

A PROGRAM OF INSTRUCTION  
for  
AN ELEMENTARY SCHOOL LIBRARY

A THESIS  
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## A Program of Instruction for an Elementary School Library

First to be considered is an overview of all the factors necessary for a good elementary library program. Each factor is discussed to show its use in the total library program. These factors are: (1) the library as a central location for books and materials; (2) the administration of the library facilities (the circulation of books, provision of times for using the library, the personnel needed to organize the library program); and (3) the physical set-up of the library (the standards for room size, standards for size and shape of furniture, and shelving). The number of volumes needed and the amount of money spent for buying books is discussed. The various methods to order books is explained. The classification of the book collection and the mechanics of getting a book ready for circulation is also explained.

Choosing the book collection is developed next. In choosing the book collection certain criteria must be measured. First to be considered are the criteria for fictional books. Plot, appropriateness of story, theme, characterization, style, and format are all factors to be considered in judging the worthiness of a fictional book for purchase for an elementary school library.

In addition to the criteria for fictional books, there are other factors involved when judging informational mat-

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erial. Accuracy, presentation of material, and clarity are discussed as a guide to judging informational material.

Before actually purchasing a book, some comparisons should be made. The book should be compared with others by the same author, with other books on the same subject, and with others in the same series to see that the chosen book is the most suitable selection. Range of appeal, its place in the total collection, and its potential use in the library must be taken into consideration when ordering books. Aids to book selection are listed in the annotated appendix.

A program of instruction on the use of books and libraries is next considered. The program starts with kindergarten and goes up to sixth grade. The program includes instruction in both library usage skills and literature appreciation. Recreational reading is taught in all grades by guiding the child in book selection and in sharing reading experiences.

Development of library usage skills is also considered. The primary graders are introduced to simple library techniques. It is in the intermediate grades that the need arises to teach the Dewey decimal classification of books, the use and arrangement of the card catalog, the use of the dictionary, encyclopedia, and other reference materials. The use of magazines, pamphlets, and fugitive materials are taught. The techniques of simple note taking are also taught. The instruction concludes with a discussion of the use of the public library.