local stores. Numerous teachers who were

given book selection responsibilities had not been trained in children's literature and were not acquainted with available reading material or aids for selection. The typical illogical organization and the limited number of resources in many of the classroom libraries denied the skilled training in the use of the library.23

Henne compared over 100 schools with and without a library program in terms of the purpose and scope of their participation in three major activities, namely, provision of materials, informal direction of students in the selection of books, and publicity methods to motivate reading. She reported that the school library programs that typically prevail are not as broad in purpose and scope as they could and should be. There was evidence that the increase in the number of school libraries since the turn of the century has assumed almost phenomenal proportions. The writer added, however, that a vast number of schools are without libraries or collections of books. Frequently these schools that are without library programs are situated in localities without public libraries so that the deprivation of the student is even greater. Despite the low standard programs, she observed that the situation appeared promising. Henne found that marked improvement has been made in all areas of library service. The changes in standards were particularly strategic in the area of reading guidance.24

The library study revealed that some trends in central school libraries are identifiable. The libraries contain quantities of books

23Ibid., p. 25.

24Frances Henne, op. cit., p. 41.
which have the potential to stimulate within the elementary school-aged reader creative and imaginative thinking as well as to stimulate an interest and curiosity about life. Some of the books quite adequately interpret our cultural heritage and create an awareness of world relationships. Other books could well create doubts in the minds of the young readers and cause them to realize that some serious research and thinking need be done about certain problems and issues and that they alone can arrive at conclusions about these problems and issues. There is an identifiable trend toward a centralization of such facilities as cataloging, processing, and sharing of special materials. Teachers and pupils are being given relatively large blocks of time for independent study and for reading in the library. Librarians are aware of curricular needs that they can satisfy and promote and the teachers and administrators are becoming more aware of the active role they can play to support the school library movement. In the words of Lowrie:

The elementary school library is proving to be an exciting development in the total movement today as well as an essential requirement of all elementary schools of the future.  

Thus far findings presented in research reports and statements issued by committees of professional organizations, citizen groups, and leaders in the school library movement have been cited in this discussion about the central school library program in elementary schools. These findings, in general, appear to establish the criterion that the trade book collection should be located within a central school library.

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To make the discussion more comprehensive however, a few more advantages and some disadvantages should be presented.

On the positive side of the issue the following advantages can be cited. The central school library gives the students a real life experience which parallels the library situations they will meet in high school, college or in the public library; it facilitates learning of library skills needed to locate, evaluate and use materials which it provides. It is financially the most economical plan because it avoids expenditures for duplication of titles. All pupils and teachers can share them and have easy access to them as needs arise. It makes the entire book collection accessible to the maximum number of children and teachers; the result is that it brings about a more efficient use of reading material because books are more frequently used. It makes a wide selection of materials available, thus the school can more adequately meet the needs of individual students and teachers. It provides for flexibility of the classroom library.

To be sure, disadvantages of the central school library have been identified. Facilities for library quarters may be limited. Few elementary schools will have rooms large enough to meet specifications included in the standards. In most instances, due to lack of space and to the limited number of professional library personnel on duty, it may not be possible for a whole class to visit the library as a group or as often as they would like to. Since the library is open to the whole school, with its wide range of interests and abilities, it may not contain sufficient material in a particular area on a given grade level. There may be too many books available from which the students may
choose and this abundance of books would only serve to confuse them. The librarian may not be adequately prepared to work with the wide span of age groups who would use the central library facilities. The librarian may be so bogged down with administrative detail and clerical tasks that she cannot help children to find the books that satisfy their needs or interests. Finally, there is danger that teachers will rely on the library completely to solve their curricular and reading guidance book needs. Thus teachers may take an inactive interest in selecting books for purchase by the school and may also depend upon the librarian to help students select books for recreational, functional, or instructional purposes.

The idea of the school library is one of the distinct contributions that the United States has made to the education of its youth. Principles of school library programs are currently receiving greater attention and promotion than ever before. The trends in the school library movement indicate that the library program is somewhat more than an academic exercise. Yet in many respects the statistics presented previously serve to remind one that the acceptance of the school library idea has frequently been on a level of definition rather than of operation.

... the gains have been made by inches for the last fifteen years, and indeed long before, there have not been twenty-five schools in the country that did not need or could not use better school libraries than they had. Recent educational developments would seem almost to demand excellent school libraries, but these have not been forthcoming. The number of elementary schools without libraries is a national disgrace.26

To some extent the values and behavior of school administrators, teachers, librarians and the public in general have limited the development of the school library movement. Some school administrators and board members have been indifferent to the idea of a school library program. Some of the administrators and board members themselves do not read very much; consequently, they are not predisposed toward libraries. When administrators meet with pressures for tightening school budgets they have a tendency to reduce the school library budget because it is administratively more flexible. The overcrowded school situation has resulted in the library space being used for classrooms. The administrators lack information about a good school library program because (a) they attended elementary schools with no or poor libraries, (b) their professional preparation program did not stress the importance of school libraries in the elementary school's program, and they had some experience in the past when teachers, pupils and librarians did not make correct use of the school library facilities.

Teachers have also been in part responsible for the lack of progress in the school library movement. Many of the teachers have limited cultural backgrounds, do not read many books and thus do not appreciate the potential value of a school library. Because of poor leadership on the part of superintendents, principals, curriculum coordinators, and librarians, teachers lack the necessary inservice education and motivation that would help them see the need for school libraries. Many teacher education programs have failed to include

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adequate instruction about children's literature and library activities. These teachers may have taught in schools with limited library resources or they may have taught in situations where relationships with the school librarians were not satisfactory; hence, they do not appreciate the positive value of an effective library program. Finally, it appears to the investigator that textbook dominated teaching methods constitute the most basic cause in limiting the provision and use of library resources in the elementary schools.

One explanation for a lack of interest in placing the trade book collections in school libraries is that some leaders in librarianship are unaware of new developments in children's literature in education and in school librarianship. Also, many librarians have continued to agree to work in school libraries under less than professional library standards. This has caused some capable librarians to leave the profession and has discouraged capable people and potential leaders from becoming school librarians.

Some aspects of communities, in general, have been in part responsible for the slow acceptance of the idea of the school library program. The educational experience of many laypeople has not lead them to become familiar with any kind of library, but particularly with school libraries. As a result, they are neither aware of their value or need, nor are they likely to support the school library movement. Even if there were an awareness of the services and resources of a good school library program, the promotion of the school library idea does not occur in many communities because there lacks leadership among the citizenry. Some communities are lacking in funds and are
unable to support a school library program. It was frequently mentioned in the related literature, however, that this problem may not be as universal as is sometimes indicated.  

Certain propitious developments have been particularly influential in effecting the establishment and improvement of school libraries. The more comprehensive standards in the objectives of the elementary school, enrichment programs and new curricular patterns have augmented the use made of facilities by students and teachers. Teaching methods that are imaginative and stimulative have motivated students to make use of the school library. Dependence upon multiple sources of learning, many of which only a school library can provide, has characterized educators who are aware of the expansion of knowledge and the concepts of individual differences, and who believe independent and reflective thinking to be the method of education. The need to provide for individual differences, made apparent by increased student population has required educators to secure a wide range of books and other materials. Because of the expansion of knowledge educators themselves have had to depend on library resources in order to carry out their teaching responsibilities. The emphasis on self-directed learning by such groups as the Educational Policies Commission and the National Association for Secondary School Principals (Trump Plan) has given renewed importance to helping students become skillful in the discipline of knowing how to use the resource of a library intelligently.

Another factor which may have affected establishment and improvement of school libraries is the widespread interest among

\[28\] Ibid., p. 80.
citizens in the educational programs and the active participation of
the citizen groups in effecting improvement in the schools. Emphasis
on the use of the school library and the building of large trade book
collections has been effected by such curricular changes and organi-
zational innovations as individualized reading; the ungraded elementary
school; variations in class size and classrooms; experimental programs
with talented students, retarded learners, the culturally deprived,
and the emotionally disturbed students. The formulation and imple-
mentation of the new national library standards by representatives of
citizen groups and professional organizations of school administrators,
curriculum coordinators, classroom and special teachers and librarians,
have created an observable interest in the school library. Furthermore,
the standards in and of themselves have provided a planning guide that
is useful to many schools. One other condition which promoted the
establishment and improvement of school libraries is that there has
been an increased number of schools and departments of education that
have recognized that professional preparation of teachers and school
librarians should incorporate instruction about books.29

The Library Service Branch of the United States Office of Edu-
cation has reported research that points up the need for centralized
elementary school libraries. The National Library Week and the Book
Week Festivals sponsored by the Children's Book Council and the New
York Herald Tribune through their emphasis upon the use of books and
school library development, have increased public understanding and
support of centralized school libraries in elementary schools. The

29 Ibid., pp. 75-78.
growth in state and local school library supervisory programs has meant
encouragement and consultant help to local school systems. The School
Library Development Project sponsored by the American Library Associ-
ation has provided grants and advisory service to at least twenty-one
states in an attempt to develop elementary school libraries. 30

State and local groups have established, improved, and extended
elementary school programs with at least four kinds of work. There
was focus on the program of services provided by an elementary school
library, cooperative action was emphasized, existing programs were
surveyed and evaluated to identify needs and goals, and long range
plans of steps necessary to gain good elementary school library pro-
grams were made. 31

A professional librarian should be in charge of the book col-
lection. Analysis of the related literature indicated that it is still
the rare school district that provides an adequate library program for
elementary school pupils on anything like the scale that it provides
for high school pupils. One report indicated that in 1958-1959 there
was one librarian for every 4,261 elementary school pupils whereas
there was one librarian for every 880 secondary school pupils. 32 In
this same report it was indicated that 25.8 per cent of the elementary

30 Mary Frances Kennon, "Trends in Developing Elementary School

31 Ibid., pp. 110-112.

32 Mary Helen Mahar and Doris C. Holladay, Public School Library
Department of Health, Education and Welfare, Office of Education,
October, 1960), p. 3.
schools surveyed were served by librarians and 91.7 per cent of the secondary schools were served by librarians.\textsuperscript{33} This unbalanced situation might be alleviated somewhat if the administrators and members of the board of education were aware of the significant contributions a qualified librarian could make towards the effectiveness of the school library program.

It is not within the scope of this dissertation to engage in an extensive study as to numerous technical aspects of the school library program one of which would be qualifications of the elementary school librarian. Suffice it to say that the maintenance, operation, and services of any worthwhile school library require specialized knowledge regarding selecting trade books, processing the books, and organizing them in a manner that will make them readily available for use by the student.

It is doubtful that persons lacking course work in librarianship could be capable of doing even a fair job in aiding children to secure the right book at the right time; nor could they help teachers and pupils to make the best possible use of the books. Admittedly, some schools make a practice of placing such persons as vice-principals, clerks, parents, students, and custodians in charge of the library. None of these practices can be commended as desirable means of making the best use of the trade book collection that a school had already obtained or could secure in the future. Educators and librarians agree there is likely to be little real progress without a professional librarian.

\textsuperscript{33}\textit{Ibid.}, p. 2.
If one is to expect that quality literature is to be made available to the children through careful book selection and if one expects that these books are to be made easily accessible to the students so that optimum use is to be made of them, and if quality reading guidance is to be administered the students who are in need of such professional service, the criterion being discussed appears to be supportable. Without a capable librarian an educational program that is dependent upon a plentiful supply of trade books and library services could not function at its best. A competent, professionally trained school librarian is perhaps one of the most important factors in a quality educational program.

There are some basic qualifications and competencies that the elementary school librarian should have. The school librarian should know children's books and know the standards and procedures for evaluating, selecting, organizing and interpreting them. She should have had a successful experience as an elementary school teacher. She should understand children and know what the school expects to do for them. She should be willing and able to give service and advice to teachers and children in the selection and use of trade books. She should be well grounded in librarianship so she can efficiently and accurately execute the technical library processes. She should possess an enthusiasm for books and a faith in their potential.34

Rimkus emphasized that the school librarian should be particularly knowledgeable in techniques for teaching of reading and the

34Long, op. cit., p. 65.
area of children's reading interests.  

Leaders in the school library movement stated in the related literature that the book collection should not be left unattended nor should a teacher-librarian be made responsible for it. In an article addressed to teacher-librarians Perry said,

Not only must you prepare for your classes and correct papers, but you must also do all the varied tasks that go into making of a school library--the studying of reviews, so that meager book budgets can be spent to the utmost good, the cataloging and classifying of books and films, the preparation of cards for the catalog...--all work requiring knowledge, time and patience. And with all these duties the most important is still missing—that of reading guidance...  

There are a few other disadvantages in depending upon a teacher-librarian to assume the responsibilities of the school library program. Few teachers are qualified by training to handle the work successfully. Once assigned to the library, seldom do they secure the professional library training they need. As was mentioned in Perry's statement the teacher-librarian has too much work to do. It appears quite likely that time and energy will run out and either her teaching responsibilities or the library responsibilities or both will have to be slighted eventually.

To be sure, some advantages to using the teacher-librarian are apparent. This plan makes it possible for a school to maintain an organized library under the direction of one person. Finally, the


37 Gardiner and Baisden, op. cit., p. 36.
teacher-librarian is more likely to sense and appreciate the types of library service needed to coordinate library efforts with classroom needs because she is in active daily contact with the curriculum and classroom teaching problems.

In light of the various aspects of this problem as have been presented above, it appears to the investigator that the library program in any size school should not be permanently in charge of a classroom teacher. It would seem that even in a school with an enrollment as low as 150 students the services of at least a half-time librarian should be available. The field-librarian should work with groups of students and provide advisor and consultant work with teachers. In a situation such as this there should be school district or county centralization of the machinery for the clerical and technical processing of the trade books.

The collection of trade books for any one classroom should be part of the book collection from the central school library and it should be changed frequently in order to provide for current reading needs and interests. As was indicated earlier in this chapter, there are conflicting conceptions of the manner in which the elementary school library program should be organized. One view is that there should be a central library in each elementary school; the other view is that trade books should be made accessible primarily in terms of self-contained classroom collections. In actual practice, frequently, school systems use one of these plans to the exclusion of the other.

38 American Association of School Librarians, Standards for School Library Programs . . . , p. 102.
It would seem that an ideal arrangement involves a combination of the two ideas—a central library in each school with provision for the circulation of generous collection of books to classrooms.

Research reports pertaining to central school libraries and classroom libraries were cited previously in this chapter when an attempt was made to establish the criterion that there should be a central library in each elementary school. The findings presented in the research reports did not negate the idea of classroom book collections. However, the findings did negate the idea of a self-contained classroom library.

It seems unfortunate that the research designs and the discussions in articles and textbooks about this aspect of accessibility of the trade book collections should consider the central school library and the classroom library as opposing or equal practices. Each practice, in and of itself, would fail to perform most important educational functions. For the sake of emphasis, reference is made to the central school library and to the classroom library. Yet, neither is a separate entity; they are vital parts of the whole problem of making trade books accessible to the students. To a limited extent this interdependent and interrelated concept of these aspects of accessibility of trade books is developed in the related literature.

The classroom library should be considered as an everchanging collection of trade books and other materials that are selected from the central library collection by the children, the teacher, and the librarian. The books should remain in the classroom until they have helped to achieve the purposes for which their selection was originally intended.
Having book collections in the classroom keeps the books in sight and reminds the children and teacher to use them; also, it makes books immediately accessible to the children. Thus, some degree of motivation for reading is provided. Having the book collections in the classroom allows for prolonged use of those books required for complete extended projects and research. The books are available when the teacher and students need them; they do not have to be shared with others. If the students are permitted to select and use the books in the classroom the teacher is better able to guide reading and supervise a student's reference work; the classroom teacher knows more about the student's special problems and his purposes for reading than the librarian. There are only a limited number of books that can be housed in a classroom, thus the children and teacher can identify specific topics and titles contained in the collection more quickly.

The classroom collections should follow, as closely as possible, the basic principles that govern the centralized school library. The books should be selected to satisfy the functional, instructional, and recreational needs of the children in that classroom. They should adequately satisfy the immediate range of interests and abilities of the children who will use them. They should be changed as the interests, abilities and educational purposes of the children in that classroom change. The books should be displayed on shelves and tables in a manner that will stimulate students' reading interests. They should be classified or grouped according to some rationale that is meaningful and serviceable to the students, but this problem will be discussed at greater length in another section of this chapter.
The library study revealed that some writers do not recommend that books from the classroom collections be loaned to pupils for home use. The reason given was that "such procedures make for complications in circulation routines and add to the teacher's burden," an excuse that appears most inadequate in light of the obvious advantages to permitting pupils to take books home. It would seem that at least an overnight withdrawal of books from the classroom library should be permitted to encourage independent study and recreational reading away from supervision of school personnel. When children are permitted to take the books home, they will probably better understand the importance of reading based on interest and purpose. Children will not have to adjust their thinking to what and how they are reading in school and at home. Furthermore, a book started at school can be finished at home, or vice versa. With this practice there is likely to be an impetus to more reading, both in and out of school.

Stanton reported that in 67 per cent of the 516 classroom libraries included in her sampling, the children were required to confine the reading of trade books to the schoolroom. Generalizations cannot be made from the findings of one study but it is quite probable that the practice of not allowing trade books to be taken home overnight or longer is not peculiar to the schools included in Stanton's

40Draper and Schwietert, A Practical Guide to Individualized Reading . . . , p. 82.
41Stanton, op. cit., pp. 9-10.
sampling. The habit of reading is not likely to be developed when
reading of trade books is restricted to the classroom. This is
especially true if the only time that children can read the trade books
is when they have finished their other work or during the library period
on Friday afternoon.

2. The trade book collection should
be organized and classified in a
manner that is simple and convenient.

Some type of organization of the book collection is necessary if
its potential values in helping the school achieve its goals are to be
realized. Unless the books have been classified, arranged, indexed and
prepared for use the book collection is a mere accumulation of printed
matter and, the larger the accumulation of books, the smaller is its
usefulness. The teacher and the pupil have a right to expect this
material to be organized in a useable manner, so that they may find
information quickly and easily. These statements are applicable to book
collections in the central school library and the classroom library.

It is not the intention of the investigator to present details
of how trade books should be organized and classified. Many of the
processes involved are skillful and specialized library techniques
adapted to a unique school situation; they call for expert use of library
tools and discriminating judgment. The investigator is not a student in
library science and is not qualified to offer specific suggestions about
this aspect of accessibility of trade books. Furthermore, there are
numerous publications from which the school librarian or teacher can
secure necessary details about classifying and organizing books in the
school or classroom library.
A statement made by Fargo over three decades ago is indicative of what is asserted by authorities in current literature on this aspect of accessibility of trade books.

Perhaps we have been carrying coals to Newcastle. Certainly the teacher or the principal or even the pupil who has had experience of organized library service has no need to be told of its values. And yet the organized library in the elementary school is the exception and school communities are daily launching extensive programs of book buying with no thought of the waste involved in . . . piling up of unorganized, unrelated library collections in the various units of the system. . . . It ought to be recognized that organization of the resources of the school library precedes the program of activities.42

Organizing a central school library. Considerable time and skill are needed to achieve a well-organized central school library. For example, it is quite probable that one book in the collection could have no less than five possible classifications for it, and two of these classifications might be closely related to different aspects of the school curriculum. The use of a book might be increased manifold if more than the title is referred to for purposes of classifying and cataloging. The preface, table of contents and appendix should be referred to by the cataloger for their contents may help her do a more complete and accurate job of classifying the book collection. The result should be that teachers and pupils will make more extensive use of their books. Most authorities agree that the system for organizing the book collection should parallel that used in the public libraries. The cataloging systems most commonly used are the Dewey decimal system, C. A. Cutter system and the Library of Congress system.

When the school cannot employ a professional librarian to order, classify and organize the central school library there are at least two alternatives that might be followed: One, the public library could establish a department of school libraries where these processes are cared for. Two, the public school system could establish an office organized for similar service and have a competent coordinator or library supervisor direct the program.

Centralized cataloging is probably the most satisfactory plan for the cataloging of books in any system which cannot afford to provide a professional librarian for each elementary school. Some of the positive aspects of this plan are included in the statements which follow:

It usually assures more efficient work; it makes for uniformity in cataloging in all the schools in a school system; and it relieves the busy librarian or teacher-librarian of a heavy responsibility. Cataloging and classification are time consuming tasks, and even though the school librarian may have necessary training for the work, she is quite likely to have little time to devote to it.43

There appears to be little doubt that cooperative agreements among several schools constitutes a commendable method for relieving the school librarian of many technical and clerical burdens which squanders time that should be devoted to working directly with students and teachers. Henne stated that processing centers, particularly those that are regional in nature and involve cooperative agreements among several schools in several school districts, remain essentially in the paper stage. She stated that we need demonstrations and experiments so

43 Gardiner and Baisden, op. cit., p. 90.
that proposed plans for these processing centers can be tested and improved.  

Organizing a classroom library. A review of the literature reveals that the reading materials in the classroom should be organized in some fashion. Yet as one examines the recommendations it appears that no common pattern of procedures for organizing materials is suggested. One writer stated that teachers often fail to organize the materials either by the different readability levels or by subject. Draper and Schwietert's study pertained to organization of the classroom libraries for individualized reading programs and they reported that, in general, teachers organized their materials regardless of reading level on the basis of subject or theme as: science, history, biography, and the like. They also stated that numerous teachers, in their early experiences in individualized reading, organized the materials into categories based on the different readability levels. This plan of classifying the books facilitated initial choices but it was soon abandoned because it set up a competitive basis for selection and attainment.

It appears to the investigator that in situations where focal

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interests or broad units of work were employed the book collection should be organized in a manner that would separate or at least identify books according to the aspects of the topic being studied. It would seem also that as children grew older and their reading interests became more diversified the classroom library should be categorized according to specific topics. The size of the book collection that is housed in the classroom would also determine, to some extent, the degree to which the collection would have to be categorized.

The problem of how to classify the book collection of the classroom library is seldom discussed in the related literature. When it is mentioned the discussions are lacking in depth and there is little or no rationale presented to justify recommendations made for the plan of classifying and cataloging that is described. Yet the investigator is inclined to believe that some sort of organization of the classroom book collection should be employed. Even kindergarten children can understand and benefit from broad categories assigned to the books. The practice of classifying books should enable the children to better understand and use facilities in the central school library or public library. This practice should help the students find a specific book from the classroom collection more quickly. It should help the children learn to generalize and to classify their thoughts and experiences—skills which some critics have urged educators to foster throughout the elementary school years.

At least one disadvantage should be cited when evaluating the suggestion that the classroom library should have some plan of organization. Reading interests might not be extended to any great extent because a child will go only to certain shelves to seek the books that
are about the subject in which he is currently interested. He will have little incentive or opportunity to consider other topics because books on these topics would be shelved elsewhere, and would not be immediately in view. Thus the child would be less likely to notice books on other topics, handle them, and glance through them. It is this type of browsing that often brings one to reading about topics different from those he was previously interested in. This disadvantage can be overcome somewhat through competent reading guidance, use of appropriate motivational techniques that stimulate the desire to read, and occasional change in the pattern of organizing the books.

In light of the obvious advantages cited above, it appears there should be a type of organizational plan employed that would make some distinction regarding the books in the classroom library. The types of categories or labels given to the books may be changed periodically. The children and the teacher should develop together the categories into which the books are placed.

There is one pattern that the investigator suggests should not be used when classifying the trade books that are housed in the classroom library. The teacher should avoid plans which group the books according to readability levels. Those who are accustomed to thinking in terms of arbitrary grade standards, those who are unsympathetic or unfamiliar with the philosophy and findings of child study that support heterogeneous grouping, those who are unfamiliar with reading studies involving children's self selection, seeking desire and pacing are likely to be apprehensive about this one restraint. It is likely that they would be concerned about the ability of children to make suitable selections of books if readability levels are not designated. Experience
and research studies have shown that children can be taught to determine whether or not they can read the books they have chosen. More important, however, is the research finding that the interest factor more than the readability factor determines whether or not a child is able to read and benefit from the book he has selected. With guidance, time, opportunity, and a wide selection from good books children tend to choose books they are able to read and books that can satisfy and extend their reading interests. Children are also known to select material that challenges them and extend their level of achievement. These characteristics of children have been quite clearly demonstrated in the research findings allied to individualized reading.

Classifying the books according to readability tends to set the users apart into more or less static groupings based on ability or achievement levels. By the very nature of classifying books in this manner certain children are stigmatized as poor readers, a classification which does not increase the child's desire to read. A practice such as this would negate some of the advantages that are common in an individualized reading program or in activities related to a focal interest or broad unit of work.

3. The trade book collection should be made accessible to the children and teachers on the bases of previously arranged-for group visits and non-scheduled visits by individuals.

In order to make the trade books readily accessible to the children it is necessary to arrange the procedures so there is an easy flow of these books from the central school library to the classrooms and to individuals. There can be no hard and fast rules concerning the
frequency with which an entire class should be scheduled to visit the school library. Each school will set up its own program, depending upon the size and character of the book collection, the size and capabilities of the library staff and upon the variety of uses and extent to which use is made of the trade books. These same factors will determine the policies relative to the degree to which teachers and children are encouraged to make impromptu visits to the library when unforeseen book needs occur. Along with the policies relative to the frequency of visits to the library are the policies pertaining to the length of time that books are to be withdrawn from the main collection and retained in the classroom or by an individual. Once policies pertaining to these aspects of circulation procedures have been established, the librarian will have to make some exceptions. The chief reason for establishing circulation procedures is to get materials to teachers and pupils when they are needed and for the length of time that they are needed, and to have them returned to the central collection when they are no longer being used.  

A particularly noteworthy development of the past ten years has been the growing practice of having elementary school students come to the library in a way other than the traditional regularly scheduled group visit.  

47 Gardiner and Baisden, op. cit., p. 20.

need to use the books and other library resources. The teachers are expected to make arrangements with the librarian for the group's visit reasonably well in advance. This program permits greater use of the library by individual students and small research groups; they can obtain books for immediate curricular needs and personal and recreational reading needs. This type of program allows for flexibility of teaching and encourages productive use of the book collection and the librarian's time and energies. Too, it helps to integrate the library with the schools' educational program.

Critics of this type of program say that it is difficult to organize a library program satisfactorily in a school where children come to the library only for reference work or on an indefinite and irregular schedule. It is claimed that the book collection and other library resources are not being made accessible to the greatest number of children. The following statement by Gardiner and Baisden typifies another objection to this type of circulation program, namely that the importance of capturing spontaneous reading interests and real need for the use of the library are grossly exaggerated by those who advocate this type of program.

Some principals have opposed the sending of classes to the library on regular schedule believing that it violates the principle of children's interests. They maintain that children should go to the library only when they are interested in reading or work. This argument does not appear sound either pedagogically or psychologically. The argument could be applied with equal force to the scheduling of time for any subject or to any organized use of children's time. Few, indeed, are the activities of either children or adults which can be carried on at the exact moment of spontaneous

49 Ibid.
interest. It would seem that there is no more important educational understanding than for children to learn to budget and use time effectively. Potentially, children always have an interest in books and reading because they are vitally interested in life and living... It does not appear that children lose that interest merely because it has to be exercised within reasonable time limits.\textsuperscript{50}

An additional reason given in support of the regularly scheduled visit to the library is that the scheduled day would serve as a constant reminder that books are due, thus there would be few overdues.\textsuperscript{51}

Another major objection to this type of program is that some teachers do not take it upon themselves to plan to use the library resources; they are dependent upon regularly scheduled visits to motivate the use of the library. Some teachers are doing textbook teaching and see little or no need for trade books in their educational program. Consequently, they are reluctant to relinquish time to students for visits to the library. In a situation such as this some children would seldom have an opportunity to use the library during the regular school day and frequently the school library is open only during regular school hours. One questions whether or not it is just to have the library resources depend so completely upon the desires and foresight of the teachers. This is less likely to grow into a serious problem if the librarian makes an effort to encourage teachers to use the library resources. She should keep them informed of the new books especially appropriate to their educational program. All teachers and children should be invited to special library programs (Book Week, author visits, film showings and the like), the librarian should take the

\textsuperscript{50}Gardiner and Baisden, \textit{op. cit.}, p. 17.

\textsuperscript{51}Azile Wofford, \textit{The School Library Today} ..., p. 135.
initiative and make necessary arrangements with the teachers to carry on a definite program of activities with each class. This program would include instruction in the use of books and libraries, storytelling, group discussions of books and reading; and recreational reading and reading guidance. Finally, she should strive to maintain pleasant relationships with all the school personnel. The school principal and curriculum supervisors, through a carefully planned instructional improvement program, should encourage them to employ teaching methods that make use of multiple reading sources.

Visits to the library should be scheduled for all the children in the elementary school. It is a common and unfortunate practice for schools to exclude kindergarten and primary grade children from the library program. "The enjoyment of books and the delights of reading plus the understanding of the library as an information center begin to develop with the youngest child in the school program."52

Two of the main objectives of the circulation system are to provide for the widest possible use of books and other materials by the pupils and teachers and to put the right book into the hands of the right pupil or teacher at the right time.53 These objectives cannot be realized if the scope of the program is limited to those above third grade.

Today's school frequently faces the problem of crowded conditions and does not have enough classroom space. It is not uncommon to


find that administrators have solved this problem by limiting the number of hours that the library rooms may be used each day and then have them double as classrooms for foreign language classes, remedial reading or speech classes and instrumental music lessons. This unfortunate practice limits the library facilities. Obviously it does not support the principle that the widest possible use should be made of the book collection and other library materials and services. If this objective is to be realized, means must be found by which pupils will be able to secure books when they are needed. If the school has installed an expensive collection of books in school buildings, there must be some assurance that they will be used as much as possible. This cannot occur when the books are accessible only a portion of the day. Where there is a part-time librarian or teacher-librarian, it may limit the times when classes or individuals may have access to books. This may be alleviated somewhat by having parents volunteer their time to supervise and assist in the library, pupil assistants may help in this matter, teachers can assume the responsibility for guiding and supervising as their classes withdraw books. Some schools ask the school secretary to supervise as individuals secure books from the library. This plan makes it possible for the child to have access to needed materials and it takes care of emergencies but it interferes with the secretary's work and it allows little or not at all for guidance in book selection. Admittedly, the practices described above are not ideal yet they serve to make books fairly accessible. Effort should be made to improve these circumstances but meanwhile children have a small degree of access to books; some group and individual reading needs can be satisfied.
4. The trade book collection should be accessible to the children during the summer.

The practice of making the schools' book collection accessible to children during the summer months has increased to a particularly noteworthy degree during the last decade. It is far from a general practice and it is rarely mentioned in the related literature as an important aspect of making books accessible to children. Commonly, public libraries sponsor summer reading programs at the main and branch libraries or through bookmobile visits to playgrounds. Before schools are dismissed in the Spring the teachers often willingly publicize the public library program. Often they encourage the children to continue to read during the summer months by suggesting that they participate in the public library programs or read books from a reading list composed by school personnel.

The public library's program is designed to provide for the recreational and personal reading of the citizens, children included. The school library's program emphasizes curricular related reading but also provides for recreational and personal reading. The investigator has proposed that the school at least continue the aspects of recreational and personal reading during the summer months. Many communities do not have a branch library within walking distance from the homes of most of its residents but a larger number of these communities do have schools within walking distances. In areas where schools can be reached primarily through private or public transportation the distance to the

school would probably be shorter than to the nearest public library. Thus the probability that a school would be a shorter distance from the homes of most children helps to establish the criteria that the school should make the book collection accessible to the children during the summer months.

In schools having summer programs of any kind, the school library forms a natural part of that program. In schools having no summer program the investigator's proposal would be an additional financial burden. Making books readily accessible could contribute much to helping children develop the habit of reading.

The investigator has not been able to identify either research on this issue or a careful analysis of it in terms of its advantages and disadvantages. The good will that would be fostered between school and community and the benefit that would be derived by the children through personal and recreational reading would more than justify the additional cost and effort by the school personnel.  

There are additional attributes that tend to support the criteria under discussion. Using the book collection and school library facilities promotes fuller utilization of the existing material and physical plant. It increases utilization of teaching and library staff. It helps to keep the children intellectually alert and may reduce loss of reading skill that often happens when children have little practice in reading. It increases possibilities for pupil enrichment, possibly acceleration for a limited number of children.

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There are limitations that should be identified in the criteria under discussion. There occurs increased costs because the building and books are given increased use. The librarian may have less time to complete such tasks as selecting, ordering and processing new books for the coming school year because she has to spend time in helping children select books and checking them in and out from the library. Teachers may object to pooling classroom book collections where there is no central library.

In a very brief report the summer book program in the Los Angeles city schools was described. Eleven Los Angeles teachers conducted the program in twenty-three schools and made books and general library service accessible to 20,000 children. Besides administering the circulation of books these teachers also carried on film and storytelling programs. The program was said to be popular with and appreciated by the children and the parents often visited the library to help their children select books, an action that might help parents to understand and appreciate their children's reading interest and reading abilities. This might also help the parents realize the tremendous wealth of fine children's literature that is available today. But the important factor is that administrators and teachers valued the habit of reading sufficiently that extra effort and money was expended in order to provide wholesome reading materials for 20,000 children.

In some schools classroom book collections were pooled, in other schools central libraries were kept open, teachers were employed to carry out

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56 Ibid.
the program, and janitorial services and other building maintenance aspects were involved, all of which is costly. But there is need for careful inquiry relative to the advantages and disadvantages in having the trade books accessible to the children during the summer. This criteria appears to be difficult to administer and somewhat costly. Yet it appears to be educationally sound. It is this factor that helps to justify it as a criterion for making books readily accessible, thus a criterion for contributing to the use of trade books in the elementary school.

5. Adequate funds should be regularly allotted for the purchase of trade books and provision of school library services.

The school library program with its extensive collection of trade books is essential to the achieving of the educational objectives of the American elementary school. Standards set by state departments of education in various states and by the American Library Association acknowledge that the school library is considered an integral part of an elementary school program. That being the case, the school administration and the school board are obliged to provide annual appropriations so that an effective school library program can be provided. Standards for appropriations for the purchase of trade books vary from state to state, and from school district to school district. Book fund appropriations for the purchase of trade books vary from state to state, and from school district to school district. Book fund appropriations by the state departments of education are usually based on enrollment of the school or on the number of pupils in average daily attendance. The 1960 Standards established by the American Library Association state
that the funds for books should be based on the number of children enrolled in the school.

There is little doubt that appropriations profoundly affect the quantity and quality of books made available to the pupils in our elementary schools. It is simply a matter of elementary arithmetic. A good school library program is costly but it contributes to quality education. This bit of realism is given support by the formulators of the 1960 school library standards.

(The superintendent of schools) realizes that a high quality of library service is dependent upon good financial support, and allocates the funds necessary for the library program and its growth.57

Recently, two leaders in the school library movement issued a report of a survey they conducted by post card questionnaire with a sampling of elementary and secondary schools in the United States in school districts with enrollments of 150 pupils or over. The findings indicated that many school libraries have far to go before they meet the new national standards set by the American Library Association. Some average conditions in school districts used in their sampling include the following: Of the total of 59,459 elementary schools of the survey, 34.10 per cent or 20,279 had centralized libraries. Of the total of 19,645,511 elementary school pupils of the survey, 48.95 per cent or 9,620,210 attended schools with centralized libraries. The average number of volumes per pupil in elementary school libraries of the survey was four and six tenths books. The average annual expenditure per pupil for books in elementary school libraries was one dollar

57 American Association of School Librarians, Standards for School Library Programs . . . , p. 35.
and forty-three cents. Of the 59,459 elementary schools 25.8 per cent or 15,354 were served by school librarians. The ratios of school librarians with fifteen or more hours in library science to the number of pupils on active rolls of schools was one librarian to 4,261 pupils.58

Examination and analysis of the 1961 Annual Report of the Ohio Public Schools and the Mahar report revealed rather interesting data about the school library situation in Ohio. There is no accurate information available on the number of elementary school librarians in Ohio nor the number of central school libraries in the elementary schools of Ohio. Data for other pertinent aspects of the criterion under discussion follow.

Mahar estimates 2,500 librarians in the elementary schools of Ohio. This figure far exceeds the statistics on other states for which accurate information was available. Miss Clara Wilson, Director of Personnel of Ohio State University Library, during a telephone conversation July 11, 1962 stated that she was certain that this figure was most inaccurate, in fact greatly exaggerated. She offered no figures to substitute those presented by Mahar, however. During a telephone conversation on July 11, 1962 Glenn A. Rich, Director of Elementary and Secondary Education for the State of Ohio said an educated guess would be "slightly less than one hundred elementary school librarians in the state of Ohio." The fact that there is no leadership in the state department of education in the area of school libraries would

also lead one to believe Mahar's estimate is grossly exaggerated. If Rich's figure of one hundred were used there would be one librarian for 14,523 elementary school students.\(^59\)

There was a total of 1,452,534 pupils (K-8)\(^60\) in Ohio during the 1960-1961 school year and $768,081.71 was spent on library books. Thus the expenditure of forty cents per student was spent for library books. (The Ohio Elementary School Standards call for a minimum annual expenditure of one dollar per student). Using the data cited above (enrollment in Ohio and total book expenditure) and estimating the current cost of books at three dollars per volume, it appears the number of books per pupil purchased during 1958-1959 was 0.18 books. Statistics as to the number of trade books per student that had accumulated in the school libraries were not available to the investigator.

A comparison of the findings from these last reports with the national library standards indicates an obvious need for more effective leadership on the part of school and library personnel. For example, the 1960 standards state that there should exist a central school library in schools having two hundred or more students. Some other quantitative standards for the school library program include the following: at least ten books per student, an annual expenditure of


\(^{61}\)American Association of School Librarians, Standards for School Library Programs . . . , p. 83.
at least four dollars to six dollars per student, and one professionally trained librarian for each three hundred students. An analysis of the data in the Annual Report of the Ohio Public Schools, State Department of Education Responsibilities for School Libraries and Public Library Statistics, 1958-59, helps one realize that provision of an adequate budget is necessary to make a sufficient number of books available to the pupils. Moreover, an adequate budget is necessary to provide quality school library services to elementary school pupils.

If the estimate of three dollars per book for the elementary school library is used, and the expenditure of the bare minimum of one dollar per student is followed, it means that approximately one book per student can be added to the school library of the average Ohio school every three years. But Ohio schools spent far less on books than the minimum standard. If one used the statistics presented in the 1961 annual report as an indication of what is usually spent, it would take the average elementary school in Ohio approximately seven and one-half years to add one new book per student to the school library. With such limited book fund appropriations, it would take a number of years to build a basic book collection in the average elementary school in Ohio.

It has been stated throughout this dissertation that an extensive trade book collection is the core of the modern elementary school program, that there must be books on all levels of ability on appropriate topics. If this is to be accomplished the one dollar per pupil suggested as a minimum expenditure in the Ohio Elementary School

62Ibid., p. 71.
Standards will have to be discarded. This appropriation would not provide nearly enough books, particularly in libraries of small schools.

An analysis average expenditures per pupil for books in public elementary schools in the United States, but more specifically in Ohio, presents a rather grim pattern. There are evidently too many school districts attempting to carry on an educational program without providing adequate appropriations. It is evident also that the definite standards set by departments of education in the various states, the regional accrediting associations and the American Library Association have not as yet affected the positive degree of influence that is desirable. Wofford identified this as a matter for concern and then stated that there is an obvious need for informing the public and school personnel about the importance of providing an adequate book budget.

Our constant concern centers upon the woefully small amount of money that most schools in this country spend for library books. . . . The overall challenge to motivating schools to allocate sufficient funds for the purchase of library books belongs not just to school librarians; it belongs to the American people. In these days when schools are asked to economize and when many administrators are looking at the library budget as a possible place for cutting expenditures we must take advantage of every possibility to inform and to convince schools and communities of the essentiality of school libraries in the education of youth. A library is a basic and natural part of a school; it is not a frill.63

The following excerpt from a children's book entitled Cotton in My Sack might indicate how one group of the public views the role of trade books and the library in a school. It is a view that close

63 Azile Wofford, op. cit., pp. 121-122.
contact with the school and education of the public by sympathetic and informed school personnel could probably change.

She (Miss Fenton, the teacher) turned to a shelf of books at the back of the room. "We're starting a school library. We want some more story books . . ."

"I thought they came to school to read out a lesson books," said Mama.

"Mama, Miss Fenton says I can take a book home with me and read it."

"Here's a pioneer story," said Miss Fenton. "You'll like it, Mrs. Hutley when Jonda reads it to you. She's one of the best readers in the whole school and a prize speller too. She likes words and understands what they mean. She ought to read constantly. . . ."

That evening Jonda ran all the way home. She could hardly wait to read the library book she carried under her arm.64

The passage cited above may not typify the attitude of most parents nor does it typify the educational level of most parents.

Cotton in My Sack is a child's story of the migrant cotton pickers in Arkansas. One may not be a teacher of the children of the unschooled sharecropper. But there is little doubt that wherever one is working with the public there may be the uneducated, the uninformed or the unsympathetic parent who realizes little and appreciates less the contribution that the reading of good books can make toward enlightening the reader and helping him achieve desirable educational goals.

The library statistics on expenditures for books are an indication that the educators and librarians have yet to convince many of their colleagues, members of the boards of education and the general public that larger book budgets should be apportioned. Without adequate funds the schools can hardly meet the reading needs to the children enrolled therein.

Support of the school library comes from several sources. The support of the school library rests primarily with the local board of education and this body should regularly appropriate adequate book funds in the annual school budget. Few local school districts can afford to carry on this aspect of the educational program independent of aid from other sources, however, and look to state and federal bodies and to organizations for additional financial support.

Federal aid. The federal government, through the Library Branch of the U. S. Office of Education and the various federal laws has contributed to the school library movement by giving assistance in the strengthening of school libraries, the professional education of school librarians, the supervision of school libraries and research concerned with school libraries. The Library Services Branch under the directorship of Frances Henne publishes research reports, bibliographies, and analyses of current issues, trends and problems in the school library movement. It is in this manner, primarily, that it has contributed to the movement. Contributions of federal laws to the school library movement are also noteworthy and are briefly discussed below.

The National Defense Educational Act of 1959 has given direct financial support to public schools for the purchase of trade books in the subject areas of science, mathematics, foreign languages, guidance and vocational education. The provisions of Titles III, V, and VIII of the Act issue grants of money on a matching basis to the state departments of education and local school districts. Local initiative effects the size of the sum appropriated by the federal government
under the provisions of the act. The Library Services Act of 1956 has affected the school library program more indirectly, perhaps than the National Defense Education Act.

Several interpretations of the National Defense Education Act relative to the acquisition of trade books for the school library have appeared in recent publications. It appears that Mahar and Gaver have given considerable time and effort to studying and analyzing the implications of the Act. Both agree that the provisions of the Act have "brought to light some basic needs of school librarians and elementary and secondary school libraries." Mahar succinctly explained the language of each of the titles. Briefly, Title III provides for the improvement of instruction in science, mathematics, and modern foreign language; Title V supports guidance programs for administrators, guidance directors, teachers, and librarians, and under Title VIII, instruction in the area of Vocational Education is strengthened.

Mahar pointed out that the U. S. Office of Education and official state agencies administer both of the laws. Neither of the acts have given responsibility for administering aspects of their programs to the Specialist for School and Children's Libraries.

When referring to the implications of the National Defense Education Act for trade books Gaver stated that the titles of this Act have provided an opportunity to develop library programs and procure larger and better book collections in the language of the Act. She


66 Ibid.
declared that frustration arises from two main sources. One is the limitation of the subject matter fields. The other is from the fact that the initiative of the local level determines how much is appropriated by the federal government; where local action is slow and where state supervision of school libraries is lacking, there is likely to be a smaller amount of funds appropriated to that local school district.  

Mahar explained the Library Services Act of 1956, indicating that this act, too, has affected the quantity and quality of books made available to the elementary and secondary school students. It is intended to promote the extension of public library service in rural areas. This Act has not been accepted warmly by the school librarians. A short time after the Library Service Act became law, The American Association of School Librarians issued a statement that was supported by the leaders of the Public Libraries Division of the American Library Association. In essence the statement declared that if the funds provided by the Act were used to finance a library housed in a school, such use would be contrary to the intent of the legislators that made it law. Furthermore, it would deter the development of school libraries within the public schools. 

Mahar presented a statement which helps to explain why the American Association of School Librarians took the position they did.

State programs of public library service under the Library Services Act have made wide use of the bookmobile . . . Often the sole rural community center is the school, which the bookmobile reaches every two weeks or so. Since public libraries serve the whole community, including children, and since rural children are most readily accessible

in schools, it is inevitable that the development of rural public library service, especially bookmobile service, would lead to school house doors. Furthermore, the rural have-nots of public libraries are also have-nots of school libraries. A major concern of county and regional public librarians developing library service under the Library Services Act has been that service to rural children while in school has absorbed an undue proportion of public library funds and staff time at the expense of library service to the whole community. ... Supplementary service to school libraries is an accepted and needed function of public libraries. Public library service as a substitute for school libraries has long been regarded by the library profession as at best a temporary expedient, in both rural and urban communities.  

In this statement one can identify two issues in education and library service. One issue pertains to the advisability of having federal aid to education, and the other pertains to the extent to which school and public libraries should cooperate or maintain their independence. This last issue will be discussed in this chapter.

**State aid.** Twenty-six state departments of education allocate percentages of total budgets for the purchase of trade books and school library service; in six state departments no appropriations are made for these purposes; figures were not available from eighteen state departments of education.  

Ohio does not give direct state aid to school librarians or libraries. It does have state aid for schools; this is in accordance with formulas established. These funds are not earmarked for book funds or for school library services; the local schools are given the option of determining the areas for which these funds are most needed. The state of Ohio requires that the schools spend one dollar per child on books per year but in no way is this standard enforced.

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68 Mahar, *loc. cit.*

The Ohio State Department of Education does not employ a library supervisor to assist schools in carrying out their school library responsibilities. Moreover, the school libraries are not supervised by other officers of the department of education such as a curriculum or subject supervisor, audio visual supervisor, research officer, school plant officer and the purchasing or finance officer.

Wisconsin State Department of Public Instruction gives direct state aid to schools for the purchase of books and school library services. The pattern for direct state aid to schools is a capita annual sum for the purchase of books. The state department of public instruction publishes a school library list and the books purchased with appropriations from school library aid must be selected from this list. Direct state aid is provided to school libraries in the elementary schools only. The state department of public instruction employs two state supervisors of school libraries.

Parent-Teacher Associations and other organizations have often constituted an additional source for financial support for books and school library services. Organizations such as these have often been interested in and generous with their contributions to local elementary school libraries. Some schools have sponsored fund raising programs or directed campaigns to secure additional funds for books for the school and classroom libraries. Most leaders in the school library movement have taken the position that such funds should be viewed as supplementary rather than the chief support of a school's library program. "It cannot be emphasized too strongly that every school
library must have a definite regular appropriation from school funds."

6. The trade book collection should be built up as a part of a school library program in a manner that is largely independent of public library services.

Most educators and librarians accept the fact that the school should make some trade books accessible to the students. Some of them claim that the school cannot accomplish this task alone so it is suggested that the public library and the schools engage in a cooperative program to bring the trade books to the school. Others say this cooperation results in the board of education avoiding its responsibility, that the school should provide the books for the pupils and that the library should not be asked to do this. Aspects of this issue on the relationship between the public school and the public library have been discussed by educators and librarians to a considerable extent. Some of the problems that have been studied and analyzed when considering the manner and the degree that cooperative relationships between schools and public libraries should occur are concerned with how a cooperative program can be administered and the advisability of a common book collection, the advisability of housing the public library within the school building, and the advisability of depending upon the book-mobile for the school's book and reading needs. Some of the thinking about these aspects of this issue are conspicuously contradictory. This confusion appears to stem from the diverse experiences the writers have had and the different theories they hold relative to the function and

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70 Wofford, op. cit., p. 18.
purpose of the school and public libraries.

Layman Francis Charles Adams, Jr., Chairman of the School Committee, and President of the Town Library Board of Quincy, Massachusetts was probably the first person to suggest the advantages to be derived from a possible cooperation of the public school and public library. On May 19, 1876 the teachers of Quincy were called together and at this meeting Adams presented his paper advocating unification of the two agencies. His speech was published and widely circulated. At Boston in 1879 the question was discussed at the American Library Association conference when the reading of children was given attention.\footnote{Ibid., p. 51}

Samuel S. Green, a public librarian at Worcester, Massachusetts, presented at the annual meeting of the American Social Science Association, September 8, 1880, what is believed the first record that gives the results of actual experience between the school and the public library. His paper was entitled, "The Relation of the Public Library to the Public School."\footnote{Henry L. Cecil and Willard A. Heaps, School Library Service in the United States; an Interpretative Survey (New York: The H. W. Wilson Company, 1940), pp. 50-51.} It is said to have stimulated other libraries to attempt the same kind of cooperation.

Since the 1880 date numerous articles have been written on the relationships between the two agencies, but there appears to be a dearth of sound research reported that could substantiate the advantages and disadvantages proclaimed by educators and librarians.

There appears to be a renewed concern about the problem of school and public library relationships. Indicative of this interest
is that in Madison, Wisconsin, February 27, 1961, the Wisconsin Free Library Commission sponsored an institute devoted entirely to public library and public school relationships.  

There are some apparent reasons for renewed concern with this problem. There has been a change in teaching methods and departure from textbook teaching is one of its principles. This emphasis in teaching methods on the use of multiple sources has created an increased demand for books and has caused educators to be concerned about how these books could be made more easily accessible to the pupils. Many school libraries are unable to meet the increased demand for books and resort, logically, to the public library for help. Both school and public libraries have a shortage of professional personnel. School and community populations are increasing rapidly and the profession is not attracting a sufficient number of candidates to fulfill this demand. Some believe the personnel problem can be alleviated through cooperative measures. There appears to be inadequate communication between administrators and other personnel of school and public libraries. Awareness of this lack of communication has caused some educators and librarians to initiate measures that would alleviate the problem.

Administering the cooperative program. The Council of the American Library Association, in 1928, studied the question, "Should library service to schools be administered by school authorities or public libraries?" For the meeting, opinions of professional librarians who were authorities in this field were compiled, mimeographed and

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distributed. Seventeen advantages and fifteen disadvantages of cooperative control were listed in this leaflet and have been reprinted in the Cecil and Heaps publication. The pros and cons in their statements are representative of current opinions and are applicable to the issue as it stands almost three decades later.

The Educational Policies Commission of the National Education Association presented a systematic analysis of cooperative relationships between the school and various social agencies, one of which was the public library. In regard to libraries, the Commission recommended that cooperative provision of library service to the entire community be undertaken by means of contractual agreement between public school and public library authorities. The Commission recommended also, that the public school authorities take the initiative in the cooperative program so that the administration of the public school, public library and public recreation services could be ultimately unified under the public education authority. The rationale for these recommendations can be identified in the following statement pertaining to the similarity of school and public services.

Because of the similarity in types of services rendered, both school and public libraries are reaching the point at which there must be some integration of policy. Although certain distinctive methods are in general common to all types of libraries, there have hitherto been differentiations with regard to the clientele served. Public libraries were originally created to serve the general public. Only during the past century have specialized services for children been

74 Cecil and Heaps, op. cit., p. 189

developed to any wide scale. Contemporary school libraries were created to serve children, but with the tendency toward the community use of schools in recent years and the accompanying adult education movement, some of these libraries have expanded their services so as to be of assistance to all persons who use the school building. Likewise, public libraries have been extending their services into the schools.

With two public agencies meeting a common educational need by essentially the same methods and coming to serve much the same population, the need for consideration of some means of uniting their efforts is apparent. The problem is to define a plan of relationships of the public library to the school library which will coordinate and prevent needless duplication of services.

Rimkus suggested that the extent of cooperation between the two agencies is determined in large measure by the proximity of the schools to a public library. This author supported the position that school libraries are primarily the responsibility of the board of education and that the two agencies should be independent. But she emphasized that there is considerable room for cooperation between the two agencies. She stated that both pupils and teachers should be encouraged to secure books from the public libraries, schedules should be arranged so that students should visit the public library as a group and be instructed as a group on how to use its tools, and teachers should be permitted to choose selections of books from the public library for classroom use and they should be encouraged to suggest titles for purchase.

A Joint Committee of the National Education Association and the American Library Association studied a select sampling of a small group of communities judged to be outstanding in the cordiality and effectiveness of the working relationships of the schools and the public library.

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76 Ibid., pp. 39-40.

This report assumed the separate existence of a public library and
d public school system; they were viewed as two going concerns that are
free to cooperate or not as the administrators responsible for each
agency may decide. The Committee responded to the Educational Policies
Commission's arguments relative to similarity and duplication of
services and library books. They stated that the arguments are invalid.

They said that

It is not an unnecessary duplication of materials to have
books where they are needed, even though the same titles
may be found in more than one place. . . . They are not
used steadily, but at times it is necessary to have them
and they are available when needed. . . .

In considering the argument about economy it should be
remembered that one procedure is more economical than
another only when there are better returns for every
dollar spent. A limited loan service to classrooms costs
less than the maintenance of school libraries, whether
the school board or the public library manages the program,
but the limited service is less effective in meeting edu-
cational needs. There is evidence that when a public library
provides actual school libraries that are part of the edu-
cational program of the school a certain amount of "dupli-
cation" of staff and book collections is still necessary.78

The Joint Committee stated that there is ample room for both
agencies because most American communities are far from having enough
library service either in schools or in public libraries. The Joint
Committee stated also that no general division of duties can be proposed
but the board of education has a basic responsibility for school library
service which is essential for every school.79

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78 Joint Committee of the National Education Association and the
American Library Association, Schools and Public Libraries Working
Together in School Library Service (Washington, D.C.: National Edu-

79 Ibid., p. 60.
Herrick made a survey in Ohio to determine the relationships between boards of education and public libraries. He reported that the librarians he interviewed revealed strong negative reactions against the 1939 proposal of the Educational Policies Commission referred to previously. He stated that the magnitude of the job is too great for a single board. Furthermore, there are dissimilarities in the work of the two agencies that could not be coped with if the administration of these agencies was centralized. One aspect of the job or the other would suffer from neglect and probably it would be the public library aspect because superintendents are primarily interested in running schools. Herrick proposed that the two agencies maintain their independence. He suggested that a joint committee of the State's Education Association and the American Library Association be set up to promote cooperation between the public libraries and the schools through such means as an exchange of speakers at conventions, utilization of outlets for publications of professional materials, and joint research projects. 80

The American Library Association, in the 1960 school library standards, supported the position that the school library program and public library should have separate administrative bodies. This position is apparent in a principle for action that was recommended to school boards and school administrators in order to guide them as they planned and implemented a school library program.

Since the school library is an essential part of the total school program, the provision of libraries in the schools is the responsibility of the board of education. The administrative authority and responsibility for school libraries belong to the board of education and not to the public library. 81

Long also identified the school library and public library as independent and unique agencies. She stated that in large measure this distinction is due to the fact that each agency differs in purpose and function. Long identified the characteristics of each agency to substantiate her position. These characteristics are summarized in the two paragraphs which follow.

The public library serves individuals in a more generalized and extensive function than the elementary school library. Consequently, the book collections in the public library may be wider in range than the average school library. In the public library there is the advantage of the adult library adjoining the children's collection. Thus the public library can furnish the child a great variety of books and information on any subject.

In contrast, the elementary school library is part of the schools, it is part of the equipment necessary for modern curricula and teaching methods, all of which serves to effect certain limits on the nature and amount of material purchased. The book collection in the school library is somewhat specialized and is subject in its selection to the changing pattern of curriculum and teaching methods. Although it offers some recreational reading its chief purpose is to provide

81 American Association of School Librarians, Standards for School Library Programs . . . , p. 33.
books and materials needed by boys and girls in their mastery of the
school curriculum. Each library service agency is unique, each should
be relatively independent of the other, some pattern of cooperation
should exist so each can complement the other. 82

Fenwick supported Long's position and stated that the chief
difference between the two agencies is one of focus.

The school collection is developed to provide resources
for a rich curriculum oriented to all the needs and interests
of the youth of the community. The public library collection
represents the interests, concerns, and needs of the entire
community and its age range from cradle to old age. There
are more books on more subjects, more specialized reference
books, more periodicals; especially there are more books to
grow into as he broadens his interests. The school librarian
is more likely to know the materials he needed for classroom
research. The public librarian was a willing friend to him
and could help him to use all the books in the library to
answer his questions. 83

To summarize, it appears that the majority of today's leading
educators and school librarians acknowledge that some degree of
cooperation between the school and public library is vital and that
each is an independent unit.

... the school cannot depend on the public library for its
total needs, the school library will lay the foundation for
a more extensive use of the public library and a more generous
support of its program of service. ... Both have their places
of service and both are entitled to acceptance and support. 84


83 Sara I. Fenwick, "School and Public Library Relationships,"
New Definitions of School Library Service . . ., p. 64.

84 B. L. Smith, The School Library and the White House Confer-
ence, A reprint of an address at the general meeting of the American
Association of School Librarians, Philadelphia, July 4, 1955. Pub-
lished by the Grolier Society, for A.S.S.L., pp. 18-19; cited in Jean
E. Lowrie Elementary School Libraries (New York: The Scarecrow Press,
The common book collection and housing of the public library.

Cooperative relationships between the public library and the public school usually results in a common book collection. The result is that the school has a larger book collection than it would otherwise have. Close working relationships between the two agencies enables the school library to enlarge and supplement its collection quickly, without putting forth the time and effort involved in ordering, cataloging, and processing. It enables the school library to meet emergency calls. A common book collection helps to strengthen the public library personnel's understanding of the school's curriculum needs. On the negative side, a common book collection is likely to breed a sense of false economy.

Over-emphasis of school needs in the public library collection may develop as well as budget complacency on the part of school board and administration. Both of these tendencies are dangerous to school and public library needs and services.85

The modern educational curriculum and modern teaching methods demand ready access within the school building to reading and reference materials. Very often the child's book needs cannot wait upon a visit to the public library during the school hours, nor can they wait for the eventual arrival of teacher loans or classroom sets of books from the public library. It appears that the book needs created by modern curricular patterns and teaching methods must be met primarily by the development of libraries within the school building.

During the course of time some administrators realized that in

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order to meet needs of the modern curricula and teaching methods there should be a library in the school building but they attempted to solve this problem by making arrangements to house the public library in the school building. Careful study of this arrangement reveals some serious limitations, but innumerable benefits to the students can be identified also.

Ayres and McKinnee in a 1916 publication report the findings and recommendations of a survey conducted in Cleveland relative to a variety of aspects of cooperative relationships between the public library and the public schools. The Survey looked with favor upon the housing of the public library in school buildings. It recommended that the Library Board and the board of education consider establishing branch libraries in connection with public school buildings. The Survey recommended further that these libraries be well-equipped and professional librarians be appointed and be given equal status to teachers. A supervisor of school libraries was to be appointed in charge of the library work with the public schools. The recommendation specified that this official be nominated by the Library Board, appointed by the board of education and paid by both agencies.86 The following statement constitutes the authors' reactions to some of the problems that were identified during the Survey.

If the libraries are to remain in the schools and to do their best work, means must be found by which the pupils will be able to go to the library in leisure at different times during the day instead of going in haste at one time. If room is to be set apart in a building for library purposes,

some means must be found to use that room every day or else it becomes an expensive instrument. If the library is to be asked to install expensive collections of books in school buildings there must be some assurance that the work will not be suddenly suspended because the school has become overcrowded and the room is needed for something else.87

Herrick reported that at the time of his study (1944) Ohio pupils had access to public library branches, located in school buildings in one community out of six communities. He stated that this relationship was not necessarily objectionable since it is the same taxpayers who finance the juvenile reading program, whether they do so through a board of education or through a public library. In his report, he emphasized that housing is an unduly costly matter especially in a small town where the library building is used only a few days per week and the school building is used only a small portion of the year. He cautioned, however, that it would be unfortunate if this pattern of cooperation with the schools were allowed to encroach upon the adult program of the public library.88

Relative to Ayres and McKinnie's reference about the lack of permanence of the school building space or the indefiniteness about cooperative relationships in general it was reported in Public Libraries Working Together in School Library Service that out of the ten school systems involved in the survey only two of them had a formal statement of policy on this matter. And in both of these communities, the actual practices were not exactly as outlined in the contract. It was reported that the common element that appeared in the ten school systems which

87Ibid., p. 33.
88Herrick, op. cit., p. 129-130.
had satisfactory programs of public library and school cooperation was "not a matter of organization but of attitude."®

Herrick reported that out of the 254 communities for which data were received only fifteen or 5.9 per cent had any form of contract or written agreement governing the relationships between the two agencies.®
The current dispute in Ohio about the problem of a written contract to make arrangements secure highlights the potential seriousness of the lack reported by Herrick and the Joint Committee. Recently, Attorney General Mark McElroy held an opinion that three public library systems in Franklin County, Ohio must have contracts for furnishing school libraries. McElroy stated that a contract between a public library and a board of education should require the board of education to pay as much of the cost of the services as its financial ability "reasonably warrants."®

Certain other difficulties must be recognized when the public library is within the school building and serves as a branch library and a school library. Difficulties may arise when adults and school pupils use the same facilities. Pupils demand one kind of book collection and are in need of certain kinds of services from the professional librarian; adults demand a different kind of book collection and service from personnel. There is a question as to whether or not

89Joint Committee of the National Education Association and the American Library Association, Schools and Public Libraries Working Together in School Library Service . . . , p. 46.

90Herrick, op. cit., p. 142.

91Ohio, Informal, 403, 1-30-62.
one book collection and one librarian could satisfy the varied needs of the two agencies. Moreover, the public librarian may not have the understanding or ability to work with both adults and children, and one group may suffer. It has been stated also that adults often hesitate to go to a school building because they view the school plant as a place for children. This reluctance to use the library within the school has been cited as a serious factor difficult to overcome. "Practically every system using branch libraries in school buildings reports that the greater part, usually about 60 per cent, of the circulation is juvenile."92 Schools commonly have little space to spare for school libraries and to establish a book collection for adult and children's use limits the size of both collections. Doubt has been raised by some writers relative to the advisability of children having access to certain adult books. The following statement reflects the view presented by many educators and librarians.

Library service to school pupils through the use of adult branches is much better than no school library service at all. In general, however, it appears that this service is not always effective for pupils and that the line of progress is toward the development of school libraries aimed directly toward service to school pupils as a part of the total educational program of the school.93

When the branch library within the school is a children's library the problems related to the diversity of needs in kinds of books and services would probably not be serious. Nonetheless, there are other limitations in having the school depend upon the public library for

92 Cecil and Heaps, op. cit., p. 218.

93 Joint Committee of National Education Association and American Library Association, op. cit., p. 15.
its book collection and providing it space within the school building.

In its most ideal form the elementary school library is so closely associated with the educational program that only one informed and sympathetic with educational aims and procedures should administer the school library program. Seldom is the public librarian sufficiently knowledgeable about the school's program to provide the desirable services. Fenwick lamented about this last named problem and said that today there is a discouragingly vast separation in understanding and a decided absence of communication between school and public library personnel.

Children's librarians as a whole are woefully ignorant of educational goals and methods and rejoice in this state with a misplaced pride. Knowledge of the way curriculums are developed and the psychology of learning is essential to a librarian working with youth anywhere. In the same way, school librarians are ignorant of the role of the public library as an institution serving all the community and of their own stake in it; and this is equally inexcusable.94

It has been suggested that the presence of pupils in the library would be distracting to adults as would the presence of adults be distracting to the pupils. Consequently, the atmosphere in the library would not be particularly conducive for either group to study in the library, nor would it encourage children or adults to browse through the collection and carefully select the books they desire for study or recreational purposes.

There appears to be agreement that housing the branch library within the school is open to fewer objections in rural and new suburban sections than in the city where there may be sufficient taxable wealth

94 Fenwick, op. cit., p. 73.
to develop differential service. In some cases this pattern of cooperation may be the only possibility for rural and suburban citizens having access to a quantity of books and library services. This type of arrangement serves as a satisfactory way of identifying the library habits and book needs of a community and determining potential demand for a public library in that community. It also may be a satisfactory arrangement for providing temporary facilities to meet immediate book needs of the citizens of a neighborhood of pending future growth of population.

Some advantages claimed by the proponents of the plan to house the public library within the school building are summarized below.

(1) This arrangement permits the library to spread its resources to a larger portion of the population. (2) The board of education has the advantage of having some library service and access to an extensive book collection whereas without it, it might have none or insufficient services. (3) Some proponents say expenses are reduced; invariably it is pointed out that the library saves the cost of building and maintenance and the school saves the cost of books and services. (4) Usually school children have the advantage of longer periods of access to the book collection and library services. Since the library is to serve the public, in general, it would have to be open during the after-school hours and weekends and during the summer vacation periods even though school would not be in session. (5) It is likely that with the adults coming to the school building for books they might realize the school building could be utilized during non-school hours for adult education purposes or other community activities.

This cooperative plan would likely make more use of the public
library children's collection which would otherwise stand idle much of
the day were it located away from the school. There would also be more
unity given to curricular and recreational reading. Perhaps the old
idea that books and reading are enforced study in the school library, as
opposed to reading for pleasure in a public library would be obliterated.
Moreover, the school can offer more complete guidance to the child's
reading (curricular and recreational) since it is in closer and constant
contact with him.

An analysis of the research findings and opinions included in
the related literature appears to indicate that trade books are likely
to be made more easily accessible to children and their many book needs
are likely to be more completely satisfied when school library programs
are relatively independent of public library services. It is unlikely
that the school library could ever provide the scope and variety of
materials which the public library is able to provide. The two agencies
should maintain their unique roles. Yet in some ways each is dependent
upon the other and each one can complement and supplement the other by
working out definite plans for cooperation. The public library can
support the school's library program by distributing special bibliogra-
phies and lists of new books. The public librarian can visit the
school to tell stories, give book talks, present news of activities of
the children's department in the public library. The public library
can supplement the school's book supply with special collections of
books. Public library personnel can advise and help with book selection
for school libraries; they can help school officials to plan and organ-
ize school library programs. It would be helpful, too, for the public
librarian to study school curriculum and solicit suggestions from the
teachers in order to keep abreast with school needs and teacher's wishes and to give them an opportunity to submit titles of any books that they would like to have added to the public library's book collection.

The school can support the public library program by initiating a planned program of instruction in the use of books and libraries, thus helping children be intelligent users of the public library. School personnel can give wide publicity to activities of the children's department of the public library. Teachers should notify the public library of reference materials that children may be needing, submit lists of special projects so that the library might get materials in time to help with the school's program.

Bookmobile service. It has been stated in the related literature innumerable times that accessibility is a stout determinent in promoting books and reading. Bringing a bookmobile to a school makes a visit to the library somewhat effortless. However, there is some question as to whether or not the bookmobile does actually make books accessible to the students. Furthermore, adherence to the public library standards demands that service directly to the schools should be avoided unless the school district provides additional funds for this service. The literature on this topic is meager yet an analysis of what is available indicates that there is little agreement among educators and librarians relative to the role and value of bookmobiles. There is a dearth of sound evaluative material on bookmobile service to schools. Most of the literature pertains to statistical data relative to budget, schedules and circulation results. 95

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For over sixty years some form of mobile unit has made books available but from the very initiation of this service, educators and librarians have reported that they considered the bookmobile an inadequate center for reading guidance. One source stated that it may have been the very inadequacies of bookmobile service which have been responsible for so many counties deciding that the public library was not worth the added tax.\(^96\)

A survey of the related literature provided an explanation why many librarians and educators question the efficacy of bookmobiles as a means of providing any kind of adequate service to schools. Because of their nature bookmobiles do not provide service at any one spot for an extended amount of time; thus, if the student cannot reach the bookmobile when it is at the school, he is without library service. Likewise, if the bookmobile is not at the school when the child realizes some book need he may lose interest in books and reading.

Because of space limitations bookmobile collections are relatively small. The number of volumes the bookmobile carries depends upon the enrollment of the school which the bookmobile is to serve. It is also influenced by the frequency with which the bookmobile can be serviced from its source of supply. When serving schools the bookmobile librarians must serve large numbers of students during a short period of time. There is no time to reshelve the books that are being returned so it is necessary that the book capacity be as large as possible. The assistance to the individual student is inadequate but as one author

said, "the pace is frequently so frenzied that the staff does well to handle charge out and returns." 97

Williams reported that the average circulation load is about 275 books in an average stop of two and one-half hours. The bookmobile staff usually consists of one librarian, one or two clerks and a driver-clerk. These personnel are expected to maintain a standard of response that is equivalent to a branch library with a staff of seven or ten. 98 There is little doubt that with the pressure of time on the staff and with the limited book collection the bookmobile does not reach the quality of service that can be made available at a branch library.

These limitations appear to be major but some of them may be erased or at least eased. The purchase of more bookmobiles would alleviate the problem of having the bookmobile make so many stops within a short period of time. Thus the clientele would not have to be rushed and could be given reading guidance by the librarian or teachers. Another solution might be through specialization of the book collections. The advantage to this would be that the bookmobile librarians would become specialists and could do a better job of reading guidance. When the book collections are not specialized, for example, a combination school and adult bookmobile has to offer two entirely different selections of books. The book collection in the bookmobile is relatively


inadequate to begin with; it appears it is even less adequate when its
service is not specialized. Through specialization the book collections
become enlarged, probably improved and more adequate for the clientele
served.

A survey of the related literature also revealed some factors
that commend the schools' use of the bookmobiles. The dramatic quality
of the bookmobile is an attribute that is seldom cited but it is a
positive factor in promoting books and reading. Even after repeated
visits, children are pleased with the opportunity of being able to
select books from the bookmobile; they are quite fascinated with its
entire physical makeup. Comments by children such as the following
are typical reactions when they are inside the bookmobile. "Wouldn't
it be fun to live in here; you could reach up and get a book to read
anytime you wished." One author reported that books which had been
neglected in classroom collections or in the library were borrowed
avidly from the bookmobile. He explained this incident by citing the
dramatic quality of the bookmobile and the fact that the students were
a captive group and the "herd instinct" probably played a part in
convincing them that the thing to do was to borrow a few books. 99

Having the books close at hand they are likely to make some effort to
read them. Bookmobile service provides the answer to service needs in
situations where the communities and schools are expanding. Sealock
indicated that bookmobiles have been a well-proven device when the
schools or communities were faced with the problem of sudden expansion
and needed help in making books readily accessible to the students.

99 Stewart W. Smith, op. cit., p. 299.
If the nature of mobile service is understood as temporary and incomplete, then such service can help fill the lag that is bound to occur in serving these new communities and sparsely settled rural areas. But at best a temporary or supplementary service, the bookmobile cannot meet the standards librarians have promoted.100

Bookmobile service is an attempt to bring the rudiments of basic library service to those students who would not otherwise have it in their own classrooms or school libraries. In addition teachers may request books by subject or author and title for use in connection with the ongoing educational program. These books are brought to the school during the bookmobile's next regularly scheduled visit.

Williams reported that there is a changing emphasis in bookmobile service throughout the country. Since the school library movement is developing steadily "it is no longer necessary for libraries to equate the providing of a book with the provision of library service."101 The public libraries can assume their proper role of complementing and supplementing the school's library program and the school can play its proper role by assuming the primary responsibility of making books available to students so their book needs are adequately satisfied.

Summary

The major purpose of this chapter was to present criteria for the accessibility of trade books in the elementary school. Accessibility was defined and factors which contributed to this dimension of using trade books were presented. The school library movement in the

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100 Maxine Stevenson, "Here Come the Bookmobile," Illinois Libraries, XXXV (March, 1953), 123.

101 Williams, op. cit., p. 303.
United States was summarized briefly. The criteria for accessibility of trade books were established from the writer's basic assumptions and the related literature. The criteria were stated and justification for each criterion was presented. Six criteria for the accessibility of trade books were established in this study:

1. The trade book collection should be located in a central library within the elementary school.

2. The trade book collection should be organized and classified in a manner that is simple and convenient.

3. The trade book collection should be made accessible to the children on the bases of previously arranged--for group visits and non-scheduled visits by individuals.

4. The trade book collection should be accessible to the children during the summer vacation.

5. Adequate funds should be regularly allotted for the purchase of trade books and provision of school library services.

6. The trade book collection should be built up as a part of a school program in a manner that is largely independent of public library services.
CHAPTER IV

CRITERIA FOR THE PROVISION OF LEARNING EXPERIENCES
IN WHICH TRADE BOOKS ARE INVOLVED

Introduction

Children's literature must be removed from the position of "splendid isolation" which it is given in many classrooms if the school is to succeed in such goals as helping children achieve true literacy and develop to their highest possible potential. By providing varied learning experiences in which trade books are involved, children's literature can be removed from this undesirable position. In order to provide these varied and worthwhile learning experiences the teacher and/or librarian must be well informed in all three dimensions of using trade books in the school. She must have a broad knowledge of children and their reading materials and she must use this knowledge to select books that are appropriate for use in school activities. She must know how to make the trade books easily accessible so that children can secure them without wasted time and effort. She must know how to provide appropriate learning experience and activities in which trade books are involved.

During a panel discussion at the American Book Publishers

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\[1\text{Sheilton L. Root, Jr., "Children's Literature and Children's Literacy,"} \text{Elementary English, XXXVI} \text{ (May, 1959), 289.}\]
Council Conference, April 27-29, 1960, Salten stated that "scandalously little" is being taught teachers about the using of trade books in the varied learning experiences included in an elementary school program. He acknowledged that the inservice training programs in the schools themselves are doing a somewhat better job in educating teachers about book use. Teachers need help in developing flexible and informal methods of dealing with books. They need help in order to recognize the contribution that a wide variety of reading can make to their own teaching, they need help to develop that kind of enthusiasm for reading that is contagious and captures the imagination of the students.

The use of learning experiences in which trade books are involved usually means more work for the classroom teacher than if the teacher simply adhered to the textbook, but experience has proven that teaching becomes a far more satisfying occupation when all the resources of the printed word that are available to the schools are fully utilized. The positive attitudes and thorough learning that result when children are taught in this manner justify the additional time and effort asked of the teacher.

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Criteria for the Provision of Learning Experiences in which Trade Books are Involved

1. The learning experiences in which trade books are involved should promote further interest in reading by children.

A child likes books which meet his personal needs at his particular developmental stage. This factor does not always offer sufficient motivation, however, to cause a child to seek a particular book and read it. Most frequently he chooses to read books because he has come to know about them and because of what he knows about them. It is important that the teacher provide activities that help the child to come to know about books that are within the framework of his reading interests and comprehension. Too, these activities must have breadth and depth; they should be new and/or stimulating to the child so that his curiosity is heightened, his needs are satisfied, and his interests are extended. In this manner the learning experiences, activities and motivational devices can promote further interest in reading by children.

Before a teacher decides to offer any of the learning experiences and activities in which trade books are involved, he should analyze or at least examine these experiences to determine if they are educationally sound. There are at least three important qualities by which these activities may be judged. One, pupil initiative should be developed through this learning experience. Within limits of the

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child's abilities and maturity the very nature of the activity should permit the child to identify his own problems, devise plans to solve his problem or satisfy his interests. It should provide for self-selection of quality and challenging reading material that may help him find solutions to his concerns. It should encourage him to complete in a careful and thorough manner that which he has begun.

Second, the learning activity should develop acceptable habits, attitudes, and ideals. It should foster cooperation rather than competition, it should help the child realize the fact that uniquenesses in people's abilities, interests, and personalities are of value. Third, each learning activity should contribute to the achieving of some worthwhile purpose. It should not be mere "busywork" or an enterprise useful only to the teacher or some other authority figure. Fargo, summarizing the work of Roemer, Allen and Yarnell stated that a worthy activity should achieve some of the following purposes: the stimulation of loyalty, the provision of a way for the merited recognition of outstanding work, the assistance of the pupil in achieving a speedy orientation (in the library) and in making adjustments to situations new to his experience, a chance to develop pupil personality, and the fostering of creative effort.5

Fargo cautioned her readers to study the implications in relation to time, space, materials and tools before initiating any one activity.6 She emphasized, first, that there is a limited amount of


6Fargo, Ibid., p. 11
time that the teachers and children have during the school day for these activities; second, the activities should not be developed at the expense of the rest of the school community and its essential work; and third, the pupils should not be expected to give free time to these activities outside of school. She neglected to emphasize that in choosing these activities in which trade books are involved, the first concern of the teacher should be to determine whether or not the activities will contribute toward increasing children's opportunities and desires for reading.

Several authors reported that learning experiences in which trade books were involved effectively enriched the educational program of "gifted" children and stimulated further reading by these students. It appears to the investigator that learning experiences in which trade books are involved would enrich the life of most any student. Learning experiences such as these can produce an intellectual chain reaction. In satisfying a child's immediate curiosity and nurturing his present inquisitiveness, additional questions come to his mind and further topics and ideas for him to make inquiry about are brought to his attention. The practice of providing learning experiences in which trade books are involved should not be limited to the "gifted" pupils.

Admittedly, a single learning experience in which trade books are involved may stimulate the talented learner to further reading and increasingly greater achievement but it may prove to be inadequate in motivating the less talented student and may not assist him in developing

to his fullest potential. Consequently, the teacher will have to motivate further reading by providing varied learning experiences that involve the use of trade books and that are tailored to meet individual abilities, needs, and interests of each child in a particular classroom.

The research studies on the effect that learning experiences in which trade books are involved may have in motivating further reading by elementary school pupils appear to be scant in quantity. In many instances studies were scant in quality, also. The reports of the studies that were most appropriate to the criterion under discussion have been summarized by the investigator. A survey of the literature revealed some publications in which motivating activities were listed and discussed by the authors but these suggestions to stimulate further reading have not been evaluated by careful research. In many instances, these learning experiences have been tried out in classrooms and libraries by experienced and thoughtful teachers and librarians. The related literature has been evaluated and analyzed by the investigator. It was found that only a portion of it may be used to establish the criterion defined by the investigator.

Huck and Young listed and briefly discussed techniques and learning experiences that teachers could provide in order to further children's interest in literature. Included in their suggestions of activities designed to further reading by children were teacher-made

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displays, reading aloud, storytelling, studying about authors and illustrators, using audio-visual materials, trips and excursions, book lists for parents and numerous activities through which children can interpret what they have read. It appears that the suggestions in the Huck and Young publication would help teachers to create a wholesome reading environment and to teach skills, attitudes, and appreciations that would make reading a life-time habit and an integral part of people's lives. The suggestions in *Children's Literature in the Elementary School* appear educationally sound; they are devices and learning experiences that teachers have found were effective in stimulating more reading by children. Their suggestions for stimulating further reading minimized competition and false motivators. Instead the reader was encouraged to capitalize on intrinsic motivations to lead the children to new reading interests. Also, when the authors discussed each motivator they briefly indicated the educational purposes for each experience, device, or activity. Few of their suggestions were unreasonably time consuming or artificial.

Despite the fact that these suggestions for stimulating further reading by children appear to be educationally sound and teachers have reported that they were effective motivators, there is need for more careful and objective evaluations of each of these procedures in relation to their effectiveness in promoting further interest in reading by children. The teacher or librarian should have a full understanding of the use(s) for each promotional device, an appreciation as to the occasions for it, and the ability to set it in motion. It is possible that each promotional technique may have a special use or may more
appropriately serve a special group of children. The investigator was unable to identify a careful research study that was designed to find answers to these unknowns.

Fargo wrote two volumes of "prescriptions and recipes" which told teachers how to conduct specific activities in which trade books are involved and which center in or are the effect of the school library. In the last analysis, most of the activities in which trade books are involved can be said to be directed toward increased use of books and stimulation of reading, but Fargo devoted one chapter to learning activities and techniques designed specifically to stimulate reading. In light of the investigator's experience there appears to be justification to believe that many of Fargo's suggestions are contrived and artificial. Many would be time consuming and would afford little intrinsic and lasting motivation for further reading by children.

Numerous activities suggested by Fargo are designed to give public recognition to children's reading efforts. Some of these activities described included suggestions for initiating a book pyramid, a reading thermometer, and book clocks--for each book that a child reads he is permitted to add one block to the pyramid, or rise one notch on the thermometer or move ahead five minutes on his clock. It is apparent that these suggestions may well give public recognition for something that is not at all warranted. These suggestions are likely


to emphasize the quantity of books that are read rather than the quality of the books. They also emphasize competition and provide a false motivation for reading. Fargo was apparently aware of this and stated that whenever these activities are implemented the teacher should unobtrusively direct the children's reading so that quality rather than the quantity of the books is stressed. Despite the caution by the author, it appears that these activities are basically unsound and provide questionable motivation for stimulation of further reading by children. The investigator is inclined to question whether the activities suggested in the Fargo publications would stimulate further reading to a significant extent. In actual fact, many appear far too time consuming; they would indeed take away an undue amount of time from further reading. Furthermore, some of her suggestions seem incapable of fostering the development of the habit of reading but would fail also to foster other educational purposes.

It would seem that when teachers refer to sources such as Fargo's activity books they must evaluate these suggestions carefully and choose only those activities that are most likely to increase children's enjoyment in reading, further their understanding of books, and create within them an enthusiasm for wider reading. Furthermore, they should provide in the daily schedule a balance between learning experiences in which the children are given time to read the trade books and the time during which children engage in learning activities which enable them to interpret what they have read in the trade books. At no time did Fargo mention the importance of this consideration.

Additional reports about learning experiences and activities
designed to motivate further reading by children were identified during the survey of the related literature and are cited below. None of the writers of the reports mentioned that the activities should be carefully chosen in order not to discourage the further reading of quality trade books. The reports did highlight some learning experiences and activities that promoted an interest in the reading of available textbooks.

Stefferud listed quantities of learning experiences that may be used to encourage further reading by children. Included in his extensive list were motivational devices and projects that appear to be educationally sound and appropriate for use in elementary schools today. In the main, the learning experiences were based on intrinsic motivation, provided for participation on the part of the students and fostered the spirit of cooperation yet catered to special interests and abilities of individuals. The activities could easily be integrated with various aspects of the educational program and they appeared to be the type that would not demand an undue amount of time, space or material.

An analysis of this comprehensive list of activities reveals that they probably would help to satisfy the basic needs of elementary school children. There are some activities that provide for such needs as wholesome physical activity and release of energy, intellectual stimulation and development, emotional satisfaction through aesthetic appeal and obvious achievements, and social living through group efforts. Stefferud's suggestions for activities to stimulate further reading are

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far more appropriate for use in an elementary school than are many of those suggested by Fargo in the two publications on activities in which trade books are involved. His suggestions would be useful to classroom teachers and librarians alike.

Teachers have a responsibility for introducing books to children in order to make it possible for them to find books that will satisfy their needs and will bring pleasure that disposes to further reading. The activities should encourage the children to read many kinds of materials—fiction, adventure, biography, poetry, science and the like so that interests may broaden and so that each child progresses to a higher level of proficiency and taste. Dawson outlined a few suggestions that would enable teachers to offer their children experiences with books that were designed to open new sights and reveal higher and more intriguing interests of reading enjoyment. Dawson designated her list of activities for Children's Book Week but they are appropriate the year around. The activities were classified in relation to those that would be particularly appropriate for use within a single classroom, others were designated for use throughout an entire school, and still others were suggested for use among the schools in the whole school system. Except for this system of classifying activities with trade books, Dawson's suggestions appeared to be educationally sound, emphasized independent and creative thinking and the cooperative spirit on the part of doers. 12

The Conference on the Development of Lifetime Reading Habits of

The American Book Publishers Council sought to recommend specific kinds of action which might contribute to more rewarding student experience with books during high school years. The participants evaluated, empirically, existing practices and suggestions concerning techniques in terms of their capability of enticing young people into the further exploration of books and their probable effect on developing lifetime reading habits. The learning experiences that they recommended appear to be appropriate for use in the elementary school; they are similar to those submitted by Huck and Young and Stefflerud. The participants concluded their discussion with the conviction that educators can do more than they are doing to provide children with learning experiences that stimulate further reading. They stated that deficiencies in the preparation programs of teachers and school administrators are in large measure accountable for the observed failure of the school to nurture an enthusiastic and voluntary interest in reading. They called for teachers and administrators who were enthusiastic and informed about reading possibilities. They stated that this enthusiasm could be communicated to the students by the utilization of learning activities that would help students realize the many ways in which books can satisfy their personal needs for enjoyment, relaxation, information, practical help, vicarious experience, and intellectual stimulation. Activities which bring students to read numerous books primarily for the competitive challenge

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14Ibid., p. 13.
should be avoided for activities such as these may contribute to a lasting dislike for reading and fail to provide for reading as a personal activity.  

Munson stated that in order to set before the students the books they don't know they want it may be necessary to include every known promotional device for some will be effective with one person and not with another, one device may be appropriate on one occasion and not on another. Some of the techniques that she suggested should be employed in a classroom or library in order to bring children and books together included such motivators as displays, readings, book talks, book reviews, films, and recordings, discussion groups, impersonations, special collections, book notes, book games, attractive book bindings and illustrations. In general, her comments about these motivators and her directions for initiating them were not particularly unique. The comment about audio-visual materials as book reminders is worthy of note.

It is unthinkable that books should be divorced from film, phonograph and radio. All are avenues of communication and can usefully complement one another. It is the testimony of librarians that the presentation of a story in the movies or its dramatization on the radio (or television) far from injuring the circulation of the book involved, actually increases it.

Bryan reported that the bulletin board display, with effective slogans and captions accompanied by attractive pictures or book jackets,
is one of the most effective means of book publicity; it creates knowledge and enthusiasm for the reading of trade books. Homemade bibliographies to fit the book stock in the school library are also effective motivators of reading by children.¹⁸

Stenstrom's suggestions for encouraging children's reading were similar to those presented in the Huck and Young publication. She emphasized, however, that whatever the motivational activity simplicity should be the keynote so that the books publicized are the main attractions.¹⁹ Koch presented a list of experiences that she found promoted further reading by children. She found two that were especially effective. Book reviews written by the students or printed on book jackets were collected and bound separately by various classifications. Character cutouts placed in standards to stand atop book shelves invited comment and interchange of reading experiences and increased reading by the children.²⁰ Peltzman proposed that children's book talks are effective means to stimulate further reading. She provided her reader with concrete suggestions that would make the book talks more effective. She also suggested themes for book talks to elementary school children.²¹

The survey of the related literature revealed a wide variety of


learning experiences in which trade books were involved. Some of these specific learning experiences are discussed briefly in the following pages.

**Television Productions.** Up-to-date television teaching has tapped only a small reservoir in broadening reading interests and opening the world of books to students; this is an area which needs continued exploration and development. Yet scores of studies have been reported which show that television does stimulate wide reading and establishes some new reading interests among pupils at all grade levels.

A study to determine how television influenced children's reading interests and reading habits was conducted with the television series *Read-to-Find-Out*, produced over Station WRGB, Schenectady, New York in cooperation with the Mohawk-Hudson Council on Education Television. Approximately 1500 fifth and sixth grade students participated in the study. Each viewed the series and completed two sets of questionnaires to determine their reading interests before and after the television series was initiated. The figures from the questionnaires indicated that television could stimulate and encourage wide reading and the broadening of reading interests. The personal experiences of the educators and librarians gave further substance to television as a motivator to further reading by children. It was common to have all the books suggested on a morning television lesson to be withdrawn from the school library before dismissal time. "It was almost as if the television presentation lent some magic to the book."\(^{22}\)

A reading-literature series was built purposely to motivate
good reading by children who viewed Station WBEZ owned by the Chicago
Board of Education. The producers of the series are characterized by
dynamic presentation and good showmanship. The educators and librarians
from the Chicago Public Schools reported that the dramatic scenes from
various trade books which were presented during this television series
whetted the students' reading appetites and spurred them to read the
complete book versions on which the broadcast adaptations were based,
as well as other stories similar to the ones broadcast. That the
emphasis and purposes that were given to this television reading-liter-
ature series varied is evident in the titles of programs that were
presented. One program was entitled "Bag of Tales" and for this new
and old stories were told to bring pleasure to the viewers and to
nurture a taste for quality literature. Stories to encourage upper
elementary pupils to make use of their libraries and to read better
books were told during the program entitled "Book Box." During the
"Book Magic" program scenes from young people's classics were drama-
tized with the objective of promoting good reading. Through the book-
quiz programs conducted during the program entitled "Battle of Books,"
the producers sought to develop good reading habits and build appreci-
ation for literature.

The carefully selected recommendations regularly released by

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23Elizabeth E. Marshall, "How Can Schools Set Up and Effect the
Use of Radio and Television to Promote Reading Interests?", Developing
Permanent Interest in Reading, ed. Helen M. Robinson (Proceedings of
the Annual Conference on Reading Held at the University of Chicago,
1956, Vol. XVIII; Chicago: University of Chicago Press, 1956), pp. 197-
205.
various educational organizations and publications assist teachers and parents in their selection of suitable radio and television fare for in-school and out-of-school use. Reportedly, too few teachers use these releases or are aware of their existence. Marshall stated that school administrators should see to it that teachers are given training in how to use the television programs and in how to incorporate them within the classroom so as to meet immediate teaching needs. She advised that administrators could give the teachers training in these areas with adequate consultant services, supervision, special conferences, demonstrations, inspirational institutes, and clinics.  

Reading aloud and storytelling. A reading aloud project was undertaken at the Yale and Towne Manufacturing Company in Gallatin, Tennessee in cooperation with the National Book Committee, Inc. The firm management made the carefully selected reading aloud books available to the employees. By the end of the second day the reading aloud shelf was empty, and circulation of the books remained brisk; new titles were added to the collection because of the enthusiastic patronage. The experiment helped to create a reading environment in the homes of some two hundred families. Both the parents and the children got to know and love books through reading stories aloud.

The Dunedin (New Zealand) Public Library took its "story bus" out to ten different suburbs during the school holiday and told and read stories and verse to over eight hundred children. This pioneer

24Ibid., p. 200.

experiment was begun in 1953. The "story bus" followed a set time-
table and its various places were well advertised; stopping places were
usually quiet back streets with little traffic. Each story period
lasted approximately one hour. During each story hour the storytellers
told one adventure story or fantasy and one true story. Only children
from four to twelve were admitted to the story hour and they were divided
into two age groups and different stories were prepared for each of the
age groups. The bus was large enough to house sixty children at a time;
its interior was made attractive with posters and pictures. The team
aboard the bus reported that commonly too many children reported for
the story hour and all could not fit in the bus. This problem was
solved by dividing the group into two sections; one group remained in
the bus and the other was taken to a nearby hall for the storytelling.
These storytelling sessions helped young children get acquainted with
good literature. The librarian reported that library circulation
figures increased. Children were always eager to borrow the books from
which the stories came and they were stimulated to further reading
through storytelling.  

Most of the authors who wrote about storytelling and reading
aloud indicated that the story hours should be regular events during the
child's elementary school career. They stated that the teacher should
read and tell stories that have intrinsic value, that is, they should be
worthwhile stories, they should be a part of literature, and they should

26 Joyce Burns Glen, "Story Bus Attracts New Zealand Children,"
Christian Science Monitor, Boston, Saturday, March 24, 1956, Education
Section, p. 1.
satisfy recognized standards of the art of storytelling. The stories must be suitable for the particular group of children. Finally, there must be adequate representation of stories presented to the children during the story hours. The stories must contribute to a well balanced educational program and there must be a variety of story types including folk tales, myths, realistic stories, modern fantasy, heroic, and adventure stories, and historical fiction.

**Book clubs.** Burleson reported that the classroom book club is an effective device for encouraging children to read good books on a regular basis. He was writing in support of book clubs such as The Lucky Book Club and the Arrow Book Club which are sponsored by the Scholastic Book Services. Burleson acknowledged that the classroom operation of a book club in which the teacher sponsors the program and encourages children to purchase the paperbound books and build personal libraries, is open to criticism. The major criticisms are that it takes time away from teaching and burdens the teacher with more clerical duties, and it is peripheral to the regular school program. The primary advantages are that it fosters a love for reading and helps to guarantee that we have a true literature culture. Burleson cited figures to show that approximately 175 hours of reading investment could be provided in a classroom in which thirty-five books were secured through clubs such as the Arrow Book Club. This, stated the author, justified the time and effort it took on the part of the teacher to sponsor the club.²⁷

The author of this leaflet was a curriculum analyst for a firm which asks teachers to sponsor classroom book clubs and his analysis of the activity appears somewhat biased in favor of the classroom book club. Admittedly, there is just cause to question whether teachers should sponsor programs that will be of profit to a private concern and take away from some of her teaching duties. Nonetheless, if the book club selections have a balanced offering of titles and if there is a careful selection of offerings by authorities in reading and children's literature, if the children's enrollment in the book club is strictly voluntary, if the children are given an opportunity to make their own selections from the books that are available and if they are not required to purchase any specific number of books once they have enrolled in the book club, perhaps a classroom book club is a just means for stimulating further reading by children. Although conclusive evidence is lacking and further research is needed, numerous educators and librarians assume that the key point in developing reading habits is to make books readily and continuously available. If one accepts this assumption perhaps one could also accept the idea that it is within the bounds of a school program to encourage students to buy books because the books would then be readily accessible in their homes. Having accepted this idea one might also accept the idea of a classroom book club which encourages the students to purchase inexpensive books. Through book ownership books are made readily accessible and another means of stimulating further reading has been provided. Grambs supported the idea of classroom book clubs and other techniques that encourage book ownership.

People who own books almost always read them. Once the
initial investment is made in a few books, there develops an almost irresistible urge to buy more.\(^{28}\)

In the past decade or so, children's book clubs have become a prospering adjunct to many business organizations. Some of these sponsoring firms are connected directly with the publishing industry and include Scholastic Book Company, Parent's Magazine, Book of the Month Club and Sears Roebuck Company. The 1962 Bowker Annual listed nineteen juvenile book clubs.\(^{29}\) More than 2,000,000 pupils are reported building personal libraries and improving reading habits and reading skills with books offered through book clubs.\(^{30}\)

Other learning activities. Examination of the sources that the investigator has cited to give support to the criterion under discussion reveals that research is most obviously lacking in this area. The learning activities that are listed below were those in which trade books are involved and that were mentioned most frequently by the writers as effective means for stimulating further reading by children. The investigator did not list those that appeared to be educationally unsound or that fostered competitive reasons for reading. All of these suggested activities need to be researched to determine the degree of their effectiveness with children who differ in matters relative to age, personality make-up, socio-economic backgrounds and academic achievement.

\(^{28}\) Grambs, op. cit., p. 19.


Invite a children's writer or illustrator to come to school and visit.

Take children to the school and public libraries, for a story hour or for browsing through the book selection.

Provide for book sharing times in which children review, not report on books they have read.

Introduce new books to children by reading excerpts from them.

Read aloud or tell an entire story or poem that would be of particular interest to the children.

Sponsor classroom book clubs which encourage book-ownership.

Secure anecdotes and pertinent information about children's authors or illustrators and study the diverse backgrounds, influences, special circumstances and personal preferences which made them write or illustrate the books they did.

Make use of radio programs and television programs, films, recordings, presentations, of children's theatre groups by which children are introduced to children's literature in a manner that is characterized by authenticity, good taste and artistic performance. Show and suggest the book before viewing its interpretation and make it available after the activity.

Exhibit pictorial maps, attractive pictures, interesting figurines and artifacts related to available books.

Arrange for teachers, librarians, respected members of the community, or the children to present book talks by telling an episode or incident from several stories of different types or by using a group of books on a theme (or subject) and relating an incident.

Provide opportunities for book discussions. Children tell something about their favorite books and analyze the qualities in books and perhaps recommend them to their peers for further reading.

Suggest books related to hobbies, and display them with the children's hobby collections.

Study the process of making books, (the physical make-up of books, how they are printed and published) and visit a publishing house or printing plant.

Make an anthology of the class' favorite poems and stories.

Study bases for the various book award. Speculate as to probable winners, stating reasons for nominations proposed. Compare actual winners with those nominated by the students.

Create a book award, define bases for the award and encourage the students to make their own nominations for the books they believe should be given the award.

Compile a bibliography of available trade books of information and fiction on a specific theme (or subject).

Take books home for reading aloud to younger members of the family.
List the writers of children's books and illustrators who live in your city or state. Read their books and study their themes, to determine if they contain anything about the city or state.

Organize a library center or library corner in the classroom of trade books that are curriculum related and solely recreational. Form a rotating book selection committee and permit the students to select the books for the classroom library. (The teachers and librarian would supplement student choices).

Each of these learning activities should be brought into play only when indicated as particularly helpful. But in order to do this the teacher should have full understanding of the use of each activity.

The combination of the teacher's personal zeal to provide a program that revolves around books, her ability and equipment to set it in motion, her understanding of children, and her enthusiasm for reading should add up to a situation in which students are led to further reading of trade books.

2. There should be provision of learning experiences in which trade books are involved in all of the curricular areas of the elementary school program.

Currently many lay people and educators are declaring that reading and subject textbooks are too immature for today's children. Also, education leaders of today emphasize that the curriculum of the elementary school should be so designed as to provide learning experiences and instructional materials that foster the habit of critical thinking, provide for uniqueness in personality and special talents, extend student's horizons and encourage creativity. Activity-type teaching and integrated learning have gained acceptance and are highly valued in many educational circles. It seems that if teachers were
aware of the current educational scene and if they would identify the implications some of these trends to their teaching procedures and materials of instruction, they would logically resort to offering their students learning experiences in which trade books were involved.

If the trade books are selected carefully and appropriate use is made of them in various learning experiences, these trade books can help the pupils gain desirable skills, attitudes and understandings in all the curricular areas of the elementary school program.

Trade books can be used in learning experiences designed to achieve objectives of individualized reading programs. In this instance, they are being used to satisfy instructional purposes. Trade books serve functional purposes primarily when they are used in learning experiences and activities that are designed to bring about personality adjustment or are designed to enable a pupil to complete research on problems related to broad units of work. Also, trade books are used in activities which are meant to fill in leisure time or they are used as outlets for amusement or diversion; in this respect they are serving recreational purposes. Trade books can be used to teach the content of literature in and of itself.

Admittedly, each of these curricular purposes is interrelated. For example, as a child uses trade books to uncover information related to a specific problem he is growing in reading study skills, he is gaining additional knowledge in some aspect of social studies, health or science, and he may also be getting pleasure from his reading. Thus, instructional and recreational and functional curricular purposes are being achieved. Here again, the classifications of different
reading activities involving trade books are somewhat arbitrary; they are classified in terms of what appears to be their primary purpose for being.

Learning experiences in which trade books are involved should be used to achieve the instructional purposes of the reading program. There are certain fundamental premises relative to the reading materials which should be incorporated in the reading program throughout the elementary school. One, children read best the things they like to read about. Two, children have some general and specific reading interests. Three, within certain age groups there are some differences in the reading preferences of boys and girls. Four, satisfying a child's current reading interests tend to foster wider reading and provides the motivation that gives rise to further reading. It appears that acknowledgment of these premises invites acceptance of the idea that the learning experiences in which trade books are involved contributes to the achieving of the instructional aims of the modern reading program.

The writer analyzed the pertinent literature of the last decade such as monographs reporting the proceedings of the Annual Reading Conferences held at the University of Chicago and the proceedings of the International Reading Association Conferences and the various publications of the National Council of Teachers of English. The analysis indicated that there are some major trends in reading instruction that lend support to the criterion cited above. Authorities in

31 Research findings that help to substantiate these premises have been cited in Chapter II of this dissertation.
the teaching of reading report that the materials for reading instruction frequently are non-textbook materials and multiple sources are used to develop the reading skills. This trend does not necessarily negate the need for teaching some skills in a sequential fashion.

Examination of the literature indicates that there is growing recognition that reading is affected by all aspects of the child's development. There is recognition by reading authorities that the goals of each lesson, the methods employed by the teacher and the materials for reading that are made accessible to the pupil should result from due consideration of the child's development. This trend reflects that considerable faith is placed in the teacher's ability to note specific needs and assets of the children and provide direct instruction and reading materials accordingly. Another aspect of the current emphasis on the developmental instructional program is the growing acceptance of the concepts of self selection, seeking behavior and pacing applied to reading instruction. Evidence of this trend is seen in the flexibility in the scope of reading programs, in the flexibility in the nature of specific learning activities that are provided the children in any one classroom, and in the flexibility in the reading materials used by each pupil.

Another factor which has contributed to this trend in flexible programs is that publishers have added to their regular productions the issue of paperbound books and such series as "Beginner Books," "Easy-to-Read Series" or "I Can Read It All By Myself Books." In many instances these trade books for beginning readers combine the best features of both the primer and the picture book; they have a relatively
limited vocabulary and an imaginative, amusing or adventurous story of
interest to the children reading them. These adjuncts to the pub-
lishing industry have served to make more trade books available for
use in the elementary schools because they are relatively inexpensive
and they can be used as independent reading material.

There seems to be a trend to acknowledge that consideration of
the factor of readiness for reading at all stages gives greater assur-
ance that the child will meet with success in learning to read. With
this acknowledgment of readiness some educators are beginning to take
the position that the dependence upon a basic reader textbook predi-
cates the erroneous assumption that the teacher can predict readiness.

There is a trend to use single copies of trade books for
instructional purposes and thus individualize reading instruction in
terms of the readiness evidenced by each child.

The practice that appears to be growing and which seems to be
disregarding findings from some of our most reliable research in
child study is disregard for the readiness factor through the teaching
of reading in the kindergarten and the use of the phonics during the
initial period of the reading program. Obviously, this trend

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appears to lend considerable support to arbitrary grade standards for reading programs and the basic reader textbook system whereas the trend to acknowledge readiness supports the individualized program for reading instruction.

Such factors as the characteristics of children, the aims of the school system, the demands on the school by the community, and the nature of the reading process itself determines the reading program, its methodology, its scope and its sequence. Reading is a highly skillful and complex process which includes abilities that vary in importance in different situations. Reading is not a simple, singular process that one applies to each situation in which printed materials are involved. Because reading is in part a subtle and complicated procedure, it seems unwise to expect young and immature children to achieve rapid growth in it. Many first graders, much less most kindergarteners, are not ready for formal instruction in reading or phonics. In adhering to this principle a kindergarten or primary grade teacher may find it necessary to resist pressure from the parents or the community in general.34

There is growing acknowledgement that reliance upon a single text tends to develop literal readers rather than critical readers. Because of the type of literature of which most basic reading textbooks are comprised, the children are given little opportunity to shift rates of reading in terms of depth of their purposes and their familiarity with the content. Because each trade book is unique in

itself, the readers of these books are likely to have greater opportunities to develop skills inherent in critical reading particularly those facets affected by literary style, familiarity with the content and variety of opinions met when reading different books on the same topic.

Compatible with the above trend is the general practice of basing the materials for reading on or relating them to the experiences of children. This trend reflects recognition of the fact that personal experiences which are organized to make concepts, are facets of comprehension and critical reading. Currently some of the critics are asking if many of the stories in the basic readers really do reflect experiences of today's children.

Harris said that the basic readers that are used in the majority of our primary classrooms today are similar enough in content and appeal to be classified together:

The usual pattern is to have two central characters, usually a boy and a girl, of about the age of the children who read the book. It is felt that this promotes easy identification with the storybook characters so that the child can readily project himself into the situation presented in the story and find release from his own problems as he reads. As one goes from one series to another, he finds that . . . the same kinds of situations are depicted. One of the most common scenes is going on a visit to the farm to see Grandmother and Grandfather. . . . Another is pets or baby brother or sister getting into trouble and having to be rescued by the other children.

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It appears that the experiences depicted in the basic readers barely permits the reader to relate his personal experiences to them nor do they encourage the reader to learn much from them vicariously. Trade books as *Big Little Davy* by Lois Lenski, *Let's Be Enemies* by Janice May Udry, *The Dead Bird* by Margaret Wise Brown and *Just Like Everyone Else* by Karla Kuskin comprise easy reading books that can be related to the personal experiences of most any child and also contribute to the development of critical thinkers. They have real interest and appeal and present a realistic picture of life.

There is growing recognition that teachers of reading must capitalize on the children's reading interests. Educators realize more fully the extent to which the element of interest can influence growth in reading skills and reading habits. Educators are realizing that it is unlikely that a basic reading textbook will satisfy the children's many reading interests. Some teachers have resorted to multiple texts and supplementary readers only to find that the selections in most of the textbooks are too similar in theme and style to satisfy the wide variety of children's reading interests. They have discovered that extensive collections of trade books are probably the only solution for satisfying the variety of reading interests of the children in a single classroom. The trade books in the collections are bound to satisfy the range of reading interests because each will vary in literary style and format. They were written and illustrated by numerous people, some of the books may be informational and others recreational, some of the books may be biographies, historical fiction, science fiction, or biographical. Some of the books may be prose and
others poetry anthologies. Each child will have numerous books from which to choose as he attempts to satisfy his reading interests through the books that approximate a readability level within his achievement level.

Not only are educators recognizing the importance of factors of interest and personal experiences in the content of the materials for reading, they are also urging teachers to have the pupils learn to read from materials that have less vocabulary control and better literary quality in terms of the language patterns and pattern of sentence structure as well as plot development.

Strickland claimed that today's school child talks maturely but his reading textbook employs vocabulary and patterns of sentence structure that are infantile.37

Other educators have leveled criticism at the literary quality of basic reading textbooks in use today in our schools. Hymes38 and Hersey39 have charged that the authors of the reading textbooks have sacrificed real interest and appeal and plot development in their concerns for using controlled vocabulary. Many supporters of the individualized reading programs claim that a basic sight vocabulary common for all the children is not necessary for learning to read. This does not negate the need for an initial sight vocabulary but each child


draws his sight vocabulary from his own experiences, from his dictated stories, from the trade books he chooses to read, and from other experiential materials. The child's sight vocabulary is built up faster because he reads materials in which words basic to his speech patterns and his understanding are utilized. Since educators are beginning to accept the fact that vocabulary and sentence structure need not be rigidly controlled, they are giving trade books a direct role to play in the instructional aspect of the reading program.

There is a trend in the teaching of reading to use instructional methods that foster open learning and provide opportunities for each child to become increasingly independent in solving his own problems. Open learning and independence in learning can be afforded through a combination of conditions. Numerous resources for learning needs to be accessible to the children and there must be opportunities provided for children to make choices among the materials. Artificial grade standards or common standards intended to ensure a high level of performance for all should not be specifically defined for they are likely to become barriers to those unable to achieve at the higher level. Large blocks of time and space must be provided for the children to use in independent learning activities.

Spalding claimed that certain practices and procedures currently

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employed in some educational circles comprise those in which educators should put their chief reliance in order to have children take responsibility for their own learning, to study independently, and to develop lifelong reading habits. Those practices and procedures cited by Spalding include reading skills taught to kindergarteners, investigations of parental cooperation, a richer and much more plentiful supply of books for the beginning reader, more school libraries more closely related to the work of the classrooms, new organization of the school program to provide specifically for independent study, the use of paperbacks to allow for student choice and the experience of reading complete books. The practice of teaching reading to children of kindergarten age on a wide spread scale tends to violate the findings of valid research in child study and reading. Wide spread dependence upon parents to administer the library program or to teach reading or any other skills or subjects that call for professional education should be questioned. There is reason to doubt that these practices would lead to greater independence in learning. Since reading might be poorly taught and children would not be ready to learn to read, it appears that these practices might well foster incomplete learning of reading skills, poor reading habits and negative attitudes toward reading and books, in general. There should be doubts raised also about the practice of using parents to administer the library program. This is a professional task and the average parent could not effectively cope with reading guidance activities nor could he carry out

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the complicated tasks involved in making the books accessible to the children.

The emphasis on independent learning is evident in the basic concepts of individualized reading program. Olson has demonstrated that children in elementary school are quite capable of assuming this independence if they are given the proper guidance. Individualized reading provides the student an opportunity to learn much by himself. It is a program that is more open than are some school situations in which the curriculum is carefully predetermined for all the students and the materials of instruction are limited and selected primarily by the teachers. The individualized reading program tends to afford open learning and independence in learning because numerous resources for learning are made accessible to the children.

The goals of reading programs tend to emphasize reading as a lifetime habit which brings enjoyment and is a practical tool that helps the reader achieve a variety of purposes throughout his lifetime. Thus the educators are concerned with more than reading as a mechanical process. The emphasis on reading for enjoyment and lifetime habit is evident in the fact that currently, more educators are concerned with selecting trade books that are interesting and that they realize that reading should not be taught as a separate subject. Although some direct instruction in skill development must occur a large portion of the reading skills and habits can be and should be taught in an integrated manner; reading instruction should be incorporated in most all

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areas of the curriculum. These more comprehensive goals of reading have changed the scope of the evaluation of progress in reading. The evaluation tends now to be more comprehensive. Consideration is given to the degree and manner that each child develops reading skills. Consideration is given to the child's reading habits, to his apparent personal satisfactions that are gained through his reading and to his attitudes which are evidenced when he is reading for a specific purpose. The concerns for evaluating progress in reading appear to assume that there is a large collection of books and some opportunity to exercise self-selection, seeking behavior, and pacing. There is some evidence that an individualized reading program is one means by which the students can be provided opportunities which will help them to realize that reading brings enjoyment and serves as a practical tool.

Consideration of the major trends in reading instruction gives support to the criterion that learning experiences in which trade books are involved should be used to achieve instructional purposes of the reading program. The trends indicate a more individualistic and more comprehensive way of thinking about reading than was the case in the more traditional programs. The trends in the teaching of reading plead, also, for extensive trade book collections and library facilities.

Perusal of the literature indicates that it is becoming increasingly more prevalent to involve trade books in learning experiences designed to achieve instructional purposes of the reading programs. Most of the programs that use trade books for this purpose comprise some form of individualized reading program and seem to have four prime
characteristics in common. Trade books rather than textbooks are used for materials of instruction, pupils choose their own reading materials for purposes of instruction, there occur individual conferences between each pupil and teacher. Group instruction occurs but groups are flexible and are formed for reasons other than ability or proficiency in reading.

The majority of the studies base their findings on measurable scores in reading achievement and appear to ignore the less tangible but important values such as attitudes toward reading, literary appreciation, personality adjustment, library skills and independence in learning. Nonetheless, many of the studies have demonstrated that learning experiences in which trade books are involved adequately achieve readily measurable instructional purposes. Two recent doctoral studies were conducted to compare the reading achievement of groups taught under the individualized reading program with groups taught under the ability grouping approach. In both studies it was found that children taught under the former approach achieved significantly higher scores on reading achievement tests.

Acinapuro compared the reading achievements of students in grades four, five, and six who were taught by means of an individualized reading program with three groups of students in the same grades who were taught to read with the basic reading textbooks and the ability grouping approach. He reported that those who were taught by the program in which trade books were used achieved statistically significant
higher scores in silent and oral reading.\textsuperscript{44}

Sperry reported that children taught under the individualized reading program for three years gained considerably more in reading achievement than did the children who were taught with the traditional instructional materials for the same length of time.\textsuperscript{45}

Anderson conducted a comparative study in 1930. He found that there was no significant difference in the reading achievement in two groups of seven and eighth graders who participated in his experimental study.\textsuperscript{46} He reported that "free reading" was more effective for improving rate and comprehension while "directed reading" was more effective for helping students to develop skill in interpreting sentence meaning. One possible explanation for the relatively insignificant difference in reading achievement in the two groups might be that the trade books which were available to the children as early as 1930 were not as appropriate for children as were the trade books used in the Acinapuro and Sperry studies. Nor was there the generous book selection from which the students could choose. Several other studies were conducted in the 1930's to determine if it were possible to conduct reading programs without basal readers. The reports were similar to that of

\textsuperscript{44} Philip J. Acinapuro, "A Comparative Study of the Results of Two Reading Programs," (unpublished Ph.D. dissertation, Teachers College, Columbia University, 1959).

\textsuperscript{45} Florence Sperry, "The Relationship Between Reading and Achievement and Patterns of Reading Instruction in the Primary Grades" (unpublished Ph.D. dissertation, College of Education, University of Southern California, 1961).

Anderson, for the findings of each of these studies indicated no significant differences in reading achievement of groups taught without basal readers and groups taught with the basal readers. Boney issued two separate reports of studies that were conducted in five school districts; in the first report he stated that in the school using individualized reading programs the standardized test scores were equal to or above those using basal programs. He concluded that it was possible for middle grade children to meet the traditional standards when the reading programs were based on learning activities in which basal readers were not used. Later that same year Boney issued a report with Leman and stated that only "fair success" was achieved with the individualized reading program. Field studied reading achievement evidenced by student in second, third and fourth grades; those who were taught to read by means of individualized reading programs numbered 716 students whereas 782 students were taught by group methods. She reported that these programs are equally effective in developing general reading ability. Possibly the limited book collections available to these children and the quality of children's literature during the 1930's again explains in part the relatively insignificant differences between reading programs that offered learning experiences in which trade books were involved compared with those in which trade


49Helen A. Field, Extensive Individual Reading Versus Class Reading (New York: Teachers College, Columbia University, 1930).
books were not involved.

Numerous comparative studies have been reported recently in the various professional periodicals but a large portion of these studies were limited to three to six month periods. It appears hardly likely that the results of these studies are indicative of their effectiveness in achieving instructional purposes. Consequently, only the studies that extended over a period of at least one school year are cited below.

Gordon and Clark studied two second grades one of which was using the individualized reading program and the other was using the basal reading program. They reported finding that significant difference in reading growth was achieved by the group which was provided with learning experiences in which trade books were used as instructional materials. In a comparative study which involved fifty-four third and fourth grade pupils, it was found that the gain in the individualized reading groups was greater than that in similar groups taught by the basic reading method. Also, it was reported that the individualized reading group evidenced a "dramatic increase in comprehension skills."^51

In the reading study that was conducted in the San Diego County elementary schools, the reading achievement of pupils in fifty-three
classes using an individualized reading program combined with an individualized writing approach was compared with the achievement of pupils in fourteen classes in which the traditional instructional materials were used and the ability grouping approach prevailed.\textsuperscript{52} The Committee reported that the reading achievement in the classes using the trade books and the language approaches was as great as it was in the classes using the traditional approaches.

Aronow compared the reading test scores of all the children in the public schools of the city of New York with 351 students from the city who were taught under the individualized reading program.\textsuperscript{53} She reported that at the beginning of the study when the students were in the third grade there were no significant differences in the two groups. But by the time these students reached the sixth grade, she found significant differences in favor of the individualized reading group. This study reveals the need for longitudinal studies if the effects of innovations such as individualized reading program are to be accurately evaluated.

During the period from September, 1956 through June, 1959 the Bureau of Educational Research of the Board of Education of the city of New York engaged in a comprehensive research on individualized reading programs which involved approximately eighty schools and two hundred classes. The report of this study is the most comprehensive

\textsuperscript{52}San Diego County Reading Study Project Committee, \textit{Reading Study Project} (San Diego: Department of Education, San Diego County, 1961). (Mimeographed.)

analysis and evaluation of individualized reading programs that the investigator has been able to identify. The last year of the New York study three questionnaires concerning evaluation were submitted to selected teachers, children, and principals. The teachers reported that children read more, learned more and made reading an intimate and integral part of their daily living and thinking. The principals reported that the children said they liked the individualized reading approach. They indicated that they were developing a love for books, for authors and reading. They reported that children appreciated the opportunity for self-selection and became effective and discriminating in their selection; the children grew independent in their reading habits and made use of self helps when they came across words they did not know or when they did not understand what they were reading. Also, some less intangible growths were recognized in the children by the teachers. These included improved attitude toward reading, broadening horizons of interests, real and increased interest in reading, development of literary taste, discrimination and judgment, ability to verbalize about reading, increased skill in critical thinking and critical reading, and interest in reading trade books that were related to other areas of the curriculum.54

Principals indicated that they were favorably disposed toward individualized reading but questions involving organization, teacher readiness, and evaluation challenged them. Most of them reported that the individualized reading approach should occur on a voluntary basis on the part of each teacher.

54Draper and Schwietert, A Practical Guide to Individualized Reading, p. 18-19.
Standardized test results were obtained from a total of 1261 children who had finished two years of individualized reading from 118 classes in 56 schools in twenty-two of the twenty-five Assistant Superintendents' districts. The average for the individualized reading group (6.7) was significantly higher than the average (6.1) for the sixth grade city wide group. In the two school years and four school months, the children in the individualized reading group had gained, on the average, significantly more than similar children who had the basic reading program.\textsuperscript{55}

Numerous values of a reading program based on learning experiences in which trade books are used were noted by Nulton. Many of these values are relatively intangible in that they are difficult or impossible to measure. Nonetheless, they are sometimes observable in the child's attitudinal behavior toward books and reading. When the instructional purposes are achieved through learning activities in which trade books are used children learn to use many kinds of books, a factor which serves to give impetus to the spirit of creativity in the reader. This approach helps to bring purpose (the child's purpose) to the act of reading and thus reading becomes spontaneous and appealing. Since children usually learn reading techniques at the time and point where they are needed and can be applied when they are needed again, there is some basis for concluding that this kind of instruction makes more of an impression, lasts longer, associations are clearer and there are fewer occasions for monotonous repetition. The reader apparently learns to make applications of what he reads and the books may have

\textsuperscript{55}\textit{Ibid}., pp. 110-135.
therapeutic value for some of the pupils. This approach tends to develop the spirit of helpfulness to one another in coping with reading difficulties and also develops independence in various areas. This way of reading encourages the pupils to be independent in their learning, to attack difficulties without the teacher first going over them and drilling on them; children are encouraged to be independent in choice and in evaluation. Each child progresses without fear of comparison or labels, each child is allowed and encouraged to read on his own level of reading ability. Emphasis is on reading and the inherent values of reading instead of on the mechanics of reading. Children learn how to discriminate and evaluate the books they read. Since they read so many more books than do the children who are being taught under the basic reading approach, the pupils soon learn that some books are inaccurate, some are more authentic than others, some are to be read thoroughly and some are to be skimmed through. 56

There is conclusive evidence in the reports of teachers that whenever reading is taught by learning experiences in which trade books are the prime source of instructional materials, children who are taught to read by this method read more books than those taught by group methods dependent upon reading textbooks. Also, there is some evidence that children who are taught to read under the individualized reading approach select books of better literary quality for their

56Lucy Nulton, "Reading Maketh A Full Child, Too!", Education, LXXVIII (May, 1958), 536-537.
leisure time reading than do children who were taught with the basic readers. The report that a large number of books were read by pupils under this approach was substantiated by Picozzi, Evans, Van Allen. If the children are increasing the volume of their reading because the books they have selected are too easy there is considerable cause to raise questions. If the children are reading more because the teacher is not delaying their reading with unnecessary drill sessions or inconsequential questions about what has been read, then there is considerable cause for recognizing this finding as a positive attribute. It lends substantial support to the criterion that learning experiences in which trade books are involved should be used to achieve instructional purposes.

The movement to teach reading by providing learning experiences in which trade books were involved received some impetus when educators were urged to develop the special potentialities of each individual to the highest possible level. Also, teachers looked upon this instructional approach as a means to shift the classroom emphasis from the mechanical aspects of reading to the thinking aspects. Unfortunately,


most of the studies which have evaluated the effectiveness of this approach to reading instruction have actually emphasized the mechanical aspects of reading, the very aspects which the proponents sought to deemphasize. Except for the New York study reported by Draper and Schwietert and the few minor reports cited by the investigator most of the research has neglected to consider some important implications of this type of reading program. For example there appears to be a dearth of solid research to determine the effect that changing the procedure of teaching has upon the students. There was little attention given to how this approach to teaching reading affected the relationship between the teacher and her pupils or the relationships between the children within the room. Nor was there much consideration of what kind of preparation a teacher needed in order to carry out a program such as this. Consideration was given to the effect that these learning activities had on the achievement level but there was an obvious lack of evaluation of its effect on the interest level, the study habits of the pupils and their attitude toward reading.61

Problems involved in this criterion. An instructional program dependent upon learning activities in which trade books are involved cannot be initiated without an extensive collection of trade books. If choice making, independent study and depth are to be encouraged by these activities a far greater emphasis on library services than has heretofore existed is implied. According to some authorities a reading

program based on this type of instruction calls for a minimum of at least three to five different titles per child.\textsuperscript{62} This figure does not include books that are used primarily for recreational reading or books for focal interests, unit studies or personal adjustment. Implied in this type of program is the need for the large book collection, new demands for library space, centralization of book collections and increased individual reading guidance by the teacher and/or librarian.

The problem relative to the number of trade books available for use with children in the third grade and up is not of too great concern. There is somewhat of a problem in providing an adequate number of trade books which can be read independently by first and second grade readers. Condit identified 150 books that could be read by first and second grade readers who had normal interests and no special reading problems. The Condit list is annotated and is comprised of carefully selected trade books that were graded according to the Spache formula for readability. Condit started out with 750 proposed titles and found only about 150 that were suitable for independent use by the beginning reader.\textsuperscript{63}

Although many more books for beginning readers have been published since the completion of the Condit study, there is still a need and greater demand for fine trade books written for the beginning reader to read independently. Perhaps one of the most current of the selection aids to which teachers might refer for titles of books for


the beginning reader is that which has been compiled and edited by Guilfoile. 64

Many publishers have recognized the opportunity involved in issuing books for reading programs based on learning activities in which trade books are involved. The jackets of some of these trade books are marked with such designations as "An Easy to Read Book," "Beginner Book," or "I Can Read It All By Myself." The average beginning first grader is not the beginning reader who is likely to be able to read these books independently. Some of the "I Can Read" labels should be viewed with some reservations. Some of these trade books the six year old can read by himself, some he can read certain of the words by himself, some he will be able to read by himself after they have been read to him. Sometimes the beginner labels must be disregarded entirely, for example the selections in the Child Study Association's Read-to-Yourself Storybooks were directed to the eight- or nine-or ten-year-old who reads with ease and has mastered the reading skills. 65 The market is being flooded with trade books designed for use in instructional programs. They are not all appropriate and those meant for the very beginning reader must be selected with considerable caution.

Other problems involved in the consideration of this criterion are reflected in the doubts raised by educators who cherish the traditional instructional materials. These opponents believe that children

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learn to read best when they have read through the closely graded materials based on a controlled vocabulary. The opponents claim that skills must be learned from materials that are especially designed to give opportunities for skill development. Since the trade books do not provide the teacher with either of these and a textbook series does, they cannot accept trade books as the chief instructional material for the reading program. The opponents believe that even though children may proceed through the graded materials at different rates they must all proceed through the same materials eventually. Finally, they reserve supplementary and recreational reading until after the child has completed the required material.66 The research cited previously in this chapter has challenged adherence to these notions. The fundamental philosophy underlying individualized reading opposes standardization of instructional materials and scope and sequence of skill development.

Many teachers lack understanding of what is actually happening in reading programs based on learning activities in which trade books are used. Programs of this type should be initiated on a voluntary basis. There is need for sympathetic and insightful instructional leadership by curriculum coordinators and building principals. In-service programs that will help those who have begun the program and will encourage and educate those who are interested in initiating the program should be provided.

There may occur some problem of adjustment and placement when a

child transfers into or out of the program within the school or out of the school. This problem needs to be researched. There is a possibility that there may develop negative attitudes between the teachers who are involved in the individualized reading program and those who are not. Similarly the child involved in such a program may have adjustment problems when placed in a situation where the program is not used, and vice versa.

Any change is likely to challenge some of the ideas previously cherished. It is important that before and during the time such changes occur the proponents are watchful so as to make sure that their changes will result in improved education and not cause too many insurmountable and disrupting problems.

Learning experiences in which grade books are involved should be used to achieve functional purposes of the curriculum. By contributing to the achievement of functional purposes these learning activities would enable the student to obtain information on problems and to develop skills as they attempt to analyze the problems. The trade books that are made accessible for this purpose must be based on the children's interest levels and on their abilities to generalize and understand the concepts of the material they have read or heard. The teacher may read aloud from the trade books that are related to the centers of interest and in order to broaden the children's experiential background and contribute to the achievement of other functional purposes. Yet much of the reading that is done to satisfy the functional purposes is done without direct supervision of the teacher. Thus most of the trade books that are provided for this purpose should be at the
children's independent level of reading. Although the teacher does not
directly supervise this reading, it is good teaching procedure to pro-
vide checks to show in what manner the pupils are reading the books.
Checking helps each pupil to understand that his efforts are for a
purpose and are an integral part of the overall curriculum. Oral dis-
cussion of materials read, short written compositions and charts
summarizing important facts, art projects and skits interpreting what
has been read are only a few methods by which the teacher can indirectly
supervise reading for functional purposes. Whatever methods the
teacher uses, he should give a pupil many opportunities to shift, com-
pare and organize his facts from the different trade books and types
of reading materials before he makes any final conclusions.

Focal interests and units in content areas such as science,
health, safety, and the social studies provide rich and varied oppor-
tunities for the use of learning experiences in which trade books are
involved in order to achieve functional purposes. Teachers should
encourage the students to find the related literature on their own in
the school library but they should also provide shelves or tables
filled with trade books that are of varying reading levels and litera-
ture forms that are related to the centers of interest. To previously
decide the information each child is to look for during his reading
provides direction to the reading and it helps the pupil to organize
ideas for oral discussion. To help a child achieve personal adjustment
comprises another kind of functional purpose for which to provide
learning experiences in which trade books are involved but this is
enlarged upon later in this section of the chapter.
As soon as pupils' independent reading level has reached the primer level, it is possible to begin to use trade books for functional purposes related to the curriculum; the number of trade books available at this beginning reading level are less plentiful than is desirable perhaps but the supply is rapidly increasing and there is an adequate number so that the functional purposes of focal interests or extension reading or personal adjustment (bibliotherapy) can be achieved. There are considerably more trade books designed for middle grade children who have achieved more advanced reading skills. Teachers at this grade level should have little or no difficulty providing trade books for use in learning activities designed to achieve the functional purposes of unit studies and the like.

To achieve functional purposes in this manner a variety of reading materials ought to be supplied in each classroom and school library. The range of individual differences within classes necessitates the selection of trade books that are representative of an equally wide range of reading difficulty and appropriate in content to the many facets included in the center of interest. All the resources of modern school libraries are utilized; a content subject does not use factual material alone. Biography, fiction, legends, poetry and the like provide an understanding and an appreciation of the problems and contributions of others. Using trade books for learning activities designed to achieve functional purposes offers the teacher unlimited opportunities in meeting the individual needs of each child in the class. Through literature that is focused on some aspect of the center of interest children's interests can be heightened, understandings deepened, imaginations
stimulated, backgrounds enriched and literary appreciations developed. 67

The trade books in all their beauty and variety may help the
readers (or listeners) who are involved in a social studies unit to gain
an understanding of themselves and the world about them. For example,
Jean George's My Side of the Mountain will help the readers realize how
the flora and fauna of the woods can provide our food supply. The life
of loneliness and hardship experienced by the early settlers can be
experienced vicariously when reading The Cabin That Faced West by Jean
Fritz or The Tree of Freedom by Rebecca Caudill. An insight into the
frustrations of boys and girls whose parents are migratory workers can
be gained by reading Blue Willow by Doris Gates, or A Place for Johnny
Bill by Juliene, Judy's Journey by Lois Lenski or Run, Reddy, Run by
Betty Biesterweld. Henry Reed, Inc. by Keith Robertson is a wonderfully
humorous story for boys that presents quite an insight into free enter-
prise and preadolescent boy-girl relationships. Books such as Big Red
by Jim Kjelgaard and The Incredible Journey by Sheila Burnford could be
used in science or animal units. From them children can gain a deepened
knowledge of the species, sympathy for their perils and greater respect
for their courage.

Frequently one book will combine a number of subject matter
fields. This is evident in The Trail of the Little Paiute by M. O'Moran
or What Then, Ramon by Shirley L. Arora from which the reader can gather

67 Gertrude Whipple, "Principles for the Selection and Use of
Reading Materials in Content Areas," Materials for Reading, Proceedings
of the Annual Conference on Reading Held at the University of Chicago,
Volume 19, 1957, ed. Helen Robinson (Chicago: University of Chicago,
1957), p. 106.
information about the climate and geography of various countries and their flora and fauna, the desperate plight of some people, their ways of earning a living and providing for their families and their superstitions. There are numerous trade books about most focal interest topics or units of study. With effort the teacher will be able to secure enough books at different reading levels so that individual differences can be respected and children of most achievement levels can find trade books that may serve as major resources from which answers to their research problems are found.

Steininger reported that teachers included as outstanding features of unit teaching the claim that children became more adept in seeking information and they did more outside reading. Yet he found that some of these same teachers used the textbook to set the broad outline for the unit and the largest portion of the reading that the children read about the unit topic was done from the textbook. Although some trade books were evidently used to supplement the textbook, art materials, field trips and excursions comprised the most frequently mentioned materials and resources that were used in the process of studying about the problems of the unit. He stated that the teachers claim that through unit teaching they give prime consideration to growth of individual traits, practices, attitudes, activities, planning, social involvement and the like. Yet in actual practice their first emphasis oftentimes is on subject matter; children's study and reading interests are secondary to the material to be learned by all. Thus even though unit teaching has advantages for individuals and provides concomitant and integrated learnings through reading materials other than textbooks
and other resources, many teachers apparently do not make adequate use of these multiple reading sources. They still consider subject matter mastery to be of great importance for all; they have not recognized the role which interest in content can play in motivating the student to learn to read and to read to learn.  

The basic skills of reading more or less common to all areas are developed through the learning activities of the individualized reading program or basic reading program. When the students engage in the learning activities of the areas of the curriculum such as science, health, safety or social studies reading skills are expanded to include the kind of reading peculiar to that particular curricular area. In order to promote efficient reading in a content area the children should be given some guidelines as they engage in reading. The children ought to know whether their purposes can best be dispatched by such reading methods as skimming, reading for details, identifying the main ideas or getting an overview. It is desirable, also, to have separate periods during which help may be given to improve particular reading skills. The teacher may also help the students to refine and extend their reading skills by providing learning experiences which provide opportunities for audience situations and improvement in poise and use of voice. They should be encouraged to recall, compare and evaluate ideas and experiences that are related, yet come for a wide variety of sources, to learn words that are new or are used with new meanings, to relate

a reading selection to the problem as a whole, and to select and read the trade books with clear purposes in mind.

Besides reinforcing or learning new reading skills through application, trade books can be used in learning activities of content areas to achieve at least four other functional purposes. Perhaps the greatest contribution of children's literature to such academic fields as social studies, science, and mathematics, language arts, aesthetics or health is in the addition of detail and depth to the framework given through textbooks, field trips or factual books. The additional detail and depth may be obtained through the authors' skillful narration and description. The authors of the accounts in the trade books are likely to have more space to describe details of daily life today or yesterday than the authors of textbooks and it is through these details that places and periods come alive, that the present and the past can become identified with real people. Another way in which detail and depth are usually added to the unit study or to the text material is through beautiful and accurate illustrations common to many of today's trade books. Information and aesthetic appreciation can be obtained from the illustrations. Depth and detail can be obtained through books of adventure and depict such intangible elements as the national character or spirit of a people.

At least two effects with regard to the type of instructional materials the teachers provide for the students have resulted from the

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current emphasis on science teaching. On the one hand quantities of children's science trade books are being published and teachers are using them in the various learning activities designed to develop certain science concepts in greater detail and depth. On the other hand, many teachers have regressed to the basic science text in order to ensure a carefully planned science program and a comprehensive, somewhat superficial treatment of the many facets of content. It is unfortunate, at a time of such abundance, to have thirty or thirty-five copies of the same title in a single classroom. Each child has an opportunity to read one book. When trade books are used there are thirty or more books that each child has before him and from these he may choose the book(s) he is able to read and is interested in reading. Through the wide selection of trade books the students can develop and satisfy a desire to explore and seek out answers to their questions, can make intelligent decisions and gain independence in following through on all steps of the scientific method. Coulter stated that it was the teacher's job to capitalize upon the students' interest in reading science books; they should be made a part of classroom instruction.

Trade books may be used in the learning activities of the sciences to substantiate information or interpret in a more detailed or more intelligible manner that which was found in the textbooks, reference materials, mentioned by a resource person or discovered on an excursion. Many of the trade books contain well-organized, factual discussions and

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are illustrated with careful drawings or recent photographs. Usually each of these books is written and illustrated by authorities and scholarly people. For example, the publication entitled *Ships, Shoals and Amphoras* was written by Suzanne de Borhegyi who has done graduate work in anthropology and archaeology. Furthermore, she writes from first-hand experience gained during her numerous archaeological visits in the jungles of Central America and mountain towns of Guatemala but more specifically during research in 1956-60 of the underwater excavations at Lake Amatitlan in Guatemala. She has skillfully combined facts from science, history, and exploration. Helpful also to the students studying archaeology of the ocean floor in rivers, lakes and wells are the valuable appendixes and bibliography suggesting juvenile books for further reading. *Ships, Shoals and Amphoras* is one of the numerous juvenile trade books that have been written by specialists and that serve as invaluable resources for learning in the content areas.

A fourth contribution which trade books make to developing functional purposes through learning activities of the content areas is in creating new interests. Like a chain reaction one interest builds upon another and with each new interest the reader is stimulated to study in a new, yet related area. It is quite possible for a reader's path of interests and study to lead from Holling Clancy Holling's *Tree in the Trail* which tells of an old cottonwood tree on the Santa Fe Trail to the study of Langston Hughes' books such as *Famous American Negroes* or *The First Book of Jazz* or to a careful examination of Thomas Hart Benton's illustrations in *We, the People*, which is by Leo Huberman and
is a fresh approach to the social and economic history of the United States. 71

As children develop good reading habits and a love for reading, a knowledge of where to find the right book at the right time, and reading interests that are increasing in breadth and depth, another functional purpose of content area learning activities in which trade books may be achieved. These learning activities may provide a means through which children can make effective and enjoyable use of their leisure time.

The manner in which the trade books are used in the learning activities in a content program should be in harmony with the way that they are used in the developmental reading program. The reading experiences in all aspects of the school program should enrich each other.

When selecting trade books to substantiate information, add detail and depth, extend and use reading skills, create new interests, or provide for worthy use of leisure time, the teachers and students should evaluate the quality of each of these books. Evaluation of these books with specific criteria in mind will probably help the students to realize their reading purposes more fully. It may also lead the students to more precise literary discrimination and higher literary tastes. The books used in learning activities of the content areas should be evaluated in terms of their accuracy and authenticity. This may be done by checking the copyright date for recency of information and ascertaining the background of the author and, in some cases the

71 Ibid., p. 190.
illustrator. Comparing several books in a particular area or with first hand experience will help the reader to note discrepancies. The author should distinguish between fact and theory and should avoid stereotypes. Such concepts as size, distance and general appearance should be depicted meaningfully and accurately through context, photographs and sketches. Animal and plant life should not be given human qualities. Nor should the subjects of juvenile biography or historical fiction be unrealistically portrayed. In summary, authenticity and realism are hallmarks of the trade books that are to be used in learning activities of the content areas.

As for the quality of the writing, the facts should be presented in a style that is interesting and exciting; there is no need to "write down" to the juvenile reader. Whenever possible, the author should help the reader become aware of significant relationships and the beauty and mystery of life. If the book is straight information there should be an index, section and paragraph headings, and a bibliography of books for further reading. The book should extend children's knowledge. It is desirable, too, that it can satisfy specific reading interests of children of several age levels.72

Reading guidance. Reading guidance has been defined as an intelligent evocation of the student's highest potentials, "a stimulant and a continued nourishment to the growth of his independent judgment."73

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It is a service for the eager student who is anxious to learn and who knows that he wants to find specific information in certain trade books. But it is also a service for the bored and indifferent student who wants an easy book and an exciting story, who needs to be encouraged to read more broadly or widely, who needs to improve his reading ability by choosing trade books that are increasingly more mature and who might look for answers in his reading to personal problems.\textsuperscript{74} That reading guidance is the provision of activities through which the reader and books are brought together is evident in the succinct statement by Wofford.

Reading guidance in the school library is the sum total of all activities by which the librarian (or teacher) attempts to encourage all pupils to read fully and widely that they may experience the satisfaction which comes from reading good books.\textsuperscript{75}

Some teachers believe that the classroom teacher and the school librarian should concentrate on guiding reading connected with the curriculum, leaving guidance in leisure reading as the function of the public library. This theory breaks down if one accepts the more comprehensive view of the objectives of the elementary school program. Included as one of the major objectives is the development of aesthetic appreciations, including helping the children to realize the worthy use of leisure time. In the areas where there is little or no public library service, this theory breaks down. But even if the public library service were adequate in all communities, the school library would still

\textsuperscript{74}Mary Greenswalt, "How May the Use of the Library Enrich the Teaching of Language Arts?", \textit{Illinois Libraries}, XXXI (January, 1949), 73-75.

\textsuperscript{75}Wofford, \textit{op. cit.}, p. 152.
have to provide individual reading guidance for the large percentage of pupils who never go to the public library. Furthermore, the reading needs of the student may be satisfied immediately through the school library; it is not necessary for him to wait until he can find the time or the means to get to the public library or until the next arrival of the bookmobile.\footnote{Ibid., p. 1953.}

Children of the elementary school level are in need of individual guidance in their book selection. They need help, not direction, in becoming independent selectors and users of books. Reading guidance can be effective only when there is an ample selection of suitable trade books available. These books must be up-to-date publications in various fields for all reading abilities, reading interests and levels of maturity. The teacher must make an attempt to become acquainted with these books. In order to provide the best learning activities in which trade books are used and guide a child in his book selection, the teacher must know the children. This requires a genuine interest in children. It requires a sympathetic understanding of them and their problems; their interests, their aptitudes and their hobbies. It includes a study of their personalities and their hobbies. The teacher should know enough about the reading ability of each child in order to assist him in selecting books which he can read. The child's initial interests should be accepted without criticism, "it is from these interests that one attempts to extend the quality and variety of his reading."\footnote{Gardiner and Baisden, Administering Library Service . . . , pp. 122-123.} The "right
book for one child is not necessarily the right book for another child. Even a good children's book is not necessarily a book that will appeal to all children. The standardized approach is antithetical to the very purpose of reading guidance. Constant awareness of children as individuals should be observed in each reading guidance activity. Particular stress is placed on the importance of personal contact with the child.78

The ways to advise and guide the reading of children are similar to those presented during the discussion of learning activities designed to stimulate further reading by children. The ultimate difference would be the emphasis upon the personal and small group contacts, rather than large group contacts. The book collection itself comprises a means of reading guidance. The process of book selection stands as positive recommendation and many of the students prefer to browse and discover new books on their own. There must be sufficient time provided so the students are able to browse in the manner that is productive.

In addition to time the students need some guidance in browsing so that it does not become a time-consuming activity consisting of little more than pulling books off the shelves for a hurried turning of pages. A few simple suggestions would help the students to browse more intelligently. Notice should be made of the authors and illustrators to see if they are individuals the children have heard about. The illustrations should be examined to see if they are of interest. When reviews or descriptions of the book are pasted on the inside cover, they should be

read. If they are browsing through factual books, particularly in science or social studies, the date of publication should be noticed; it is important that such information is as current as possible. It is also helpful to read the chapter headings and a few paragraphs here and there to get an idea of what the book is about and to find out if it is written in a style and readability level that is manageable for the readers.

There should be opportunities for browsing, but to get the greatest use out of the book collection and to provide for effective individual reading guidance the teacher must know her children, the books in the collection, and activities that can catch the interest, the mood or the need of each individual.

There may be little or no difference between the trade books that a pupil uses for a curriculum need and trade books for personal and recreational reading. An historical fiction book like Rosemary Sutcliff's *Dawn Wind* may fit into the period of history that is currently studied but it may prove to be such exciting reading that the child continues reading it during his leisure time. A student may choose a biography such as *Carry On Mr. Bowditch* by Jean Lee Latham because of his own interest in astronomy and mathematics and find that it enriches a report which he is preparing for a science lesson. Often a trade book can be read purely for pleasure and also help the pupil in his overall adjustment to living and working with his peers in his school group.

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Whether his purpose for reading is curriculum oriented or recreationally oriented, reading guidance should be provided for him.

Through reading guidance teachers and librarians try to help the pupils in their book selection so they will read more widely and will make independent use of books to solve problems that are centered around the curriculum or that pertain to personal concerns. Educators and librarians can carry out one aspect of the reading guidance program by providing learning activities designed to help the students acquire the essential skills of using books and the library. The body of knowledge concerning the use of the library is relatively small. Yet, it enables the students to become more independent users of the library and more effective selectors of the books that are accessible to them.

There are at least seven fundamental concepts that children probably need to know about using books and libraries and the amount that the children need to know about each of these fundamentals increases as the students progress from grade to grade. They should know that the books are arranged in a library according to a system such as Dewey or Library of Congress, that they are shelved numerically from left to right and section by section, and that shelf labels are guides to books on those particular subjects. They should know that the card catalog is an index on cards of books housed in the library and it records books according to author, title, and subject. That various parts of a book have distinctive and important uses is also fundamental to using books and the library. Children need to know how to make and use bibliographies, take notes, use a number of books and interpret illustrations.
such as diagrams, charts and graphs. Acquisition and intelligent use of this body of knowledge tends to make the fulfilling of curriculum goals easier for the student and the teacher. Analysis of these fundamental concepts suggests that they could be developed quite simply through learning activities as unified and integrated purposes of the language arts and social studies content areas and the school library program.

Lane presented nine resource units, each concerned with a specific phase of teaching the library skills in the elementary school, grades two through six. It was reported that the resource unit as a plan to each library skills was the plan most compatible with the learning experiences, teaching materials, resources and procedures used in the elementary school. Lane's units provided for the development of the basic library skills, understandings and appreciations; allowed for continuous and extended presentation; utilized many types of teaching materials; was suitable for integration; allowed for adaptation to individual abilities; and could be used by the librarian or teacher or cooperatively by both.

The project described above tends to avoid duplication of instructional effort and helps the child to gain increasing skills.

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81 Gardiner and Baisen, op. cit., p. 116.


There are few educators who would fail to acknowledge that a well-planned program in this area includes the approach through which individual problems may be met as they arise and through systematic group instruction.

A publication written for children and which is a classic in the field but currently is being used with the learning activities that help children acquire the library skills is The Children's Book on How to Use Books and Libraries. The book grew out of lessons used in an elementary school over a period of five years. It discusses all phases of library techniques useful to children. There are also several trade books that if read aloud to the children or read independently by them may enrich understanding of using books and the library. Rosa-too-Little by Sue Felt is the story about a girl who wished very much to get her own library card and Rufus M by Eleanor Estes is a book about a boy who wanted a library card and the troubles he had trying to get it. In All-of-a-Kind Family by Sydney Taylor, the reader meets an understanding librarian and finds out what happened to one little girl who lost a library book. Andy and the Lion by James Dougherty and Mike's House by Julia L. Sauer are stories about boys who enjoyed going to the library very much. Poems about books and reading can be found in The Magic of Books by Sanford and Schaufler. Some juvenile informational books on the use of books and the library include At the Library by Colonuis and Schroeder, Library Workers by Kelihier and others, Here Comes the Bookmobile by Gringhuis and Let's Go to the Library by Buchheimer.

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Bibliotherapy. The story and picture of a book might be the source of psychological relief as the reader identifies himself with the character who shares some of his difficulties. In this respect some books may enable the reader to recognize his own problems and find possible solutions for them or if not a solution then a realistic, wholesome view of these problems. Books may also be the source of understanding the behavior of others. Thus books may promote wholesome personal social development.

Bibliotherapy may be defined as "a process of dynamic interaction between the personality of the reader and literature." This process of interaction is utilized for such purposes as personality assessment, adjustment and shaping of developmental values. The process by which the reading of a book affects a child should not be oversimplified, for the child is not quite so plastic a creature that he is easily changed by what he reads. Furthermore, the numerous variations and the factor of unexpectedness which is characteristic of human relationships prevents the categorizing children as psychological types. It is not really possible to be completely prescriptive about the formula for associating book and child. Although the effect of a book on the mind and emotions of a child is not measureable, there is some evidence that the right book for the right child combined with correct guidance techniques have resulted in changed behavior.

To a limited degree bibliotherapy is an activity that lies within

the province of every teacher working with children who are not seriously maladjusted and in need of clinical treatment. Teachers should be aware of the possible effects of reading upon children. Since one recognized objective of the elementary school program is to contribute to the provision of the basic needs of the learner it appears logical that teachers would make use of this technique. Studies have shown that through experiences in which literature is involved children can be helped to solve the developmental problems which they face.

In suggesting the use of trade books in experiences designed to influence the behavior of children the investigator assumed that most children in the classroom are not seriously maladjusted. It is assumed also that the teacher is not usually qualified as a therapist. The problems and concerns that the regular classroom teacher should attempt to alleviate through the use of trade books are primarily related to the process of completing the developmental tasks. In advocating the use of bibliotherapy the writer does not mean to imply that there should be a return to the didactic literature that characterized the fiction of a century ago. Books that are to be used to change an attitude or aid in understanding other people should exemplify good literature. The characters of the books should be lifelike and complete--yet individual entities. Regional, racial, religious or nationality groups should be pictured in an atmosphere which is accurate, showing their traditions and customs and the origination of each. Fiction, biography and drama can effectively contribute to the social education of the readers.

Learning activities in which trade books are used to foster cosmopolitan sensitivity and growth in human understanding may be used
in integrated activities of social studies units and they may be used with individuals in personal reading activities. The teacher or librarian desiring to offer learning experiences for the purpose of socializing the child should be diplomatic in offering him these books. Too, using books in this manner often calls for a discussion or other interpretative activity to follow-up the reading itself. If there is not an opportunity for cooperative sharing of a book, at least the reader should be encouraged to mull over, interpret, compare and contrast the situations depicted. Blair said that the reading for a purpose falls short of its aim if there is no provision made for discussion following the reading.

It was reported that teachers have discovered during action research in their classrooms that discussion has a cumulative effect on the building of concepts and the extending of sensitivity; these discussions should have a sequence of questions or considerations. Heaton and Lewis provided steps for the sequence and stated that these steps had important psychological implications. There should be a retelling of what occurred in the story itself and the incidents, feelings and relationships that are relevant to human relationships should be highlighted. There should occur a probing into what happened in feeling, in shift of relationship and change of behavior in order to make more vivid the identification with the feelings of the book characters. There should occur a stimulation to identify similar incidents relative to the

experience of the students or from other stories in order to lend
validity to the concept that literature can extend experience. The
reader should be provided an opportunity to explore the consequences
of certain behaviors or feelings, thus he can recapitulate what happened
in a specific situation as a result of some specific behavior or conse-
quences. There should be an opportunity to arrive at a conclusion or
generalization about the consequences of certain behaviors or feelings
in order to determine whether or not certain situations, behaviors or
feelings encourage improved human relationships and happiness. The
reader is also encouraged to determine the desirability or helpfulness
of several alternatives.

The very nature of some of the problems of the children and about
which the books pertain makes a direct approach to the children diffi-
cult; older children are less likely to confide their problems freely
as are younger children. This approach calls for a teacher who is
patient and friendly and does not pry. She must be informed about the
numerous activities and devices that help the readers to identify them-
selves with the characters in the books. Many of the activities cited
by the investigator during the discussion of the criterion which
advocates that learning activities should enable the children to inter-
pret that which has been read may be also used in bibliotherapy.

Kircher was one of the first to study carefully the effectiveness
of trade books as an intrinsic aid in treating the child with a social

87 Margaret M. Heaton and Helen B. Lewis, Reading Ladders for
or an emotional problem. The author reported that the children with whom she worked insisted on making their own selection of books; they often refused any book the therapist offered. She described some of the techniques a teacher might use to guide a child into selecting a book that had potential in helping the reader understand himself or others better. The two ways that reading of books may be of aid were identified by Kircher. One, the child reads a book in which the main character evidences concerns very closely allied to those of the reader. In so doing he lives out the character's emotions and removes or suppresses his own. He gives vent to his pent-up emotions and obtains in this manner a certain amount of psychological relief. Another way in which the book may aid in treating the child is that the child views general principles governing conduct, ideals, and attitudes of mind which enable him to see his own difficulties from a wholesome point of view. Thus he is helped to manage himself more in harmony with the dictates of reason. 88

Except for the Kircher study there have been literally few solid studies about activities in which books are used in this manner. There have been a few Master's studies done in connection with graduate work in library science; a few action research projects that have been conducted by classroom teachers were reported in the professional periodicals.

The Fischer study resulted in a bibliography of available literature which was deemed useful in the solution of emotional problems.

Suggestions as to how teachers and librarians might use each of the books were also presented. The titles were classified in relation to the major emotional problems faced by children today and an approximate reading level was assigned to each book. The bibliography was sufficiently extensive in terms of number and classifications to permit self selection by children interested in reading about these problems. Fischer's bibliography would make an excellent supplement to the one developed by Kircher some eleven years earlier.

Biair analyzed recommended books for children in terms of one criterion; namely, the teacher or librarian, sensitive to the disturbed behavior characteristics of the preadolescent developmental stage, should use the realistic type literature in fiction form so that the child can vicariously meet others who share his unexpressed problems and gain an insight into how these problems might be solved. The factors which determined suitability of the books that were included as appropriate reading material for nine-, ten-, and eleven-year-old children were similar to those presented by Kircher and the other authors who have written about this kind of activity with books. They include the following: The books should be written on the child's independent reading level. The author should recognize characteristics of the children that are in keeping with research and he should deal with problems in a manner that can be supported by research. The problem faced by the book character should be brought out as a main issue and

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it should be presented without moralizing. The book should be about the modern child or it should be so universal in appeal that the difference in time or locale is of little importance.  

There are several other studies, the findings of which serve to throw some light on the effects of learning activities in which trade books were involved for the purpose of influencing behavioral change. Comer read stories from carefully selected books to determine whether or not literature would help children to get to problems that needed discussing. This study involved group procedures and involved reading about problems common to many of the children in the class. The chief selection aid for appropriate titles was Reading Ladders for Human Relations an extensive bibliography of trade books that can be used in learning activities designed to influence changed behavior.

Boone carried out a program on extending children's experience through literature under the theme of "Family Living - the Responsibilities of the Members to Each Other and the Individual Member to Himself." Reading Ladders was used to select books for this study, also. Some elaboration, discussions and summaries of the book content were made in order to stimulate interest in the various titles. Discussions followed the reading of the books and the children were encouraged to relate these situations to their personal experiences. Role playing techniques were used as were essays on open ended questions. Children were also asked to write stories about pictures which depicted various

90Biair, op. cit., pp. 6-14.

91Dorothea Comer, "Using Literature to Extend Children's Experiences," Elementary English, XXXVI (January, 1959), 28-34.
human relations situations. Some change in behavior was noticed. This change was slow but continuous; the children developed a sensitive reading interest.  

Timm reported that in her bibliotherapy program she made use of story hours, dramatizations with puppets, book displays; discussions about books, authors and illustrators; and guided "free" reading. The realistic and psychological novels that were involved in these learning activities were about economic problems, social relationships of individuals, family conflicts, and development of personality and character. She stated that the chief value of using books of this kind with the types of activities she chose was that the child could find a frankness in them that he was not likely to get from his family and acquaintances.

In an important study, the staff of the Materials Center of the University of Chicago sought to determine whether or not the reading of certain books and identification with characters can have a deep-seated effect on the child. Fifty of the most popular books of fiction were selected for use in this study; twenty-five of the books were written for the later childhood age group and twenty-five were for the early adolescent age group. The books were selected because they seemed to reflect, particularly, the current patterns of social experiences, interpersonal relations, and problems of childhood and youth. In studying the effects of books on youth, three techniques were employed, namely, the focused interview, a story projective technique and a sociometric...
technique. With each technique the reader was expected to reveal his identification with or rejection of the characters in the book together with the negative or positive qualities that he attributed to these characters. A report of the completed study has not been issued yet, but the directions of the findings were reported in *Youth, Communications and Libraries.*[^94] The effects of the developmental values in a book are of a contributory sort; they will not produce dynamic changes but they do contribute to these changes. The vicarious experiences gleaned from reading are part of an overall pattern of forces, but to be effective the experiences or the values in the books must be appropriate to the developmental level of the reader. Children from different socio-economic levels and cultural groups responded to different values. Responses varied from individual to individual also, and depended on the needs and receptivity of each child.

The implications of these findings are numerous, but there are two that are most significant and should be kept in mind by teachers who are using books in learning activities designed to change social and emotional behavior. One, children's literature has a place in changing behavior but the books should be carefully chosen for content and style. Two, reading of the books should be accompanied by follow-up activities if a significant amount of change is to occur. The statement below defines more clearly aspects of this implication.

The identification of developmental values in children's literature is an adult process in which children rarely play

a conscious part either in their selection of what they read or in their post-reading discussions. Children are reading because of interest factors and not "to be developed." The elements that contribute to a good story and to the book as a creative literary piece still remain among the major factors in our appraisal of books for children. Without them the developmental values of books would exist in a vacuum completely removed from the "child world" in which we wish to have them play their part.95

This statement would lend support to the emphasis on follow-up activities for this kind of reading. This same emphasis was apparent in the reports by Heaton and Lewis and Fischer.

Because the primary objective of these activities is to develop a sensitivity to human relations, the trade books that were used with these activities were chosen primarily for their pertinent content. Because of the emphasis on the content some of the books that appeared on the lists of the various studies were not of high literary merit. By and large, however, the selection of books that the writers mentioned did not appear to be inferior didactic literature. Indeed some had titles of very excellent books. Nonetheless, if the teacher or librarian becomes too preoccupied with selecting books in relation to the topic and ignores the literary quality her ultimate goal of changing behavior through the use of trade books is unlikely to materialize. It was the investigator's experience when reviewing books for the latest edition of Reading Ladders for Human Relations that many of the books which were read for possible listing in this annotated selection aid could not be used. Although the topics of the books were appropriate for one of the other "Ladder themes" it was decided that little or nothing would be

95Ibid., pp. 60-61.
accomplished by reading them because of the inferior literary quality.

The learning experiences in which trade books are involved should provide for recreational reading needs. One author stated that recreational reading is to the curriculum what the recess or play period is to the physical welfare of the child. Recreational reading provides the mental recess, mental play in which individual desires and freedom prevail. Individual reading guidance and supervision should prevail over recreational reading as it should over the reading that is done for instructional purposes or functional purposes.

Recreational reading need only contribute to laughter and the spirit of play to be worthy of a place in the elementary school program. Its prime purposes are to provide enjoyment, relaxation, vicarious adventure, broad contacts with life and a wholesome outlet for imaginative thinking. Pleasurable reading constitutes a strong motivation for and a permanent interest in reading. It may contribute to an organization of ideas and add to the reader's fund of knowledge but these are not the major objectives of recreational reading. Recreational reading is the type of reading that a child does for the sheer fun of it and there should be provision for it in the modern elementary school curriculum.

It is commonly recognized that children do more recreational reading from approximately nine to twelve years of age than at any other

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98 Gardiner and Baisden, op. cit., p. 125.
time in their lives. Most children in this age group have acquired the mechanical aspects of reading and have not yet developed the social interests of early adolescence. This does not negate the need for learning experiences that provide for recreational reading by children in the kindergarten and primary grades.

The recreational reading program should not be left to chance nor should it be disassociated from the true reading program of the classroom. It should not be thought of as a time filler nor should it consist of divided reading--study reading inside the school and recreational reading outside. Reading done for instructional purposes and functional purposes should bring pleasure and refreshment to the reader; the goal is to accomplish the recreational aspect and the practical aspect in the same activity if possible. The words of Robert Frost express this unity of purpose well.

    My object in living is to unite
    My avocation and my vocation
    As my two eyes make one in sight. 99

The daily schedule should provide time during which the child can read a story for the mere pleasure it brings to him. In situations where an individualized reading program prevails perhaps the provision for recreational reading time, per se, may be somewhat less frequent than in other situations. In any type of program some time should be scheduled to provide for this kind of reading.

Most elementary school curriculum programs are already crowded timewise. One educator will call for more time for arithmetic, another

wants more time for creative writing or informal dramatization or art or music. Somehow the teacher must arrange the schedule and select activities which permit integration of learnings and purposes so that there is time for recreational reading—time to select the right book, time to get lost in the content of the book, time to think about what has been read, time to talk about the story with someone else or time to summarize the thoughts and impressions gleaned from this reading. 100

Boney examined professional writings and courses of study and questioned classroom teachers to determine the origin of the educational aims that have produced recreational reading in the schools. It was reported that by 1881 some educators were supporting recreational or free reading in the middle grades and upper grades; by 1889 this kind of reading was encouraged for the children in the primary grades. 101 The basal readers and supplementary readers were used primarily for vocabulary drill and had served as material for oral reading. Neither of these kinds of books were considered satisfactory means of developing a taste for good literature by these frontier thinkers.

In the book entitled Reading: How to Teach It, Arnold indicated that the supplementary reader could not adequately aid in the development of the reading habit or the love of books. The teachers were told


101 C. DeWitt Boney, A Study of Library Reading in the Primary Grades, Contributions to Education, No. 578 (New York: Teachers College, Columbia University, 1933), pp. 16-17.
that instead of buying supplementary readers it was wiser to spend the money on trade books, buying few of one title and many kinds of books. 102

At the time of the Boney study there was increasing emphasis on free reading or recreational reading, particularly for the primary grade children. This was due to at least five factors. During the period there was widespread emphasis on silent reading and there was considerable importance attached to the reading interests of children. Surveys brought forth disturbing information on the broad reading interests of some adults and educators sought to have the rising generation improve in this respect. Educators acknowledged the need for rich and varied experiences and they identified recreational reading as a means through which a person might gain experiences vicariously. Too, educators realized that individual differences in ability and tastes could be provided for with recreational reading activities. 103

Examination of the literature indicates that self selection is considered a vital factor of recreational reading. To satisfy the recreational reading needs of students the collection of books should be well selected and balanced as to subject fields and reading levels. The environment should be comfortable and attractive with an atmosphere of informality, freedom and acceptance prevailing. Wise individual guidance is necessarily provided for this kind of reading. Furthermore, children must have frequent access to the book collection and time to


103 Boney, op. cit., p. 30.
read the books they have chosen. Cutright and Brueckner reported that the extent to which books are accessible determines the amount of recreational reading that is done.\textsuperscript{104} This finding was supported in a statement by Gardiner and Baisden.\textsuperscript{105} The most recent and most profound study in this area was that conducted by Gaver who reported that in situations where the books were carefully organized and where guidance was provided to help the children find the books they desired, a greater number of books were read by these children.

The hypothesis that the amount of reading done by children is related to the nature of the library provision in the school, is substantiated by the measures used for these schools. The mean score on number of items reported is read by the children in the school library category is twice that in the central collection category and almost three times that for the classroom collection category.\textsuperscript{106}

When attempting to raise the quantity and quality of recreational books read by children, there are at least three considerations for the teacher to keep in mind about the books and the children who are to use the books in various learning activities. She should obtain information about the maturity level, the level of readability and the appeals of the books to children's interests.\textsuperscript{107} The extent to which the teacher


\textsuperscript{105} Gardiner and Baisden, \textit{op. cit.}, p. 127.

\textsuperscript{106} Mary Virginia Gaver, "Effectiveness of Centralized Library Service in Elementary Schools (Phase I), Graduate School, Rutgers University, p. 88.

\textsuperscript{107} Sara I. Fenwick, Relation of Maturity, Reading Achievement, and Interest of Pupils to Extension and Recreational Reading Materials, \textit{Materials for Reading . . . }, p. 206.
or librarian uses this information as tools to guide each child's recreational reading sets the limits for the child's development in being able to read for his own pleasure and knowledge, to fulfill needs for relaxation and amusement, and for satisfying curiosity.

Harris and Bowles described the recreational reading program in one elementary school in which there were some four hundred students enrolled. It was reported that the prime objectives of their program were threefold. They chose activities that were designed to help children develop reasons for wanting to read, develop some standards for choosing reading materials and provide the students with a means of emotional release and a break in the daily routine. This report is noteworthy because of the emphasis given to individual reading guidance. The authors indicated that it was the most vital part of their recreational reading program. A few activities that were designed to provide for individual guidance and to promote recreational reading by the children were described.  

The majority of the studies that the writer cited under the discussion of the criterion pertaining to learning activities which served to stimulate further reading by children resulted primarily from recreational reading situations but the writer thought it would be more appropriate to cite them when attempting to establish these criterion that related to reading in general rather than recreational reading alone. The writer believed that the activities which were suggested

during the discussion of that criterion were appropriate to develop the skills and attitudes of each of various kinds of reading. The decision as to what research studies to cite under the criterion relating to learning activities for reading in general and what studies to cite under the other criteria has been a difficult decision to make. Each of the criteria are closely interrelated and interdependent. Once again, the decision of where to cite each report in order to clearly establish each criterion was arbitrary in many instances.

It appears unnecessary to review those pertinent studies again during the discussion of this criterion. The reader might keep in mind that more studies than those cited below have been put forth by the writer in order to establish the criterion that learning activities in which trade books are involved should be offered to further recreational reading by children. If the reader wishes to refer to these studies he may turn to the criterion proposing that activities foster further reading by children (pages 234-254). A few additional studies were reviewed to determine learning activities that would motivate recreational reading and reports of these studies are cited below.

Lazar\footnote{May Lazar, Guiding the Growth of Reading Interests, Educational Research Bulletin of Reference, Research and Statistics, Board of Education of City of New York, May, 1945.} and Humphreys\footnote{Phila Humphreys, "The Reading Interests and Habits of Six Hundred Children in the Intermediate Grades," Language Arts in the Elementary School, 20th Yearbook, pp. 421-428, Dept. of Elementary School Principals, NEA, Washington, D.C., 1941.} reported about a number of the learning experiences in which trade books were involved that stimulate desirable reading habits and tastes. Russell lists nine main activities
that an enthusiastic teacher can subdivide into hundreds of activities. The list of activities presented emphasized that young children develop reading interests by means of active participation in literature rather than through passive listening situations. The nine activities that were recommended include wall charts, written and oral books reports, a reading corner, display of book jackets, and advertisements, reading stories to the class, definitely scheduled free reading periods, a book club, exhibits, and programs.\textsuperscript{111}

Russell's list of activities emphasized creating initial interest in books; it is important that the activities also provide for follow-up of reading activities. Broening reported practices that Baltimore teachers used in all parts of the school's program to initiate interest in reading as well as the follow-up activities most frequently used. The activities the Baltimore teachers most frequently used to initiate interest in reading trade books included discussing the background, displaying books, permitting children to select from the collection, recalling books by the same author, and setting up activities that call for books. The follow-up activities that were used most frequently in Baltimore were books programs, informal discussion, telling interesting parts, and contributing relevant information to school subjects.\textsuperscript{112}

Jensen presented practical suggestions for at least fifty kinds of learning activities in which trade books were involved and which


\textsuperscript{112}Angela N. Broening, "Factors Influencing Pupils' Reading of Library Books," Elementary English Review, XI (June, 1934), 155-158.
contributed to developing permanent interests in various kinds of reading including recreational reading. 113

3. Varied activities in which trade books are involved should be provided to enable each child to interpret what he has read.

In one respect activities which permit interpretation of what has been read constitutes a means of promoting further interest in reading by children. There is another reason for providing activities through which children can interpret literature. This kind of activity helps the reader to complete the reading process. More than merely helping the children to recognize and understand the words in the books that are read, activities of this kind foster interaction with the author's meanings and moods, utilization of facts, and identification with or at least interpretation of characters and situations. As he engages in these activities and interprets what he has read, the reader may grow in critical thinking, oral language expression or creative writing expression, or in the fine arts, including creative dramatics, arts and crafts, and music. Creative activities through which the literature is interpreted lends vitality to the children's reading of trade books. It makes reading an integral part of their childhood experience.

This writer has identified only one minor study that has been done in relation to various activities through which children interpret what they have read. Foster reported that her fourth graders enjoyed interpreting books if the activities related to art, dramatics, creative

writing, oral and written reports and bulletin board displays. There were three interesting findings resulting from this study. One, the children delighted at any opportunity which enabled them to gather into small groups to share and discuss a particular book with classmates who had read the same one. Second, some interpreting activities were selected more frequently than others. Third, the higher achievers were more content and even anxious to continue reading more books rather than to participate in creative expression. They did enjoy the endeavors of the work done by the other children.

There appears to be at least two implications to the findings of this study. Although children need to have opportunities to engage in interpreting and sharing activities some children need more of them than others and each book that is read need not be followed by some kind of report of interpreting activity. In the past, when reading a trade book was a special event and somewhat infrequent, teachers felt it was necessary to "celebrate" each book that was read with a report or sharing period. Often it took as much time to complete the report or bulletin board display or dramatic production as it did to read the book. Currently, the child reads many trade books for many different curricular purposes. Thus completing a trade book in many modern schools is no longer regarded as anything unusual and there is perhaps little cause for celebrating the fact that a child has read it. It is still important for the teacher to find ways by which the child may interpret and share

what has been read. But these ways need not become burdensome to the point that valuable time is taken from the reading act itself. Moreover, requiring children to interpret all of which they have read implies a gross inconsistency. Such activities should be the free expression of interests and personal reaction.

Another implication of the findings of the Foster study is that a wide variety of experiences and media through which interpretation occurs should be provided. Due to individual interests, abilities, personality traits, and background of experience children respond differently to different media. One child may prefer to express his understanding of a series of books by the same author by creating hand puppets of each of the main characters that appeared in each book or by making a story out of these characters. Another child may communicate her thoughts and interpretations of these same books through painting a small mural. Each child may comprehend the books, yet each expresses his thoughts in his own way. With guidance, children can be led to use different media and different forms of expression. Individual differences should be respected nonetheless.

Lowrie reported that no matter what form the teacher uses to provide for interpretation and sharing of books many of the teachers in her sampling believed that quite emphatically there should be book reports, usually at least once a month. They believed that these reports should list the books read and given evidence that the reader understood what the author wished to say. It was also reported that teachers believed that reports should be neither forced nor numerically competitive, and that variety in the method of the book report should be
encouraged. These teachers believed that the sharing of reports within the classroom and with other children in the school is an essential part of the reading program. 115

Lowrie described some of the book reports that were observed during her visits to the forty-eight elementary schools in eight different states. The reports showed initiative on the part of the children and they indicated the children's enthusiasm for pleasure reading. Personal and room card files were used almost uniformly as a reading record and report device. The children were encouraged to peruse through the card files. This practice was considered a helpful way for children to find books that would be enjoyed by them. Lowrie reported that many teachers employ charts of one kind or another. In most cases they were intended to indicate variety rather than numerical competition. Oral reports were used through a variety of means and were highly popular. The tape recorder was used quite frequently as were "show and tell" book reports. Also, it was common to see art work combined with an oral or written report. 116

Boney urged that children engage in reporting and sharing activities voluntarily, but that these activities should be carefully supervised. The chief kinds of activities that Boney considered appropriate for interpreting literature were limited to oral reports of book


116 Ibid., pp. 87-90.
summaries, dramatizations and a limited use of written reports.\textsuperscript{117} There were few truly creative activities suggested for use in interpreting literature.

The Fargo activity books\textsuperscript{118} contain quantities of learning experiences which were designed to enable the child to interpret that which he read. Some of them are of questionable value in relation to the degree to which creativity, worthwhile learnings and cooperative behavior are fostered.

Gardiner and Baisden devote considerable space to describing selected activities that enable children to interpret and share the books which they have read. These activities appear to be educationally sound and would foster creative self direction and active rather than passive participation on the part of the children.\textsuperscript{119} The authors emphasized the use of these activities in the school library but there appears to be no reason why a teacher could not tailor them for use in the classroom.

Larrick stated that creative activities should be provided because they help the children to gain new confidence in the ability to communicate their thoughts and interpretations of book characters and situations. Numerous activities which permit experiment with language and art media when interpreting and sharing literature have

\begin{footnotes}
\footnoteref{Boney}{Boney, \textit{A Study of Library Reading in the Primary Grades} \ldots, p. 61.}
\footnoteref{Fargo}{Fargo, \textit{Activity Book for School Libraries} \ldots, and \textit{Activity Book Number Two; Library Projects for Children and Young People.}}
\footnoteref{Gardiner}{Gardiner and Baisden, \textit{Administering Library Service in the Elementary School} \ldots, p. 136.}
\end{footnotes}
been presented in this study. The descriptions for each of these activities and the variety of the kinds of activities are both sufficiently extensive so that this publication might serve as a valuable aid for the classroom teacher interested in helping children to interpret what they have read.120

Another source for a descriptive list of carefully selected activities for interpreting literature by children in ways that are educationally sound and which foster creativity and respect for the efforts of others is the Huck and Young publication.121 The descriptions of activities are oriented toward use in the elementary school classrooms but they are of equal value for use in the libraries. The activities focus more directly on the learning situation, appear more creative and are perhaps more practical for use in the modern educational programs than those listed in the Fargo or Gardiner and Baisden publication.

There is considerable difference of opinion about the value of keeping a record of reading done by each child. Most modern educators and librarians would agree that there is no place in the school program for the kind of record which places a premium on the number of books read by the child and which charts the extent of one child's reading with that of another child. The general impression that the writer has gained through the examination of the literature is that the majority


121 Huck and Young, Children's Literature in the Elementary School . . ., pp. 401-441.
of the librarians and educators believe that each child should record
the reading he has done during the course of a school year or over a
period of years. This kind of record would provide a means by which
the teacher could watch the child's development in reading. It reveals
the child's reading interests and helps the teacher or librarian to
expand these interests by leading him from the type of books the child
commonly reads to other books in related fields. If a reading record
is kept by the child it should be simple in form and should call for
little effort on the part of the child or teacher to maintain it.

Some of the activities in which trade books are involved that
enable each child to interpret what he has read are mentioned below.
They are a compilation of activities suggested by various writers and
they appear to be creative and educationally sound. Also, they make
use of various media through which a child might express his thoughts
about that which he has read.

Creative dramatization of stories makes books come to life,
provides a means through which children can interpret what they have
read, develops the imagination and productive creativity. Dramati-
ization may occur through such techniques as pantomine, shadow play,
puppets and marionettes, or loosely structured plays. Creative writing
activities in which children write further adventures to a story they
have just read is an acceptable activity. They may choose to write a
different ending or write what they would have done in situations
similar to those met by the characters in the story. Creative writing
used in this manner helps to bring a depth of feeling about people,
places and things that were met in the story and which the child will
meet in daily life. It also enables the teacher to learn more about the children's needs for children's writings often reflect their concerns and desires.

The content of books may be interpreted through art experiences. Illustrations depicting such topics as favorite characters, location of major events of the story and the funniest or most exciting incident. They may be used for bulletin board displays, for library corner, for Book Week festivals or booklets of illustrations of favorite books, sequential episodes or most interesting storybook characters. Symbolic interpretation might be used with such devices as shadowboxes, bookmobiles, time lines, pepboxes, felt stories, murals, and story hats.

Games and puzzles provide a means through which a child can interpret or share that which he has read. He might act out or write guessing games or riddles about specific storybook characters or events. Commercial or student-made table games may provide a way in which small groups of children can share the information gleaned from reading the same story. There are some card games which call for the players to classify various titles according to kinds of literature. Some teachers have constructed variations of lotto games using titles, authors, characters, and places in children's literature.

A study of the publishing industry and types of books can be carried on. The children can publish their own literary bulletin, visit printing firms, view original manuscripts and dummy copies and view the various steps involved in lithographing illustrations in books.

Variations of oral and written book reports have a place in this kind of activity list if provision is made for the child to identify
specifically what the selection meant to him; to indicate what, if anything, he has learned by reading the books; to state his likes or dislikes of what was read or his agreement or disagreement with what he had read.

4. The activities in which trade books are involved should be evaluated continuously.

The evaluation procedures involved should help to determine if the activities are achieving the purposes they are designed to achieve. It should help to determine which activities are more effective than others in this respect. As far as the investigator has been able to determine there has been no research of comparative experimental studies done to determine the effectiveness of various activities in which trade books are involved.

The selection of the activities in which trade books are involved should be chosen cooperatively by the teachers, librarians and the children. Their activities should be selected on the basis that they will encourage the child to read more widely, more thoughtfully, and with more enjoyment. They should foster the development of social, emotional and intellectual growth as well as the basic skills of reading, extend interests, and guide the attitude and habit of literary discrimination--activities in which trade books are involved should reinforce understandings, develop skills of analysis and promote critical thinking. They should provide a means by which the child can communicate orally or in writing or through art media the concepts and feeling that he has about the content and characters of a book. They should foster creative self direction on the part of the pupils and encourage self evaluation.
The activities should provide opportunities which will help the student make responsible choices and put forth intelligent and responsible effort. The activities should emphasize group or social effort yet respect the choices, efforts, and products of individuals. Whenever possible the activities in which trade books are involved should provide for integrated learning in which the pupil secures and organizes information from several curricular areas in order to solve a problem in which he has an interest. These appear to be the essential characteristics of the kind of activities in which trade books are involved. It is this kind of activity that should be cooperatively chosen for use in a modern elementary school program.

There should be quantities of activities available from which the children may choose as they attempt to achieve one or the other educational purpose. The kind of media used in each of these activities should vary as should the maturity levels to which they appeal. This is necessary if individual needs, interests and abilities are to be satisfied by the children engaging in each of them. Whenever possible the activities should be completed during the regular school day in the classroom or library. The teacher or librarian should be available to guide the children. An adequate amount of time should be provided in the schedule so that the child has enough time to decide carefully about the activities in which he wishes to participate, has enough time to deliberate about that which he has read, has enough time to communicate his thoughts in a satisfactory manner that produce worthwhile results and is creative and satisfying to the child and so that the fruits of his efforts might be shared with his peers.
There should be a balance in the kinds of activities that are offered during the course of the child's career in the elementary school. The balance should be in terms of the means that each activity provides for communication. For example, there should be a balance between oral and written art form book reports. There should be a balance between the purposes for which the activities have been designed. To exemplify again, there should be a balance between activities meant to achieve instructional, functional or recreational purposes, therapeutic purposes and motivational or interpretative purposes.

The activities should be evaluated to determine if the children who are participating in them are actually showing evidence of increased understanding of the content of literature, of themselves and others and of the world around them. The activities should be evaluated to determine if they are contributing to children's progression toward more varied and more difficult activities and reading. The children's attitudes toward reading the trade books involved in different activities for different purposes should be observed and evaluated. A record of the child's preferences, strengths and weaknesses in relation to the activities in which trade books are involved should be sent on to the next teacher. This would help to provide for continuous progress in child's growth and development and in aspects of his educational career.

Teachers should read books related to children's literature and activities in which they are involved. They should be aware of the varied purposes that might be achieved through these activities. Some staff meetings should be devoted to the study of these activities. Faculty groups should discuss possible ways in which the educational
program might be changed in order to make better use of children's literature and provide more and better activities in which these books are involved. Teachers would probably be better prepared to offer a greater variety of activities of this kind if they make a concerted effort to increase their knowledge of children, books and educational goals and methods. Also, closer cooperation between librarians and teachers might help to bring about the use of more appropriate activities of this kind.

Many different objectives can be realized through the use of various activities in which trade books are involved. The educational program in which these activities are a part is likely to be improved and be kept up-to-date with modern acceptable goals, methods and instructional materials when the effectiveness of activities of this kind are evaluated carefully and continuously. Some of the points to consider when evaluating the activities include basis for selection, availability of activities, time provided for engaging in them, and adequate balance in terms of media and mode of communication which each activity provides. The extent to which activities permit the children to interpret their thoughts gleaned through reading, the extent to which they revealed the child's personal-social growth and academic progress and the extent to which teachers are evidencing professional growth constitute other evaluative factors. There is a very definite need for sound research studies which evaluate activities in which trade books are involved. This research could be designed to enlighten educators about all or some of the evaluative factors listed above.
Summary

The major purpose of this chapter was to present criteria for the provision of elementary school learning activities in which trade books are involved. The essential characteristics of these activities were described. The criteria for the provision of the activities in which trade books are involved were established from the writer's basic assumptions and the related literature. The criteria were stated and justification for each criterion was presented. Four criteria for the provision of activities in which trade books are involved were established in this study:

1. The activities in which trade books are involved should promote further interest in reading by children.

2. There should be provision of activities in which trade books are involved in all the curricular areas of the elementary schools.

3. Varied activities should be provided to enable each child to interpret what he has read.

4. The activities in which trade books are involved should be evaluated continuously.
CHAPTER V

INTERVIEWS AND OBSERVATIONS

The interview and observation techniques were used in this study because they provided primary sources from which to obtain data relative to aspects of the three dimensions of using trade books in the elementary schools. Consideration of opinions and practices of the select sampling of principals, teachers and librarians who were actually involved in some aspect of using the trade books in the educational process helped the investigator to establish criteria that were ideal and attainable and consistent with modern acceptable educational goals. The visits to the classrooms and school libraries extended the investigator's background of experience relative to the three dimensions of using trade books, namely, the selection, the accessibility, and the provision of learning experiences in which trade books are involved. The interview provided each teacher or librarian an opportunity to present her rationale for the criteria of trade books that he exercised or proposed.

Interview and Observation Sampling

A select sampling of educators were interviewed and observed by the investigator. Eleven leaders in elementary school education were asked to identify schools that were located in a geographical area
confined to Central Ohio and had centralized libraries, self-contained classroom libraries or public library collections. The educational leaders identified eighteen schools from seven communities. They included the following: Arlington - two schools, Bexley - one school, Worthington - two schools, Chillicothe - two schools, Columbus - nine schools, Grandview - one school and Hamilton Township - one school. The investigator contacted a curriculum coordinator, a superintendent of schools, an area principal or a building principal associated with these schools. Each of these persons was asked to nominate educators who were known to make considerable use of trade books in the teaching-learning situations. The educators who indicated a willingness to participate in the study were then interviewed and observed by the investigator. Thirty-two elementary school teachers, one teacher-librarian, five elementary school librarians, two elementary school principals and one library supervisor were interviewed and observed. Thus, data for this study were obtained from a total of forty-one persons.

The visits to the schools were made from February, 1962 to June, 1962. Each person participating in the study was interviewed and observed once. Each interview lasted about forty-five minutes. The interviews were held in an informal manner and most of the questions were open-ended. The interviewer asked each person to state how he used trade books in the teaching-learning situations. He was also asked to state what he thought should happen relative to the three dimensions of using trade books in the schools.

The open-ended questions that were used to initiate the interviews follow: What are the considerations and procedures in book
selection that teachers (or librarians) should pursue as they establish their collection of trade books for use in the elementary schools? What are the considerations and procedures relative to accessibility of the book collection that teachers (or librarians) should keep in mind? What are the bases for providing the learning experiences in which trade books are involved?

After the interviewee responded to the open-ended questions, some specific topics listed on the "Interview and Observation Schedule" were presented. One advantage of initiating the interviews with loosely structured questions was that the teacher or librarian would be more likely to mention and discuss some criteria for using trade books which had not occurred to the investigator. The practice of following a specific schedule during the interview helped the investigator to be complete and consistent in the process of securing data for the study.

The major aspects of each dimension for the use of trade books were included in the Interview and Observation Schedule. The major aspects of book selection included designation of responsibility for book selection, selection aids, scope and variety of book collection, approximate number of books in the collection and frequency of ordering. The major aspects of accessibility of the trade books included the location of books, provision of library services and facilities, classification and organization of the collection, budget allotment for purchase of books, flexibility of collections, circulation practices, proximity to the public library and extent of dependence by the school on the public library, time provided for using books for various educational purposes, and summer vacation services. The major aspects of
the dimension of the provision of activities in which trade books are involved included learning experiences which foster further reading, which are related to curricular areas, which enable the children to interpret that which they have read and evaluation of these activities.

There was no particular time limit established for the observations in the participating classrooms and school libraries. During the visits the investigator examined the book collections in the schools and observed the pupils use of trade books in various aspects of unit study and individualized reading. Also observed were dramatic interpretations of children's literature and the writing and sharing of book reports and book reviews. Creative writing lessons motivated by the reading of stories from trade books were observed during the visits.

Some of the interviewees gave the investigator examples of children's work and they related anecdotes to clarify the practices or activities in which trade books were involved and which they said should be employed in the elementary school-learning activities. Whenever it has appeared appropriate some of these examples and anecdotes have been cited in the summary of observations and interviews.

Since the total number of persons interviewed was relatively small and the sampling was not representative of the total school population either in terms of quantity or type of educational responsibility, no attempt was made to employ statistical procedures with the interview material. This would violate the statistical method. The results are presented in a general way; that is, the responses were categorized and the results were presented in terms of the number of responses to each category. Some of the more striking interview
comments or observations are discussed. Neither the design of the study nor the size of the sampling warrant generalized conclusions from the quantitative findings of the interviews and observations.

Summary of Observations and Interviews

Selection of trade books

Eight of the thirty-three teachers were in situations where they were given considerable responsibility for the selection of specific titles of trade books, but the selections made by six of these teachers were checked by the building principals or school library supervisor before the final order was sent to a jobber. Twenty-six of the forty-one persons interviewed stated that they thought that one thoroughly informed in the field of children's literature should have the primary responsibility for the selection of the trade books that are to be used in the schools. These twenty-six persons said also that the classroom teachers and the children should have an opportunity to suggest the specific titles that they would like to have purchased for classroom use. One Fifth Grade teacher stated that:

Most teachers do not know enough about children's trade books to warrant primary selection responsibilities. If they have some favorite titles that they want for their classroom or school library, they should ask the librarian to order these. Too, children often find a book at the public library that they think should belong in the school's book collection. Children should be given an opportunity to submit titles for purchase.

Each of the persons interviewed reported that he had had at least one course in children's literature. It appeared to the investigator that most of the teachers felt sufficiently informed in this field to have considerable voice in selecting trade books for some of the learning
activities in which the books were involved even though they stated that the primary responsibility should rest with a librarian or one who is thoroughly acquainted with children's literature. Eleven persons stated that the primary responsibility should rest with a librarian or one who is thoroughly acquainted with children's literature. Eleven persons stated that the primary responsibility for the selection of books should rest with the classroom teachers. Two persons opined that a teacher should be open to the suggestions from a librarian but they agreed with the other nine that the teacher would probably know the children's reading interests and curricular needs better than the librarian. Three persons stated that the librarian should have sole responsibility for book selection and one indicated that the classroom teacher should choose all the books that are used in the classroom but the principal should check the titles before they are purchased.

One teacher-librarian stated that she thought the library supervisor followed a written selection policy but the details of the policy were not made known to the teacher-librarian who submitted an annual book order to her supervisor. None of the five full time librarians or the one library supervisor who were interviewed by the investigator followed a written selection policy. Three librarians stated that a written policy probably should govern book selection in each school but none of them appeared to consider a written policy particularly vital, however, at the elementary school level. At least four incidents pertaining to minor controversies over certain titles were reported to the investigator during the course of the interviews.

One principal related an incident which emphasizes that educators have different values upon which they base book selection and
this difference in values could result in controversies over books selected. In this school each teacher selected the books for his classroom library. One autumn when the book orders were placed, four primary teachers ordered a publication entitled: *A Baby is Born*. When the teachers submitted their orders to the principal, she checked only to see if they stayed within the budget before placing the order with the jobber. When the books arrived at the school, the secretary (who served as "librarian" in the central school library two days a week) brought the four copies of *A Baby is Born* to the principal. She asked the principal to check this publication for she questioned whether or not the school should make it generally available to the children. After examining the book, the principal called in the school nurse and an assistant superintendent and asked them to examine it. She did not discuss the selection with the four teachers who ordered them. The school secretary, the principal, the school nurse and the assistant superintendent decided that the book might cause a controversy if it were made generally accessible to the children in the elementary grades, primary or intermediate. The school nurse purchased the four copies; it was decided that she more than the classroom teacher or librarian would be the most appropriate person to make the books accessible to the children. The principal stated that she did not believe the selection issue would be discussed with the four teachers unless they asked why their book orders were not completed.

In another situation a school librarian reported that she knows of only two titles about which parents have registered complaints. One book contained illustrations of the mating process of some animals.
The other objection was raised when a seven year old girl brought home a copy of Margaret Wise Brown's book entitled: *The Dead Bird*. This is a picture story relating what a group of children did when they found a dead bird in the fields; there is also a brief description of the process of rigor mortis. In both instances the parents' complaints were listened to by the principal who then told the parents she had faith in the librarian's ability to select proper books for children. The principal urged the parents to bring their objections to the school librarian but in neither instance did the parents speak to the librarian about their concerns. Consequently, the books were not removed from the open shelves.

One school librarian said that probably there was a greater need for written selection policies in the library of a junior or senior high school than in an elementary school library. Her reason was that at the junior and senior high school levels the subjects of some of the books (romance stories, sex instruction, political science and the like) might lend themselves to controversy or at least criticism. She stated that some parents or citizens interested in school activities might believe books about one or the other of these topics was not appropriate reading material for purchase and general circulation in a junior or senior high school library.

Another school librarian reported that she, too, could see the wisdom of having a written policy statement. She said that she had experienced a need for some statement of selection policy only once in the ten years that she was in school library work. She reported that the previous year a parent of a sixth grader complained about a book
her child was permitted to withdraw from the school library. The
parent did not discuss the problem with the librarian who was actually
responsible for book selection in that school. Instead she complained
to the principal and to the teacher. The book was an informative one
about Russia and it was illustrated with photographs. The main
objection to this particular selection was based on the fact that the
photographs were taken by an organization which was declared subversive
by the Senate Committee on Un-American Activities. When the principal
asked the parent if she had read the text and had found anything objec-
tionable in it, she said that her objection to the selection was not
based on the goodness or badness of the book; her objection was based
solely on the fact that the school bought a book that a questionable
organization helped to prepare for publication. The librarian said the
principal reported the incident to her and asked if the illustrations
could be interpreted as Communist indoctrination material. She said
she examined the book when the boy returned it to the library. She
found it unobjectionable, so it remained in the book collection despite
the complaint registered about it. The parent did not challenge any
further the librarian's decision to retain the book in the collection.
The librarian said that she realized that if the parent had pressed the
issue, there would have been no written policy statement to indicate
how selection of books of this type were justified. Nor could any evi-
dence be offered to indicate that sufficient thought had been given to
the issue of controversial publications in the book collection of an
elementary school library.

The annual funds for the purchase of trade books in the eighteen
Schools visited by the investigator reportedly ranged from one dollar per pupil to seven dollars per pupil. The majority of the teachers interviewed indicated that they were aware that the Ohio minimum elementary school standards for library facilities and services required that the annual budget provide at least one dollar per pupil for the purchase of trade books. Sixteen of the forty-one persons interviewed were aware of the actual expenditure per pupil for trade books in their schools. These sixteen educators were the librarians, principals, and teachers who were actually involved in selecting the books for purchase. One librarian reported that her book budget amounted to seven dollars per pupil; she thought that expenditure was quite sufficient. Another librarian who administered a public library branch in a school building reported that she was not aware of a limit in funds but it appears reasonable to assume that the main public library operated within an established budget. None of the persons interviewed attempted to state a specific amount per pupil as a desirable standard for book expenditures except the librarians who quoted the American Library Association standards.

Although not questioned about personal expenditures for trade books, at least nineteen of the teachers mentioned during the interviews said that they supplemented the trade book allotment received from their school system by purchasing additional trade books, both hardbound and paperbound books, with personal funds, Parent-Teacher Association contributions, or sales tax refunds. It was apparent to the investigator that when the teachers stated that existing laws and standards should be considered when selecting trade books for use in the schools, the
standard that they showed concern about was the expenditure required per child. They showed little or no concern for standards relative to such factors as selection policies or balance of literary types.

One observation worthy of note perhaps is that only in schools where the teachers were given an opportunity to specify titles for purchase did the teachers evidence concern about budgetary matters.

A wide variety of selection aids were proclaimed as desirable bibliographic aids that should be consulted by the book selector. Eighteen persons recommended that the book selector follow the subscription lists issued by book clubs; eleven persons thought that the Children's Catalog should be a major selection aid. Eleven stated that the Library Journal should be consulted when selecting recent publications. The publishers' catalogs were recommended by eleven persons. The Horn Book Magazine was recommended by nine persons and eight persons stated that The Instructor should be used by the book selector. Seven educators stated that the book collection at the public library should be examined before any books were purchased with school funds; four persons indicated that examination of the books displayed in book stores should occur before they were selected for school use. The Grade Teacher was recommended by six persons and the Booklist and Subscription Book Bulletin was recommended by five. The New York Times, the Reading Circle list, and jobbers' suggestions were recommended four times. Two persons thought that Current Books, Junior Booklist was an appropriate aid for the book selector. Two teachers stated that books should be examined at the book fairs sponsored by professional education associations before they were purchased for use in the schools. Two persons stated
that the lists of award winning books comprised appropriate selection aids as did bibliographies included in pupils textbooks and teacher's manuals. Booklists in each of the following sources were declared as desirable selection aids once during the interviews: Junior Libraries, State of New York Public Schools list of approved books, Bulletin of the Center of Children's Books, Elementary English, Junior Classics, Subject Index to Books for Primary Grades, Subject Index to Books for Intermediate Grades, A Basic Book Collection for Elementary Grades, 3,300 Best Books for Children and the textbooks used in children's literature courses.

In each instance the principals, teachers and librarians agreed that the trade books should be selected in terms of the varied reading interests of children in different age groups. They acknowledged that the curricular needs, instructional patterns and size and make-up of their present collection should affect the book selection. The conversations with the school personnel and perusal through the book collections in the various classrooms and school libraries revealed that the book selectors may have given some consideration to these important factors. It was also apparent to the investigator that many of the book selectors believed that the current public pressures should determine, in part, the books that are selected for use in the schools. It was apparent in twenty-one of the thirty-nine classrooms and libraries visited that trade books pertaining to some aspect of the sciences comprised a relatively large portion of the total book collections.

Twenty-nine persons indicated that they thought that books should be ordered as frequently as needed but that this should occur
within a reasonable budget. Nine educators stated that most of the books should be ordered once a year but the book selector should make some provision for special orders so that unexpected book needs can be met. Three interviewees stated that books should be ordered three or four times each year; one teacher thought that it was more desirable to order books four times each year.

Thirty-five of the forty-one persons interviewed stated that duplicate titles should not be purchased if there is a central school library with an adequate book collection and librarian. Five teachers stated that if duplication is permitted in a central school library this should occur only with certain titles or certain editions. For example, they specified that only paperbound books, "I Can Read series" books, and favorite titles and books for holidays should be purchased in duplicate. One librarian stated that a variety of titles is her primary consideration but she believed that it was permissible to duplicate when selecting books about Ohio or by Ohio authors. One book selector opined that books should be ordered in duplicate if the school has an enrollment of over 1000 pupils and if the basic book collection was already obtained. This person was a librarian in a central school library in which there were over 8000 books; there were almost 1200 pupils enrolled in this school and the library serviced only those pupils in the third grade and above. She reported that she usually ordered two copies of most books, at least six copies of each of the "I Can Read series" books and five or six copies of the popular books.

The use of the paperbound books in the elementary school is a relatively new movement, but the investigator observed that paperbound
books were used extensively in twenty-two of the primary and intermediate grade classrooms which were visited during this study. In only one school the school funds were used to purchase paperbound books; three teachers from that school were interviewed for this part of the study by the investigator. In the other nineteen classrooms the teachers and/or children purchased the paperbound books with their own funds. The administration in two schools would not permit the teachers to enroll their children in the book clubs from which most of the paperbound books were obtained. Nine teachers from these two buildings were interviewed by the investigator. In both of these schools the teachers had the benefit of a central school library and a full time librarian. They reported little need to supplement their book needs with paperbound books. Furthermore, the teachers said that many of the children had fine book collections at home so they did not need to be encouraged to build libraries of their own. Two teachers who taught in a school located in a low socio-economic level area opined that the teacher should not use personal funds for paperbound books nor should children from low income situations be asked to buy them. They stated that paperbound books should be purchased with school funds after a substantial collection of hardbound copies had been obtained and made available to teachers and children. The teachers and librarians who were interviewed in general appeared interested in the movement of paperbound books for elementary school children. Some of the comments pertaining to the use of this kind of trade book follow.

A fifth grade teacher stated,

My boys do enjoy the paperbacks. They can wad them up and put them in their pockets when they go out for recess or
after lunch at noon. We have had less fights on the playground since we started ordering the paperbacks. The boys read instead of fight.

A second grade teacher reported,

My poorest readers are buying paperbacks and are able to read them. My good readers buy them too, but they are more popular with the poorest readers.

The paperbacks help the children make a transition from comic books to hardbound books. It is an opportunity for them to read current publications stated a fifth grade teacher.

A librarian operating a school library with a per pupil budget three or four times larger than many of the other schools that were included in the sampling opined,

Paperbound books are good in situations where funds are limited. They do not satisfy aesthetic needs. If a librarian uses them in her library she should not accession them. Occasionally, some paperbacks can be bought and used to test a specific title to see if it is appropriate for purchase in the hardbound edition.

Another librarian opined,

They serve as a good starter for the reluctant reader. The children should be taught to be very selective in what they order. The purchase of paperback books encourages ownership of books and instills in the children a desire to build-up personal libraries.

A fourth grade teacher stated,

The staff of the Lucky Book Club and the Arrow Book Club have already made a fine selection when they decided to choose books for their club. There isn't need for selectivity by the children. They could order all of these books and be sure of getting good books.

Accessibility of trade books

Twenty-three of the total number of persons interviewed were from schools in which there was some form of central school library
within the school. One teacher said, "I don't know what we would do without our library," and this statement appears to reflect the attitude evidenced by the others who had a central library in their building. Eighteen of the persons interviewed were from situations which did not have some form of central school library within the school building. Four persons from this group were from a school which was next door to a public library and they reported that they worked very closely with the personnel from that library. The remaining thirteen teachers depended upon the central library of the school system, the public library, and personal funds for their chief sources of supply for the trade books. Because all of these teachers used trade books so extensively it is not too surprising to the investigator that thirty-six persons stated that some form of central school library should be located within the school building.

Only five persons stated that the classroom library should be almost completely self-contained and that it would not be desirable to have a central school library. None of the thirty-three classrooms visited by the investigator had libraries that were completely self-contained. The permanent book collections ranged from approximately forty books to two hundred fifty books. In each case the teacher supplemented her permanent collection periodically with additional hardbound titles obtained from the school or public library or with paperbound books obtained from the Lucky Book Club or the Arrow Book Club.

The book collections in two libraries were organized loosely in terms of subject areas but this was done in a manner that emphasized readability levels. One librarian said, "The books should be grouped
in terms of difficulty levels. This saves teachers time and pupils can find the books they can read comfortably."

The other seven libraries followed a form of the Dewey system of classification. Seven teachers and librarians stated that they would prefer to have the books in the central school library and in the classrooms classified in a manner that clearly identified the readability level of each book.

The investigator observed that the books for recreational reading in twenty-five classrooms were not organized according to subject or readability; usually the books for the focal interests or units were grouped together and placed on a separate shelf. The librarians stated that the classroom book collections should be organized loosely in terms of subject areas or literary types. The investigator observed this type of classification in six classrooms. In one classroom the children arranged the books. The categories of books in this classroom were science and stories and "any other subjects they wanted to have." In the other classrooms the teacher identified the categories. One teacher categorized the book collection according to the following topics: poetry, animals, children, fairy tales, and science. A fourth grade teacher categorized her books to include science, pets, people from other lands, imaginary stories, and miscellaneous. Another fourth grade teacher categorized the books in terms of fiction, mystery, animals and reading. A sixth grade teacher grouped the books in terms of biography, fiction, and sports stories.

Thirty-six persons reported that it would probably be pleasant to teach in a situation where a full time professional librarian was in
charge of the central book collection. Seven of the nine schools which had a central school library employed a professional librarian at least part time. In one school the secretary was in charge of the book collection and was in the library to help the children and the teachers two days each week; processing and cataloging was done by the high school librarian. In another school a teacher was in charge of the library and completed all processing and cataloging; she was not available in the library to help the teachers and children secure books. Each teacher supervised and helped his own class during visits to the library; the children were permitted in the library without the teacher and the library was left unlocked during each school day.

Forty-one persons agreed that when a full time professional librarian is in attendance individuals should be permitted to use the central school library facilities as special needs occur. Five stated that this criterion should be employed even when no librarian is present in the library to supervise the book collection or aid the pupils in book selection. One teacher-librarian expressed her thoughts about this criterion in the following way,

We teach the children the arrangement of the library. We think it is important to give them independence and responsibility so we let them go to the library even when the librarian or teacher is not present. It is important to make it possible for each one to get the books when they are needed. We can trust our children to come in, find a book, sign it out and go on their way. A few books get lost each year, but we think it is worth it to keep the library open, supervised or not.

Another teacher said children should be permitted in the library when there is someone present to help him with selection. She said,
As I see it, there are only three essentials in a library—a room, a book collection and a librarian. I think a librarian is absolutely essential to help the student find what he needs. Many adults can't find their way around a library without help so we shouldn't expect this of children. I don't think it would be a problem of losing books as much as it would be a problem of children not finding the kind of book they want and need.

Thirty-nine persons stated that they would prefer to have a definitely established schedule for class visits to the library. One fifth grade teacher said, "At the time of the scheduled visit there may be little or no need to withdraw books for unit work, but at least the children can get books for recreational reading." One librarian reported that she preferred regularly scheduled visits but she stated that she also thought provision should be made so that the teachers and the children have access to the library facilities and services at times other than those regularly designated for her. She said,

It is important that the librarian establish a schedule that is flexible. The teachers should be encouraged to bring the classes to the library during the librarian's "open periods" if there is a need for a visit.

The trade book collection was reported to be accessible to children during the summer months in one school. This library, a branch of a public library housed in a school building, was open to the children three mornings a week during the summer period. Twelve teachers stated that they had made a concerted effort to encourage the children to continue reading during the summer in one or more of the following ways. The children were encouraged to enroll in the public library book clubs or the Arrow or Lucky Book Clubs, bookmobile schedules were distributed and discussed, book lists were devised by the teachers and the children were encouraged to read some of the titles listed and public librarians
were invited to the classroom to read or tell a story to the children and explain their summer programs. One second grade teacher devised a reading list for the children in her class. She encouraged them to read at least eight or nine of these books during the summer and also asked them to use the brief book report form that they devised for this purpose. She asked them to give the reports to her or to their new teacher at the beginning of the school year in autumn. She reported that she had done this for three years and that the children, the other teacher and the public librarian thought it was a satisfactory way to guide the children's reading during the summer months.

Eighteen educators agreed that the school's trade book collection should be accessible to the children during the summer vacation. Most of them accepted this criterion with reservations, however. They said that such a proposal appears workable only if the school had a central school library program that was supervised by a librarian, teacher, or parents. Many of the persons interviewed mentioned that most public libraries have special summer programs and the children should be encouraged to take advantage of them.

There was unanimous agreement among the persons interviewed that the minimum annual book budget of one dollar per child as proposed in the Ohio public school standards for elementary schools did not appear large enough to provide an adequate number of books or school library services. In three schools, the annual book budgets ranged from $1.75 to $2.00 per child. The nine persons from these situations stated that they considered their book allotment quite adequate.

In one of these situations, however, the teachers depended quite
heavily upon the public library facilities for trade books which the
school was unable to provide. Thirty-two persons stated that they would
prefer that the school was largely independent of the public library so
that they could get most of their trade books from the central school
library within the school. The teachers stated that their main objec-
tion to depending upon the public library facilities was that the books
had to be checked out on the teacher's personal card and she was held
responsible for the books. This meant that teachers usually did not
permit the children to take the books home overnight or for longer
periods of time. Another objection to the dependence upon the public
library for the trade book supply was the belief that it was almost too
much effort for the teacher to go to the public library, pick out books
each time she needed them for a new unit of study, or for some other
purpose, and then find the time to return them again when there was need
for a fresh supply of trade books.

Despite this declared inconvenience the investigator observed
that in each school where there was not a central school library within
the school, the teachers obtained quantities of books from the neighbor-
ing public library or bookmobile. This practice occurred, also, to some
extent, in the nine schools that had a central library.

Eight of the total number of persons interviewed were from
situations in which the public library was housed within the school
building. These educators reported that they were most pleased with
the cooperative arrangements for it served the same purposes as a
central school library.

Four of the eighteen schools visited by the investigator received
bookmobile service; seven of the thirty-three teachers who were inter-
viewed taught in one of these four schools. Six of these seven teachers
stated that the bookmobile service was one satisfactory means of obtain-
ing books for recreational purposes but they preferred to go to the
public library for the books related to focal interests or unit study.
They said when they went to the public library, they had more time to
look through the books and could select the books more carefully. They
also emphasized that the book collections at the library were larger
and offered a wider selection and the librarians were usually more help-
ful there. Two teachers reported that they were reluctant to use the
bookmobile service and declared it was inadequate in general. They said
they thought the children were rushed through and thus could not make a
careful selection. One of these teachers opined, "Even for recreational
reading the children should choose carefully. They need time to do
this. They do not have it in the bookmobile."

Learning Experiences in Which Trade Books are Involved

During the course of the forty-one interviews the investigator
obtained an extensive list of learning activities which the educators
stated should be used at some time in the elementary school program to
foster further interest in reading and to achieve some educational pur-
pose. Included in this list were quantities of motivational devices
and projects. Each person agreed that whenever possible the activities
should be differentiated for individual children or small groups of
children and should foster independence on the part of the doers. The
interviews and observations revealed that the activities that each
person thought would foster independence and provide for individual
difference were almost as varied as the number of persons interviewed.

All of the persons interviewed had had at least one course in children's literature but only seven teachers mentioned that the instructor of their course devoted a significant amount of time to discussing the various learning activities that enabled children to interpret the books they have read.

Twenty-seven persons stated that learning activities in which trade books were involved should be used for instructional purposes. Each of these persons were actually implementing some form of individualized reading. The investigator asked these teachers why they advocated individualized reading programs. The most common reason given was that this technique made learning and teaching more pleasant. Nine teachers reported that they started to use some form of individualized reading because it was particularly successful with another teacher in their same building or because the principal encouraged them to try it. Nine other teachers reported that they were using trade books for instructional purposes because they had heard about or read about this technique while they were enrolled in language art courses or when they had attended a reading conference the previous summer. One second grade teacher reported that she observed that the children's progress in learning to read through the use of trade books equaled the other classes she taught in the more traditional manner. She stated that she was surprised to observe that the range of the children's reading interests was widened only a short time after she initiated the individualized reading program.

In the presence of the writer, two of the teachers had asked
their children what they thought of their individualized reading program. In both situations the children had been taught to read in a more traditional manner so they did have some bases for comparison. There is little doubt, also that the teachers' enthusiasm for the individualized reading program influenced the children's opinions. Some of the children's opinions of an individualized reading program follow:

"I like to read in a separate book because when I read in groups from books like Let's Look Around or Looking Ahead there are no sports stories and I like sports stories."
"I like to read alone and I like to read mystery books and horse books."
"I like to read by myself because I learn new words. I like all kinds of books."
"I like sport books and in basic books there aren't too many sports. In the new way of reading I can pick up a sport book and start to read. When I'm reading a basic book in a group I just listen to the reader but when I pick up a book and start to read I go into an adventure all my own. That's the reason I like the new way of reading."
"No I don't like to read because I'm a poor reader and there are more things to do than reading. I used to like to read, but not since I've grown up I don't like to read any more."

Thirty-seven persons advocated that learning experiences in which trade books were involved should be used to achieve functional purposes. These persons believed that these learning activities should be related to some aspect of a focal interest or unit of work. Three teachers who were using the trade books in unit teaching reported that their building principal encouraged them to do so. Twenty-nine of the teachers said they became informed about this instructional plan in their undergraduate and/or graduate course work.

The findings relative to the specific library skills which the interviewees thought should be taught to pupils enrolled in the elementary school follow. Seventeen persons stated that pupils should be
taught how to locate books and should be taught how to use indexes; nineteen persons advocated that pupils be taught how to use the card catalog and sixteen thought that instruction in the Dewey decimal system should be given. Twenty-six of the persons interviewed believed that the responsibility for instruction in the use of books and the library should be assumed by a school or public librarian.

Each of the persons who participated in the study advocated that varied activities in which trade books were involved should achieve recreational reading and enrichment purposes.

During the first eleven interviews the investigator asked each person to estimate the amount of time they devoted to each kind of learning activity involving trade books and to state, if they could, an approximate amount of time that teachers should allocate for these learning experiences. But the teachers declared that this was almost impossible for them to do. They said that they had not analyzed their schedule in terms of specific blocks of time for each kind of activity. Also, they stated that their recreational, functional, and instructional reading programs were too interrelated and interdependent to allow for this kind of breakdown. As a result, the investigator discontinued asking this question of the remaining thirty participants. Perhaps it is sufficient for purposes of this study to state that the majority of the persons who were interviewed advocated that there should be provision of learning experiences in which trade books were involved in all the curricular areas of the elementary school program.

The persons who were interviewed advocated that the learning experiences in which the trade books were involved should be varied and
should enable the child to interpret what he has read. It was this aspect of using trade books that the teachers, children and librarians appeared to be especially interested in discussing, demonstrating and sharing with the investigator. The children presented numerous dramatizations, oral book reports, flannel board stories for the benefit of the investigator. Ofttimes the children were observed using trade books in small research groups and individualized reading situations. Upon several occasions the investigator observed the librarians and teachers work with the children during scheduled visits and impromptu visits to their central school library. Innumerable art projects evidencing children's efforts to interpret the books they read were examined and admired by the investigator. This aspect of the study contributed much to extend the investigator's background of experience. Unfortunately, all of the fine work observed by the investigator could not be reported in this study. A few are presented later in this chapter, however, to show that creativity and individuality as well as independent and critical thinking were encouraged in many of the classrooms and libraries that were visited by the investigator.

The teachers and librarians reported that they evaluated the effectiveness of the learning activities in which trade books were involved, but the evaluation was in terms of academic achievement and general behavior rather than the less tangible skills, attitudes and understandings. None of the interviewees mentioned that concerted effort was made to compare the effectiveness of one activity with another although each person mentioned that he preferred one or more activities over the others which he tried. Standardized reading achievement test, general achievement tests, observations of children's
behavioral reactions to the various learning experiences, the teachers' personal reactions to activities or methods in which trade books were involved or the teachers' judgment as to the quality of a project or dramatization produced by the children after they read certain trade books comprised the evaluative techniques that the persons interviewed said they used and thought other educators should use.

Twenty-two of the teachers who were using some form of individualized reading emphasized that they used standardized reading achievement tests, pupils' reactions, parents' reactions and/or their own feelings of satisfaction to evaluate the learning activities designed to achieve instructional purposes. Five teachers mentioned the use of these or similar techniques to determine the effectiveness of learning activities involving trade books related to focal interests or unit studies. Perhaps the newness of the individualized reading programs to each of these situations explains in part the teachers' concerted effort to evaluate the general effectiveness of these learning activities more carefully. None of the teachers and librarians reported that they had a formal evaluation program that helped to determine the effectiveness of the learning experiences that were designed to teach the use of books and the library. Nor did the teachers or librarians report a formal evaluation program which would help to determine the effectiveness of the learning experiences that were meant to promote recreational reading, bibliotherapy or curriculum enrichment.

When the investigator asked the teachers, principals and librarians to propose a criterion for evaluating the learning experiences in which trade books were involved fourteen persons stated that
they did not feel qualified to do this. The remaining persons appeared somewhat reluctant to propose a criterion for this aspect of using books. In general the criteria proposed by the persons who were interviewed merely duplicated the techniques which each reported he had actually used in his own situation. The reluctance of the participants to propose a criterion for evaluating the learning experiences in which trade books are involved may be accounted for in part by several explanations. One, this question was asked at the last part of the interviews, most of which lasted about forty-five minutes. It may be that they reached the point in the interview when they were no longer interested in discussing the various aspects of using trade books. This was not apparent to the investigator, however, for in each interview the teachers, principals and librarians appeared enthusiastic about their programs which involved the use of trade books. Each person was pleasant and appeared relaxed during the interviews. Second, the aspect of evaluating teaching and learning is involved and complex. It is one that many educators find difficult to implement in an effective manner. There are many aspects of evaluating learning and teaching which are relatively intangible and difficult or even impossible to measure accurately. The lack of specificity may comprise one explanation for the interviewee's lack of a careful evaluation of learning experiences in which trade books are involved. The tendency of the educators to equate the "is" with the "ought" may account in part for the investigator's failure to obtain a statement of evaluative criteria from the persons who were interviewed for this study.
Examples of Learning Experiences in Which Trade Books Were Involved

Literary Criticism

What I Think of Harriet Evatt

I had never before enjoyed mystery stories. After reading Harriet Evatt's books, and finding information about her, I love mysteries.
I am glad that we have had this library project and I am glad that I have been introduced to Harriet Evatt and her books.
Harriet Evatt also writes other books besides mysteries. I am also going to be reading a few of those and I think that I will fully enjoy them.
I think that Harriet Evatt is a wonderful writer and I enjoy reading her books.

by Linda, Sixth Grade

Poetry

I went to the Library to get a book
And when I got there I really did look
I peaked and I poked every corner and shelf
And I finally found it lying by itself.

The book was a good one
I held it so close
Twas the book I had wanted and liked the most
The book was checked out by a lady in a hat
And I was so happy with the book by EVATT

by Linda, Sixth Grade

Book Reviews - (Fourth Graders)

Name of child: Shelly; Title: The Ice Age; Author: Patricia Lauber; Illustrator: John C. Wonsetler; Type of Pictures: Black and White; Number of Pages: 143 pages.

This is not the kind of book I like to read. Kathy said I was going to like it but I didn't.

Name of child: Dick W.; Title: The Ice Age; Author: Patricia Lauber; Illustrator: John C. Wonsetler; Type of Pictures: Black and white; Number of pages: 143 pages.
This book told me a lot about the Ice Age. It had some good questions and theories. It had a lot about the famous people in the field of the Ice Age. This book told how long ago the Ice Age was. And how they found out how old fossils were with carbon 14. It was an interesting book.

Name of child: Dick B.; Title: An Otter's Story; Emil E. Liers; Illustrator: Tony Pallazzo; Type of Pictures: Black and white; Number of pages: 191.

I just hated it when I quit this book. It was so good that it will ring in my ears forever. It was full of sorrow, happiness and laughter. And I can label this book as the best I've ever read.

Name of child: Dick B.; The Conquest of the North and South Poles; Author: Russel Owen; Illustrator: Lynd Ward; Type of pictures: Blue and white; Number of pages: 176.

I did not like this book because I do not know and do not care to know about the north and south poles. I am sure that I made a wrong selection.

Bookmark

Elizabeth
Enright

Bookmarks

Elizabeth is a writer
good thing she's not a fighter,
She writes books as
good as she can
and has a very dark tan

EXTRA, EXTRA
READ ALL ABOUT IT!

The Saturdays
Then There Were Five,
Spiderweb for Two
Kintu
Thimble Summer
And many others! designed by Karen, Sixth Grade
Activities which interviewees stated would enable children to interpret what they have read and which should be included some time in the elementary school program

- Reading aloud ................................................... 21
- Art work, including posters, bulletin board displays, exhibits ................................................... 21
- Creative writing ................................................... 16
- Book reports ................................................... 16
- Studying about people responsible for creating books including: authors, illustrators, publishers, resource people ................................................... 13
- Storytelling ................................................... 8
- Book reviews ................................................... 6
- Bibliotherapy ................................................... 5
- Special observance of book week, book festivals, etc. ................................................... 5
- Book games ................................................... 5
- Dramatizations ................................................... 5
- Book talks ................................................... 4
- Flannel board stories ................................................... 3
- Reading clubs ................................................... 3
- Films and filmstrips ................................................... 1
- Graphs to balance kinds of books read ................................................... 1

Summary

The procedure whereby the investigator secured the sampling for the interviews and observations was described. It was reported that the sampling was select; a total of forty-one educators in elementary schools from the Central Ohio geographical area were interviewed and observed by the investigator. These educators were from eighteen schools located in seven communities. The interview and observation schedules included the major aspects of the dimensions of using books; namely, selection and accessibility of trade books and the provision of learning experiences in which trade books are involved.

The results of the interviews and observations were summarized.
Some of the more striking interview and observation findings were discussed and a few examples of children's book reports, literary criticisms, and creative writing efforts were quoted.

Several general and significant impressions were gained from the interviews and observations. The educators who participated in this study appeared enthusiastic about the use of trade books in the teaching-learning situations of the elementary school program. They described and demonstrated the use of a wide variety of learning experiences in which trade books were involved. These experiences were employed in the educational process to motivate further reading on the part of the pupils and to achieve functional, instructional and recreational purposes. Learning experiences which involved the use of trade books tended to foster realization of the educational ideals of independent learning, thorough and efficient learning and individualized instruction. Concepts gained from study in graduate and undergraduate education and library science courses, the example of fellow teachers, the influence of the building principals or other instructional leaders, attendance at university sponsored conferences and workshops, the current school library movement and general availability of trade books appeared to be the factors that were at least partially responsible for the interviewee's knowledge and enthusiastic support of one or the other dimension of the use of trade books in the elementary schools.

Either in demonstrated practice or expressed theory the educators and librarians evidenced support of a majority of the criteria substantiated by research findings, informed opinions of authorities in the field and/or the investigator's basic assumptions. The two criteria
that were most obviously rejected by the interviewees pertained to the techniques of arranging group visits to the library and the accessibility of the school's trade book collection during the summer vacation periods. The major implications, the qualifying circumstances, the limitations and advantages of both of these criteria were identified by the interviewees and the writers of the related literature. Rejection of these two criteria by the interviewees may not be indicative of the total population of teachers and librarians but neither would acceptance of the criteria be indicative because the sampling is not representative of that total population. The rejection of the two criteria appears to be worthy of note, however. It implies that there is need for more research in each of these areas. It implies also that implementation of the two criteria should occur carefully and cautiously. In general, the criteria appear to be educationally sound and have been supported by some authorities in the field.

Gaps did exist between theory and practice relative to the various aspects of the three dimensions of using trade books in the schools. Some of these gaps were larger in one dimension than in another. They were larger in one school or classroom than in others. Nonetheless, the investigator was pleased to note that there was considerable agreement between the criteria proposed by the interviewees and those supported by the research findings and opinions reported in the related literature and the investigator's basic assumptions. There was also some agreement between that which the interviewees stated should be happening in the schools relative to the three dimensions of using trade books and that which these same persons reported and
demonstrated actually was being implemented in their schools.

The interviews and observations provided primary sources from which data were obtained to establish the criteria for the use of trade books in the schools, and they extended the background of experience of the investigator.
SUMMARY AND CONCLUSIONS

The purpose of this study was to establish criteria for the use of trade books in the teaching-learning situations of the elementary school, grades one through six. Several factors pointed to the importance of the study. Perusal of the literature that related to the selection of trade books for use in the schools, accessibility of trade books in the schools and the provision of activities in which trade books are involved appeared to indicate that a statement of criteria for the use of trade books has not been presented up to this date. Also, the investigator thought that the establishment of criteria for the dimensions of the use of books in the schools would have some positive effects on the educational program of the elementary school. Carefully established criteria for the use of trade books would help educators to make more varied and more effective use of trade books. Established criteria would also help educators to realize more fully the educational ideals of independent learning, thorough and efficient learning and individualized instruction. The criteria would serve as guidelines as educators attempted to cope with the various factors that influenced the dimensions of the use of trade books in the elementary school program. The criteria would be used as guidelines by university personnel and school administrators as they planned and evaluated the
preparation and inservice programs for such educational personnel as teachers, school librarians, educational administrators and curriculum coordinators. The criteria would suggest to the instructional leaders some specific aspects of the educational program that need attention in order to bring about instructional improvement and a fuller realization of the educational ideals that were highlighted in this study.

Three major dimensions of the use of trade books were identified. The dimensions included the selection of the trade books that are used in the schools, the accessibility of the trade books that are used in the schools and the provision of learning experiences in which trade books are involved.

In establishing the criteria for the dimensions of the use of trade books in the schools, data obtained from four sources were analyzed, synthesized and interpreted.

In establishing the criteria the writer made three basic assumptions. One, if the teacher uses trade books in the teaching-learning situations of the elementary school, she is sympathetic to, and is attempting to achieve one or all of the educational ideals of independent learning, thorough and efficient learning, and individualized instruction. Two, extensive use of trade books will help to overcome some of the limiting factors inherent in programs dependent upon the basic readers and textbooks. Three, trade books can be used in learning activities of various curricular areas and should not be limited to leisure reading. These basic assumptions comprised the first source from which data were obtained. They were presented in Chapter I.

The written statements of persons familiar with modern educational
goals, teaching methods and children's literature comprised a second source from which data were obtained. This aspect of the study involved a careful and critical survey of reports of pertinent research, opinions of knowledgeable librarians, educators and book publishers, and reports of discussions relative to each dimension of using trade books in the schools. The findings of this aspect of the study were presented in three separate chapters. The findings of the survey of the professional literature that was related to the selection of trade books for use in the schools were presented in Chapter II; the findings of the survey of the professional literature that was related to the accessibility of trade books were presented in Chapter III; and the findings of the professional literature that was related to the provision of learning experiences in which trade books are involved were presented in Chapter IV.

Two additional sources from which data were obtained were the observations and the interviews of a select sampling of school personnel from the central Ohio area. Each person who participated in this aspect of the study was selected because she was identified by an educational leader, curriculum supervisor or area principal as one who was known to make use of trade books in the process of guiding the pupils' learning experiences. A total of forty-one persons were interviewed and observed by the investigator. There were thirty-two teachers, one teacher-librarian, two principals, one library supervisor and five librarians. These persons were from eighteen schools and seven communities.

An interview and observation schedule was developed and followed as carefully as possible. An attempt was made to keep the questions
as open-ended as possible in order to enable the interviewees to propose criteria for the use of books which had not been identified by the investigator. Whenever possible, the interviewer asked each person to state what was currently happening in her school in regard to the three dimensions of using trade books. Each person was also asked to state what she thought should happen in the schools relative to these dimensions. Each interview lasted approximately forty-five minutes; the time limit set for the observations in the classrooms or school libraries varied with each situation. The data obtained from this aspect of the study are summarized in Chapter V.

Major Findings

The analyses, syntheses and interpretations of the data obtained from four sources resulted in the establishment of twenty-three criteria for the three dimensions of the use of trade books in the teaching-learning situations of the elementary school. There were fourteen criteria established for the selection of trade books, five criteria for the accessibility of these books, and four criteria for the provision of learning experiences in which trade books are involved.

Selection of trade books that are used in the schools

Some of the major factors of this dimension around which criteria were established include, (1) demographic factors as the number of pupils enrolled in the school and the number of books already in the library; (2) the reading and study interests of the pupils and the teachers; (3) aspects of the selection process, including responsibility for selection, selection aids, and frequency of ordering; and (4)
curriculum areas and teaching methods. Consideration of the criteria for the selection of the trade books that are to be used in the schools should enable the book selector to give the pupils not everything they want, but the best that they will need or use to advantage. The criteria for the selection of trade books are designed to make the task a pleasurable one for the classroom teacher, the school librarian and the pupils.

1. **The selection of trade books that are to be used in the schools should be made by one who is familiar with children's literature and fundamental principles of book selection.**

Corollary to this criterion, a subcriterion was established:

**The primary responsibility for the selection of trade books should rest with professional personnel.** Implementation of this criterion implies that the preparation of educational leaders should include the study of the basic qualifications of the various school personnel, in this case, the qualifications of the professional school librarian. Consideration of this criterion is likely to assure quality book selection and efficient processing of the books that are selected. If school systems cannot afford to employ a full-time librarian in each school, a library consultant or coordinator for the school system should be employed to guide the teachers in their book selection, and to centralize selection procedures.

2. **Faculty should participate in the selection of the trade books that are used in the schools.**

The data indicated that teachers are in a strategic position to
suggest definite areas of book need and titles of books because they have specific classroom interests, and knowledge, and they actually use these materials. If teachers are to participate in the selection of the trade books that are to be used in the school, they should have a background of children's literature. It is vital that a course of this nature is included in the preparation and inservice teacher education programs. The data appeared to indicate that those involved in the task of selecting trade books are likely to be more cognizant of the scope of book collection, and of the available library services and facilities, and are more likely to make use of these services and facilities during the course of the educational process. The need for educational leaders to encourage and to provide for cooperative book selection practices is implied in this criterion.

3. Pupils should participate in the selection of the trade books that are used in the schools.

The data revealed that when pupils helped to select trade books, they were more likely to withdraw them from the library and read them. Pupil participation in book selection also contributed to a higher degree of realization of some educational goals. Teachers and school librarians should interpret pupil participation in book selection as a source from which they can obtain more knowledge about the pupils reading and study interests. It also appears to be an acceptable manner by which the curriculum can be less subject matter centered and still be educationally sound.
4. **Existing laws and standards should be considered when selecting the trade books that are to be used in the schools.**

The data revealed that various important agencies define laws and standards that should influence book selection in the elementary school. The most influential agencies were found to be the American Library Association and the state departments of education. The latter agencies may enforce these standards with legal measures. Both kinds of agencies are in a position to exercise leadership and should guide and instruct the school personnel in matters relative to the existing laws and standards that should affect book selection practices. Yet, in most cases both the American Library Association and the various state departments of education have limited budgets, and a minimum-sized supervisory staff.

It appears likely that the national standards of the American Library Association shall be publicized and implemented as more schools establish central school libraries that are staffed with professional personnel. Also, as more school administrators become involved in the library movement, it may be that they may exercise their leadership skills to bring about increased library budgets at the level of the state department of education. With an increased budget, the school library supervisory staff could be established or enlarged, and this staff could help the schools come closer to meeting the existing laws and standards.
5. There should exist written policies to govern the selection of the trade books that are used in the schools.

The data revealed that most of the educators were concerned with the issue of censorship in situations beyond the level of the elementary school. It was found, also, that where written policies did exist the theory, expressed therein, usually emphasized that the literary quality of a book, rather than the ideas and opinions expressed by the author, should be the book selector's primary consideration. It was found that in actual practice many book selectors based their selections on the latter concern, and self-imposed restrictions on the purchase or distribution of controversial material was more often the rule than the exception. School and public library personnel tended to minimize the importance of written statement of policies to govern book selection.

The study revealed that some incidents pertaining to the selection of controversial publications did occur at the elementary school level and, the problems that ensued, usually could have been handled more professionally and more gracefully if a written statement of selection policies had existed.

It appears that educators have a responsibility to help students at the elementary school level to begin to develop the critical reading skills so necessary for coping with controversial and biased literature. This responsibility can be met in part by providing thought provoking and controversial or biased literature that is within the realm of the reader's level of maturity, experience and understanding. The skills and habits necessary for analyzing all sides of a controversy, in light of available evidence and the desire to resolve these controversies, can be
developed to a significant extent at the elementary school level.

A written statement of selection policies would provide evidence that the school and library personnel gave considerable thought to the establishment of book selection policies and practices, and that these policies and practices are educationally sound and purposeful.

6. Reliable selection aids should be consulted when selecting the trade books that are to be used in the schools.

Numerous and varied reliable selection aids were identified. The school librarians were more likely to make use of the reliable selection aids than the teachers. This finding implies that instructors of the preparation courses of the teachers and principals should emphasize the need for the book selector to use reliable selection aids. The students in these courses should be helped to realize the qualities of reliable aids and should be helped to identify those aids that are the most reliable. Educational leaders should include copies of the reliable selection aids in the professional libraries. If these aids are readily available the teachers are more likely to use them as tools for selecting the trade books they wish to have in their classroom or school libraries.

7. The study and reading interests of children should be considered when selecting the trade books that are to be used in the schools.

Effort and achievement and the study and reading interest of children appear to be closely related. During recent years quantities of simple and attractive trade books that appeal to the children's reading
and study interests have been produced. It is vital that the teacher education courses emphasize the study and reading interests of children, and the role these interests play in the process of education. Instructors of the teacher education courses should make it known that trade books comprise a fruitful source through which these interests can be satisfied and capitalized upon, and that trade books can be used to make reading and learning profitable and rewarding pursuits.

8. Characteristics of children should be considered when selecting the trade books that are used in the schools.

A knowledge of the principles of child growth and development and the developmental tasks or persistent life needs of children within broad age groupings would help the book selector realize and appreciate the capabilities of children. Knowledge of various aspects of child growth and development would help the book selector to identify the reading and study interests of children, and would help him select books that foster interest in reading and learning. Instructors of teacher education courses should remind the students that there are quantities of trade books that are supportive of the principles of child growth and development, and the developmental tasks. Instructors should emphasize the relation of the use of trade books to findings of research in child study and to the educative process in general.

9. The range of age and sex of the children should be considered when selecting the trade books that are to be used in the schools.

This criterion is closely related to the two preceding criteria.
There was considerable evidence that there exists an over-all pattern of
cchildren's reading interests by age and sex. This aspect of book selec-
tion also warrants emphasis in the teacher education courses.

10. The curricular design should be considered when selecting the trade books that are to be used in the school.

Each type of curricular design tends to create its unique demands for trade books. It is vital that when the educational administrator and teachers seek to establish certain curricular designs, they should be aware of the book needs the designs are likely to create and should be prepared to help the book selector meet these book needs. The instructors of the teacher education courses should help the teachers to be alert to the book needs that are created by specific curricular designs. The instructors of these courses should also help the students to realize the role that the school library can play in helping the teachers meet the various curricular related book needs.

11. The patterns of instruction employed in a teaching-learning situation should be considered when selecting trade books for use in the schools.

The teaching methods and curricular design are closely allied. For purposes of this study, the teaching methods were classified as the basal source pattern and the multiple source pattern. The instructors of the preparation and inservice teacher education courses should help the students compare the range of uses to which trade books can be put in each of these patterns of instruction. The teacher education students should also be helped to identify how each pattern of instruction
contributes toward the development of independence in gathering information, making decisions, choosing of values and solving problems.

12. The number of books and scope of books already in the book collection should be considered when selecting trade books for use in the schools.

Familiarity with the national standards defined by the American Library Association should help the book selector implement this criterion. Consideration of these demographic factors by the book selector should assure more adequate expenditure of the book budget. If the book selector considers the number of books and the scope of books already in the collection, the goals of the school library are likely to be achieved to a higher degree. Such consideration will also affect, in part, the extent to which the integrated curriculum and multiple source teaching methods can be implemented.

13. The number of pupils enrolled should be considered when selecting the trade books that are to be used in the school.

It has been demonstrated that teachers frequently need to supplement their classroom and school library collections with books from the public library, bookmobile service, children's home libraries, paperback edition and personal purchases. This implies that the allocation for the purchase of trade books was not adequate to meet the current and ongoing book needs created by the number of children enrolled in the school. It may imply that the book selector did not adequately allocate her allotment to provide for the amount and variety of reading
material that was needed to meet the range of study and reading interests, abilities and needs.

14. The size of the book budget should be considered when selecting the trade books that are to be used in the schools.

The size of the book budget tends to influence the edition of a book which the book selector attempts to obtain; the book budget also tends to influence the size and scope of the book collection. It influences the number of new titles that the book selector may order and the number of old titles that she replaces, the number of duplications that are to be obtained, the number of special interest books that are to be selected, and the extent to which subscription purchases, series and classics are selected. The relationship between the budget and such aspects of selection as were listed above, should be studied in the children's literature courses. An understanding of this relationship should result in wiser expenditure of book funds. It should also result in the building of a better and more basic trade book collection.

Accessibility of the trade books that are used in the schools

The extent to which students and teachers can easily obtain the selected publications from the facilities that have been organized for the express purpose of distributing these materials was found to be a significant factor in satisfying and extending reading interests and leisure time book reading. The most significant factors that affect accessibility were found to be the location of the book collection, the professional preparation and efficiency of the library personnel, the availability of funds, circulation practices, a summer school library
program and the relationship between the public library and the school.

15. The trade book collection should be located in a central library within the elementary school.

Two subcriteria which correlate to this criterion were established: A professional librarian should be in charge of the book collection; and the collection for any one classroom should be part of the book collection; it should be changed frequently in order to provide for current reading needs and interests. The nature of the materials that are housed in the library, and the facilities and services that are provided therein contribute towards the realization of the educational ideals of independent learning, thorough and efficient learning and individualized instruction. The school library movement has shown progress in the last decade or so and an increasing number of educational administrators and teachers are accepting the rationale upon which it is based. There appears to be a need for educators and the lay public to be more informed about school library programs. Perhaps this would be accomplished somewhat as more articles about the school library programs are written for publication in professional and lay periodicals. The instructors in the preparation courses for administrators and teachers should provide an opportunity for the students to study all aspects and implications of the school library program and the dimensions of accessibility of trade books and other instructional materials. Thus, the educational leaders and teachers would be able to cope intelligently in providing for accessibility of the book collection; they would be more prepared to meet foreseen and unforeseen problems relative to this dimension of using trade books in the teaching-learning situation.
16. **The trade book collection should be organized in a manner that is simple and convenient.**

The authorities in the school library movement tend to take the position that various subject fields or topics of interest should be highlighted in the classification system. Instructors of children's literature courses, the teaching of reading courses, and other teacher preparation and inservice courses should emphasize that the interest element of a book more than the readability level of that book, usually influences the child's selection. With this knowledge, teachers and librarians may tend to give less emphasis to readability as they select the books for use in the classroom and as they classify and group these books in the classroom or central school library.

17. **The trade book collection should be made accessible to the children and teachers on the basis of previously arranged for group visits, and non-scheduled visits by individuals.**

Both aspects of this criterion reflects the thinking expressed by some of the leading school librarians of today. The first part of this criterion is a definite departure from the position held by the leaders in school libraries two decades ago; they declared that group visits should follow an established schedule. The current trend and the position reflected in the criterion proposed by the investigator is based on expressed need and desire of the teacher and the students. Also, it appears to be more compatible with the modern theory of learning. When discussing the negative aspect of this criterion, some
educators expressed concern that the children of a teacher who seldom used the library would be at a far greater disadvantage if the visits were not prearranged by means of regularly scheduled visits. Most of the persons who were interviewed agreed that the students should be permitted to make impromptu visits to the library only when a librarian is present. It appears that implementation of this criterion would foster considerable cooperation between the library staff and the teaching faculty. It would encourage the librarian to sell her services; she must be able to devise numerous techniques that would help the teachers to realize the need for the library facilities and services. This criterion also calls for effective instructional leadership on the part of the administrators and curricular supervisors. Regularly scheduled visits may be more efficient than the visits that result from a recognized need, but the latter plan may well be a more productive use of time for the librarian, the teacher, and its children. It is the recognized need that helps to give direction to the children as they examine books and select them for withdrawal; it also helps to give direction to the teachers and librarians as they carry out reading guidance activities.

Perhaps this criterion more than some of the others calls for professional understanding and behavior on the part of the teachers, librarians, administrators and supervisory staff. In situations where any of these professional workers are truly weak, it is probably wiser to depend upon the regularly scheduled group visits to the library. But this practice should probably be considered a temporary measure until the weak areas are improved.
The presence of a full-time professional librarian in the school library was declared an essential part of the library program, yet this was not always the case in the schools visited. In some schools where the book collection was centralized, the books were selected and processed by centralized means, but the responsibility for library services were delegated to a part-time librarian, a teacher or school secretary. The data revealed that an elementary school child would make better use of the library facilities if guidance were available to him. Data revealed that for some book needs individuals should be permitted access to the book collection even if the librarian is not in attendance. With this kind of experience each child can learn to be more independent in obtaining books that satisfy his reading needs and interests. This practice also tends to foster a discipline that is self-imposed rather than imposed by an authority-figure. It is important that teachers have faith in the children's ability to be more independent, self-sufficient and self-controlled.

18. The trade book collection in the school should be accessible to the children during the summer vacation.

This criterion is likely to be implemented more effectively when the book collection is centralized and a librarian, teacher or parent is in charge of the library. There exists a conflict with relation to the concept of the role of the school and the public library in providing reading material during the vacation period. The data revealed that this criterion is implemented to a very limited degree at the present time. There was some evidence that in most cities, the public
libraries have been unable to meet present book demands during the summer months. Thus, the use of the school facilities--building, staff, and book collection--during the vacation period would, more than likely, make more books accessible to the children who desire them. Where public libraries are inaccessible because of distance and lack of transportation, it appears to the investigator that access to the book collection in the school during the vacation period is more than justifiable. Although these factors and others involved in the implementation of this criterion were recognized in the literature, it appears there is dire need for careful inquiry into all aspects of the criterion. There is need for observation of it in actual operation. Moreover, there is need for close communication between school and public librarians and governing boards of schools and public libraries. This cooperative action would help to avoid unnecessary duplication of services.

19. Adequate funds should be regularly allotted for the purchase of trade books and the provision of school library services.

A good school library program costs a considerable amount of money; yet it is a small fraction of the total school expenditure. The study revealed that many communities are not providing adequate school library programs in the elementary schools. That many of the policy makers do not recognize the school library as an essential part in the elementary school is apparent upon examination of annual expenditures. In many situations the expenditures cannot provide for large and varied book collections, adequate professional library staff and spacious,
functional and attractive library quarters that are easily accessible to all of the students. Perhaps this is one area in which local, state and federal government should join together to finance quality school library service. Another partial solution to this problem seems to be to emphasize in the preparation and in-service programs of educational administrators and teachers that quality education is vitally dependent upon an effective school library program. Another partial solution of this problem might be to have the school and library personnel plan and execute a program that would educate the general public about the need for allocating an adequate annual budget for the provision of trade books and school library facilities and services.

20. The trade book collection should be built up as a part of a school library program in a manner that is largely independent of public library services.

Two major aspects of this criterion pertain to the bookmobile service and the common book collection. The advantages and disadvantages of each of these aspects were cited and briefly discussed. The study revealed that with the current emphasis to employ multiple source teaching methods, the teachers found that they were unable to meet the various book demands. They found it necessary to depend heavily upon the public library facilities and services in order to meet the book needs. They found also that there was a lack of communication between the school and public library personnel and governing boards.

Both the public library and the school library should function according to the basic and accepted principles of service to children and youth and to the community in general. Admittedly, in every community
these principles must be related to local needs and conditions, but the ideal for which the school is to strive was expressed in the criterion under discussion.

Data indicated that a library service which replaces the school library tends to impede the development of the school library to the detriment of service to the teachers and pupils. Moreover, it tends to separate library materials from instructional materials. It is apparent that there is a need for a careful definition of policies and principles of the relationship between school and public libraries. This is an aspect of administration that should be clarified if trade books are to be readily accessible to the students at all times. These policies and principles should be defined in a manner that clearly establishes that the public library supplements rather than supplants the school library.

Learning experiences in which trade books are involved

Quantities of varied and worthwhile learning experiences which involved the use of trade books were identified during the course of this study. It was found that these learning experiences contributed to the achievement of certain educational goals and made learning and teaching satisfying occupations.

21. The learning experiences in which trade books are involved should promote further interest in reading by children.

The study revealed that if learning experiences in which trade books are involved are to promote further reading, they should possess three important qualities: namely, foster pupil initiative, develop
acceptable habits, attitudes, and ideals, and contribute to the achievement of some worthwhile purpose. Numerous and varied experiences in which trade books were involved and which were designed to promote further reading were identified in this study. Only in a few instances was it apparent that the persons who proposed or selected these activities based their decisions upon substantial research. An analysis of the foundation upon which the activities were based, and an analysis of the proposed or realized outcomes of these activities revealed in several instances that these activities were educationally sound, that they would probably prove to be rewarding experiences with books and would promote further interest in reading by children. Contrarywise, there were numerous instances where an analysis of other activities revealed that these activities seemed fundamentally unsound for they did not tend to foster certain of the educational goals defined by some of today's leaders in elementary education.

It is important that as teachers attempt to foster further interest in reading they should become familiar with the qualities that characterize activities which are more likely to foster further reading by children in an educationally sound manner. Dependence upon publications consisting, primarily, of proposed "prescriptions and recipes" should be avoided. It is important that teachers and librarians choose and devise activities that are suited to the individual children with whom they work. The attitude of careful selection of activities in terms of a specific rationale should be fostered by the instructors of the children's literature courses, language arts and reading courses, and other preservice courses and the inservice courses. It is imperative
also that sound research is conducted in this aspect of using books for there appears to be a need for sound research that will result in an evaluation of existing and new activities.

22. There should be provision of learning experiences in which trade books are involved in all curricular areas of the elementary school.

The study revealed that children's trade books were used primarily in individualized reading programs, the social studies and sciences, bibliotherapy, leisure time reading and general curricular enrichment. Instruction in the library skills and reading guidance are two additional areas in which trade books were used. The use of trade books to occupy leisure time and to satisfy recreational purposes was by far the most common use of trade books. In recent years there has been increased attention given to the role of trade books in individualized instruction, although reports of sound research in this area are still sparse. The one area that appears to be most lacking in research or theoretically oriented discussions is that area which involves the use of trade books in learning activities related to focal interests and units of work.

When recommending and/or implementing such programs as individualized reading, unit teaching and bibliotherapy educators should give consideration to the amount or kind of reading material that is needed to carry out these programs effectively. They should also analyze each of these programs in terms of such aspects as its underlying philosophy, its compatibility with accepted educational principles, the desired educational outcomes, and the characteristics of the necessary
instructional materials or professional personnel. Perhaps emphasis on critical thinking relative to the educational trends and to the implementation of proposed changes should be given in the preparation and in-service programs for teachers and administrators.

23. Varied activities in which trade books are involved should be provided to enable each child to interpret what he has read.

The data relating to this criterion were somewhat sparse. It was revealed that teachers and librarians were especially interested in this aspect of using books. It was apparent to the investigator that children enjoy having opportunities for sharing and comparing with their peers what they have read. It was apparent, also, that the children do not want to follow each book that has been completed with an activity. In many respects participation in these activities tend to reinforce or extend learning and may provide for practice in reading and an opportunity for creative writing. It was apparent, however, that in some situations the contributions of such activities may be exaggerated. It should be kept in mind that if too many activities are provided, valuable time is taken from the reading act itself.

In order to use the time during the school day to best advantage, teachers and librarians should provide activities that are designed to achieve sound educational goals. They should analyze the learning experiences which they provide for their pupils to determine which purposes are served best by specific activities and they should offer them accordingly. Also, it is imperative that teachers vary the activities they offer the children. They should keep informed on new activities
and new methods. They should attempt to create new activities that are suitable to the children with whom they work. Enrollment in in-service education courses, close cooperation with the school librarian, an effective instructional improvement program by educational administrators and curricular coordinators might help the teacher and librarian to provide activities in which the child can interpret what he has read.

24. The activities in which trade books are involved should be evaluated continuously.

It seems that carefully defined evaluative measures were lacking. They tended to lack direction; they were seldom used continuously or periodically. The activities which pertained to the individualized reading programs were evaluated periodically with standardized tests in reading achievement more frequently than were the other activities in which trade books were involved.

It seems that teachers seldom need motivation to provide variation in the type of activities they provide in their teaching-learning experiences. Contrary-wise, it appears they are in need of understanding and appreciating that these various activities should be continuously and carefully evaluated in terms of desired educational goals, and that implementation of the activities in which trade books are involved should be preceded and followed by continuous and careful evaluation. The appreciation for and the habit of such an evaluative program should help the teacher to be more effective in her task of helping children to learn thoroughly and efficiently. It should result in a fuller realization of modern educational goals. The understanding of an appreciation for a sound evaluative program in this aspect of using books must be instilled
in the teachers, instructional leaders and school librarians during their preparation and in-service programs. The steps for formal and informal evaluation measures should be interpreted by the instructors in a concrete and realistic manner.

Recommendations for Further Research Relative to the Use of Trade Books in the Elementary School

There is need for the development of a pattern or model whereby accurate school library statistics for Ohio and the nation may be gathered.

There is need for a study of the procedures and costs of initiating centralized selection and/or processing at the level of local school systems or the county school system.

The relationships of educational practices such as unit teaching, individualized reading, television teaching, variations of team teaching, variations of grouping (ability, special interest, or achievements) for school libraries should be defined.

There is need for the development and evaluation of techniques that would foster further integration of the use of trade books in the instructional program.

There is need for the development of programs for extended use of school book collections and other school library facilities. This involves evening, week-end and summer programs.

Various programs for the teaching of library and study skills in the elementary school curriculum should be developed, implemented and evaluated.

Distinctive functions and areas of cooperation between school and public library services should be determined.
There is need for careful analysis and evaluation of activities in which trade books are involved and which are designed to further interest in reading, and to enable children to interpret what they have read.
OBSERVATION AND INTERVIEW SCHEDULE

A. Selection of Book Collection

1. Responsibility for selection designated to:

2. Selection aids used:
   Bibliographic aids: (Name)

3. Considerations for selection:
   a. Laws and standards
   b. Written policies
   c. Study and reading interests of children
   d. Characteristics of children
   e. Range of age and sex of children
   f. Curricular design
   g. Patterns of instruction
4. Scope and variety of book collection

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<th>Classroom Library</th>
<th>School Library</th>
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5. Frequency of ordering books

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<th>Once/Year</th>
<th>Once/Semester</th>
<th>Other</th>
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B. Accessibility of Book Collection

1. Location of book collection(s)

2. Provision of Library services and facilities

3. Classification and organization

4. Funds regularly allotted on per pupil basis

5. Flexibility of collections

6. Circulation practices

7. Proximity to public library and extent of dependence by school on public library
8. Time provided for using books for purposes of:

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<th>PLACE</th>
<th>Yes</th>
<th>No</th>
<th>Class-Room</th>
<th>Central Library</th>
<th>Time (amount)</th>
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Functional activities

Recreational activities

Instructional activities

9. Summer vacation services
C. Provision of learning experiences in which trade books are involved

1. Further interest in reading

2. Curricular areas of the elementary school

3. Interpret that which has been read

4. Evaluation of activities
C. Activities with Books

(Some activities which might be discussed and for which criteria might be established include:

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<th>Carried on by Whom</th>
<th>When</th>
<th>Where</th>
<th>Purposes</th>
<th>Frequency</th>
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<tr>
<td>Storytelling</td>
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<td>Reading aloud</td>
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<td>Special observance of bk. wk., bk. festivals</td>
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<td>Individualized reading</td>
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<td>Unit study research groups</td>
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<td>Curriculum enrichment</td>
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<td>Reading clubs</td>
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<td>Creative writing</td>
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<td>Displays and exhibits</td>
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<td>Book talks</td>
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<td>Book reports</td>
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<td>Films, filmstrips</td>
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<td>Flannel boards</td>
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<td>Studying about people responsible for creating books</td>
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<td>Bibliotherapy</td>
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<td>Use of books and library</td>
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<td>Arrangement of library materials</td>
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<td>Parts of books</td>
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Suggestions, others' opinions and examples for initiating and conducting activities as listed above. (use other side)
Schools Visited for Interviews and Observations

Wickliff, Arlington
Barrington, Arlington
Maryland, Bexley
Worthington Elementary School, Chillicothe
Allen School, Chillicothe
Worthington Elementary School, Worthington
Colonial Hills, Worthington
Stewart School, Columbus
Deschler School, Columbus
Heyle School, Columbus
Sullivant School, Columbus
Indian Springs, Columbus
McGuffey School, Columbus
Stevenson School, Grandview
OSU University School
Hamilton South Township School
Fairmoor, Columbus
Kingswood, Columbus
Columbus Public School Central Office

4 teachers -
1 librarian (5)
3 teachers -
1 librarian (4)
4 teachers -
1 librarian (5)
1 teacher
1 teacher
3 teachers -
1 principal (4)
2 teachers -
1 principal (3)
1 teacher
3 teachers
2 teachers
1 teacher
1 teacher
2 teachers
1 librarian
1 librarian
1 teacher -
1 teacher-librarian (2)
2 teachers
1 teacher
1 library supervisor

41 persons or -
32 teachers
1 teacher-librarian
2 principals
1 library supervisor
5 librarians
APPENDIX B
APPENDIX B: BOOK SELECTION AIDS

1. General Booklists and Selection Tools
General Booklists and Selection Tools


This is an annotated catalog of three thousand three hundred children's books and adult books for the young reader. Titles are classified by age level and literary type with a good index and class references. Revised annually.


Included in this publication are more than five hundred titles of books for children from two to fifteen for family reading aloud, individual reading, and the child's library. Age levels and full buying information are given; titles are arranged in twenty-four subject areas.


This publication is an annotated list of some two hundred titles of books for parents and teachers. It is an attempt to identify the "classics" from publications of the past and present. Sample illustrations are attractively reproduced. Titles are classified as to age groups and within age groups as to subjects.


Trade books and references for children age four through twelve are described in this publication. Arranged by subject. Revised every two years.

__________. *Children's Books for $1.25 or Less*. Washington, D.C.: Association for Childhood Education International.

An annotated list of worthwhile but inexpensive books for children comprises this publication. Titles are classified and priced; some age levels are given. Revised every two years.


Issued annually, this is an annotated list of some three hundred titles categorized by age and subject.
Compiled annually, this is an attractive leaflet designed for distribution in local libraries. It is also published in library and other periodicals.

This publication is a list of approximately four thousand books authorized for purchase for schools. Categorized by grade level groupings and subject areas; independent readability level also indicated. Revised annually.

This is an illustrated and annotated list of currently published books arranged by grades and subjects, beginning with literature for the youngest reader and continuing through teenage literature. Culled annually from issues of School Library Journal, formerly Junior Libraries. Preferred titles are single and double starred. Both favorable and adverse reviews are included when reviewers differ about a book.

Scholarly discussions of a variety of curriculum enrichment materials are included in this publication. Lists of children's books are included for each curricular area.

This publication lists one thousand outstanding books published during 1948-1957 and reviewed in Bulletin of the Center for Children's Books. Annotations are usually taken directly from the Bulletin. Complete buying information, paging and grade level are given; reviews are critical and include detailed plot descriptions. Index lists entries by titles, subject areas, and broad grade levels.

This is a bibliography of over one thousand five hundred titles of children's books. Each story is summarized and classified by subject. Appropriate grade levels are indicated and range from pre-school through high school age. There is an unusual selection of science and social studies books included.

One thousand in-print trade titles and textbooks suitable for independent use by kindergarten and primary grade children are listed in this publication. Entries are arranged under subject headings. Author, title, exact page references, independent readability level, read aloud grade level, and literary type are included for each entry. This is a basic selection tool.


This is a basic book list suggesting first books to buy for school libraries. Entries are classified and graded for primary, middle, and upper grades. Reprints of articles from Junior Libraries which would be of interest to school librarians are included in this booklet.


This publication is a textbook in children's literature for elementary school teachers and school librarians. Presents criteria for evaluating books and discusses ways of using books in the curriculum. A major portion is devoted to critical reviews of children's books that are recommended in all curricular areas of the elementary school.


This publication is an annotated list of books of the preceding year. Entries are classified in six graded sections. Complete purchasing information is provided as is an author index.


Criteria for selecting different types of literature, reading interests of children at different ages, using trade books in various curricular areas are discussed in this publication. Complete lists of children's books are included with each topic under discussion.


Two hundred and fifty of the best loved books of children are entered in this booklet. The list is annotated and classified by age and interest. It is published annually and is available at nominal cost for quantity distributions to organizations and libraries.
Included in this publication is material on the history of children's literature, current trends in the field and an annotated list of books from picture books through high school. Includes illustrations representative of various children's book artists.

More than one thousand "essential" books arranged under subject are listed in this publication; grade range is indicated as is complete buying and catalog information. It is indexed by author and title.

This is a select annotated list of new trade book titles approved for use in the Milwaukee Public Schools. Books are listed according to grade level groupings and subject areas. Revised annually.

Books recommended for the child's own library are listed in this publication. Entries include classics and recent publications; they are grouped according to age groups from under three years through thirteen plus.

Included in this publication is an enthusiastic and scholarly discussion of youth, their reading interests, and the librarian. Direct and practical advice on selection and on techniques of bringing books and the young reader together is included.

This is an annotated list of over one thousand favorite and recent books for elementary school children from kindergarten through the eighth grade. Entries are illustrated and are listed in twelve categories and age ranges; they are indexed by title and author. Revised every two years.

Books listed in this publication have been recommended by the New York Public Library over the past fifty years. They are still in print and are still enjoyed by children.

In this publication almost two thousand titles are classified by subjects common to grades four through six. Entries include fiction, non-fiction and textbooks. The approximate interest age level is indicated.


The author of this publication proposes criteria for evaluating books of all literary types and topics and measures examples against these criteria. Includes reading lists.


This publication is an annotated and comprehensive list of children's books. Main entry is by library classification. Includes publisher, price, grade range, and cataloging information. Entries are indexed by title, author and subject. Preferred titles are single and double starred. It is published every five years but it is kept up to date with annual supplements.
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UNIVERSITY MICROFILMS, INC.
Periodicals and Newspapers
Which List Current Books

(American Library Association, Chicago, Illinois)
This publication is issued twice a month, September through July, and once in August. The Booklist section includes selection of children's, young people's and adults' books recommended for use in school and public libraries. Books are reviewed by cooperating librarians throughout the country. Entries are selective and include brief annotations which are descriptive, evaluative, and comparative. Age or grade range, classification number, subject headings, and bibliographic data are given for each book. (Because of the reviewing procedure used, the books listed are a little later in appearing in The Booklist than in other reviewing periodicals. This may be a handicap to the selector who wishes to order new books promptly.)

Bookmark (New York State Library, Albany, New York)
Written by New York Librarians this publication is issued five times a year. Included are brief descriptive summaries of books for readers of early childhood age through adulthood. Reviews state negative and positive qualities of the books. Its primary purpose is to serve as a buying guide for the book selector in various kinds of libraries.

Bulletin of the Center for Children's Books (Graduate Library School, University of Chicago, Chicago, Illinois)
The Bulletin is published by the University of Chicago Press monthly except August. Lists are descriptive and evaluative. Includes recommended and not recommended books, marginal books, books for the unusual reader, and books for specialized collections. Complete purchasing information entered.

Calendar (Children's Book Council, New York)
This is a leaflet distributed bi-monthly by The Children's Book Council. It contains reviews and notes current recommendable books and notes television shows which are based on children's books. Also listed are days that directly concern children's books and those which offer good possibilities for book displays.

Elementary English (National Council of Teachers of English, Champaign, Illinois)
This publication is issued monthly from October to May. Regularly includes review of children's books. Indicates grade levels, curricular uses, purchasing information and the like. Frequently includes articles on children's reading interests, authors, illustrators, and special books.
Horn Book Magazine (Horn Book, Inc., Boston, Mass.)

Bi-monthly magazine, this publication contains reviews, criticisms, booklists, information about writing and writers, illustrating, selling, and distributing children's books. It has been declared "the most important critical guide to children's literature in English."  

Instructor (F. A. Owen Publishing Company, Dansville, New York)

This periodical is designed for teachers and has a section entitled "Books for Children." Included are annotated lists of children's books, grade level and prices indicated for each entry.

Junior Bookshelf (Tower Wood, Windermere, Westmoreland, England)

Published bi-monthly in England, this publication is similar to The Horn Book; it includes complete descriptive and critical annotations for each entry. Titles are grouped by four broad age groupings - "Picture Books," "For Children Under Ten," "For Children Ten to Fourteen," and "For the Intermediate Library." Complete purchasing information (British currency standards) and reading levels are included (English readers). Foreign books are listed occasionally.

Junior Reviewers (Edited by Eleanor Bancroft Trampler, Box 36, Aspen, Colorado), O.P.

This periodical is an independent journal published bi-monthly. The best children's books, records, and films reviewed. Each book is reviewed by child and adult. Entries are classified according to four different age groups. Articles on authors and illustrators are also included.

Library Journal (R. R. Bowker Company, New York)

This periodical issued twice each month except in July and August when it is issued monthly. Two periodicals a year are devoted to children's books - "The Fall Juvenile Number" (October 15) and "The Spring Juvenile Number" (April 15). In each issue new children's books are reviewed by librarians. Each review is signed with the name of the librarian, his position, and place where the library is located.

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New York Times Book Review

This publication is the oldest of reviewing weekly periodicals and most widely circulated literary periodical. "It is regarded by the book trade as one of the most solid factors in American book distribution, covering more books promptly than any other periodical." Reviews usually favorable rather than critical in tone, are prepared by people who have wide experience in general literature and are informed about children and their books. Special values on this column include the range of book coverage and promptness with which reviews appear.

New York Herald Tribune Book Review (Sunday)

This is a separate "Book Review Magazine Section" in the Sunday edition of New York Herald Tribune. It is devoted to commentary rather than critical reviews of children's books. Reviews are written by leading authors and by authorities who evaluate books in their own particular fields. The Tribune sponsors an annual Children's Spring Book Festival each spring for the purpose of encouraging the publishing and selling of children's books.

Publishers' Weekly - Children's Book Number (R. R. Bowker Company, New York)

Twice a year entire issues of this periodical are devoted to children's books - once in spring and once in fall. Juvenile books of all types, for all ages and tastes, are listed and annotated each month. Entries are indexed by author, title, and illustrator. Some information is given on forthcoming publications. Articles on various aspects of children's literature are regularly included.

Saturday Review

The Saturday Review is a weekly publication; children's books are usually reviewed in the second issue of each month. Nature of the reviews is such that the appeal is to the mature literary person. Only a few of the many publications are selected for review and these are evaluated in detail. Special children's book issues appear in spring and fall of each year.

Scholastic Book Services - Arrow Book Club and Lucky Book Club (Scholastic Book Services, New York)

This is an annotated list of paperback editions of children's books which the primary and intermediate grade children may purchase for their personal library. Some of the books listed are quality literary pieces, many are not. Thus, careful selection from this list is necessary. The Lucky Book Club offers paperback books for children in the primary grades; the Arrow Book Club offers paperback books for intermediate grades. This periodical is issued weekly during the school year.

Issued four times a year, this publication contains selective and descriptive reviews of books appropriate for use in school libraries. The reviews are signed and the locations of the libraries where the reviewers are employed are also indicated. A regular feature besides the book reviews is the section on current research. Feature articles on various aspects of children's literature and school library programs are also included.

This periodical is published monthly by Bowker Company, September 15 through May 15. School and public librarians review books included in the section "Junior Books Appraised." School Library Journal also appears as a part of each mid-month issue of Library Journal's "L.J.'s Section on Children's and Young People's Libraries." Preferred books are single and double starred. Entries are classified by grade levels and subject categories. Contains a section on library displays and articles of special interest to teachers and librarians.

Top of the News (Children's Services Division and Young Adult Services of American Library Association, Chicago, Illinois)
This is a monthly publication. A regular feature is the section "Recent Children's Books" which is a selective and descriptive list of children's books recommended by the Book Evaluation Committee of Children's Service Division. Included in this publication are feature articles on various aspects of children's literature for elementary and secondary school age readers.

Regularly included are reviews of children's books in the section "School and Children's Librarians." Also contains articles on news of literary awards, biographical sketches of authors. Regular feature is a report of current book displays in school and public libraries and book stores.
APPENDIX B:  BOOK SELECTION AIDS

3. Booklists on Special Subjects
Booklists on Special Subjects


Criteria of books for slow readers are presented in this publication. Includes bibliographies of books for this group of readers.


This publication is an annotated list of quality children's literature which show likenesses of mankind, present differences as variations, depict most all races and religions and cultural groups, and the like.


This is a carefully selected and annotated list of books which gives an unbiased accurate well-rounded picture of Negro life in all parts of the world. Entries are classified and age groupings are indicated.


Included in this publication are descriptive annotated lists of children's books that would be useful in helping children see the likenesses in people and to understand differences in cultures of people from other lands.


Bibliographies on character development, handicapped children, intergroup relations, creative activity, and delinquency are included in this publication. Numerous useful titles for bibliotherapy are included. (Primary purpose of this publication is to show ways in which books can meet children's varied needs.)


This is an annotated list of nonsectarian religious books for children. Entries are classified in six categories. Age levels and prices are given.


This is an annotated, selective list of books for individualized reading. Included are over one hundred fifty entries. They are arranged according to difficulty levels for the primary grades.
Carefully selected and evaluated bibliographies of trade books published since 1954. Entries have descriptive annotations. Books for both teachers and students are included within each subject field but are grouped separately.


This annotated list is designed to guide recreational and collateral reading books in the sciences and mathematics. Entries are classified; difficulty of reading is indicated. Includes purchasing information. Indexed.

This annotated list of library units was prepared to accompany the traveling collection of books. Entries include general level of difficulty. Authors and titles are indexed. Includes description of loan plan and a list of science career guidance materials.

A balanced list to guide instructional and recreational reading in the sciences and mathematics. This publication includes information on purchasing data, classification numbers, L.C. card numbers, descriptive annotations, and grade levels. Preferred titles are starred.

An authoritative annotated list of four hundred paperbound science books arranged by subject. This publication includes separate author and title index. Three levels of reading and comprehension are indicated.

This publication is an annotated list of books which might be helpful bibliography with children. Books are graded by three age levels under each problem area.

This is a list of books for remedial reading. All entries are high interest and low reading ability and are arranged within grades through the sixth grade.


Reviews of some six hundred and fifty books grouped around certain problem areas in human relations are included in this publication. Four age levels are included under each "problem area." Preferred titles are starred.


This is an annotated bibliography of books for individualized reading in the primary grades. Books are arranged in three levels of difficulty.


This publication is a selective list of books and other instructional materials which should prove useful for the elementary teacher in teaching values.


This is an annotated list of high interest books for the slow reader. Entries are arranged by subject areas. Vocabulary and interest levels are indicated. Some series books are analyzed.


This is an annotated list of stories for telling. Also lists picture books for television storytelling. Includes subject list of stories and lists of poetry collections.


This publication is a bibliography of books and other instructional materials that can be used to each international understandings.

This is an annotated list of children's books that may be used for bibliotherapy. Complete bibliographical information is given. Titles are grouped into five reading age levels ranging from primary grades through twelfth.


An annotated index to Christmas materials included in children's fiction. This publication includes a separate category on Christmas customs around the world.


This publication is a selective bibliography of pamphlets and articles which includes lists of books and other library materials as well as descriptions of methods for using those materials. Purpose is to aid teachers in their selection and use of books and other library materials available to them through the National Defense Education Act.


This publication is an annotated list of selected science books, excluding textbooks. Entries are arranged by broad topics and then by grades - kindergarten through eight.


This publication is an annotated bibliography designed to motivated children from eight to twelve years old to read during the summer. Entries are classified.


An annotated list of children's fictional stories of other countries is included in this publication. Entries are grouped by countries; age levels are indicated. Preferred books are starred.


An annotated list of some two hundred fifty titles of science informational books comprises this publication. Entries are annotated, prices, and classified within five age groupings.

The Spache Readability Formula is explained in this publication. Factors to be considered when selecting books for the poor reader are discussed. Brief descriptive annotations for tradebooks and other printed materials are included. Both reading and interest levels are indicated. Separate author and title indexes are included. List book clubs, also.


An annotated bibliography of books for retarded readers. Entries are arranged by vocabulary levels through grade seven and then by subject areas.


This publication is a list of social studies trade books and music. Social studies topics include history of our country and the other countries of the world. Good reference tool when planning broad units of work.


Books included in this annotated list are arranged by age groupings through high school. It is hoped that each selection can help develop better understanding of different racial, ethnic, and religious backgrounds.
SERIES BOOKS

This is a list of series books for children of lasting quality and literary merit to replace series of lesser literary quality.

NON-FICTIONAL SERIES

Science Series Books
The All About series
The First Book series
Here Come the ______ series
Picture Book of ______ series
The Real Book series
There's Adventure in ______ series
The True Book series
What's Inside of ______?

Random House
Franklin Watts
Scribner's
Lothrop, Lee, Shepard
Garden City Books
Popular Mechanics
Children's Press
William Morrow Co.

Series Books of Other Lands
Around the World Today series
First Book series
Getting To Know series
Let's Read About series
Let's Visit series
Made In _____ series
My Village series (Gidals)
Picture Map series (Quinn)
Picture Story series
Portraits of the Nation series
(Land and People of ______)
Silver Burdett series
Pets Around the World, (Homes, Work, Fun, Schools).
Young Traveler series

Franklin Watts
Franklin Watts
Coward-McCann
Fideler Company
John Day
Knopf
Pantheon
Lippincott
McKay
Lippincott
Silver Burdett
Dutton

Series Books of Geography and History
All Around the Land (Saxon)

Holt, Rinehart & Winston
Harper
Putnams
Fideler
Putnams
John Day Co.
Fideler Company
Putnams
Little, Brown & Co.
Lippincott
Garden City
Garden City
Macmillan
Children's Press
**Biographical Series**
America's (Abraham Lincoln, Paul Revere)  
The Childhood of Famous Americans series  
The Landmark series  
Lives to Remember series  
Living Biography series  
Makers of America series  
The Real People series  
The Signature Books

**FICTIONAL SERIES**

The Augustus Books by LeGrand  
B is for Betsy series by Carolyn Haywood  
The Black Stallion Stories by Walter Farley  
The Black Tanker and other Stories by Ruth Gannett  
The Borrowers by Mary Norton  
The Dr. Doolittle Stories by Hugh Lofting  
The Dragon Stories by Ruth Gannett  
The Freddy Books by Walter R. Brooks  
The Ginnie Stories by Catherine Wooley  
The Green Knowe Stories by L. M. Boston  
The Henry Huggins Stories by Beverly Cleary  
The Jennifer Stories by Eunice Smith  
The Little Eddie Books by Carolyn Haywood  
The Little House Books by Laura Ingalls Wilder  
The Little Women series by Louisa May Alcott  
The Mary Poppins Books by Pamela L. Travers  
The Melendy Family by Elizabeth Enright

The Miss Pickerell series by Ellen MacGregor  
The Moffats by Eleanor Estes  
The Mrs. Piggle Wiggle Books by Betty MacDonald  
The Pippi Longstocking Books by Astrid Lindgren  
The Secret Fiord and other Stories by Geoffrey Pease

The Silver Chief Stories by Jack O'Brien  
Swallows and Amazons by Arthur Ransome  
The White Mountaineer and other Stories by Rutherford Montgomery

Houghton  
Bobbs Merrill  
Random House  
Putnam  
Roy Publishers  
Abingdon  
Row Peterson  
Grosset  
Bobbs Merrill  
Harcourt  
Random  
Random  
Harcourt  
Lippincott  
Random  
Knopf  
Morrow  
Harcourt  
Morrow  
Bobbs Merrill  
Morrow  
Harper  
Harcourt  
Holt, Rinehart & Winston  
Whittlesey House  
Harcourt  
Lippincott  
Viking  
Harcourt  
Grosset Co.  
Lippincott  
Little Co.
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AUTOBIOGRAPHY
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I, Patricia Jean Cianciolo, was born in Chicago, Illinois, October 24, 1927. I received my secondary school education at St. Mary's Academy in Milwaukee, Wisconsin. My undergraduate education was at the Cardinal Stritch College which granted me the Bachelor of Philosophy degree cum laude in 1949. I taught in the Milwaukee Public Schools System until June, 1958. I received the Master of Education degree in 1954 from the University of Wisconsin, Milwaukee. In September 1958, I joined the Education Department Faculty of Marquette University. I was assistant to Professor Charlotte S. Huck of the College of Education, The Ohio State University, during the 1959 and 1960 summer sessions. In September 1960, I was appointed Instructor in Elementary Education at The Ohio State University. I held this position for two years while completing the requirements for the Doctor of Philosophy degree. Currently, I am a member of the faculty of the Education Department of the Marquette University.