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ENRICHMENT AND REORGANIZATION OF  
THE KELLOGG SCHOOL LIBRARY

A Thesis Submitted to the Department of Education of Marshall  
University in Partial Fulfillment of the Requirements  
for the Degree of Master of Arts

By

Kenneth Adkins

Marshall University

January, 1964

THIS THESIS WAS ACCEPTED ON

January 8 1964  
Month Day Year

as meeting the research requirement for the master's degree.

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## CHAPTER I

### THE PROBLEM AND EXPLANATION OF MATERIALS NEEDED

For several decades it had been recognized that the American school had been changing from a classical school with a select student body and a narrow curriculum, into a large public school with varying abilities, interests and offerings. It had been recognized that the need for children's literature had become more acute than ever before.

Kellogg School, in structuring and carrying out a long-range plan for a better education for boys and girls, had established a philosophy of teaching and learning and had set out general and specific goals (Appendix A and B). In order that the teaching and learning be congenial with the philosophy, and that the objectives be met, it was necessary that the plan of organization be evaluated and ultimately changed. The Kellogg School was using a curriculum and an organization of continuous progress in an attempt to provide children with the experiences necessary for the education of the whole child.

Included in this continuous progress plan was an outline on the basis of the philosophies and beliefs of

the staff; upon past experiences in the field of curriculum organization; upon observation of other programs throughout the state and nation; and upon the particular type program that more nearly satisfies the characteristics of the children, the community, and the physical plant (Appendix B).

During the school year 1962-1963 Kellogg School had thirteen teachers with an enrollment of four hundred pupils in grades one through six. The location of the school was in that part of Wayne County within the city limits of Huntington, West Virginia, with much of the enrollment of the school being from the suburban area.

The individual members of the Kellogg School faculty set forth a list of philosophies, goals, and objectives desirable to be reached at each instructional level. Also in use at Kellogg School was a continuous progress plan of organization which the faculty felt would better meet the individual differences of the children of Kellogg School. With these two points in mind the faculty felt a need to study and evaluate the currently available reading materials. The problem of finding (1) what materials were needed and (2) the proper plan for making these materials available became a necessity (Appendix B).

## I. THE PROBLEM

Statement of the problem. The problem in this study was (1) to determine the adequacy of the contents of all reading materials of Kellogg School; (2) to make the best use of the physical facilities in the Kellogg School plant in implementing the most practical method of availing this material to the pupils, teachers, and parents; and (3) to provide enrichment where needed to more adequately meet the individual needs of the pupils, teachers, and parents of Kellogg School in a newly reorganized curriculum design.

Importance of the study. A knowledge of children offered considerable evidence that they needed a rich, well-balanced group of reading materials in order to be adequately helped and satisfied. Since Kellogg School had, for years, been buying books at random, instead of using any kind of scientific information in the selection, a probable guess would be that much material was needed. However, anticipatory action went further than this. Comparisons between the available material and the material needed to meet the demands of the children in a newly reorganized program were made. The needed materials were found to be lacking. Books were found to be no substitute

for living, but they added immeasurably to its richness. For many years books had been a source of information, comfort, and pleasure for people who knew how to use them. This was particularly true for children.

In the last few years, writers, artists and editors had joined forces to make juvenile books so varied in content and so beautiful to look at that adults as well as children enjoyed them. The annual output of these books was tremendous. These books, like those for adults, ranged from the unreliable and trashy to the accurate and permanently significant. If the best books for children were to be found, standards for judging them had become a necessity. The faculty decided to keep two facts in mind: (1) a book was a good book for children only when they enjoyed it; (2) a book was a poor book for children, even when adults rated it as a classic, if children were unable to read it or were bored by its content. In short, the virtues and limitations of hundreds of books were known in many fields. The interests and needs of these children must be known in the selection of these books.

## II. LIMITATIONS OF THE STUDY

This study was limited to Kellogg School with the size of school, the physical plant, the social-economic

background, interests and ability of the student kept in mind at all times. Kellogg School was using a continuous program plan of curriculum organization which provided for each child to progress at his own rate of speed. It was necessary to choose those materials that would best provide fluency in this progress.

The faculty of thirteen teachers was a prime source of information pertinent to this particular study. The literature currently available in the Marshall University Library proved most helpful. The State Department of Education, the faculty of Marshall University and the State Library Consultant were valuable resources of help.

The physical plant of Kellogg School did not readily lend itself to centrally located area to be used for centralizing reading materials; therefore, it was necessary to choose the best possible area available to be used as a library.

### III. DEFINITION OF TERMS USED

Basic needs. Basic needs as they were referred to in this study indicate that children seek to maintain themselves in a state of equilibrium. That which was required to restore the equilibrium was referred to as a basic need. Among the basic needs were food, sex, shelter,

protection, growth, and social recognition.

Centralized library. The centralization of a library involved three elements--staff, room and materials. This term as it was referred to in this study was a central collection of reading materials organized for service in the most effective manner possible.

Stacks. Stacks were here considered a distinct building unit of library storage space of one or more tiers.

Reading corner. In this study this corner was not to be thought of as complete in itself, but rather an area which offers the proper reading atmosphere in each individual room through the combined planning of the teacher, pupil and librarian.

Regional stories. In this study a regional story showed present-day way of life in a certain region--how people lived in that area and why.

#### IV. ORGANIZATION OF THE REMAINDER OF THE THESIS

Since this study was involved with selection of reading materials for Kellogg School Library as well as

organizing the materials in such manner to make them most accessible to the students, it became necessary to develop the study in two parts. The selection of materials was made after a series of faculty meetings at which time the currently available materials were analyzed to determine their validity in meeting the needs of all our pupils. Lists of books recommended by reputable authorities of children's literature were reviewed by the faculty to find those books needed to furnish the enrichment necessary for the library.

Various types of library organization were studied by the faculty as a group in determining the type organization that best meets all the needs of the total school.

## CHAPTER II

### REVIEW OF THE LITERATURE

Much had been written in regard to criteria for choosing books that met the interest and needs of children; but only a brief summary of work, pertinent to the structure and philosophy of Kellogg School in carrying out the general and specific goals of its faculty was included in this study.

Certain basic needs of children were common. Children's needs were at first intensely and narrowly personal, but as they matured, they broaden and become more generally socialized. He seeks to maintain himself in a state of equilibrium. That which was required to restore the equilibrium was a basic need which children are constantly searching for.<sup>1</sup> Finding this balance was no easy task, but books were a great help.<sup>2</sup>

The faculty of Kellogg School, having analyzed pupil needs most thoroughly, needed to find some method of

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<sup>1</sup>B. O. Smith, W. O. Staley, and Harlan Shores, Fundamentals of Curriculum Development, University of Illinois (New York: World Book Company, 1957), p. 112.

<sup>2</sup>May Arbuthnot, Children and Books (Chicago: Scott Foresman and Company, 1957), pp. 15-16.



selecting the right books for their situation. From the faculty's knowledge of child needs there was evidence that the first consideration in selecting books for a special child or group of children was the children themselves. The needs of each child are determined in part by his background and attitudes, his abilities and his interests. Decisions were not immediately altered by a child's immediate interests; however, because these were often too narrow. Adults kept children exploring both the best of the old books and the most promising of the new. Since new titles were so numerous, a few general guideposts and specific criteria to help the faculty choose wisely were used.<sup>3</sup>

The base of the educational program at Kellogg School was the developmental reading program published by Scott Foresman and Company. The Kellogg School staff had much confidence in this program since it had quite adequately met the reading needs of the pupils. Consultant help from this company had been obtained and a more adequate program was a result of this help. On the basis of this, security was felt in taking some advice from the reading specialists who represented this company.

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<sup>3</sup>Ibid.

## I. CRITERIA FOR CHOOSING BOOKS

Arbuthnot, in Children and Books, gave some guideposts for choosing books for children.<sup>4</sup> Certainly children needed books to widen their horizons, deepen their understandings, and give them sounder social insights. They also needed books that ministered to their merriment or deepened their appreciation of beauty. They needed heroism, fantasy, and down-to-earth realism. They needed books that, in the course of a good story, helped to develop clear standards of right and wrong. Finally, good children's books possessed those qualities of good writing that distinguished literature for any age or group of people. These things were considered in choosing books.

### I. Written Content.

#### A. Story books.

1. A strong theme.
2. A vigorous plot.
3. Significant character.
4. Style to which children can respond.

#### B. Biography.

1. True to fact.
2. Heroic in stature.

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<sup>4</sup>Ibid., p. 16.

- C. Books of information.
  - 1. Scrupulous accuracy.
  - 2. Style.
  - 3. Lively and reliable.
- D. Poetry.
  - 1. Melody of movement.
  - 2. Important words.
  - 3. Appropriate rhymes.

## II. Illustrations.

- A. Literal.
- B. Good captions.
- C. Lively and colorful.

## III. Physical Aspects of a Book.

- A. Cloth bound and sturdy.
- B. Firm stitching.
- C. Size.
- D. Size of type and spacing.<sup>5</sup>

There was a need for knowledge of the activities, interests, organizations, institutions, and distinctive characteristics of the school community life, to give understanding of channels through which demands for books were stimulated or developed.<sup>6</sup>

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<sup>5</sup>Ibid., pp. 32-33.

<sup>6</sup>Rheta A. Clark, Elementary and Secondary School Libraries (Connecticut: Connecticut State Department of Education, 1962), p. 215.

A balanced reading diet of many types and kinds of literature was provided, to the end that children had broad and deep experiences in reading the best that children's literature had to offer. Literature, as an enjoyable experience, called for a neat balance in the kinds of content provided.

A minimum book collection for an elementary school library having seven or more classrooms was two thousand five hundred carefully selected volumes. These were to be pertinent to the curriculum and meet the reading interests and abilities of the pupils.<sup>7</sup>

Choosing children's books for Kellogg School Library presented some special problems. In general, schools need substantial collections of reference books, well selected and up to date. There was a need to teach children to use these information books from the primary grades on. The problem was to find a cross section of the varied types of children's books available--factual books of all kinds, poetry, biography, historical fiction, fairy tales, and all other types of fiction. Of prime importance in the selection of books was considering the particular school and the neighborhood in which the school was located. A

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<sup>7</sup>Ibid.

report by the faculty of the students of Kellogg School showed that the pupils were not inclined toward any particular nationality, social status, religious culture or class. One of the problems was the supplying of the needs of the special curriculum reorganization. The continuous progress plan of curriculum organization of the school needed material for special subjects as well as a basic list of juvenile classics and other books that have stood the test of time and critical evaluation.

## II. SOURCES OF HELP

Lists of books recommended by the American Library Association, Children's Catalog and Junior Library Review were available to the school library. Sufficient time and resources were not available to examine every book individually, therefore professional sources were used for the selection of good books in each of the categories that were needed.

Most any kind of a book, old or new, for children of any age or special interest, was located with the help of the Children's Catalog.<sup>8</sup> This volume, with its yearly

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<sup>8</sup>Children's Catalog (New York: H. W. Wilson and Company, 1963).

supplement, listed children's books alphabetically by title, author, and subject matter or kind. Books were well annotated, distinguished books were starred, and, last of all, there were book lists by grades.

The faculty felt that second in importance to students of children's books was the Horn Book Magazine.<sup>9</sup> It was published six times a year and reviewed current books for children and young people with illustrations reproduced from the books for themselves. There were also delightful articles about and by famous illustrators and authors. The literary standards of the reviews and articles were high, the format was good, and a special treat for each year was the summer issue which reported the acceptance speeches of the Newbery and Caldecott winners. Their pictures were included, and someone who knew the author or the artist wrote intimately about him. Upper-grade children were as excited about that issue as were their teachers, and certainly this magazine was one for every school's subscription list.

Wellard, in his volume Principals and Practice in Book Selection, presented a social theory of book selection by eliciting and organizing social traits were indicated as

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<sup>9</sup>Horn Book Magazine (Boston: Horn Book, Incorporated).

sex, age, grade-level and any other that correlate with actual reading.<sup>10</sup>

Another valuable reference which stemmed from The Horn Book was its Newbery Medal Books.<sup>11</sup> This volume contained the acceptance speech of every winner from 1922 to 1955, an excerpt from the book, and a brief biography of the author. Some of these papers were as delightful to read as the books themselves, for adults and children alike.

Another source of information was a list compiled by Louise Davis each year summarizing the best books of the preceding year. This list was called Recommended Children's Books of 1962.<sup>12</sup> The books were grouped into four large divisions--For the Youngest, The Beginning Reader, Upper Elementary Grades, and Teen Age. Under each of these four parts there was the usual type or subject groupings. The books were well annotated, and grade placement was indicated. These annual bulletins helped locate the best books of each year, and so did the book sections

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<sup>10</sup>Helen E. Haines, Living With Books (New York: Columbia University Press, 1950), pp. 610-32.

<sup>11</sup>Bertha E. Mahoney and Elinor Whitney Field, Newbery Books (Boston: Horn Book Incorporated, 1922-1955).

<sup>12</sup>Louise E. Davis, "Recommended Children's Books of 1962," Library Journal (New York: H. W. Wilson and Company, 1932).

of such newspapers as the New York Times, New York Herald Tribune, Chicago Tribune, Christian Science Monitor, and other large city newspapers. These offered regular book sections which reviewed new children's books. Entirely different was the small and comparatively permanent list published by the Press of Western Reserve University and called Children's Books Too Good to Miss.<sup>13</sup> Under four age groups were lists of books of such distinction and worth that children were exposed to them, even though they rejected some of them. This was a minimum list of juvenile classics and other fine books of many kinds and was especially helpful in selecting books for the library. Five specialists in the field of children's literature selected and annotated these choice books.<sup>14</sup>

In addition to these, the teachers had the opportunity of selecting books from their own sources of information. Many had examined books that held particular merit for their opportunity to include in the list any that were deemed worthy.

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<sup>13</sup>Arbuthnot, loc. cit.

<sup>14</sup>Ibid.



### III. CRITERIA FOR A WELL-BALANCED LIBRARY

If the books were to be effectively chosen and wisely used there was a need for a knowledge of the kind and quality of books. This meant a knowledge of new books that flow constantly from the press. It meant the ability to compare different books on a subject, to weigh the merits of opposed demands, to judge the values of individual books, and in application of principals, in working out methods, to use the library book fund to the best possible advantage.<sup>15</sup>

Knowledge of individual differences led to a realization that children read in different ways and at different speeds. A single classroom was represented by five or six levels of reading abilities. Clearly, a single text could not meet such a situation. A single classroom needed books on a half-dozen subjects such as religion, social studies, science, music, art, health, and the language arts, and these on several vocabulary levels. Furthermore, these books were selected for their readability, format, authority, date, scope, and other criteria for book selection. Books of inspiration and

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<sup>15</sup>Haines, op. cit., pp. 45-46.

recreation were needed in addition to those for reference and information.<sup>16</sup>

Children enjoyed a balance of old and new literature. They enjoyed the old literature which had come down through the ages and had linked them with their human heritage and with the grown-ups in their own lives. But they also enjoyed the new literature, written more directly for their own generation of readers. They liked fanciful literature that gave them wings with which to fly clear out of the workaday world into the joys of the impossible and the incredible. But they also desired the realistic which dealt with the realities of pets and playmates, families and friends, happenings and happenstances, deeds and doings.<sup>17</sup> The faculty felt that children wanted plenty of prose, surely, but they also enjoyed the prancing page of poetry.

There were several major types of writing that went into making a well-rounded program in literature.

Folk and fairy tales. Folk and fairy tales were the universal literature. They were distinct literary

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<sup>16</sup>Richard J. Hurley, Your Library (Washington, D.C.: The Catholic University of American Press, 1956), pp. 1-57.

<sup>17</sup>Ibid.

masterpieces. They portrayed life--its humor, its pathos, its poverty, its riches--infused with the wisdom of the ages. Folk tales were filled with undeniable truths and ideals that had stood the test of years. The great truths of the old tales transcended time and changing fashion. They were indestructible because they spoke the universal truths and emotions deep in the hearts of men.<sup>18</sup>

Modern fanciful tales. Fantasy meant a tale of magic. Such tales often began realistically but merged quickly into strange, astonishing dreamlike adventures. Children were capable of great flights of fantasy. Good modern fanciful tales had the enduring qualities of the old folk and fairy tales in a modern setting.<sup>19</sup>

Animal stories. The popularity of animal stories in literature never wavered. Animal tales gave a poignant thrill to most children on all grade levels. Whether wild or tame, real or fanciful, these creatures stirred the feelings and imagination of boys and girls.<sup>20</sup>

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<sup>18</sup>Ibid.

<sup>19</sup>Arbuthnot, loc. cit.

<sup>20</sup>Ibid.

Everyday adventure stories. Elementary school children liked stories of real life which were true to human nature. These stories converted the raw stuff of everyday living into superlative adventure. They opened the child's eyes to the heroic possibilities of everyday life.<sup>21</sup> They gave the child insight into everyday problems of growing up, different types of people, and standards of behavior. However, children prefer their realism with no morals spelled out. They liked clear, direct narrative with vivid details, a lively plot with substantial content. Gaiety and mystery added fascination.

Regional stories of the United States. Within recent years, there had been a growing body of delightful realistic fiction about the various regional groups--the Quakers, Mountaineers, Pennsylvania Dutch, Germans, and Indians. A purely regional story showed present-day way of life in certain region--how people lived in that area and why.<sup>22</sup>

Biography. The Oxford English Dictionary defined

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<sup>21</sup>Ibid., p. 137.

<sup>22</sup>Ibid., p. 138.

biography as "the history of the lives of individual men as a branch of literature."

Biographies written with authenticity and regard for the human qualities of great men and women were among the newest and most important developments in children's books. The best books of this type brought their people vividly and humanly to life.<sup>23</sup>

Much was found out about oneself in reading biographies of men and women. Emulations, encouragement, faith in the fundamental righteousness of the world, faith in one's fellow men, and faith in one's self were some of the by-products of reading biography.

Historical fiction. Historical fiction brought past areas to life and broadened children's historical knowledge and sense of time. This field had attracted some of the best contemporary writers.<sup>24</sup>

Stories of other lands and peoples. A new interest in world neighbors had brought forth a flood of books about them. There was a need to know our neighbors as real people who lived in a workaday world--their customs,

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<sup>23</sup>Ibid.

<sup>24</sup>Ibid.

ideals, and everyday activities.<sup>25</sup>

Poetry. Children were led to enjoy poetry because it had certain characteristics which were inherent in children themselves. Miss Annie E. Moore says:

They delight in the sounds of words and in all kinds of striking language effects. Such effects are the very existence of all kinds of poetry--Poetry appeals to the senses beyond any other kind of literature--The fresh and active imagination of children enables them to see beauty and to feel wonder and delight in experiences which are regarded as commonplace by most of their elders.<sup>26</sup>

There were many kinds of poems that children enjoy when the selection was appropriate to the age and interests of the group. Humorous poetry often appealed to a child who had not liked poetry per se. Sheer nonsense called forth rollicking responses. Poetry of the everyday world had strong appeal--weather, seasons, pets, play activities, wishing, wee beasties. Children liked narrative poetry that told them stories in verse form--stories of adventures on land and sea. A poem made ordinary things significant and gave its rightful place in a well-balanced literature program.<sup>27</sup>

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<sup>25</sup>Ibid., p. 150.

<sup>26</sup>Annie E. Moore, Literature Old and New for Children (Chicago: Houghton Mifflin Company, 1934), p. 87.

<sup>27</sup>Arbuthnot, loc. cit.

Table I, page 24, compares the number of currently available books to the standards of recommended books for each pupil.

#### IV. SUMMARY

The purpose of this chapter was the review of the literature to determine the adequacy of the content of all reading materials of Kellogg School and to employ proper methods of furnishing enrichment where needed.

If the total education of Kellogg School were to be most effective, it became necessary to provide the school with a selection of books that appealed to the interest of all students as well as to provide the necessary knowledge for pupils in a newly reorganized curriculum design.

This study revealed that a minimum book collection for an elementary school library of seven or more rooms was to be two thousand five hundred books. The selection of reading materials was based upon a knowledge of the total school community in order to understand the channels through which demands for books were stimulated or developed.

Knowledge of individual differences led to a realization that children read in different ways and at different speeds. A single classroom may be represented

TABLE I  
 SIZE OF BOOK COLLECTION BY LEVELS COMPARED TO  
 THE STANDARDS OF THE NATIONAL  
 LIBRARY ASSOCIATION\*

Level	Kellogg	School		National Standards*
	Total Enrollment	Total No. Books	Average No. Per Student	Recommended No. of Books Per Student
Primary - 1	25	209	8.4	9 - 11
Primary - 2	26	171	6.6	9 - 11
Primary - 3	27	241	8.9	9 - 11
Primary - 4	32	169	5.3	9 - 11
Primary - 5	29	228	7.9	9 - 11
Primary - 6	30	248	8.2	9 - 11
Primary - 7	33	195	6.0	9 - 11
Intermediate - 1	32	190	5.9	9 - 11
Intermediate - 2	33	183	5.5	9 - 11
Intermediate - 3	35	240	6.8	9 - 11
Intermediate - 4	36	225	6.2	9 - 11
Intermediate - 5	33	192	5.8	9 - 11
Intermediate - 6	32	156	4.8	9 - 11

\*From Mary V. Graves, "More and Better Elementary Schools," Journal of the American Association of University Women, January, 1960.



by five or six levels of reading abilities, clearly, a single text could not meet the needs of the abilities in a single classroom. Furthermore, it was clear a single text could not meet the interests of all the pupils in a single classroom. Books from a half dozen subjects were needed in a single classroom in addition to books of inspiration, recreation, reference and information.

This study also pointed out that several types of writing went into making a well-rounded program in literature. Folk and fairy tales were the universal literature. Modern fanciful tales were capable of leading the children in great flights of fantasy. Animal stories and everyday adventure stories whether real or fanciful stirred the feelings and imagination of boys and girls. Biographies were among the newest and most important developments in children's books. Historical fiction brought past areas to life and broadened children's historical knowledge and sense of time. New interests in world neighbors brought forth a need to know people of other lands as real people. Poetry was enjoyed by children because it had certain characteristics which were inherent in children themselves.

## CHAPTER III

### REORGANIZATION OF KELLOGG SCHOOL LIBRARY

If the aim of an elementary school library is a realization of one's best self through wide reading and instilling in children a life-long love of books as well as enabling children to use books and libraries for information and enlightenment, then it was of most importance that Kellogg School make the best use of physical facilities in implementing the most practical method of availing the reading materials to the students, teachers, and parents.

The necessity to read well was of most importance. The schools were primarily reading schools oriented to the use of books as the best way of providing information. In the elementary school this orientation was the textbook rather than the supplementary readings. However, the continued improvement of teaching methods with the emphasis upon broad subject areas called units had increasingly focused attention upon the use of many books. Materials organized and exploited in a centralized library under proper supervision better supplied those needs.<sup>1</sup>

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<sup>1</sup>Richard J. Hurley, Your Library (Washington, D.C.: The Catholic University of American Press, 1956), p. 37.

The arrangement of the books on the shelf was important in making books readily accessible to the reader and the staff. Theoretically, at least, there were two basic assumptions regarding the arrangements of the book collection: (1) Each book had its permanent location in some particular spot on some particular shelf; or (2) each book had a location relative to the rest of the books in the collection according to its classification. In most libraries in the United States, books were placed in a sequence based on classifications; only occasionally were the principles of fixed location followed.<sup>2</sup>

Lowrie in her book Elementary School Library said:

The aim of education was the realization of one's best self, to increase social efficiency, to widen reading, to increase consultation of varied references and to instill in children a life-long love of books. Also of importance was to steep the students in their heritage of great books and to enable them to use books and libraries for information and enlightenment. Therefore, the elementary school library is indispensable and a thorough investigation of many sources of information was necessary.<sup>3</sup>

When the school library was well organized, it was a source of materials for teaching and a service center

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<sup>2</sup>William H. Jesse, Shelf Work In Libraries (Chicago: American Library Association, 1952), pp. 68-73.

<sup>3</sup>Jean Elizabeth Lowrie, Elementary School Library (New York: The Scare Scrow Press, Inc., 1961), p. 79.

to make those materials available as needed. The librarian co-worker strengthened the work of teachers, and the instructional program.<sup>4</sup>

Furthermore, it was through school library experience of a community service nature as well as through the library's information and recreation resources that some students find self-realization, gain insight in human relationship, have practical illustrations of economic efficiency and take action as responsible citizens.<sup>5</sup>

Hurley pointed out nine commonly accepted goals of the elementary school library program: (1) provide for the widest possible use of books; (2) to make proper adjustment between reference, classroom, and home demands; (3) to put the right books into the hands of the right students or teachers at the right time; (4) to devise a charging system that will carry out these objectives with the least possible expense, friction, and expenditure of time; (5) the evaluative use of many sources of information; (6) small group and individual, as well as class, learning activities; (7) emphasis on a problem-solving approach rather than on a memorization of facts; (8) acknowledgment of "present

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<sup>4</sup>Jesse, loc. cit.

<sup>5</sup>Ibid.

life situations" of which their curiosity increases as they mature; and (9) an awareness of the need to develop among children the understanding that education is a life-long process.<sup>6</sup>

Aims of a centralized library. Lowrie, in giving the aims of a centralized library, pointed out that a program flexible enough to serve the immediate needs of the child and the long-range planning of the classroom teacher gave access to much more material than a room library could contain. The pupils were helped to appreciate and enjoy a library program that taught them self control, consideration of their fellow pupils, and offered them a wealth of opportunity to supplement study in the classroom. The school library formed a strong bond between the school and the home. It coordinated the child's home reading with his school work and added to the efficiency of both.

The library was the hearthstone of the elementary school. Children were no longer expected to learn from a single textbook. They were trained to question and to use many sources for information. It was more efficient

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<sup>6</sup>Hurley, loc. cit.

and less expensive to have these sources in a central library. The use of a central library helped children acquire a library habit--not just a book habit. If school people believe in libraries as they do in science rooms, gymnasiums, and even general-purpose rooms, there would be no problem of how to acquire them. If a centralized library was to be successful it was more important to have enthusiasm than expensive equipment.<sup>7</sup>

Many members of the faculty of Kellogg School had observed successful "libraries" in schools where there was no money, solely because of the enthusiasm of an individual or group.

The libraries were located in a central spot in the building, and in an attractive, informal, friendly room. It was opened throughout the day every day for children to browse and for reference when the need arose. A librarian was responsible for the library, for she made far better use of the material and knew how to bring children and books together. There were no excellent schools without a library, for the school could not depend upon the public library for all its needs, therefore the library

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<sup>7</sup>Ibid.

was an integral part of the good modern school.<sup>8</sup>

Libraries and librarians in charge of services were relatively recent and much too scarce in elementary schools, in contrast to the provisions made in our secondary schools. The United States Office of Education reported that 91.18 per cent of high schools were served by librarians, whereas only 28.89 per cent of elementary schools were thus served. This ranges from less than 10 per cent in some states to well over 50 per cent in others.<sup>9</sup>

A librarian was an essential provision if he provided a program of services for all the children in the school. School librarians and many school administrators believed that a vital part of a centralized library was the central location of learning materials for reading, viewing, and listing, organized for easy use by a librarian.

To make a program effective and available for each child required one full-time librarian for every three hundred children up to a thousand which included most elementary schools. The responsibility of the school board was to provide financially for this service. If the

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<sup>8</sup>Rheta A. Clark, Elementary and Secondary School Libraries (Connecticut: State Department of Education, 1962), p. 215.

<sup>9</sup>Walter Taylor Field, A Guide to Literature (New York: Ginn and Company, 1928), p. 79.

library was to be an essential part of education, it could not exist as a beggar, or be operated by volunteer efforts alone.<sup>10</sup>

Need for developing proficiency in the use of a centralized library. The individual's background of experiences made for proficiency in using the library. This varied from one individual to another. Proficiency in library use, like reading or playing the piano, was not a skill which was acquired at any one given time or at any one given level. It was an accumulation of skills, knowledge, techniques and attitudes which were developed over a period of time. This accumulation came as a result of the student's having had many contacts with the library, varied and repetitious experiences which introduced him to the use of library resources.

Skill in handling assignments was acquired and maintained by a coordinated and continuing program of library instruction. This instruction began when a child started to school and continued until his graduation.

The basic needs of different levels of instruction varied. The primary school pupil needed to know how to

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<sup>10</sup>Phyllis Genner, "The Elementary School Library," The Instructor (November, 1959), p. 71.



use a table of contents and simple index. He needed to know where to find books of special interest to him in the library. He learned the routines for borrowing and returning books, and he needed to be made aware that the librarian was there to help him. He also needed abundant opportunity to practice what was learned.

The intermediate grade pupil was exposed to such organization to build on this previous knowledge. He developed a number of basic library skills. He had a knowledge of the arrangement of books and other materials in the library; he knew how to use the card catalog and junior encyclopedias with their indices and cross references.

The pupil had a knowledge of how to skim articles for main ideas and the ability to outline, take notes, and prepare simple bibliographies. He was aware of the resources available to him in the school library.<sup>11</sup>

There were fundamental attitudes and skills which a student brought to college regardless of the physical size and number of volumes contained in the school library to which the student had access or whether or not he had formal instruction in use of that library as a part of his

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<sup>11</sup>"Reader's Guide to Periodical Literature," American Library Association (Chicago: H. W. Wilson and Company, 1962).

early school experience. An understanding of these skills were of invaluable assistance in making his transition from the early experience to the college library a smooth one.

The pupil learned mechanics of his own library that were applicable to other libraries as well.<sup>12</sup> His early instruction included such information as the major divisions of the Dewey Decimal Classification, such widely used symbols as "R" for reference, "B" for biography, "F" for fiction, and the function of call numbers. The pupil who received this teaching had an invaluable experience.

The respect for the book as an object of beauty may be unteachable, but teachers and librarians did much to inspire wholesome attitudes among pupils regarding books and the library.

The pupil who had knowledge in using the library had the memory of pleasant and profitable hours spent in the library. He was able to remember it as a place where he found a particular fact needed in connection with a class report. He remembered it as a place where he went to read quietly for an hour. He remembered it as a place

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<sup>12</sup>Charles D. Patterson, "All Paths Lead To The Library," West Virginia School Journal (January, 1961), pp. 16-31.

where he received sympathetic help from a librarian who was interested in helping him.

The experience and knowledge gained by the pupil in the library was invaluable whether or not he continued his education.

The library as part of the curriculum. Whatever the size or instructional level of a school, there was a need for the pupil to have a teacher librarian, and materials readily available. The classroom teacher and librarian worked together in selecting materials and in teaching pupils how to use them. If a full library staff were a part of the school the librarian and the teacher played a joint role in the development of the curriculum to which the pupil was introduced. It was important that a member of the library staff be named to the curriculum committee, to serve not only as a resource person but also as a faculty member who had a responsibility for implementing the content of the program.<sup>13</sup>

Full cooperation of the Kellogg School curriculum committee insured the selection and acquisition of materials that bolstered anticipated assignments and

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<sup>13</sup>Clark, loc. cit.

challenged all pupils--the less able, the average and the superior--to put both maximum efforts in utilizing the materials that had been made available in central location.

The values of centralized libraries. The values of centralized libraries were (1) to increase the use of books and visual aids; (2) to give the child skill in use of books and library materials; (3) to make more material available for all the children; (4) to stimulate creative endeavor of many types; and (5) to provide adequate materials on all levels to meet individual pupil needs.<sup>14</sup>

A functional school library, as outlined in the Standards, by the American Association of School Librarians, left no time for the extraneous duties with which the librarian was sometimes burdened. A truly dynamic library program included reader's guidance, instruction in the use of the library, membership on curriculum committees, and cooperation with classroom teachers in promoting utilization of resources. This required full-time attention of one librarian in a school of two hundred pupils.<sup>15</sup>

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<sup>14</sup>Patterson, loc. cit.

<sup>15</sup>Olive Lewis, "Try a New Look For School Libraries," West Virginia School Journal (April, 1961), pp. 51-53.

Library-classroom cooperation. A school library was more than the part of the school plant with a collection of books adjacent to the classroom. A school library was an ally of the classroom that was well stocked, well organized, well equipped, and directed by trained personnel. It was a resource partner as useful as a chalkboard, as stimulating to learning as a field trip, as necessary as desk and chair. It brought new dimensions to assignment making, new challenge to idea exploring, new meaningfulness to classroom questions.

The library fulfilled these roles when the materials and facilities were organized for flexible use and were accessible when they were needed.<sup>16</sup> This flexibility and accessibility were achieved only when teacher and librarian, aided by skillful administrative guidance, worked together to make the full use of library resources a regular part of the learning process.

Scheduling for best use of the library. Full use of library resources were obtained when the school's program included time for class groups to use the library under

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<sup>16</sup>Paul W. Mathews, "School Library--Classroom Partner," National Education Association (September, 1961), pp. 51-53.

their teacher's guidance. In elementary schools, it was common for each class group to spend some time each week in the library. During the regular visit to the library the pupils examined materials related to class assignments, learned how to use library resources, and were introduced to materials as well as read and borrowed books. These scheduled visits did not preclude use of the library by individual pupils and by small groups before and after school hours or as needs arose throughout the school day. The scheduling of these visits were to be determined by the individual school situations. The size of the school and facilities of the library itself deserved careful consideration in arranging library visits.

Flexibility in the use of materials. Flexibility and accessibility allowed teachers to borrow groups of books for use in the classroom. Teachers who borrow such groups of books remembered that, when a large number of books were loaned to one classroom, these books were temporarily put out of circulation. If more than one class were studying the same topic, this procedure was unfair to the class whose teacher didn't get to the

library first.<sup>17</sup>

Sensing the value of cooperation with other teachers the librarian solicited their suggestions for possible improvement in library services and kept in mind the goal of making the largest number of books available to the pupils. For example, the teachers and the librarian arranged to have a group of books needed by more than one class shelved on a book truck. The group of books were then moved from classroom to classroom with ease.<sup>18</sup>

In the past, modest library budgets limited the number of copies of some often-used books in the interest of wide variety and coverage. It was necessary to have a greater duplication of books when every pupil in class was asked to read the same book in a limited time. That book essentially became a textbook and the library needed to provide a sufficient number of copies for each pupil to read during one week.<sup>19</sup> Many states required elementary schools to spend a required amount of money in order to obtain classification while others had such requirements

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<sup>17</sup>Helen E. Haynes, Living With Books (New York: Columbia University Press), p. 45.

<sup>18</sup>William A. King, The Elementary School Library (New York: Charles Scribner's Sons, 1929), p. 64.

<sup>19</sup>Ibid.

for the school to receive state aid.<sup>20</sup>

Flexibility in the use of library materials were also added to the library by providing a reserve shelf for books dealing with certain topics and pupils of a certain teacher. This plan worked efficiently, particularly where the teacher took the time to explain to the librarian how to use the materials and for how long a period they were needed by pupils of certain teachers. When large numbers of pupils were required to read materials on the same topic, the librarian was informed well in advance of the assignment. The materials were assembled and restrictions on the loan period were set. With sufficient forewarning, the librarian was able to purchase additional material or it was sometimes possible for the librarian to supply the temporary need from other sources. A library, says the educator, is "knowledge made accessible," and the librarian says a poet is he "who grasps what all men do and blends it into order."<sup>21</sup>

If library facilities were to be used wisely and fully the librarian needed an advance notice of the planned

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<sup>20</sup>Ibid.

<sup>21</sup>Lucile F. Fargo, Preparation for School Library Work (New York: Columbia University Press, 1936), p. 25.



needs of the school. The success or failure of a difficult classroom assignment was often determined by the opportunity the librarian had to prepare for the burden that was placed on the library's facilities. The materials needed for preparation of research papers was extensive. The librarian was given a list of the topics that pupils were assigned in order to determine whether or not sufficient references were on hand; if not, he could borrow material on an interlibrary loan basis which might not be available on individual request. Individual help was given when the librarian knew which pupils were working on which topics.

Making materials available. Flexibility of the facilities of a centralized library involved the availability of a wide variety of materials. The library of today included many materials besides books. The newer techniques provided more stimulating and concrete experiences which increased understanding and incentive. The pupil who handled a large model of an ear and saw a motion picture of how it functioned profited more than by reading many pages about the ear.<sup>22</sup>

The newer media for the young person gave him a

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<sup>22</sup>Rheta A. Clark, Elementary and Secondary School Libraries (Connecticut: Connecticut State Department of Education, 1962), p. 216.

better appreciation of the learning experience. Books, pamphlets, pictures, maps, slides, filmstrips, films, tapes, recordings, periodicals, and models had their place in assignments as well as in classroom teaching. The centralized library provided for making these materials available as the need arose.<sup>23</sup>

The librarian and the teacher were aware of the uses and advantages of the full range of available materials in order for the teacher's assignment to become a topic on research rather than reading a certain number of pages in a reference book.

Plan of action. The faculty of Kellogg School as a group re-examined, studied and evaluated the general and specific objectives of the school to bring to mind once again just what experiences were trying to be afforded the boys and girls and the ultimate result needed to be achieved. This was done by having each teacher prepare a list of goals and objectives which they wished to provide for each pupil. An accumulative list of the general and specific goals and objectives was developed into a flow chart revealing the extent of emphasis placed upon the various goals and

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<sup>23</sup>Ibid.

objectives by the individual teacher at the different instructional levels (Appendix B). With the establishment of a desirable destination for the boys and girls and the course outlined to pursue in getting there, it became an easier task for the faculty to decide the materials needed for obtaining the most desirable results. A cumulative list of all reading materials available at Kellogg School was given to each teacher. This list was studied and evaluated by the faculty to determine if the library was adequate and to avoid the duplication of materials. In order to help the teacher know the quantity and quality of materials available to her, she was furnished with a listing of the four hundred basic primary books and the eight hundred eighty-six basic intermediate books recommended by reputable sources of children's books including: Children's Catalog<sup>24</sup> of the H. W. Wilson Company; and "Junior Library Review" of the Library Journal.<sup>25</sup> These listings were used as aids, not as guides. As individual books on these listings were considered, an effort was made to keep the children's needs and interests

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<sup>24</sup>Children's Catalog (New York: H. W. Wilson and Company, 1963).

<sup>25</sup>"Junior Library Review," Library Journal (New York: H. W. Wilson and Company, 1963).

in mind; and to determine to what extent books written for children met or ignored those needs. The basic requirements, good design, competent writing and attractive illustrations, were found in many books. But the ones chosen to meet the curriculum design and needs of the student body of Kellogg School had to be a special selection. These listings compared with the number of books recommended by the Kellogg School faculty deemed justification for the conclusion for a need of books.

Finding the right book for the right child was always an experience for librarians, teachers, and parents; therefore, a plan of organizing a library to best facilitate the needs of the school was of most importance. Due to the physical plan and available resources there was evidence that research in this study could not be followed in the strictest sense.

Very early in the 1962-1963 school term plans were made to have series of faculty meetings at which times material on various types of centralized libraries was distributed and discussed. This gave the faculty the opportunity to adapt ideas from these listings as well as to incorporate any of their own ideas to best meet the needs of the pupils, community, faculty, and school plan of Kellogg School.

The faculty scheduled a meeting with the State Library Consultant for May 8, 1963, at which time the teachers gained much valuable information on the possibilities of reorganizing the Kellogg School Library.

Also of importance was orienting the parents and community of the purposes of the reorganizational plan. Discussions were held at Parent-Teacher Association meetings informing the parents of the anticipated changes and its importance to the welfare of the total school.

News letters were sent home by the students informing the parents of the concern about the boys and girls having the best reading materials that could be afforded as well as the most modern methods possible for making these materials available to the pupils. A very favorable response was had from the parents with many offering their moral support in making the reorganization a success.

Physical layout. The main building in the plant at Kellogg School was a three-story structure which facilitated six classrooms, a principal's office, and a teacher's lounge. Seven rooms were housed in separate buildings. These separate buildings afford no possible space for a centralized library. The teacher's lounge

which was located on the third floor of the main building furnished the only suitable space available for centralizing the Kellogg School library. The Board of Education furnished the room with stacks, shelves, desk, and chairs. The school furnished filing cabinets needed to contain the file cards of all the books. A hallway adjacent to the library room was furnished with chairs which served as a lobby for reading. Figure 1, page 47, shows the physical features of the third floor of Kellogg School. Stacks were provided for the more infrequently consulted books while most needed books were placed in a more strategic location to better facilitate the most needed materials for the reader.

Book organization. The organization of the books at Kellogg School was based upon the Dewey Decimal System. This system classified books by dividing them into ten main groups. Each of these different classes of books is represented by figures which were placed on the spine of each book as is indicated in Table II, page 48.

Within this system of organization a different color tab was placed on the spine of each book to indicate the grade level. Table III, page 49, is a color chart indicating the grade levels of books. This was an aid to the

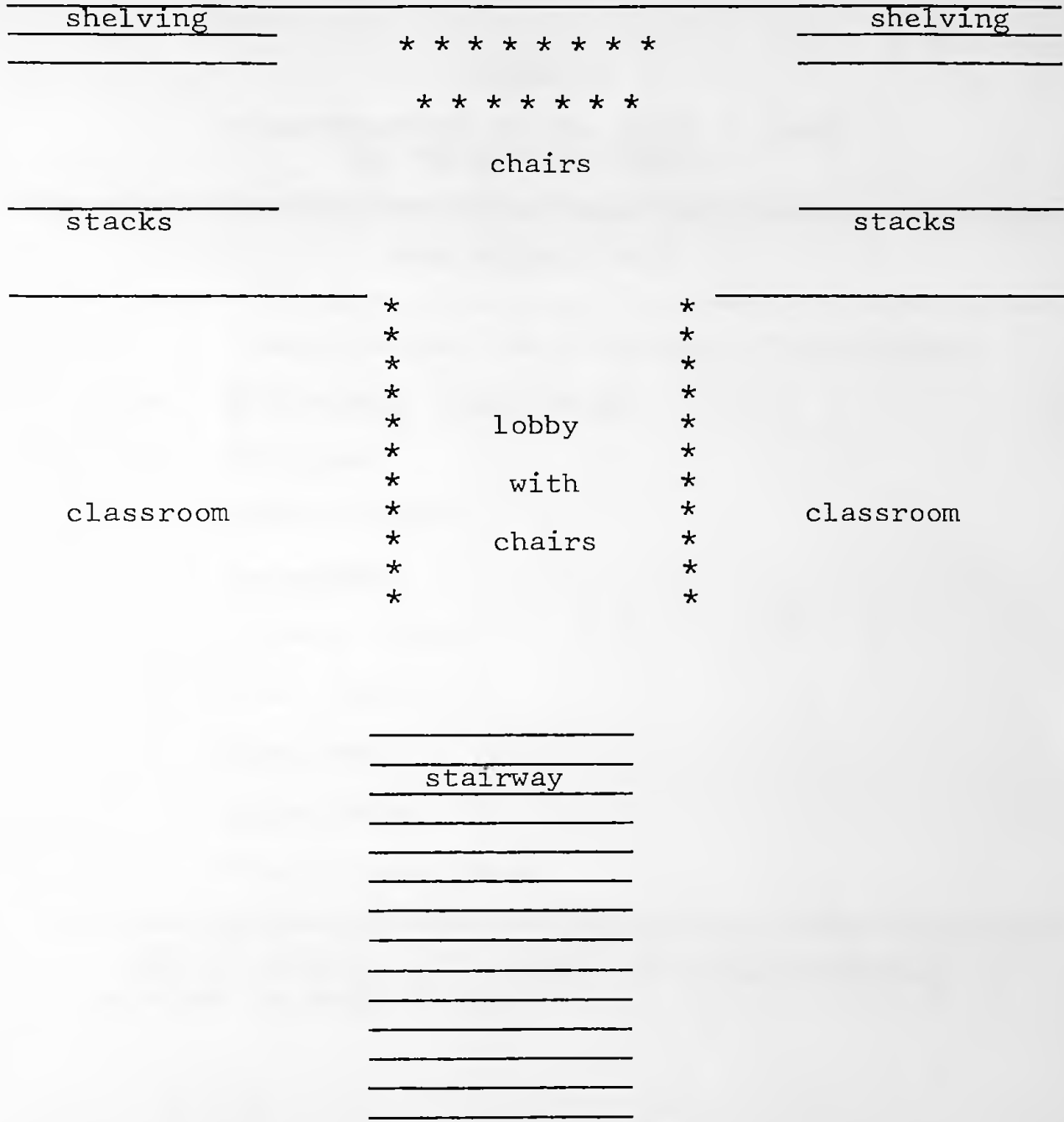


FIGURE 1

FLOOR PLAN OF THE THIRD FLOOR OF KELLOGG SCHOOL

TABLE II  
 CLASSIFICATION ON THE SPINE OF BOOKS  
 IN THE KELLOGG SCHOOL

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Book Organization	
000	General Works - Bibliography - Encyclopedia
100's	Philosophy - Psychology
200's	Religion
300's	Social Science
400's	Languages
500's	Science (pure)
600's	Useful Arts
700's	Fine Arts
800's	Literature
900's	History and Travel

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Classification on the Spine of Books according  
 to the Dewey Decimal System.



TABLE III  
COLOR TAB PLACED ON THE SPINE OF BOOKS  
IN THE KELLOGG SCHOOL

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First Grade	orange
Second Grade	red
Third Grade	blue
Fourth Grade	green
Fifth Grade	white
Sixth Grade	purple

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teacher in finding the desired reading materials for the instructional level for which it was to be used. These books could be checked out in large numbers and taken to the room for a period of two weeks.

Evaluation. A constant evaluation and enrichment of the facilities of Kellogg School Library must be made in order to meet the individual needs of all the pupils in an ever-changing complex society. Changes and alterations may be necessary from year to year, as pupil needs and conditions change. This was a flexible library program planned to meet the needs of children.

## I. SUMMARY

The purpose of this chapter was a review of literature and a study of the physical facilities of Kellogg School in order to implement the most practical method of making reading materials available.

If children of Kellogg School were to have experiences in reading great books and enabled to use books and libraries for information and enlightenment a reorganization of the Kellogg School Library was of most importance.

A centralized library coordinates the child's home reading with his school work and gives access to so much

more material than a room library would contain.

The elementary school library was flexible so as to provide an opportunity for the student to browse through the selection of materials and develop and maintain the skills in handling assignments.

The Kellogg School Plant did not lend itself too well to a central location for the library; however, with the assistance of the faculty, State Library Consultant, and the Board of Education, a room on the third floor of the main building was selected and furnished with the necessary equipment.

The Dewey Decimal System of organizing books was chosen for Kellogg School because of the wide use of this system in other libraries. Many techniques employed by students of Kellogg School could easily be used in other libraries.

The centralized library has not been proven to be a cure of all ills, but many values have been realized, such as (1) increase in the use of books; (2) skill in the use of books and library materials; (3) more materials were made available; and (4) creative endeavor of many types were stimulated. The duty of the educators of the schools was to see that education kept pace with the rapidly moving society. The centralized library with a good selection of well organized materials was a tool that helped do the job.

## CHAPTER IV

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### I. SUMMARY

This study was concerned with the (1) adequacy of the content of all reading materials of Kellogg School; (2) methods of making the best use of the physical facilities in the Kellogg School plant and to implement the most practical method of availing the reading material to the pupils, teachers, and parents; and (3) to provide enrichment where needed to more adequately meet the individual needs of the pupils, teachers, and parents of Kellogg School.

It became evident in this study that, if a long-range plan for a better education for our boys and girls at Kellogg School was to be carried out and the teaching and learning philosophy of the faculty were to be met, an enrichment and reorganization of the school library was of most importance.

Since this study was restricted to the Kellogg School, carefully selected helps that were used as aids and not as guides were employed. From the faculty's knowledge of child needs, there was evidence that the first to be

considered was the children themselves. The background, attitudes, ability and interest were of prime importance in the selection of books. The faculty as a group established philosophies, goals, and objectives desirable of being established at each instructional level (Appendix B). Also of importance was a study of the physical plant, the community, and the curriculum organization of the school. A list of all reading materials currently available at Kellogg School was given each teacher. In order to help the teacher know the quantity and quality of materials available to her she was furnished with a list of the four hundred basic primary books and the eight hundred eighty-six basic intermediate books recommended by reputable authorities of children's literature.

If the aim of education was to instill in the student the realization of one's best self, to increase social efficiency, and to instill a life-long love of books, then a well organized centralized collection of materials was indispensable. A well organized, flexible, centralized library gave access to many more materials than a room library could contain. It was the opinion of the Kellogg School staff that the library taught the pupil self-control and consideration of his fellow pupils, and offered a wealth of opportunity to supplement studies in the

classroom. The elementary school library was broad and deep in scope giving service to all school personnel from the kindergarten child to the administrator, from the mentally retarded to the gifted. It served as a coordination agency aiding improved pupil achievement, improved teaching and giving richer experiences for both. A well organized continuing program of library instruction was offered all levels in order for the pupil to acquire and maintain skill in handling assignments.

Since financial resources for this project were somewhat limited, it was necessary to extend the buying of books over a three-year period. The most urgently needed books had priority in the order in which they were purchased. Materials needed for the centralization of the library were in the process of completion during the school year 1963-1964. Book shelves and stacks were installed by the Board of Education. Card file cabinets and tables were purchased. The weekend of the first week of the 1963-1964 school year was to be spent by the faculty in arranging and organizing the books on the stacks in such order as has been set forth in this study.

## II. CONCLUSION

If education was of importance to all citizens,

provision of one of the basic concomitants of quality education the elementary school library was also of importance and should be operated in such a manner as would best supply the needs of the individual school.

This study pointed out (1) that the faculty as a group needed to re-examine, study and evaluate the general and specific objective--to bring to mind just what experiences were trying to be afforded the boys and girls and to better determine the materials needed to afford these experiences; (2) that, to aid the teachers in determining the adequacy and content of available reading materials, an inventory of all reading materials currently available at Kellogg School was provided each teacher; (3) that a second listing of four hundred primary books and the eight hundred eighty-six basic intermediate books recommended by the American Library Association, Children's Catalog of the H. W. Wilson Company and "Junior Library Review" of the Library Journal was also needed as an aid to help the teacher know the quantity and quality of materials available to her; (4) that a study and evaluation of the plan of curriculum organization of Kellogg School was needed in order to aid the faculty in realizing the opportunities educators wish to afford the boys and girls and the materials needed to make these opportunities

become a reality; (5) that plans of possible library organization needed to be given each teacher; and (6) that, with the help of consultant services and the facilities at hand, a location and organization of Kellogg School Library was decided upon.

It had not been proven that the centralized library was the answer to all ills, but it was only as successful as the educators made it. It took a great selling job to educate the people to the fact that there was a need for something new in educating the children.

Knowledge was increasing in our fast-moving times and was being organized at a rapid rate of speed. It was the duty of the educators of the schools to see that education kept pace with the rapidly moving society. The demands of the community were greater than ever before. The centralized library with a good selection of well organized materials was a tool that helped do the job.

If in centralizing a library and selecting materials we had not lost sight of the purpose of it, to help the individual, there resulted a change in attitudes and methods of the school. Neither the subject and instruction nor the smooth operation of the school, but the boy and girl were the center of interest.



### III. RECOMMENDATIONS

The extent and depth of this study have caused the writer to prepare the following recommendations. They conform to those thoughts and ideas that need only planning and development.

It was recommended that (1) until such time as the services of a full-time librarian can be had, much valuable help could come from a part-time librarian that could be shared with neighboring schools; (2) it is recommended that students be used as library helpers; (3) achievement records and personality evaluation of each student who is to become a library assistant should be considered. Students who will benefit from this enrichment program should be chosen. The helpers should be assigned a list of duties which are to be completed during his work period; (4) much interest can be created for the students by putting on book displays, programs, and discussions of books; (5) during roll call each morning the students could answer by either giving the name of the author or the name of the book which he is reading at that time; (6) a further recommendation would be for each class to have organized periods of approximately thirty minutes a week at which time a visit could be made to the library and formal

training in the use of the library can be given to each pupil; many school plants are older type structures that have made no provisions for a centralized library; (7) in many cases hallways, abandoned office space, locker rooms, shower rooms, and end of cafeteria rooms with the use of lunch tables can be utilized for the centralization of libraries; (8) since many of the key people in Wayne County who are in charge of libraries have had little formal training in library science it seems that much good could come from an organization of a Wayne County Library Association. Through this association the key people could be informed about the latest methods and practices of purchasing and making books available to students.

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## APPENDICES

## APPENDIX A

### LONG-RANGE PLAN

1. Establishment of philosophies, goals and objectives.
2. Establishment of a curriculum and an administrative organization that will lead to the realization of these goals.
3. A study and an evaluation of the learning materials of Kellogg School (a. reading materials, and b. audio-visual aids and other instructional materials) to establish:
  - I. What materials are needed.
  - II. Proper plan for making these materials available to students.
4. An evaluation of the physical facilities to determine adequacy, changes needed, additions, deletions or reorganizations, in order to carry out the necessary plans.
5. Continuous evaluation of the philosophies, objectives (both General and Specific), the curriculum, the materials, the techniques and facilities to insure proper experiences for the students of Kellogg School.

Kellogg School  
4415 Piedmont Road  
Huntington, West Virginia

## APPENDIX A

### ENRICHMENT AND REORGANIZATION OF THE KELLOGG SCHOOL LIBRARY

#### STATEMENT OF THE PROBLEM

For several decades it has been recognized that the American school has been changing from a classical school with a select student body and a narrow curriculum, to a large public school with varying abilities, interests and offerings. It is recognized that the need for children's literature has become more acute than ever before.

Kellogg School, in structuring and carrying out a long-range plan for a better education for the boys and girls, has established a philosophy of teaching and learning and has set out general and specific goals. In order that the teaching and learning be congenial with the philosophy, and that the objectives be met, it was necessary that the plan of organization be evaluated and ultimately changed. This year Kellogg School is using a curriculum and an organization of continuous progress that, the faculty feels, will best help in providing for children the experiences necessary for the education of the whole child.

In view of this involvement and subsequent action in the first two points of the long-range plan a study and an evaluation of the learning materials was felt by the faculty (a. reading materials and b. audio-visual aids and other instructional materials) to establish:

- I. What materials were needed.
- II. Proper plan for making these materials available to the students.

In view of this:

It is our purpose to determine the adequacy of the content and organization of all reading materials of Kellogg and to provide enrichment where needed; furthermore, it is necessary to ascertain and implement the most practical method of availing this material to the students, teachers and parents.



## APPENDIX A

### PROCEDURE

- I. The faculty will re-examine, study and evaluate the general and specific objectives to bring to mind once again just what experiences are trying to be afforded our boys and girls and the ultimate result needed to achieve them.
- II. The faculty will re-examine, study and evaluate the plan of curriculum organization to recall clearly the avenues being followed to reach our objectives.
- III. With this in mind, the faculty will try to determine if there is an inadequacy in the library, and, if so, to list the reading materials needed in order to furnish the pupils of Kellogg School with the program re-examined in I and II.
  - A. A cumulative list of all reading materials available at Kellogg School will be prepared and given each teacher.
  - B. Each teacher will, in view of her objectives, decide just what material she will need in order to provide the planned experiences for children.
    1. In order to help the teacher know the quality of material available to her, she was furnished with a listing of the 400 basic primary books and the 886 basic intermediate books recommended by the American Library Association, Children's Catalog of the H. W. Wilson Company and Junior Library Review of the Library Journal. These lists were used as aids, not guides.
    2. An article taken from Education Today, Notebook Bulletin No. 20, entitled What Is a Rich Balanced Literature Program?
    3. A study of library listings of other United States schools who have programs and curriculum organizations similar to Kellogg

School in order to examine their materials and get ideas that otherwise might elude the staff in making decisions.

4. Any consultant service afforded us by the State Department of Education or Marshall University to help us in our endeavor will be used.
- C. The faculty as a group will determine what is needed to establish a basic professional library and the type of reading material that would do more good.
- IV. Furthermore, the faculty as a group will determine the best possible method of making reading material available to the students.
- The faculty will study all possibilities of library organization and with the help of consultant services and our facilities at hand, it will be determined how this material should be made available to students, teachers and parents.
- V. To make the findings available to the Wayne County Board of Education and to offer recommendations for literary and organizational improvement of these reading materials.
- VI. To obtain the needed material and make the changes necessary to enrich and reorganize the library facilities according to the findings.

# APPENDIX B

## FLOW CHART • KELLOGG SCHOOL

Kellogg School  
GENERAL OBJECTIVES

SPECIFIC OBJECTIVES

PRIMARY LEVELS

P-1 P-2 P-3 P-4

P-5 P-6 P-7 P-8

It is the aim of Kellogg School to assist each child in his development of an appreciation and understanding of his rights, privileges and responsibilities in a democratic society.

Also, to provide each child opportunities and experiences necessary to the learning and development of a competency in the basic skills necessary to the performance of the duties of a worthy citizen.

Also, to aid in the development of sound moral and spiritual values in each child. We must improve behavior of our developing citizens so that their contribution to group living can be significant.

Also, it is the aim of the school to provide each child the experiences that will promote physical, mental and emotional health.

Also, to help each child develop his abilities, interests and aptitudes so that each can successfully and happily perform his function in our complex society.

CIVIC RESPONSIBILITY

REALIZATION OF CIVIC RELATIONSHIPS

SELF REALIZATION OF HUMAN RELATIONSHIPS

EFFICIENCY OF HUMAN RELATIONSHIPS

ECONOMIC

1. To recognize and practice social justice.
2. To recognize social conditions that are unsatisfactory and move for correction.
3. To begin an understanding of social structures and social processes.
4. To exercise critical judgment.
5. To respect honest differences of opinion or develop tolerance.
6. To have a regard for the nation's resources.
7. To realize themselves as a member of a world community.
8. To respect and obey laws.
9. To know his responsibility as to civic duties.
10. To develop a loyalty to democratic ideals.

1. To develop an inquiring mind.
2. To communicate orally.
3. To read efficiently.
4. To write with meaning and clarity.
5. To solve number problems and to count.
6. To listen and observe.
7. To understand the necessity of personal health.
8. To appreciate and practice recreation.
9. To further intellectual interests.
10. To develop character.
11. To appreciate beauty in literature, art, music, and nature.
12. To understand something of science, its influence on human life and main scientific facts.

1. To develop a respect for human relationships.
2. To enjoy a rich, sincere, and varied social life.
3. To work and play well with others.
4. To be courteous.
5. To appreciate the family as a social institution.
6. To conserve family ideals.
7. To develop homemaking skills.
8. To appreciate and practice democratic family relationships.

1. To appreciate good work.
2. To have some knowledge of jobs and their importance.
3. To learn the value of money and to use it wisely.
4. To develop a knowledge of economic standards.
5. To begin to learn how to buy skillfully.

To begin the establishment of good citizenship. Orientation to school, group activity and other children. Sharing with other children. Working together. Classroom behavior and order. Relationship of school work with other life.

Teach home-school-town relationships. Learn game, school and classroom rules, making intelligent decisions. To certain classroom duties. Pledge of allegiance.

To develop a basic foundation of reading skills. Visual Discrimination Auditory Motor Skills Reactions Phonetics Vocabulary

To develop a basic foundation of number skills. (For detailed skills-see P.B. 4 thru 13 - Kellogg School Continuous Progress Plan.)

Development of wholesome learning attitudes. A. Learning can be enjoyable. B. Proper study and work habits and skills. C. Importance of following instructions. D. Pride and perseverance in work.

To teach children to talk and act more considerately of others. Teach them to respect the individual. To get along well with others. To teach the value of wholesome friendships.

To teach them by doing certain jobs, the value of work. Teach them to do their best job at all times. Teach them perseverance of work, stick to a job until it is finished. Teach them monetary value and begin development of economics.

Teach cooperative. Develop sense of responsibility. More group activities. Develop emergence of leadership abilities. Teach better book keeping.

INTENSIFIED

TO DO EACH TASK WELL • TO ASSUME RESPONSIBILITY FOR OWN LEARNING.

FOR DEVELOPMENT OF LOVE OF GOD

DEVELOPMENT OF CHARACTER

PROVISION FOR INDIVIDUAL DIFFERENCES

# OL • OBJECTIVES

## INTERMEDIATE LEVELS

I-1 I-2 I-3 I-4 I-5 I-6

Each student learns to win or lose gracefully. Through social studies, 4, 5, and 6 students learn heritage, laws, political and physical make-up of world and civic responsibility. Teach recognition of the fact that rules and standards are essential in order to live and work together. Importance of teamwork. Develop leadership--safety and fire patrol, student gov't, etc. To give knowledge and importance to world relationships.

## SKILLS LEVEL

I-0

Through classroom management and group activity.

1. A mastery of basic sounds.
2. An association of the sounds with their letter symbols.
3. Think the letter symbol when the sound is heard.

4. Say the sounds when the letter symbols are seen.

5. The automatic use of the knowledge of the basic sounds to attack strange words.
6. Correction of faulty habits in silent and oral reading.

7. Improvement of listening skills.
8. To write legibly.
9. Improvement of oral and written recall.

10. Advancement of each child in accord with ability and achievement.
11. Improvement of the knowledge of number meanings.
12. A mastery of addition, and subtraction facts and multiplication tables.

13. Improvement of the knowledge of number meanings.
14. A mastery of addition, and subtraction facts and multiplication tables.

15. Overcoming a sense of insecurity and inferiority by successful achievement on a level suitable to the child's ability.

## DEVELOPMENT

### Reading Skills

#### Interpretation:

Sentence meaning--sensory relationships--emotional imagery reactions.

#### Word Perception:

Visual scrutiny--phonetic analysis--structural analysis.

### Language Arts Skills

Listening--reading--speaking--

writing--spelling

### Listening Skills

Taking instructions--listening to conversation--poetry--factual material--music--sounds.

### Study Skills

Scanning--reading--taking notes--map study--chart study--organizing--research--reporting, etc.

### Number Skills

Addition Weights and measures

Subtraction Fractions

Division Decimals

Multiplication Percentage

El. Plane Geometry

### Phonetic Skills

Sounds--word perception, etc.

### Social Studies Skills

Map Study

Chart Study

Chapter Readings

Topic Readings, Etc.

### Science Material & Skills

Factual knowledge

Experimentation

## CONTENT OF CREATIVE EXPRESSION

### BOOKS • ART • MUSIC

To give a basic understanding of how people in various ages and places lived, believed, worshiped and contributed to civilization. Organized physical education program. Science and health program. Analysis of problems.

Overcoming a sense of insecurity and inferiority by successful achievement on a level suitable to the child's ability.

Program of economics in social studies and arithmetic to teach them economic values and opportunities.

