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A Plan for Flexibly Scheduled Use of the Terminal Park Elementary School Library

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A PLAN FOR FLEXIBLY SCHEDULED USE OF THE
TERMINAL PARK ELEMENTARY SCHOOL LIBRARY

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

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

by
Carole Bowen Kirkpatrick
October 1970

APPROVED FOR THE GRADUATE FACULTY

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Chapter 1

INTRODUCTION

Many people in education know (or say they know) that the school library is extremely important to the curriculum program at every grade level. Virtually every school now has a centralized collection of books and materials for use by all the children and teachers in the building. Many schools have a full-time professional librarian to facilitate use of materials and books by children and teachers. Teachers, librarians and administrators agree that all children should have free access to library resources to supplement what is available in the classroom. The school library is accepted as a necessary part of the school program from elementary school to senior high school.

STATEMENT OF THE PROBLEM

There is a discrepancy between what people in education say and what they do. In the three elementary school libraries of which the author has personal knowledge and which, judging from discussions with many other school librarians, are representative of most such libraries, few use the library to supplement the curriculum on a "use-as-needed" basis. The reason is simple; they cannot. Why? Because most of the librarian's time is taken up with regularly scheduled classes in which the children are to be taught

lessons in library skills, i.e., how to use the library. There are guides and extensive sheets of directions from district administrators describing those skills considered necessary for each child at each grade level. However, the periods before school, during recess, and after school are frequently the only times at which children have time to make practical use of the skills they have been taught.

In the time remaining after the scheduled classes the librarian must take care of routine details: reviewing new books and materials and ordering those needed, preparing bibliographies and gathering teacher-requested materials, ordering supplies, weeding the collection, and taking care of routine clerical work because there is no trained (or untrained) clerk to do it. This leaves very little time in which to help any children who manage to get to the library; or, more frequently, the children are helped and the routine work waits until later, usually to be taken home by the librarian. In short, the theory of school libraries does not, in general, correspond to the practice.

PURPOSE OF THE PROPOSAL

This thesis will show how flexibly scheduled use of the school library by teachers and children can be effective even with inadequate facilities and personnel. It will also show how library experiences can be made purposeful, practical, interesting, and enjoyable for the children. The program is especially designed for use at Terminal Park

Elementary School in Auburn, Washington, but can be easily adapted by any school having a full-time librarian.

One reason the author is desirous of using flexible scheduling is to allow children adequate time and opportunity to become familiar with the non-print material available at Terminal Park. When lessons in library skills and book checkout for recreational reading are the main uses to which the library is put, students do not have an adequate opportunity to use the audio-visual equipment and materials. The author believes that the children could make better use of those materials were they given an opportunity to investigate them. If the children are not able to use those materials in the library then the materials would be better off in the classrooms, even though that would result in costly duplication. The same holds true for reference books. The author believes there is no use in teaching children how to use materials and reference books unless children are given ample time and opportunity to use them.

SCOPE

In order to make the program as practical and as realistic as possible this plan allows only for the personnel, facilities, equipment, and materials available at Terminal Park School for the 1970-1971 school year. It will present a plan for flexibly scheduled use of the library allowing all children in grades kindergarten through six to use the library resources when they need to. It will present a

series of orientation lessons for each class and outline goals for the remainder of the year.

DEFINITION OF TERMS

Library

The library is the room in which print and non-print materials and equipment are housed and available for use and checkout by teachers and children.

Librarian

The librarian is the certificated person with special training, employed full time and responsible for administering the library and its program.

Flexible Scheduling

This is a program which utilizes a minimum of regularly scheduled classes, permitting maximum use of the library by individuals and small groups allowing the teachers to request in advance occasional blocks of time for class use.

Story Hour

This is a half-hour period twice daily during which the librarian is engaged in storytelling or book talks. This time is regularly scheduled.

Materials

The materials are the audio-visual software, i.e., tapes, records, filmstrips, cassettes, pictures, models, kits or any non-print items.

Equipment

The equipment consists of the audio-visual hardware, i.e., filmstrip viewers and projectors, record player, headphones and jack box, cassette player and tape recorder.

ORGANIZATION OF THE STUDY

The remainder of the thesis will be divided into four chapters. Chapter 2 will review the literature concerning library programs and theories. Chapter 3 will detail the flexibly scheduled program proposed by the author. Chapter 4 will discuss the variables affecting implementation of the flexibly scheduled plan at Terminal Park. Chapter 5 will summarize the study and propose recommendations for further study.

Chapter 2

REVIEW OF THE LITERATURE

A review of the literature reveals two approaches to the use of libraries: (1) regularly scheduled programs of classes, and (2) flexibly scheduled programs.

REGULARLY SCHEDULED CLASSES

An example of regularly scheduled classes in the use of the library is set forth in the Guide to Developing Functional Reading Skills with Emphasis on Utilization of the Instructional Media Center published by the Provo School District, Utah (16). This very thorough document includes a detailed series of lesson plans for each grade, kindergarten through six, including suggestions as to whether the teacher and/or librarian has primary responsibility for the material to be taught. It is sequential, each lesson building on those that come before, aimed at that mythical child who develops according to sequence and on schedule. It is designed to teach children to learn "to use a wide variety of materials and equipment. . .to explore, observe, compare and critically examine all facets of life" (16:iii) individually and in small groups. Fourth grade alone lists 63 lessons which would seem to preclude individual lessons in any school with fewer than two full-time librarians plus aides or clerks. The guide is complete, impressive, but probably useful in its

present form only in Provo, where the curriculum is designed with full use of the guide as an integral part of the planning. Other districts could use the Provo guide as a pilot in developing programs to meet their needs and priorities.

Moses Lake (26), Tacoma (10), and Auburn (11) school districts publish booklets with suggested sequences of library lessons to be taught to children. These are outlines listing skills similar to those advocated by the Provo schools but not nearly so detailed. The booklets those districts publish, however, indicate that regularly scheduled classes are necessary to expose all children to certain library skills. Moses Lake notes that a full-time librarian is necessary; Tacoma uses full-time librarians in some schools and half-time librarians in others; and Auburn uses full-time librarians in each school. Regularly scheduled classes are encouraged in most schools in Tacoma and Auburn, although the Auburn guide states that "we would like to see the libraries move toward a more flexible type of program as far as schedules are concerned" (11:4).

Forest View Elementary School, Mt. Prospect, Illinois, has a tightly scheduled program of library use in which children are selected on the basis of reading groups and are scheduled into the library for 30-minute segments three times a week. The principal describes a typical routine:

Children arrive and go to their cubby-holes, take out a folder and find a seat. They sit where they wish. They may get special materials such as a globe working lab. When a youngster has a question, he raises his hand and Miss Schaffer helps him. After a half-hour

pupils put away materials and return to the classroom (23:31-32).

One wonders where the library is and when children have an opportunity to check out books and materials.

An American Library Association survey in 1969 of the impact of media centers on inner-city schools shows that most of the schools surveyed schedule classes once a week or less with little evidence of skills lessons or teacher-librarian cooperation to integrate materials with class work and very little pupil use of the library outside of scheduled class time (19:1533). The surveyors find that the media centers do not offer variety in number and kind of services, a development plan of study skills, balance of activities, concentration on a few techniques appropriate to the schools, or ready accessibility to activities and services. All the above are cited by Mary Gaver, Professor at the Graduate School of Library Services, Rutgers University, as necessary facets of a good program (14:29). The surveyors find also that the media centers involved have not stimulated curiosity, motivated or extended interests, or satisfied identified interests, all deemed important by Sara Srygley, Associate Professor in the Library School, Florida State University (43:474). In fact, the programs surveyed do not have programs which encourage independent study or act in any way except as books and materials exchange periods. The media centers surveyed do not appear to have made an impact on the children's or teachers' use of resources to supplement the curriculum.

Schools which use regularly scheduled classes do not write much about their programs; rather, they describe sequences of skills they consider necessary to be able to use the library. They offer no method for teaching those skills, but encourage teachers and librarians to work out a schedule of classes so each child can learn the skills. Eric Leyland's discussion of Libraries in Schools stresses the importance of instruction in use of the library, but is careful to stress also the importance of practical follow-up work and individual exploration of the library so it will not be associated only with school chores (25:105-106).

FLEXIBLE SCHEDULING

Proponents of flexible scheduling of library classes are more prone to publish explanations of their programs in professional journals. To the author this indicates that strictly scheduled programs have little that is new to add to the educational literature while flexibly scheduled programs have many new ideas to add for discussion and potential curriculum development. Flexible scheduling is closely related to the emerging concepts of the media center, individualizing instruction and efforts to meet state and national standards for school library programs.

Virginia Tozier, librarian at Central Park Road School, Plainview, New York, states that "old patterns of library use are changing. . ." (46:223). Alice McGuire,

librarian at Casis Elementary School (28:43), Shirley Blandford, Organizer of Library Services, Inner London Education Authority (1:207), Richard Darling, former president of the American Association of School Librarians (5:12), and Alixe Hambleton, librarian in Ontario, Canada (17:207) all enthusiastically describe the demise of rigid schedules and the advent of flexible scheduling which allows the individual to be actively involved in purposeful activities related to schoolwork and personal interests. Eric Leyland (25:105), Sara Srygley (43:473), Jack Delaney, librarian, (6:112) and Darling (5:12) praise the individualization that can so easily be a part of flexible scheduling. As Hambleton points out, no longer do classes descend on the library at 40-minute intervals; instead "flexible schedules . . . make it possible for a child to have ready access to information when he needs it" (17:207). Seattle Public Schools, in its guide to the sequence of skills development (37), urges that the schedule be kept "as flexible as possible to meet the needs of pupils and teachers." Helen Cyr, Director of Instructional Media, Oakland, California (4:270), George Carnie, Superintendent of Schools, Magic Valley, Idaho (2:50), Tozier (46:261), Hambleton (17:205), McGuire (29:4583), and Jean Lowrie, head of the Western Michigan University Department of Librarianship (27:105) state that the individual student's needs must be considered and that the flexible approach can meet their needs;

children learn to use the library by using the library. The author agrees wholeheartedly with their ideas.

Knapp School Libraries Project

The Knapp School Libraries Project in particular shows what great improvements in library programs are possible when schools put into practice the programs they conceive of as excellent, as typified by the 1960 Standards for School Library Programs. The project set up demonstration libraries in schools to test the actual benefit of programs described as excellent in the standards. In 1963 the Project circulated a brochure asking for applications from schools "where the librarians are working with new patterns of curriculum organization, team teaching, flexible scheduling and the like. . ." (45:4). For more detailed information and for reports from other schools involved, the reader is referred to Realization: The Final Report of the Knapp School Libraries Project (45). In 1945 Phyllis Fenner, librarian at Plandome Road School, Manhasset, New York, stressed the importance of a good staff, individualization, flexible scheduling and efforts by schools to meet the Standards for School Library Programs published in 1945 (1). Yet all too often administrators, teachers and librarians still say "That's a nice idea, but it won't work in our school" for a variety of reasons. Even allowing for the time lag between theory and practice, twenty-five years is a long time to wait. The Knapp Project final report

describes in detail the programs of many of the schools involved and discusses their problems and plans for the future. It is expensive to convert theory into practice overnight, as the Knapp Project did, but the programs of the project schools can be adapted or used as examples.

Central Park Road School. Central Park Road Elementary School in Plainview, New York, was chosen as one school of Phase I, 1963-1965, of the Knapp Project. This phase placed major emphasis on personnel with strong encouragement for the schools to expand the numbers and uses of non-print materials. Virginia Tozier, librarian, gives this reason for flexible scheduling:

A flexible schedule, allowing for free and full use of the instructional materials in the library every day by teachers, classes and individuals is far more effective than random or arbitrary use, and makes the library a real center for learning (46:261).

One of the main goals for pupils at this school was "the encouragement of effective and independent study" (45:45).

In order to reach more children closed circuit TV was used for large group instruction and book talks (46:225). The schedule is a combination of flexible and tight; that is, kindergarten, first and second grades are scheduled into the library every other week; third grades are scheduled every week; and fourth, fifth and sixth grade teachers can sign up for a half-hour period in the morning to bring their class in when necessary (46:244-245). This time can be used for discussion, book talks or lessons on a specific topic at the teacher's request. Other periods

are set aside for individual and small group work on special projects and for grades four through six to return books (46:225). Tozier believes that in the library every activity must have a purpose and that "this valuable space and professional time should never be wasted 'baby sitting' a group, no matter what the reason" (46:261). The program could be adapted to any school with parent volunteers to perform the clerical tasks and with dialog between teachers and librarian.

Casis Elementary School. Casis Elementary School, the University of Texas Demonstration School, was also involved in the Knapp School Libraries Project. Under the direction of Alice McGuire a program of library use has been developed which keeps scheduling at a minimum because it was felt that "the library should be used whenever the need or desire was felt by the children, and that they should be free to come to the library at any time. . . (45:174). Personnel at Casis believe that "effective learning comes in many ways: individually, in small groups, from the teacher and/or librarian in answer to realistic class needs" (29:4582), a philosophy reflected in the structure of library services offered there.

McGuire describes three types of scheduling in use at Casis (29:4582). The first involves large group instruction in library use at each grade level for ten lessons, two classes coming on alternate days for a month, beginning with the sixth grade in fall and ending with the second grade in

early spring. The major drawback to this part of the program is that the second and third grades have to wait so long for general instruction. The second type of scheduling arises from teacher requests for specific lessons at the beginning of a new unit of study or to answer some specific need; it is available throughout the year. The third type of scheduling originates from the librarian and deals with reading guidance and book talks.

In addition to these types of scheduling, which take up about an hour-and-a-half per day, there is a constant arrival of small groups of children from the classroom. Book selection and reference work are felt to be more effective this way (29:4583). With a staff of four the library is able to offer services tailored to needs of students and teachers.

The staff of Casis library conducted a survey of children's attitudes toward the library and activities in the library by asking them to write a composition describing those things they used the library for. Favorable attitudes toward the library were expressed by an increasing number of children from second through sixth grade (45:210). Library activities most frequently listed by all grade levels were: checking materials and books in or out, browsing, talking to friends, receiving help from librarians, using references for study, and reading (45:211). The staff points out that in addition to recognizing the importance of knowing how to use the library, the children enjoy using the library.

The Casis program is not as tightly structured as the Central Park Road program in the sense that Central Park Road sets aside specific periods throughout the day for specific purposes while Casis encourages more independence. Both programs provide for either group or individual instruction, both have a form of book sharing, and both work closely with teachers in preparing the library program.

Shaker Heights Elementary School

Shaker Heights Elementary School in Ohio was not connected with the Knapp project but did receive a Ford foundation grant for a program to teach work-study skills and develop independent study habits, working primarily with students in grades four through six (22:217). It bases its library program on the recognition of expanding volumes of knowledge--the teacher can no longer have all the answers. The emphasis is shifting from teaching to learning, "from text and teacher imparted knowledge to an active seeking by the children" (22:217).

The librarians and teachers have decided that in order to keep the library free from rigid scheduling the first part of the year should be devoted to teaching basic skills to all classes of a grade at one time with teachers using follow-up lessons in their rooms (22:220). This insures that all children are exposed to the library and have some idea of how it works. When they visit later for a specific purpose they are not completely ignorant of how the library is organized and where they should begin looking

for information. The librarians can discover the child's specific need and give any instruction necessary. Mildred Krohn, Coordinator of Libraries, mentions that except for the large group instruction, there are no scheduled periods for grades four through six; teachers permit children to go to the library whenever needs arise logically in the classroom (22:221). There are large blocks of time available in which children can practice skills taught and do individual research (22:220).

Krohn does not say anything about the lower grades (kindergarten through grade three) so it will be assumed that there is some form of scheduling for them. Since the philosophy of the school is to avoid rigid schedules, the program for the lower grades could conceivably be similar to that of Central Park Road School. This would leave large blocks of time unscheduled for the majority of the year.

SUMMARY

Central Park Road School, Casis and Shaker Heights have all discarded rigid schedules; they concentrate on individuals and small groups. The libraries are open all day for use by children and teachers. Casis gives a series of orientation lessons to each grade throughout the year. Central Park Road gives a series of orientation lessons to grades four through six at the beginning of the year and gives a continuous series of lessons to the other grades

throughout the year. Shaker Heights has a program similar to Central Park Road.

All these schools are enthusiastic about flexible scheduling. Their programs can serve as guides to other schools who want to use flexible scheduling.

Chapter 3

A FLEXIBLY SCHEDULED APPROACH

PHILOSOPHY

Anyone who has ever gone to school or held a job has learned three things: (1) any job is easy if one is interested in it; (2) no job is too difficult if it is enjoyable; and (3) if one can see purpose in the job at hand it is easy to do that job well. One of the problems with which this thesis is concerned is how to make library experiences interesting, enjoyable and purposeful. The way in which the author hopes to accomplish this is through flexibly scheduled use of the library, even though the facility and personnel at Terminal Park are inadequate in size and number.

The first hypothesis on which this thesis is built is that the best way to learn to use the library is through use of the library whenever its resources are needed. A child can be taught about the card catalog and how to use it, but he will not fully comprehend its value until he needs to find something of interest to him and must use the card catalog to locate it.

The second hypothesis of this thesis is that voluntary attendance in the library is more effective than compulsory attendance. As was discovered at the flexibly administered schools discussed previously, discipline

problems disappeared in the library. Children were there because they wanted or needed materials; there was a reason for their presence that was meaningful to them. As Fenner says, "After all, coming to the library is a privilege, and no one is forced to come" (13:23).

No child should have to give up recess time in order to exchange library books or materials simply because his class will not be scheduled into the library for three more days and he has already finished his books. He should be free to exchange materials and books any time he needs to. This means that the library should be accessible to him throughout the school day every day of the school week. A child who can choose books and materials quickly should not have to wait for the slow child who needs more time and who, in turn, should not be rushed in making his selection. Thus a third hypothesis develops: each child should receive the attention and help he needs when the need arises. This is equally true of small groups of children working on the same topic. Therefore, individuals and small groups will learn to use the library by using it when the need arises and for as long or short a period as they need.

Although all libraries share common characteristics, each is different in arrangement, speciality, purpose, and, to some extent, philosophy. The author believes that the most important thing for children to recognize is that the library is an interesting and rewarding place to visit.

If a good attitude toward "the library" can be established early, there will be no problems in getting the children to visit the library voluntarily, even when they are no longer in school.

The author believes that there are really very few skills that must be taught to every child. The only two the author sees as essential are: (1) how to use the card catalog; and (2) to feel free to ask the librarian for help. All other skills can be taught as needed and need not be taught to each child according to an artificial schedule. Card catalogs and librarians are available at all libraries; from these two any information needed can be found easily and quickly.

PROGRAM OUTLINE

The program for flexibly scheduled use of the library at Terminal Park Elementary School is composed of two stages. Stage one is designed to acquaint all children in the school with the library and librarian. It involves a series of four orientation lessons for each grade, kindergarten through grade six. Stage two is designed to provide maximum time for individual and small group use of library resources. The only regularly scheduled time is the two half-hour periods daily for storytelling and book talks.

The program will be similar to that at Casis in that teachers may request the librarian to present a lesson

on a specific topic when she feels it necessary for the class. It will be similar to the program at Central Park Road in that independent study skills will be emphasized. It will be similar to the program at Shaker Heights in that the only regularly scheduled class periods will be for orientation and the beginning of the year.

STAGE ONE

Stage one will take four weeks for completion. During this time there will be scheduled classes but no storytelling or book talk periods. Each class will be given a series of four lessons at the rate of one lesson scheduled for each of four consecutive weeks. There are fourteen classes in the school; at the rate of three or four classes per day there will be approximately three hours per day of scheduled time and one complete day left over. The unscheduled time will be used as book checkout time for those classes which have received the first lesson describing the procedure for checking out books. (See Appendix A).

Since the first lesson does not include care and use of audio-visual equipment and materials, children will not be permitted to check out those items. They will be permitted to check out and use materials and equipment after their class has been instructed in proper use and care of those items. This will insure that every child has his memory refreshed, just in case he has forgotten over the summer.

Teachers will be encouraged to remain with their classes for the first series of lessons. In this way they will also know what material and books are available for use and will be able to encourage children to make use of various materials and books in fulfilling class assignments. In addition, teachers will be able to use the time for browsing to determine what is available for their use. Teachers as well as children need to know what resources are kept in the library. An opportunity for the teachers to browse while their class is being oriented to the basic resources is an excellent way to discover what books and materials may be of special use to them.

The objectives of the first series of lessons are listed below.

Kindergarten. Children will be able to:

Demonstrate proper behavior by entering and leaving the library quietly.

Demonstrate proper behavior in the library by talking quietly.

Describe how to get from the library to their room.

Locate the easy (picture) book section of the library.

Describe and illustrate the proper way to handle books.

Describe how they can check out books to take back to the room.

First grade. Children will be able to:

Demonstrate all previous work plus:

Illustrate the proper way to check out books.

Criticize stories after listening to them.

Demonstrate the proper use of shelf markers.

Choose books they like.

Second grade. Children will be able to:

Demonstrate all previous work plus:

Locate filmstrips, records, cassettes, pictures, record player, headphones, cassette player, filmstrip viewers.

Demonstrate the procedure for viewing a filmstrip.

Demonstrate the procedure for listening to a record or cassette.

Third and fourth grades. Children will be able to:

Demonstrate all previous work plus:

Locate the sections of the library: easy, fiction, non-fiction, reference, biography.

Describe the arrangement and use of the card catalog.

Differentiate between fiction and non-fiction.

Fifth and sixth grades. Children will be able to:

Demonstrate all previous work plus:

Describe the procedures for finding a book or materials when only the

- (1) author's name is known
- (2) title is known
- (3) subject is known

Outline of the Series of Four Lessons

Kindergarten. The series of lessons for kindergarten children is intended to acquaint them with the library and the librarian and to accustom them to using the library. The author believes in the importance of bringing children to the

library as soon as possible in order to acquaint them with books and stories and to help create a desire to go to the library freely.

The following concepts will be introduced to kindergarten children: how to get to and from the library; a library book is different from their own books; there are many ways to take good care of books; good manners are as important in the library as in the classroom; books can be checked out of the library and taken to the room; and, there are times during the week when they can go to the library for a story.

These concepts are very general because even the idea of attending school is new to these children. Library procedures will be kept as simple as possible in order to encourage them to come to the library.

First grade. In the initial series of lessons, first graders will review the kindergarten concepts and will be taught two new concepts. The lessons are being kept simple to promote the idea that the library is interesting and not difficult to use. One of the two new concepts to be taught to first graders as a group is the proper way to remove books from shelves and replace them on the shelves. The second new concept is the proper way to check books in their own names. The children should have learned how to print their first names in kindergarten. With the help of the teacher and the librarian they will learn how to sign the cards in library books.

Second grade. Beginning with a review of concepts learned in previous years second graders will also be introduced to some basic book selection techniques as a group. They have had a year of experience in checking out their own books; that will be the basis for discussing different things to look for when selecting a book. In addition, they will be taught the basics of using audio-visual equipment and materials in order that they and their teachers all know the children can use the materials and equipment when they come to the library as individuals and small groups later.

Third and fourth grades. These grades are grouped together for library skills lessons because in the initial series of lessons there is no difference in the skills taught. They will review the concepts of the previous years, especially regarding audio-visual equipment and materials and techniques of book selection. In addition they will be introduced to and work with the card catalog and the reference section of the library. These skills will be discussed in detail later with individuals when they use the library for specific purposes.

Fifth and sixth grades. These grades are grouped for the same reason as the third and fourth--there is very little difference in the concepts to be taught. The children will review the concepts of the previous years and

will be introduced to the reference section in greater detail, and they will work more with the card catalog.

Because these series of lessons are contrived and artificial the concepts taught are kept very general. When the children need to use the books or materials the librarian will be available to help each individual. The purpose of the series of lessons is to show the children and teachers what is available and the general way in which it can be used.

Detail of Four Lesson Series for Kindergarten

The choice of kindergarten as an example of the four lesson series rests on the fact that in Auburn this grade is often only peripherally involved with the library. Lack of time is given as the justifiable excuse. As the schedule now operates few schools have the time to fit the kindergarten into the already crowded schedule. Because of the author's feelings about getting children into the library as soon as possible it was decided to use kindergarten as an example. Lessons for the other grades will be structured in much the same way. Refer to the appendix for outlines of the other lessons.

Lesson 1 Behavior in the library

Behavioral Objective: Children will demonstrate proper behavior by entering and leaving the library quietly.

Procedure: Discuss the correct way to enter and leave the library and why it is important to be quiet in the library. Demonstrate proper and improper behavior.

Story: 1, 2, 3 To the Zoo

Lesson 2 Care of books

Behavioral Objective: Children will be able to describe three ways to take care of books.

Procedure: Demonstrate the proper way to handle a book, explaining what is done. Show children two books, one in good condition, one wrecked. Explain what happened to the wrecked one.

Story: Andy and the Lion

Lesson 3 Location of books; shelf markers

Behavioral Objectives: Children will be able to locate the easy book section and describe the function of shelf markers.

Procedure: Each book in the library has a special place on the shelf when it is not being used. Show where the easy books are--show where the two we have read are placed. Most of the books they will enjoy are on these shelves.

Demonstrate the use of a shelf marker. Find a story to read them, replacing the book when finished.

Story: Blueberries for Sal

Lesson 4 Book selection

Behavioral Objective: Children will demonstrate proper use of shelf markers, proper care of books and good library manners.

Procedure: Review of other lessons. Teacher, kindergarten aide and librarian will help the children find books they like. These may be checked out in the teacher's name and taken back to the room.

STAGE TWO

The second stage of the program will be similar to the program at Casis in that the library will be used chiefly by small groups and individuals with large group presentations available on a particular topic at the teacher's request. The children will have learned already

that the librarian is available to answer questions and grades three through six will have been introduced to the card catalog; all students will know how to check out books; most will know how to handle and check out equipment and materials; everyone will know where the library is. Both teachers and children will have been introduced to the library and the programs to be used.

Twice a day there will be a half-hour reserved for the specific purpose of storytelling and book talks. The Monday and Wednesday sections will be devoted to stories for grades kindergarten through three, although anyone interested in hearing a story will be welcomed. The same stories will be told at each of the four sessions. There are several reasons for having four sessions at which the same stories will be told. The major reason is that there are two sections of kindergarten, one in the morning and one in the afternoon. Other factors to be considered are the needs of individuals. It is highly unlikely, for instance, that every child in a class would want to hear a story at the same time. With four opportunities during the week each child has four choices of times to go. Also, the teacher may be working with a group of children when storytime rolls around. Since she knows they will have other opportunities to hear a story she may elect to continue working with one group while another group decides to go to the library. The final decision will be left up to the individual child.

The Tuesday and Friday sessions will be devoted to book talks with grades four through six. At these times the librarian will be able to describe books and materials of possible interest to these children. Depending on what the children prefer, these sessions could develop in many different ways. Instead of presentations by the librarian, some students may wish to discuss books they have found to be of special interest; the librarian might use any of the sessions to read a book, chapter by chapter; there might be round table discussions of books several children have read; it could become a special interest time, taking up study of a particular type of literature and following it through various forms. There is no limit to the ways this part of the program can develop.

For the remainder of the time during the day, individuals and small groups will be in the library for many reasons: work with reference books; book check out; reading; viewing filmstrips; listening to records or tapes; using models and kits; or selecting materials for classroom use. Some children may even come in just to browse.

Teachers will be able to sign up for a particular block of time should they find it necessary to bring an entire class to the library for a lesson on a specific topic or for reference work. For the periods requested by a teacher, other teachers will be requested to send no children to the library. The reason for this is that the library has seating capacity for only 35. At Terminal Park that is

the average class size. It would be difficult at best for even one group of four children to be able to find a place to work or references to work with. Therefore, scheduled periods for an entire class will be kept to a minimum in order to promote individual and small group work.

The major goal for this part of the program will be to encourage independent study and exploration of areas of special interest. An individual who has the freedom to use the library when he wants will be able to pursue any field of interest to him, even if it is not directly prescribed by the curriculum.

When individuals and small groups use the library for either self-chosen or teacher-directed research or book selection the librarian will have an excellent opportunity to discover each child's needs and interests. This is the time to help students by answering questions and helping with general directions. Some children will need to be led step by step through the process of locating a book or material in the card catalog and finding it on the shelf. Some children will not comprehend the use or value of an index until they are shown how to use one to locate information they want. It is very difficult to use some encyclopedias (New Book of Knowledge, Our Wonderful World) without using the index. Yet it is of little value to teach a lesson about either of these encyclopedias to a class of 35 when only two or three in the class have need of that information immediately. It is better to wait until

the class will be using reference books for reports to teach that specific lesson. Children are more interested in learning something if there is a purpose in learning (20:84). It is easy to learn to use the index by using the index. In the process of obtaining needed information the child has acquired a reference skill.

One of the values of this program is that each child who enters the library will have a definite purpose. Should that purpose turn out to be disrupting to other children at their work, the offending child can be hustled back to his class. When he decides to perform his assigned task, checking out a book or materials or otherwise behaving properly, he will be welcomed back to the library. Children who wish to work, read, view or listen quietly will know that the library is one place where they will not be bothered by noise-makers. Nor will the librarian need to spend much time as a disciplinarian. The rules for conduct in the library will be few and simple: if you must talk, talk quietly so as not to disturb others; when you are finished with books, materials or equipment, put them back where they belong; be engaged in some purposeful activity. Violations of these few rules will result in a short conference with the child who will determine whether he is to remain in the library and follow the rules or return to his classroom.

Azile Wofford, Associate Professor, Department of Library Science, University of Kentucky, has said that reading guidance is extremely important in a school library,

"indeed, much of what the librarian does is aimed at stimulating in pupils the desire to read and to find books that are right for them" (48:153). Because of her wide knowledge of the library collection the librarian is ideally situated to help every child from the eager reader to the reluctant reader find just the right book. Each child is different from all others; the librarian needs opportunities to talk with individuals to determine their interests and abilities in order to suggest specific books or authors having appeal for a particular type of reader. The librarian is able to introduce children to different subjects and writing styles, leading to critical evaluation of literature as well as to widened reading horizons. If the librarian can help a child find an enjoyable book she has probably helped start a habit of regular use which will benefit the child throughout life (11:30; 3:46).

When a child comes into the library to find a book to check out he should have all the time he needs. He should be able to browse among the stacks at random, use the card catalog or ask the librarian to suggest a particular area to browse. If a child is going to take the time to read a book he should have an opportunity to carefully select that book. In schools where the children go to the library once a week for a specified amount of time there is often as little as twelve minutes to find a book (1:4). No doubt there are some children for whom this amount of time is sufficient,

sometimes. People are flexible; the library should be as flexible as the people it serves.

Both Srygley (40:474) and Fenner (13:29) emphasize that helping teachers is one of the best ways to promote their involvement with the library, leading to increased use of the library by teachers and children. Finding the proper materials and books for a teacher when she needs them is essential to a good relationship between librarian and teacher. With a flexible schedule the librarian has more freedom to collect materials and books or prepare a bibliography since her unscheduled time is not primarily devoted to preparing lessons for the next series of classes. The librarian can quickly and efficiently collect the requested information.

The flexible schedule outlined here provides many opportunities for more and better services for teachers and children and leads to effective use of the library resources and librarian's training.

Chapter 4

VARIABLES AFFECTING IMPLEMENTATION

New programs inevitably are faced with variables which affect their implementation. Most of these can be easily dealt with. District policy, building personnel, aides, the facility and teacher-librarian cooperation are the five variables having the most effect on this plan.

District Policy

District policy in Auburn, as negotiated by the Auburn Education Association and the Auburn School Board, calls for a forty-minute free period once a week for each teacher in grades three through six; the class is to be in the sole charge of the librarian for that time. This, of course, plays havoc with any plan proposing flexible scheduling of the library.

However, there is now in Auburn one school, South Auburn, which has no scheduled classes in the library. Another school, Evergreen Heights, is opening in the fall of 1970 with much the same program as South Auburn. Both schools use the open area-team teaching approach with all classes of a grade in the same room. These schools provide a precedent on which to apply for a waiver of the forty-minute period. Dr. Art Hoisington, Director of Instructional Materials, has assured the author that there is a possibility for successful negotiation of the waiver.

Building Personnel

Building personnel have been willing to discuss the plan for flexible scheduling during the past year. With one exception they have expressed an interest in the plan and a willingness to give it a chance. It is interesting to note that the one person who has expressed absolute opposition to the plan is the one who generally utilizes small groups and continually sends small groups to the library for reference work. Perhaps it will not be too great a step for him to give up his free period once a week for the freedom to send small groups to the library with the knowledge that the librarian will be able to help them more than is possible when she is also responsible for an entire class. The principal and two teachers will be new to the building; as yet there is no indication as to their feelings regarding flexibly scheduled library use. It is hoped that they will be willing to try to work with the program.

Aides

Teacher aides, virtually essential in a library with flexible scheduling and one librarian, are not available at Terminal Park due to lack of funds. District administrators had considered hiring half-time aides for the libraries, but other items had priority in budget plans. However, parents are willing to volunteer half a day once or twice a week. While they are not as reliable as paid aides, they do help considerably and so far have been fairly regular in attendance. It is expected that participation in the

volunteer program for the 1970-1971 school year will be sufficient to meet the needs of the library program.

There is also some help available after school from high school students working on Girl Scout merit badges. These girls have proven to be regular in attendance and are fine, reliable workers. In addition, elementary children are willing to volunteer to help in the library. After training they are competent to take charge of many routine jobs. With the combination of parents, high school girls and elementary children, the flexibly scheduled library program has a good chance to succeed.

Facility

The library at Terminal Park is housed in a former kindergarten room, complete with two lavatories and an entire wall of windows. Equipment consists of four filmstrip viewers, one filmstrip projector, one record player, one cassette player and a jackbox with eight headphones. Materials consist of over four hundred filmstrips, fifty cassette tapes, three hundred record albums, twenty sets of pictures, two models and twelve science kits. There are seven thousand volumes in use, including twelve encyclopedia sets. Shelving and storage space are inadequate for these items.

The maximum seating capacity of the library is 44-- six tables of six children each plus an additional eight at the viewing and reference tables. This is actually too large a number of children in the library because the size of the six tables (5' x 2 $\frac{1}{2}$ ') is not sufficient to allow work space

for the six children sitting at them. With four children at the six tables plus eight in the other areas there is ample room for each child to work. So the maximum number of children who can work efficiently in the library at one time is actually 32. (Refer to the diagram in the appendix).

Teacher-Librarian Cooperation

Cooperation between the teachers and the librarian at Terminal Park has been generally good. One of the main problems is the reluctance of the teachers to request the librarian to collect materials or prepare bibliographies. The author believes this to be due to the teachers' knowledge of the schedule followed last year. (Refer to the appendix). Since they were aware of the limited free time available to the librarian they chose to collect materials and books themselves after school or while their classes were scheduled into the library. Many commented that they did not think the librarian had enough time to do this for them. It is hoped that with flexible scheduling they will begin to request this type of help; and the librarian will encourage them to do so. In this way the teachers themselves will benefit directly from the program through making use of the librarian's training and knowledge of the collection. Teachers will also be encouraged to visit the library to see the new materials and displays and to talk with the librarian. With two-way communication the library will be profitable to teachers, children and librarian.

Chapter 5

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this thesis was to present a library program with emphasis on individual and small group use of the library for independent study; to maximize frequent use of the library resources by teachers and students; and to make library experiences practical, interesting and enjoyable for the children. In order to do this, a plan for flexibly scheduled use of the library was proposed.

Review of the literature. The review of the literature revealed widespread enthusiasm among librarians for programs involving flexibly scheduled use of the library. Flexible scheduling has been advocated since at least 1945 when Phyllis Fenner suggested it as part of the upgrading of school libraries to meet the National Standards for School Library Programs published in that year. The Knapp School Libraries Project (1963-1967) set up demonstration schools, funding them so they could reach the standards for excellence as described in the 1960 Standards for School Library Programs. Visitors to the demonstration schools and those involved in the programs were quite impressed with the way the programs and the libraries were being used by all those in the schools.

A flexibly scheduled approach. In the plan for flexibly scheduled use of the Terminal Park library the author described a feasible program for the school, explaining the cooperative roles of teachers, children and librarian. The program was described as having two stages. The first stage consists of a series of four scheduled orientation lessons for each class. This series of lessons was described with lists of objectives and goals for each, with specific lesson plans for kindergarten as an example of the makeup of the lessons. The second stage consists of large blocks of time left completely free of any schedules in order to provide time and space for individuals and small groups to use the library for independent study--one of the main goals of this stage. Storytelling and book talk times are regularly scheduled; occasional use of the library by entire classes may be arranged.

Variables affecting implementation. As detailed in Chapter 4, the author's approach allows for several obstacles to the plan. Those dealt with are district policy, building personnel, aides, the facility and teacher-librarian cooperation.

Working with the facilities and personnel known to be available for the 1970-1971 school year this thesis has described a feasible plan for flexibly scheduled use of the Terminal Park Library which enables that library to provide maximum effective use by teachers and children.

Recommendations

This study is theoretical in nature, presenting a program based on both theory and actual use of flexible scheduling. However, there is no statistical data to support the theory that flexible scheduling is a good way to effectively and efficiently use library resources. There is, therefore, a need for an experimental study or studies to determine whether, in fact, children, teachers and librarians do benefit significantly from a flexibly scheduled library program.

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APPENDIX A
PROPOSED SCHEDULE FOR STAGE ONE

APPENDIX A

PROPOSED SCHEDULE FOR STAGE ONE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-					
9:00-					
10:00-	Sixth	Fourth	Second	Kinder- garten	
11:00-	Sixth	Fourth	Third	First	First
12:00-					
1:00-		Third	Second	Kinder- garten	
	Fifth				
2:00-					
	Fifth				
3:00-					
4:00-					

APPENDIX B
OUTLINE OF LESSONS

APPENDIX B

OUTLINE OF LESSONS

First Grade

First Week. Children will demonstrate correct behavior in the library and list three ways to take care of books.

Procedure: Discussion of library manners.
Demonstration of the proper care of books.

Story

Second Week. Children will demonstrate correct use of shelf markers and correct procedure for checking out books.

Procedure: Demonstrate use of shelf markers, explaining the importance of using them. Show children how to sign cards.
Check out one book each - teacher, librarian and student assistants will help where necessary.

Story

Third Week. Children will describe two criteria for choosing a book to check out.

Procedure: Discuss how to choose a book; use examples.
Check out books - one for each they brought back.

Fourth Week.

Review of previous material.
Explanation of procedure for remainder of year.

Second Grade

First Week. Children will demonstrate correct behavior in the library and list three ways to take care of books.

Procedure: Discussion of library manners and care of books. Demonstrate proper care of books with examples.

Story

Second Week. Children will demonstrate correct use of shelf markers, proper way to check out books and list two criteria for choosing a book.

Procedure: Demonstrate use of shelf marker, explaining its importance. Show children how to check out a book. Discuss what to look for when choosing a book.
Check out one book each - teacher, librarian and student assistants will help where necessary.

Third Week. Children will describe how to handle filmstrips and records.

Procedure: Describe and demonstrate how to handle filmstrips and records, explain why it is important to handle them carefully.

Story

Fourth Week. Children will describe how to use filmstrip viewers, record player and headphones.

Procedure: Review care of filmstrips and records. Demonstrate how to use viewers, record player and headphones. Divide the class into small groups for closer observation and practice.
Explain procedure for remainder of year.

Third and Fourth Grades

First Week. Children will demonstrate correct behavior in the library, list two ways to take care of books, and list two criteria for choosing a book.

Procedure: Discuss and demonstrate care of books and library manners. Discuss methods of book selection, use examples. Show how to check out a book. Describe some of the new books.

Second Week. Children will demonstrate proper care of materials and equipment.

Procedure: Discuss and demonstrate care and use of materials and equipment. Divide class into groups - teacher, librarian or student assistants work with each group. Practice using the materials and equipment.

Third Week. Children will describe the arrangement of the card catalog and will use it to locate books and/or materials.

Procedure: Describe the general arrangement of the library. Describe the arrangement of the card catalog and the location of the call number on each card.

Give each team of two children a slip of paper with an author's name and a title on it. Must find the book or material using the card catalog to get the call number.

Fourth Week. Children will list two books other than encyclopedias that are in the reference section.

Procedure: Describe the purpose of the reference section. Discuss briefly the Biographical Dictionary, atlases, World Almanac, and Junior Book of Authors.

Explain the procedure for the remainder of the year.

Fifth and Sixth Grades

First Week. Children will demonstrate correct behavior in the library, list two ways to take care of books and list two criteria for choosing a book.

Procedure: Discuss and demonstrate proper care of books and library manners. Describe how to choose a book - use examples. Show how to check out a book.

Describe some of the new books.

Second Week. Children will demonstrate proper use and care of equipment and materials.

Procedure: Discuss and demonstrate proper use and care of materials and equipment. Divide class into groups - teacher, librarian or student assistants with each group. Practice using equipment and materials.

Third Week. Children will describe the arrangement of the card catalog and will use the catalog to locate books and/or materials.

Procedure: Describe the general arrangement of the library and the card catalog.

Explain that it is possible to find books or materials if any of these are known: author, title or subject. Demonstrate.

Give each team of two children a slip of paper with either author or title or subject and author written on it. Find the material or book on the shelf.

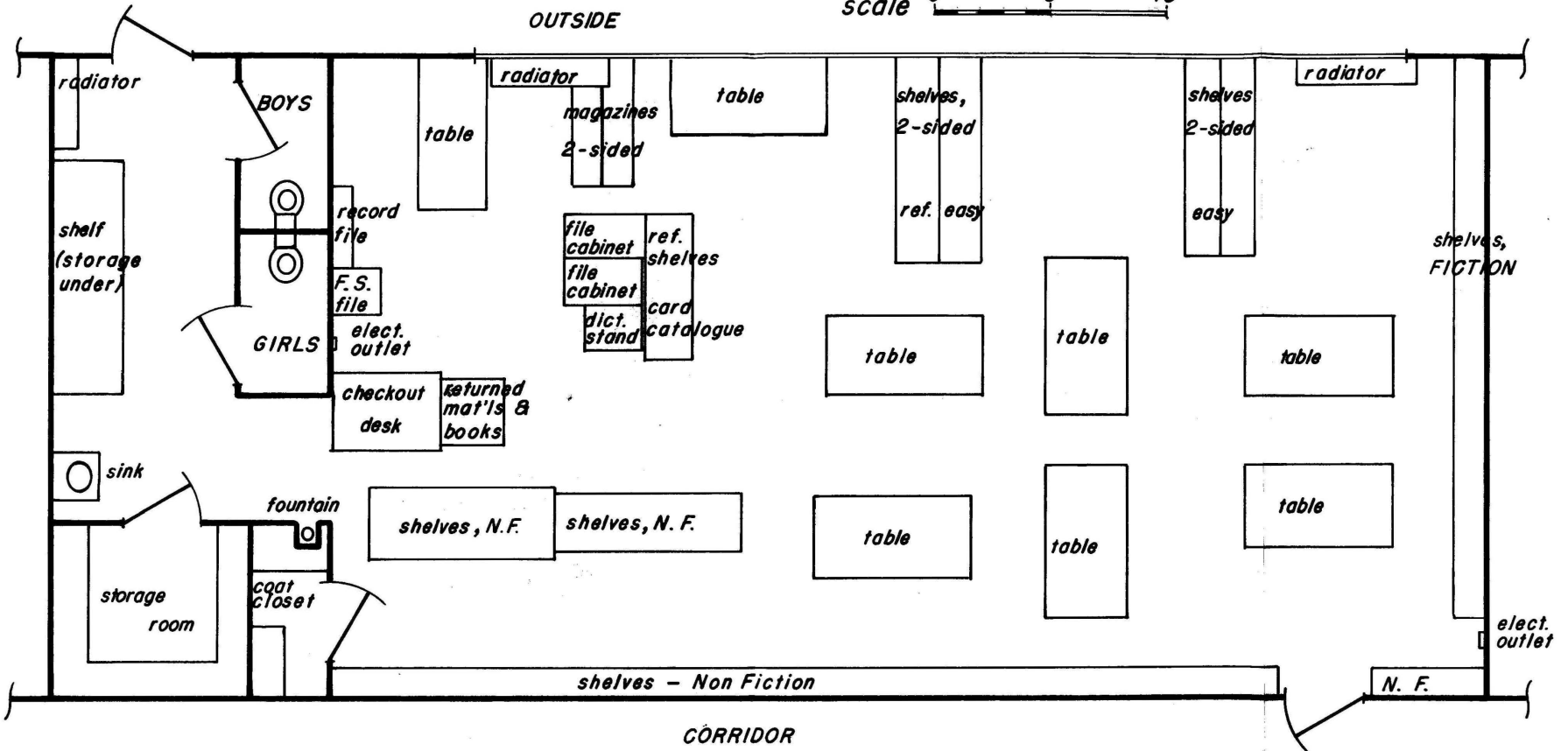
Fourth Week. Children will describe the purpose of the reference section and name two books other than encyclopedias that are in it.

Procedure: Describe the purpose and location of the reference section. Discuss the types of books available and describe the following: Biographical Dictionary, Geographical Dictionary, atlases, World Almanac, Junior Book of Authors, and the encyclopedias. Give each child a sheet of paper with questions; when they turn in the sheet to the librarian with all questions answered correctly they will get a reward. May turn in the sheet anytime during the year.

APPENDIX C
DIAGRAM OF THE LIBRARY

APPENDIX C —
 DIAGRAM OF THE LIBRARY

scale 0' 5' 10'



APPENDIX D
SCHEDULE OF CLASSES - 1969 - 1970

SCHEDULE OF CLASSES - 1969 - 1970

	Monday	Tuesday	Wednesday	Friday
8:30-	OPEN FOR STUDENT USE BEFORE SCHOOL - 8:35 to 8:55			
9:00-		3rd grade	string instrument class	
10:00-	4th grade			
	recess		recess	1st grade
11:00-	1st grade	2nd grade	1st grade	2nd grade
12:00-	LIBRARIAN'S LUNCH PERIOD			
1:00-	LUNCH RECESS	LUNCH RECESS	LUNCH RECESS	LUNCH RECESS
	6th grade	6th grade	2nd grade	6th grade
			5th grade	
2:00-	5th grade	4th grade	music	3rd grade
	RECESS	RECESS	RECESS	RECESS
3:00-	5th grade	5th grade	3rd grade	4th grade
4:00-	OPEN FOR STUDENT USE AFTER SCHOOL - 3:20 to 4:00			

Crosshatching indicates periods when library is open for student use.

NOTES

The librarian is on duty during lunch recess.

The library is closed for the morning and afternoon recess.

The librarians meet every Thursday this year to catalog all Audio-visual materials for each school.

APPENDIX E
SCHEDULE FOR STAGE TWO

APPENDIX E
 SCHEDULE FOR STAGE TWO

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-					
9:00-					
10:00-		4-6			
11:00-	K-3		K-3		
12:00-					4-6
1:00-					
2:00-	K-3		K-3		
3:00-		4-6			4-6
4:00-					