A Study to Determine the Effectiveness of an Interest Grouping Classification for Primary Grade Children

Dianne T. McAfee Williams

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A STUDY TO DETERMINE THE EFFECTIVENESS
OF AN INTEREST GROUPING CLASSIFICATION
FOR PRIMARY GRADE CHILDREN

by

Dianne T. McAfee Williams

A Project Report
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
April 1973
A STUDY TO DETERMINE THE EFFECTIVENESS
OF AN INTEREST GROUPING CLASSIFICATION
FOR PRIMARY GRADE CHILDREN

Dianne T. McAfee Williams, Ed. S.
Western Michigan University, 1973

The purpose was to determine if a subject arrangement of easy
fiction books, based on the interests of primary-grade children, and
denoted by picture symbols, would make the students more satisfied
with, and independent in, their book selections, as compared to an
author arrangement of easy fiction books.

The study was divided into two parts, the former dealing with
the author arrangement and the latter dealing with the subject
arrangement. Tally sheets of student subject requests were kept
by the librarian in a comparison of the two arrangements. Follow-
up included questionnaires to primary grade teachers and librarian,
and interviews with randomly selected students.

The findings indicated that primary grade children preferred
the subject arrangement, and were more independent and satisfied
when using this arrangement. Implications suggest that the subject
arrangement aids in the development of self-worth and independence
in small children, and promotes a readiness-for-symbols in young
children.
ACKNOWLEDGEMENTS

This writer wishes to express sincere gratitude to the teachers and students of the first and second grade classes of Lexington Green Elementary School, Portage, Michigan, for their cooperation in the research experiment. Special thanks are extended to the following: Mrs. Alaka Sekhar, Librarian; Mr. Charles Evans, Principal; and Mrs. Judith Steepleton, District Library and Audiovisual Coordinator.

To three members of the faculty of Western Michigan University, this writer expresses sincere appreciation. They are as follows: Miss Marguerite Baechtold and Dr. Laurel Grotzinger of the Department of Librarianship; and Dr. Dorothy McCuskey, Department of Educational Leadership. This writer also values the encouragement and support of Dr. Jean Lowrie, Director of the Department of Librarianship, Western Michigan University.

Dianne T. McAfee Williams
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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Children enter school with varying attitudes toward reading. These attitudes begin to form early in the setting of the home. Some children are fortunate enough to have parents who have often read to them from children's literature, while the experiences of others may be limited to hearing the Sunday comics or an occasional story.¹

Thus, some small children, due to previous exposure, have favorite book titles in mind, and make initial book requests by title when they enter the school library. It is a rarity, however, for a first or second grader to request books written by a particular author. Usually, a child requests books on a subject in which he is interested. It is odd, therefore, to note that the majority of easy books for children are arranged by author.

For the librarian and teacher, who are usually well acquainted with easy fiction stories and their authors, the author classification is quite acceptable. With the added security that the librarian and teacher are able to read and understand the card catalog, no matter how a book is classified, they can locate any one that is desired.

The child, on the other hand, is one student among many.

Gorski pointed out that:

Although it is the children's or school librarian's major responsibility to help children find information, this is not always easy for reasons which cannot readily be changed. Children are eager and impatient. There are not enough "readers advisors" available for all the children who seem to use the library at the same time. If librarians had sufficient time and could remember the places to look, then the service would be complete.\(^2\)

The librarian does not often have time to devote to each child who, time after time, requests an easy fiction book about a subject in which he is interested. Even if the librarian did have such time, and located the desired type of book that the child wanted, this writer believes that he has taken from the child the joy of self-discovery and self-satisfaction which the child would experience if he had located the easy book himself.

Many children who might be making subject requests fail to do so, either because of their timidity or conditioning before entering school. Gans stated that we already have too many well-meaning parents and teachers who have curbed activities of the lively child by quelling his interests, ignoring his questions and putting an end to many activities. As a result, almost all signs of eagerness, curiosity, and interest have completely disappeared, and a diffident, docile child timidly approaches school. This child becomes the "I'll-wait-until-you-tell-me-what-to-do-type".\(^3\) This child seldom locates a desired book, and he continually settles for a book which does not meet his immediate needs or interests.

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\(^3\) Roma Gans, Reading is Fun: Developing Children's Reading Interests. (New York: Bureau of Publications, Teachers College, Columbia University, 1949), p. 4-5.
The attempt to relate a child's interests to his education is not a new one. Among those educators who first recognized this need is John Dewey. He noted that interest is normal and reliance upon it is educationally legitimate when the activity in question involves growth and development.4

A subject organization of easy fiction books is child-oriented. This is a desirable arrangement since preferences are evident at an early age.5 This arrangement enables the child to locate desired fiction books, if they are available, and allows him to browse in a subject area of his interest.

Children are eager to be independent, to manage their affairs for themselves.6 Bond stated that:

Assuming independence is an attitude that grows directly out of purposeful reading, whether the reading is part of a study or a recreational situation. Independence enables the reader to rely on his own resources and to institute self-initiated reading activities. Independence is a real yardstick of reading maturity. As in the case of the development of independence in other areas of living, growth results from having the opportunity to be independent.7

Arbuthnot stated that, of course, a child's reading will not, and should not, be limited to stories, but stories are his first and most lasting literary love.8 Each child needs to be understood in terms

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5Gans, Reading is Fun, p. 37.
6Ibid., p. 1.
7Bond, Teaching the Child to Read, p. 311.
of his own style, and should be encouraged to grow comfortably and happily at his own speed.9

Can the author classification of easy fiction books allow for individual differences, needs, and interests? This writer believes that it cannot. The child's entrance into the world of reading can be a much more meaningful one by, as Nicholsen suggested, decreasing the confusion and dismay experienced by a young person confronted with hundreds of books neatly arranged on the library shelves in some mysterious way.10

This writer hypothesizes that if the arrangement of easy fiction books is not mysterious to the first or second grade child, but is familiar to him because it is divided into subjects which he recognizes and in which he is already interested, then that the child will be more satisfied and independent in his book selections. This familiar introduction to books can pave the way for further positive experiences in the media center and in reading.

Hypothesis

As a basis for this study, the following specific hypothesis has been formulated: if easy fiction books for children are classified and arranged on the shelf by subject interest, then, to an increased degree, children are satisfied with, and independent in, their book selections.

9Gans, Reading is Fun, p. 25.

To clarify the meaning of the hypothesis, the following terms and phrases are defined: easy fiction books, classified, subject interest, satisfied, and independent.

The term "easy fiction books" is defined as books for younger children (pre-school to approximately second grade age), such as picture books, in which characters and scenes wholly or in part are the product of the imagination.11

The term "classified" is defined as the arrangement of books and other material on the shelf according to subject.12

The term "subject interests" is defined as topics that appeal to readers, especially those of the same age, sex,13 and general background.

The term "satisfied" is defined as the fulfillment of a need or want; contentment.

The term "independent" is defined as not relying on or requiring someone else; self-reliant.

Description of Classification Scheme

The classification scheme for easy fiction books used in this study was designed for children in kindergarten to approximately the second grade (see Appendix A). In as simple a method as possible, the classification scheme for easy fiction books attempted to define the areas of interest of children in the primary grade levels of kinder-

12 Ibid., p. 30.
13 Ibid., p. 136.
garten to grade two by use of systematic, broad subject categories. The scheme consisted of twenty-one subject interest divisions, adapted largely from Sears, and based on this writer's knowledge of reading interests as supported in the "Survey of Related Literature". It used upper-case letters to represent the subjects. Because many students in the primary grades either cannot read or do not read well, a representative picture was placed with each subject area, so that the child could identify the subject on sight. In addition, a printed copy of the subject scheme was posted for the use of students who could read.

Some letters of the alphabet were not used. The letters A, B, C were not used so that the child would not confuse books in another subject with books labeled as ABC books. The letters I and O were not used because of their similarity to numbers, as well as their similarity to the letters T and Q, respectively.

An upper-case letter was placed below the subject letter to indicate the first initial of the author's last name. This was attached primarily for the convenience of the librarian and teacher, so that, as the need arose, they could locate books by a particular author. Books were shelved by the subject letter, however. Students were encouraged to note the top upper-case letter, if student shelving was necessary.

This scheme was designed for use in media centers in the United States. Therefore, major subject emphasis was placed on books of

primary interest to kindergarten, first, and second grade students in
the United States.

This writer, in reviewing the literature published about subject
classification schemes, found evidence of shelf subject arrangements
developed by other persons. The majority of these schemes are subject
classifications for both fiction and nonfiction, but tend to place little
emphasis on the easy fiction books for children. An example of the
all-inclusive subject scheme is the emotional classification scheme used
at Seattle World's Fair Library. The Toronto public libraries also
make use of an all-inclusive subject arrangement for children's
books.

Those libraries which were found to have separate subject schemes
for primary children had schemes which are felt, by this writer, to
be inadequate. One example of an inadequate scheme is given by
Jahrmann in his description of fiction classification schemes in
West Germany (see Appendix B). The classification of fiction books
for ages six to nine, which he describes, contains only four major
subject headings. As the child grows older, the subjects have more
divisions. This writer assumes that a scheme of this type, as well as
those with only the "easy" designation, fails to allow for the many
subjects in which the small child is interested.

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15 "Children's Library 21 to Use Emotional Classification," Wilson

16 D. E. Scott, "Classification of Children's Books in the Toronto

17 W. Jahrmann, "Trends and Changes in the Classification of Children's
Books in West Germany," International Library Review, III (June, 1971),
340.

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Survey of Related Literature

In a search of the literature, no study was uncovered which dealt with subject classification schemes of easy fiction books for children, although several subject classification schemes were located (discussed in "Description of Classification Scheme"). This writer searched Library Literature\(^{18}\) in the following areas: classification, school libraries - classification, children's literature - classification, fiction, and elementary school libraries - classification. In Research in Education\(^{19}\) the following areas were searched: classification, fiction, library literature, and elementary school libraries.

Because this subject classification for easy fiction books is based on the use of a symbol to represent a general class in which a child might be interested, this writer attempted to locate studies which revealed how children of ages five to eight respond to symbols. Psychological Abstracts\(^{20}\) was searched in the following areas: childhood - concept development, childhood - discrimination, childhood - perception in, symbolism, imagery, symbols, and symbolization. Education Index\(^{21}\) was also searched in the following areas:

\(^{18}\)Library Literature, 1940 - June, 1972.
\(^{21}\)Education Index, 1959 - October, 1972.
symbolism, signs and symbols, symbols. No study of children in this age group was uncovered which dealt directly with a child's response to a symbol as a representative of a class, as this writer's subject classification does, but numerous studies dealing with aspects of symbolism contain some common conclusions which this writer assumes have implications for this study.

Piaget is one of the leading researchers in the area of symbolism and imagery in learning. He stated that there is no question that children themselves use symbols, even in pre-school years.\(^{22}\)

Mental imagery is one of the processes whereby children represent and store information,\(^{23}\) yet the bulk of available research pertaining to images and pictures in children's learning is in the area of word pairs and how children respond to words\(^{24}\) and mathematical symbols, and symbols in play and imitation.

Visual imagery in young children is not a coherent, well-organized system.\(^{25}\) Images are more useful in dealing with concrete situations than with abstract ones.\(^{26}\)

All research found indicates that the capacity of pictures to

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\(^{23}\)William D. Rohwer, Jr., "Images and Pictures in Children's Learning: Research Results and Educational Implications," *Psychological Bulletin*, LXXIII, no. 6 (June, 1970), 401.

\(^{24}\)Ibid., 393.


\(^{26}\)Allan Paivio, "On the Functional Significance of Imagery," *Psychological Bulletin*, LXXIII, no. 6 (June, 1970), 386.
evoke imagery increases with the age of the child. Pictures evoke imagery at all age levels, but the ability to profit from the stored images is contingent upon the subject's ability to store an appropriate verbal representation of the object along with the image.27

Young children have greater difficulty in making the symbolic transformation from the mediating image to the required verbal response. This makes the age of transition especially important. Some recent evidence suggests that the crucial age is somewhere in the grade one to three range.28

In view of the developmental data, Rohwer concluded that the probability that imagery will be evoked in younger children is lower than that probability in older children, and that the capacity of imagery storage to facilitate learning is contingent upon the simultaneous storage of an accompanying verbal representation, and that such simultaneous storage is more probable in older than younger children.29

Paivio stated that the developmental changes occurring at around seven to eight years of age may be the age at which the capacity for symbolic transformation makes a quantum leap.30

Thus, the literature suggests that the ability of primary age children to respond to the pictures selected by this writer to represent

subject areas of interest may be only at the beginning stages and therefore, difficult for some. However, both Rohwer and Bower see the value in helping children respond to symbols. Rohwer stated, based on studies, that the child cannot always count upon the world to offer up information in optimal ways; therefore, he should be equipped to transform information himself into a form that renders it maximally memorable. The development of such independent learning skills is surely worth the attention of those interested in improvement of instruction.  

Bower stated that teaching the skills of using symbols as conceptualizers of events, actions, and ideas beyond what can be seen, heard, touched, tasted, or felt is education's unique contribution in helping children to become effective human beings.

Because the subject classification devised for this study is based primarily on reading interests of children, this writer searched Research in Education in the areas of reading, and elementary school, and Education Index in the following areas: reading, reading interests, recreational reading, reading - research, reading - habits and skills, and reading - psychology.

The earliest published report about children's interests appeared in the National Education Association proceedings of 1897.

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33Ibid.

34Education Index, 1961 - June, 1972.

In this investigation, the questionnaire method was used and conclusions were based upon the answers of 1500 children from grades three to high school.

This writer located a number of studies relating to reading interests of children. Gray gave a general overview of studies relating to reader interests. He estimates that almost 300 reader studies have been reported, with greatest attention to interest paid in the period 1938-1953. During this period, ten to twelve reports a year were produced on the average. From 1954 on, his annual summaries list only three to six new studies each year, and about a third of these are based on studies of interest in foreign countries.\(^{36}\)

This writer attempted to examine, beginning in 1920, the most frequently mentioned and noteworthy studies of each decade relating to reading interests of first and second graders to see if similarities in findings were generally consistent.

Among the studies of the 1920's was one by Terman in which he found that children of six and seven enjoyed Mother Goose rhymes and picture books, but they were chiefly interested in the nature story books about the wind, the birds, the animals, the trees and flowers. Apparently children like to hear about life they see around them. They think of animals and natural forces as talking and acting much as they do themselves. They also enjoy having fairy tales and myths and legends read to them.\(^{37}\)


Belser discovered that up to eight or nine years of age children are principally interested in juvenile fiction, fanciful, imaginative literature, and "thats-why" stories as a means of satisfying their cravings for experience.\textsuperscript{38}

Grant studied children from the South, North, East, West and Middle West of the United States in the first, second and third grades, and found their major interests were in animal stories, fairy stories, and folklore, respectively. Experiences of other children ranked eighth in preference while nature studies were ninth.\textsuperscript{39}

Reader interest reports of the 1930's tended to survey the literature of the 1920's. Belser\textsuperscript{40} and Terman\textsuperscript{41} were often cited, as well as a survey completed by Sr. Celestine.\textsuperscript{42} Witty did introduce the findings of a study conducted during this period. He tested some 3,400 students in grades K-8 in Evanston, Illinois, and found that among first graders, fairy tales were mentioned most frequently. In the second grade, detective stories, adventure stories, and fairy tales, respectively, were most frequently mentioned.\textsuperscript{43} This study produced some differences from those cited in the 1920's.

\textsuperscript{38}Danylu Belser, "Reading Interests," 292.

\textsuperscript{39}Emma B. Grant and Margaret L. White, "A Study of Children's Choices of Reading Materials," Teachers College Record, XXVI (April, 1925), 673-74.

\textsuperscript{40}Danylu Belser, "Reading Interests".

\textsuperscript{41}Lewis M. Terman, Children's Reading.


In the 1940's, Gesell's monumental book listed interests of children of six and seven years of age. At six, they like stories about animals, but are branching out into an interest in nature and birds. They like stories about themselves and enjoy poetry. At age seven, they enjoy fairy tales, and boys like army and navy stories and books about airplanes - interests arising out of World War II - electricity, earth and nature. Except for the interest of boys in army and navy stories, these are generally in agreement with studies of previous decades which this writer examined.

Studies of the 1950's reveal a growing interest of children in everyday stories about themselves. Amatora's study indicated that second grade children like stories in which children were characters, animal stories, fairy tales, and poetry, in that order. Browman attempted to ascertain interests of preschool, first and second grade children by analyzing two lists of recommended story books, one published in 1927-29 and another in 1952-55. In the former publication, fairy stories and animals as humans were listed an equal number of times, followed by stories of everyday. In the latter list, stories of everyday were mentioned most frequently, followed by realistic animal stories, and animals as humans.

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One thesis was located which was directly concerned with reading interests of second grade children in Kalamazoo County. Teachers in this study listened to children in their classes as they told of their favorite stories and, by use of a checklist, classified their responses by subject and sex.

An examination of the checklists of interests as indicated by the total number of responses by both boys and girls revealed the following major interests: animals, cowboys, fairy tales, humorous stories, Indians, and stories about children.

In the 1960's, based on his research of the types of books preferred by children and young people, Gray drew the following conclusion: students in both elementary and secondary school read more fiction than any other type of material and like it better.

The most comprehensive listing of its time of reading interests for five, six and seven year olds was written by Frank. She found that primary age children like the following:

1. Stories of family life, of school days, of children and grownups doing things that they recognized.
2. Books about the real world of things and people: informational books about trucks, trains, ships and other machinery.

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48 Ibid., p. 25, 26.

49 Ibid., p. 37.

At first, stories about the more familiar household creatures, especially dogs and cats, the farm animals. Later, they lean toward stories about wild creatures.

Fairy and folk tales and other fantasy,

Humor, nonsense and whimsey.

All the literature examined revealed that researchers agree that at the young age of six or seven that there are few sex differences among interests of boys and girls.

Zimet stated, and this writer in agreement, that researchers have grossly neglected the reading interests of the very young child. One major reason for the neglect relates to the questioning of the reliability and validity of information collected from preschoolers, kindergarteners, first and second graders. Thus, researchers have been inclined to draw inferences from research done with older children, rather than to develop and refine new techniques for evaluating the interests of young children.

In summary, this writer's literature search revealed that reader interest studies of six and seven year olds have shown that children at this age are interested in numerous subjects which change little from decade to decade. Research located further indicated that the probability of young children responding to symbols is lower than that probability in older children, thereby making it difficult for some youngsters to interpret the symbols which this writer utilizes in her design. The literature search also revealed that definitive research in shelf arrangements of easy books by subject is limited.

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CHAPTER II

METHODOLOGY

The purpose of this chapter is to describe the school used in the study, the design used for the collection of the data and the treatment of the data.

Selection of Sample

Description of the community

Lexington Green Elementary School was selected for this study. It is located in Portage, Michigan, where the city population is 33,590 and .8 percent of the residents are non-white.53 The city of Portage is primarily a residential area. It is a suburb of, and directly south of, Kalamazoo, in southwestern Michigan. A community of some 34.5 square miles, dotted with lakes, it is served by two major limited access highway systems, US 131 and Interstate 94, and is located 150 miles from either Chicago or Detroit.54

The median income is $12,574, with 33.5 percent of its workers earning $15,000 or more. Fifty-two and seven tenths percent of the workers are in white collar occupations, while 37.3 percent are in


54 Portage Unit of the Kalamazoo League of Women Voters, Focus on Portage (Portage, Michigan: League of Women Voters, 1967), unpaged.
manufacturing industries.\(^55\) Portage's largest industry is the Upjohn Company, which provides approximately 50 percent of the city's tax base. The second largest industry is KVP - Sutherland, whose Portage plant converts rolls of paper into paper cups and plates.\(^56\)

The city of Portage is a young one. Forty-three and one-tenths percent of its population is under eighteen years of age. Three and two-tenths percent of the population is sixty-five years of age and over.\(^57\)

Description of the school

Lexington Green Elementary School, with an enrollment of 341 students, is one of eleven elementary schools in the Portage School District. It is the smallest elementary school in the district, yet it contains the highest percentage of minorities of any if its schools, including the high school, and has an estimated 10 percent Black, 3 percent Spanish-speaking, 1 percent American Indian, .5 percent Oriental, and 85.5 percent White enrollment. While the median income for the city of Portage is substantial, this school community's dwellers' median income does not exceed approximately $8000. An estimated 85 percent of its workers are blue-collar workers. The community


is highly mobile, and includes a trailer park, which reflects its mobility.

Approximately one-third of the student body come from broken homes, with one parent at home, or a parent in his second or third marriage. The school qualifies for ESEA Title I funds for disadvantaged, and also has students receiving free lunches.58

Description of the library59

The library of Lexington Green Elementary School is centrally located near the school office. It has approximately 392 square feet of space which houses books, magazines, card catalog, librarian’s desk, etc. There is an adjoining audio-visual viewing room of approximately 48 square feet, with 6 wet study carrels. The workroom area, which houses equipment, shelf-list cards, audio-visual materials, etc., is approximately 140 square feet.

The library collection includes approximately 4,301 books (of which 800 are easy fiction books), 45 paperback books, 198 records, 127 filmstrips, 7 film loops, 2 kits, 95 charts, 97 overhead transparencies, 8 models, 29 sets of study prints, as well as 15 cassette tapes.

The easy book collection used in this study is located on one side of the library, and is housed directly beneath the fiction collection for the middle and upper grades.


59. The description of the library is based on the holdings at the time of the study from October, 1972 - February, 1973.
The library is staffed by a full-time professional librarian with a master's degree in library science. The 1972-73 school year is the first year that the school has had a full-time librarian. The librarian coordinates the activities of five volunteer mothers and thirty-five student assistants.

The library is open Monday-Friday from 8:10 a.m. - 3:45 p.m. Classes in grades K-3 have scheduled library periods each week but can visit the library at any other time, as needed. Classes in grades 4-6 have unscheduled or flexible periods, and are encouraged to visit the library, as needed, individually, in small groups, or in full-size classes.

**Description of grades used in the study**

This writer selected the first and second grade classes of Lexington Green Elementary School as participants in the study. There were two first grade classes, consisting of twenty-two students in one and nineteen students in the other. The two second grade classes consisted of twenty-four students in one and twenty-six students in the other.

First grade classes had one scheduled thirty-minute library period each week which included a story and book selection. Second grade classes had two thirty-minute library periods each week, one period for a story and one period for book selection. In between library periods, students were encouraged to use the library as needed (see Table 1, page 21). The students were able to go to the
library easily and independently between periods because all four
classes were located in the same wing, each one approximately thirty-
six feet from the library.

TABLE 1
Weekly Library Schedule of Grades Used in the Sample

<table>
<thead>
<tr>
<th>Grade</th>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>First - A</td>
<td>Tuesday</td>
<td>2:00 - 2:30 p.m.</td>
<td>Story and Books</td>
</tr>
<tr>
<td>First - B</td>
<td>Friday</td>
<td>2:00 - 2:30 p.m.</td>
<td>Story and Books</td>
</tr>
<tr>
<td>Second - A</td>
<td>Monday</td>
<td>9:00 - 9:30 a.m.</td>
<td>Story</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>2:00 - 2:30 p.m.</td>
<td>Book selection</td>
</tr>
<tr>
<td>Second - B</td>
<td>Monday</td>
<td>10:45 - 11:15 a.m.</td>
<td>Story</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>1:45 - 2:15 p.m.</td>
<td>Book selection</td>
</tr>
</tbody>
</table>

Method of Procedure

Before the 1972-73 school year began, this writer received
tentative approval from the district library and audiovisual services
coordinator and the principal of Lexington Green Elementary School
to carry out the easy book arrangement research experiment. Final
approval was based on the new librarian's willingness to participate
in the study, and her ability to devote the necessary time to the ex­
periment, as well as carry on the library functions, for which she
was hired. After reading a draft of the proposed project, the librarian
agreed in September, 1972, to participate in the study. Her object­
vity was assured, among other factors, by the fact that she had not
been an elementary school librarian before, and therefore, did not
have preconceived notions regarding the possible negative aspects of
an author arrangement of easy books, or the need for a subject arrangement from previous experiences with small children.

The research experiment was divided into two parts relating to the two kinds of classification. The first part of the study concerned the first and second grade students' ability to locate easy books when they were arranged according to the author of the books. Because the librarian was new to the school, and many first graders were in the school for the first time, as well as other students who had just transferred to Lexington Green, the experiment did not begin until October 2, 1972. This waiting period was designed to allow the newness of the school situation to wear off, as well as allow time for the completion of school testing.

The first part of the study was conducted for twenty school days from October 2, 1972 - October 31, 1973 (the librarian was ill from October 17 - 19, 1972). The period of one month was chosen by this writer because it was felt that observation of the first and second grade classes over a four week period would be sufficient to measure the students' facility in locating desired easy books. The months of November and December were not chosen because they were popular holiday months. Since the first part of the study was based on subject requests and it was assumed that students would make requests for books by subject more frequently in November and December than at other times, in order not to bias the results of the study, these months were not used.

During October, 1972, the librarian, without the students' knowledge, kept a daily tally sheet, by sex and grade level, of the
number of requests made each day by first and second graders, for
easy fiction books on specific subjects (see Appendix C). In addi-
tion, the librarian observed the students as they made selections
noting the ease or difficulty with which first and second grade students
located easy books.

The first and second grade teachers were informed by the principal
and librarian at the beginning of the 1972-73 school year that the
study would be conducted. They were asked to make themselves aware
of the manner by which students in their class searched for easy
fiction books and to note, if possible, any questions asked of them
for easy books by subject, in addition to general comments made by
the students regarding the ease or difficulty with which they locat-
ed easy books.

On October 23, 1972, this writer visited Lexington Green Element-
tary School and spent the school day assigning new call numbers,
based on her subject classification, to the easy book shelf-list
cards. This was done in preparation for the conversion of the
book arrangement, to be completed during the Christmas holidays.

On December 20, 1972, this writer, and an assistant, converted
the easy book section to the shelf arrangement scheme shown in Appen-
dix B. This period of time was chosen because it allowed this writer
to make the changes without interfering with the school or library,
and without the presence of the students.

Representative color pictures of approximately 3½" x 5" of each
subject division were placed as close to the subject arrangement as
possible. Some difficulty was involved in doing this, particularly
because fiction books for the middle and upper grades were located
directly above the easy books. To help clarify this, small pictures of approximately one square inch were placed, wherever possible, on the shelves at the beginning and end of each subject arrangement for ease in location. In addition, flash cards, identical to the 3½" x 5" pictures on the shelves, were left for the librarian to use in familiarizing the students with the new arrangement.

On December 20, 1972, this writer took the tally sheets completed by the librarian during part I of the study.

During the Christmas holidays, a letter was sent to the librarian giving suggestions about how to introduce the new arrangement to the first and second grade students (see Appendix D).

The school opened on January 2, 1973. On January 4, 1973, the school principal sent a letter to all first and second grade teachers describing what was taking place and informing them of this writer's scheduled visit February 19-22, 1973 (see Appendix E).

During the first and second grade students' first library period, the librarian introduced the subject scheme to the children using the suggested introduction outlined in Appendix D. The complete introduction of all subject categories was completed in one sitting and took approximately twenty minutes. The librarian recorded one of her introductions for this writer on tape. According to the librarian, each class received the same introduction, as this writer suggested.

In the two weeks that followed, the librarian used a few of the picture flash cards supplied to her to refresh the students' memories of areas in which they appeared to have difficulty. This was done before they selected books. The refresher ceased when part II of the study.

On January 22, 1973, part II began, with the librarian filling out a tally sheet identical to the one used in part I when a first or second grade student asked for an easy book by subject (see Appendix C). Part II continued for twenty days, or until February 16, 1973.

Testing

The testing of the hypothesis regarding the satisfaction and independence of first and second graders when using this writer's subject arrangement of easy books involved the students, their teachers, the librarian, and this writer. The testing period was conducted in three parts. The first two parts were conducted in periods of twenty school days each, and were conducted from October 2-31, 1972 (with the exception of three days in which the librarian was ill), and January 22 - February 16, 1973, respectively. The final part of the testing was conducted by this writer from February 19 - 21, 1973.

During the first two parts of the testing, the teachers and the librarian observed their students, noting the ease or difficulty with which the students located easy books. In addition, the librarian kept a tally sheet of the number of times during any one day period in which the study was conducted, that she was asked for an easy book by subject (see Appendix C). The manner of tallying during the first two parts was the same. However, part I was conducted using the author arrangement of easy books, and part II used the subject arrangement of easy books.
After part II was completed, and during the February 19 - 21, 1973 visit of this writer to the school, the first and second grade teachers completed a written questionnaire designed to discover their general attitudes, and perceptions of their students' attitudes regarding both the author and subject arrangement of easy fiction books (see Appendix F). The librarian also completed a similar questionnaire during the same period (see Appendix C).

On the first one and a half days of the February 19-21, 1973 visit, this writer shared two stories with the students in the study at predetermined times in the library (see Table 2). The stories selected by this writer were as follows:


**TABLE 2**
Story-Telling Schedule, February 19 - 20, 1973

<table>
<thead>
<tr>
<th>Grade</th>
<th>Day</th>
<th>Time</th>
<th>Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>First - A</td>
<td>Monday</td>
<td>10:00 - 10:30 a.m.</td>
<td>The Dragon ...</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>2:15 - 2:45 p.m.</td>
<td>Simon Boom ...</td>
</tr>
<tr>
<td>First - B</td>
<td>Monday</td>
<td>1:30 - 2:00 p.m.</td>
<td>The Dragon ...</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>1:00 - 1:30 p.m.</td>
<td>Simon Boom ...</td>
</tr>
<tr>
<td>Second - A</td>
<td>Monday</td>
<td>9:00 - 9:30 a.m.</td>
<td>The Dragon ...</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>9:45 - 10:15 a.m.</td>
<td>Simon Boom ...</td>
</tr>
<tr>
<td>Second - B</td>
<td>Monday</td>
<td>10:35 - 11:05 a.m.</td>
<td>The Dragon ...</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>10:35 - 11:05 a.m.</td>
<td>Simon Boom ...</td>
</tr>
</tbody>
</table>

The stories were used to get acquainted with the students and make them feel at ease.
At the end of the second story, in order to get a random sample of twenty students, slips of paper were placed in two jars. Jars one and two contained forty-one and fifty slips for each student in grades one and two, respectively. Ten of the slips in each jar had green dots on them. Each slip was folded so that none of the dots was visible. The students were told that they were playing a game with this writer. Each one drew a slip from the jar. Ten first grade students and ten second grade students were, thereby, selected to be interviewed by this writer. The students were told that they were going to play another game if they got a green dot.

Each randomly selected student was interviewed by this writer. A tape recorder was used to record each interview. Before turning the recorder on, this writer explained to each child that the writer was merely recording so that she could remember what he or she said without writing it down.

The questions used in the interview were designed to measure attitude, independence, and satisfaction levels of the first and second grade students (see Appendix H). The length of each interview varied depending on the responsiveness of each child. The average interview time was seven minutes.

This study took approximately four and a half months to complete.
CHAPTER III

FINDINGS OF THE STUDY

In this chapter the findings of the study are tabulated and summarized. The individual tabulations are based on the following: The easy book subject request tally sheets; questionnaires of the librarian and first and second grade teachers; and interviews with first and second grade students.

Easy Book Subject Request Tally Sheet

In considering the data on the tally sheets supplied by the librarian during part I and part II of the study, the data indicates that, in part II, students asked 61 percent fewer questions than they did in part I. Each part involved twenty school days, and was based on the number of subject requests that first and second grade students made before and after the subject arrangement was used.

In part I, conducted from October 2-31, 1972, eighteen subject requests were recorded by the librarian. Only three of the requests came from first grade students. Of the fifteen second grade requests, ten requests came from girls and five requests came from boys. Of the three first grade requests, two requests came from boys, and one came from a girl (see Table 3, page 29).
## TABLE 3

SUBJECT REQUEST TALLY SHEET RESULTS - PART I

OCTOBER 2 - OCTOBER 31, 1972

<table>
<thead>
<tr>
<th>Date</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>boys</td>
<td>girls</td>
<td>boys</td>
</tr>
<tr>
<td>Oct. 2</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Oct. 3</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Oct. 4</td>
<td>..</td>
<td>..</td>
<td>2</td>
</tr>
<tr>
<td>Oct. 5</td>
<td>..</td>
<td>..</td>
<td>1</td>
</tr>
<tr>
<td>Oct. 6</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Oct. 10</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Oct. 11</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Oct. 12</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Oct. 13</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Oct. 14</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Oct. 16</td>
<td>..</td>
<td>..</td>
<td>1</td>
</tr>
<tr>
<td>Oct. 20</td>
<td>1</td>
<td>..</td>
<td>2</td>
</tr>
<tr>
<td>Oct. 23</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Oct. 24</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Oct. 25</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Oct. 26</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Oct. 27</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Oct. 30</td>
<td>1 1</td>
<td>1 2</td>
<td>5</td>
</tr>
<tr>
<td>Oct. 31</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
</tbody>
</table>

TOTAL 18

In part II, conducted from January 22 - February 16, 1973, seven subject requests were recorded by the librarian. Three of the requests came from first grade students. Of the four second grade requests, three requests came from girls and one request came from a boy. Of the three first grade requests, two requests came from girls, and one request came from boys (see Table 4, page 30).
TABLE 4
SUBJECT REQUEST TALLY SHEET RESULTS - PART II
JANUARY 22 - FEBRUARY 16, 1973

<table>
<thead>
<tr>
<th>Date</th>
<th>First Grade boys</th>
<th>First Grade girls</th>
<th>Second Grade boys</th>
<th>Second Grade girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 22</td>
<td>..</td>
<td>..</td>
<td>.. 1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Jan. 23</td>
<td>..</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Jan. 24</td>
<td>..</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Jan. 25</td>
<td>..</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Jan. 26</td>
<td>..</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Jan. 27</td>
<td>.. 1</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>1</td>
</tr>
<tr>
<td>Jan. 30</td>
<td>..</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>..</td>
<td>..</td>
<td>.. 1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Feb.  1</td>
<td>..</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Feb.  2</td>
<td>..</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Feb.  5</td>
<td>..</td>
<td>..</td>
<td>1 1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Feb.  6</td>
<td>..</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Feb.  7</td>
<td>1 1</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>2</td>
</tr>
<tr>
<td>Feb.  8</td>
<td>..</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Feb.  9</td>
<td>..</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Feb. 10</td>
<td>..</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Feb. 11</td>
<td>..</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Feb. 12</td>
<td>..</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Feb. 13</td>
<td>..</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Feb. 16</td>
<td>..</td>
<td>..</td>
<td>.. ..</td>
<td>..</td>
<td>..</td>
</tr>
</tbody>
</table>

TOTAL 7

Teacher and Librarian Questionnaire

In considering the questionnaire (see Appendixes F and G), all of the participants, four teachers and one librarian, responded. Each question is treated separately in the following report.

Question one was designed to find out which arrangement the teachers and the librarian thought the first and second grade students preferred. Each of the five respondents felt that their students preferred the subject arrangement to the author arrangement (see Table 5, page 31).
TABLE 5. -- Question 1: Which arrangement for easy books, the author or subject scheme, do you feel the students in your class prefer?

<table>
<thead>
<tr>
<th>Possible answer</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Librarian</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>• •</td>
<td>• •</td>
<td>• •</td>
<td>0</td>
</tr>
<tr>
<td>Subject</td>
<td>2.</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

In response to answering question one, the following reasons for their choices were given:

Grade one - "Perhaps the subject of the book would mean more to them at this time."

"The author doesn't mean anything to them at this time."

Grade two - "It's easier for them to locate books. Many of my children aren't able to use the card catalog successfully, so it makes this method much better."

"They say books are easier to find."

Librarian - "They say that books are easier to find."

Question two was designed to determine the response of the children to the subject arrangement. Of the five respondents, two (including the librarian), felt that the children's response was extremely positive. Three of the respondents felt the children's response to be positive (see Table 6, page 32).

Question three was designed to determine the level of satisfaction or dissatisfaction which the teachers and librarian felt the children experienced with the subject arrangement. Of the five respondents, two (including the librarian) felt the children were
TABLE 6.—Question 2: What has been the children’s general response to the subject arrangement of easy fiction books?

<table>
<thead>
<tr>
<th>Possible answer</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Librarian</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>..</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Satisfied</td>
<td>2</td>
<td>1</td>
<td>..</td>
<td>3</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>0</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>0</td>
</tr>
</tbody>
</table>

They were extremely satisfied with the subject arrangement. Three of the respondents felt the children were satisfied with the subject arrangement (see Table 7).

TABLE 7.—Question 3: How do you assess the students’ satisfaction with the subject arrangement?

<table>
<thead>
<tr>
<th>Possible answer</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Librarian</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>..</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Satisfied</td>
<td>2</td>
<td>1</td>
<td>..</td>
<td>3</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>0</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>0</td>
</tr>
</tbody>
</table>

Question four was designed to determine whether students needed more or less guidance in selecting their books. Each of the five respondents felt that the students asked fewer questions (see Table 8, page 33).

Question five was designed to determine whether students needed
TABLE 8.--Question 4: What effect do you feel the subject arrangement has on the independence with which your students locate easy books from the shelf?

<table>
<thead>
<tr>
<th>Possible answer</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Librarian</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely independent</td>
<td>..</td>
<td>..</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Independent</td>
<td>2</td>
<td>2</td>
<td>..</td>
<td>4</td>
</tr>
<tr>
<td>Dependent</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>0</td>
</tr>
<tr>
<td>Very dependent</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>0</td>
</tr>
</tbody>
</table>

more or less guidance in selecting their books. Each of the five respondents felt that the students asked fewer questions (see Table 9).

TABLE 9.--Question 5: What effect does the subject arrangement have on the number of questions relating to reading guidance asked of you as students search for easy books?

<table>
<thead>
<tr>
<th>Possible answer</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Librarian</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask more questions</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>0</td>
</tr>
<tr>
<td>Same number</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>0</td>
</tr>
<tr>
<td>Fewer questions</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Question six was designed to determine whether the subject arrangement resulted in additional benefits. The first part of the question (a) was designed to determine if the students enjoyed reading their library books more. Of the four respondents, half indicated that their students did not enjoy reading books more, while the other half indicated that their students enjoyment of reading books was enhanced to some degree (including the librarian). One person gave no response (see Table 10, page 34).
TABLE 10.—Question 6: Do you feel the subject arrangement has benefitted your students in any of the following ways?
(a) They enjoy reading their library books more.

<table>
<thead>
<tr>
<th>Possible answer</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Librarian</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>1</td>
<td>..</td>
<td>2</td>
</tr>
<tr>
<td>Some</td>
<td>..</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>..</td>
<td>..</td>
<td>1</td>
</tr>
</tbody>
</table>

The second part of the question (b) was designed to determine if interest in the books that the students located was higher than previously. Of the five respondents, three indicated that their students were more interested in books they located (including the librarian). Another respondent indicated that the students were not more interested, while the last respondent indicated that to some degree, there was more interest (see Table 11).

TABLE 11.—Question 6: Do you feel the subject arrangement has benefitted your students in any of the following ways?
(b) They are more interested in the books they locate.

<table>
<thead>
<tr>
<th>Possible answer</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Librarian</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>..</td>
<td>..</td>
<td>1</td>
</tr>
<tr>
<td>Some</td>
<td>..</td>
<td>1</td>
<td>..</td>
<td>1</td>
</tr>
</tbody>
</table>
Question seven was designed to determine which arrangement, the author or subject, the respondents preferred. Of the five respondents, two indicated that they preferred the author arrangement (librarian included). Two respondents indicated that they preferred the subject arrangement and one respondent wrote in a preference for either (see Table 12).

In response to answering question seven, the following reasons for their choices were given:

Grade one - "Either. I recognize many of the author’s names; however, I feel that many times looking through a subject matter also helps my selection more."

"Subject. It is time-saving when I am putting a unit together to have books pertaining to the same subject in one place."

Grade two - "Subject. This method is more efficient because it’s not necessary to use the card catalog. You know right away what books are available. This will be a good time-saver."

"Author. Because I know the authors of some books the children can read. When they asked me for a book they could read, I could go directly to one of the authors. However, subject grouping seems better for the children, so I can accept that method."

Librarian - "Author. Subject arrangement is extremely subjective."

<table>
<thead>
<tr>
<th>Possible answer</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Librarian</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Subject</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Either (added)</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

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In responding to question eight, "What changes in the subject arrangement of easy books would you suggest", answers were as follows:

Grade one - "None". "None at this time".

Grade two - "The pictures need to be larger".
"A child suggested printing the names of the subjects on the picture cards in case they forget".

Librarian - "More symbols, bigger pictures".

Question nine was designed to determine if the first and second grade students had difficulty in responding to symbols, and whether they had similar difficulty in responding to the symbols used. The first part of the question (a) asked if, in general, the children had difficulty in interpreting letter and mathematical symbols. Of the five respondents, two indicated that the students did have difficulty in interpreting letter and mathematical symbols. Three respondents (including the librarian), indicated that there was some degree of difficulty for their students (see Table 13).

<table>
<thead>
<tr>
<th>Possible answer</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Librarian</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>1</td>
<td>..</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>0</td>
</tr>
<tr>
<td>Some</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

The second part (b) of the question was designed to determine if
the students had difficulty in interpreting the symbols used in the subject arrangement. Of the five respondents, four (including the librarian) indicated that their students did not have difficulty in interpreting the symbols used in the subject arrangement. One respondent indicated some difficulty on the part of students (see Table 14).

TABLE 14.--Question 9: The reliability of this project depends, in part, on younger children's response to symbols. 
(b) Did you see any difficulty in your students' interpretation of the symbols used in the subject arrangement of easy books?

<table>
<thead>
<tr>
<th>Possible answer</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Librarian</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Some</td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

The third part (c) of the question was designed to determine whether the use of picture symbols helped create a readiness-for-symbols in young children. Each of the five respondents felt that the picture symbols made a positive contribution in creating a readiness-for-symbols in young children (see Table 15, page 38).

In response to question nine (c), the following reasons for their choices were given:

Grade one - "They are able to match the picture symbols easily in finding the library books they want."

Grade two - "Many children are not aware of the importance that symbols play in their lives. This will point it out again."
TABLE 15.---Question 9: The reliability of this project depends, in part, on younger children's response to symbols.
(c) Do you feel that this easy book arrangement which uses picture symbols can make a positive contribution in creating a readiness-for-symbols in young children?

<table>
<thead>
<tr>
<th>Possible answer</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Librarian</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>No</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>0</td>
</tr>
<tr>
<td>Some</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>0</td>
</tr>
</tbody>
</table>

"Some children showed their increased readiness-for-symbols by, for example, deciding if a book, belonged to the 'rabbit or elephant' group."

Only the first grade teachers answered question ten which asked, "Are there any general comments you'd like to make?" One said, "I feel that our librarian has done a beautiful job of meeting the needs of our first grade children." Another said, "I see a problem of a book being under more than one subject area."

Summary

The questionnaire responses of the first grade teachers, second grade teachers, and the librarian indicated that all respondents felt that the first and second grade children preferred the subject arrangement to that of the author arrangement. In contrast to the children, two of the respondents preferred the author arrangement, two preferred the subject arrangement, and one respondent found either arrangement acceptable.
All respondents indicated that their children asked fewer questions when using the subject arrangement, responded positively to the subject arrangement, were satisfied with that arrangement, and were independent in their selections.

The evidence does not indicate that the students enjoyed reading their library books more, but there was some indication that the students were more interested in the books that they located.

The teachers and librarian felt that students had some difficulty in interpreting letter and mathematical symbols. On the whole, they did not feel that students experienced a similar difficulty in using the subject arrangement. All respondents indicated that they felt the subject arrangement made a positive contribution in creating a readiness-for-symbols in young children.

Interview with First and Second Grade Students

Twenty of the first and second grade students, ten from each grade, were interviewed by this writer. The random sample yielded four first grade boys, six first grade girls, eight second grade boys, and two second grade girls. The interview consisted of five basic questions designed to determine if students noticed the change in the arrangement of easy books, their satisfaction with the subject arrangement, independence in using the subject arrangement, and whether they had ideas themselves about arranging easy books (see Appendix H).

Question one was designed to determine whether students knew where the easy books were located. Of the twenty respondents, eighteen, were able to tell this writer where easy books were located or point
to the easy book section. Two of the respondents were unable to indi­
cate where the easy books were. Of the ten first grade respondents, 
nine knew where the easy books were, while one did not. Of the ten 
second graders, nine knew where the easy books were, while one did 
not (see Table 16).

TABLE 16.—Question 1: Do you know where the easy picture books are 
in the school library?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

Question two was designed to determine if students were aware 
of the change in the arrangement of the easy fiction books. Of the 
twenty respondents, fourteen were able to tell this writer of the 
change in the easy fiction section, while six respondents could not. 
Of the ten first grade respondents, six were able to identify the change 
in the easy books while four could not. Of the ten second grade re­
pondents, eight were able to identify the change in the easy books, 
while two could not (see Table 17, page 41).

Question three was designed to determine whether it was easier 
or harder for students to locate easy books. Of the twenty respondents, 
nineteen indicated that it was easier to locate books, while one re­
pondent indicated that it was easy with either the author or subject 
scheme to locate books. Of the ten first grade respondents, ten found
TABLE 17.--Question 2: Was there anything different about the easy books after you came back from the Christmas holidays?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

the subject arrangement easier. Of the ten second grade respondents, nine found the subject arrangement easier, while one found either way about the same (see Table 18).

TABLE 18.--Question 3: Is it easier or harder for you to find your easy books now?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easier</td>
<td>10</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Neither</td>
<td><strong>---</strong></td>
<td>1</td>
<td><strong>---</strong></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

Replies of the respondents to the question of why they found it easier or harder to locate books include the following:

"I see pictures and they tell what books are about."
"I can tell from pictures."
"I found a book I could read."
"Pictures tell you the kind of book you want."
"If there is no picture, you have to go all over the library to find what you want.
"You know what book to get -- picture shows you."
"Don't have to look all over for a book."
"Some people don't know who wrote the book."
"Picture helps."
"Little picture showed you where to look."
"Used to have to look all around to find a book I wanted."
"It's easier. There are pictures to help you."
"I wouldn't have to look through all the books."
"If there are pictures, you can go and get your book."

Question four was designed to determine how independent the children were in selecting books. Of the twenty respondents, eighteen indicated that they did not have to ask the teacher or librarian for help as much as before. One respondent indicated that he never did need help with either arrangement, and one respondent indicated that sometimes he had to ask the teacher or librarian for help.

Of the ten first grade respondents, ten found that they did not have to ask the teacher or librarian for help as often as before. Of the ten second grade respondents, eight found that they did not have to ask the teacher or librarian for help as often, while one indicated that he never did ask for assistance, and one, indicated that he sometimes had to ask the teacher or librarian for help.

**TABLE 19.**--Question 4: Do you need to ask your teacher or librarian for help as much as you did before Christmas?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>**</td>
<td>**</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Sometimes</td>
<td>**</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Never did ask</td>
<td>**</td>
<td>**</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>
Question five was designed to determine whether the students had definite ideas of how easy books should be arranged. This writer randomly selected seven titles from the school library easy section, making sure that if a child wished to approach an arrangement on a subject basis, that there were three sets of two books each in similar subjects to facilitate this (for book titles, see Appendix I). Most of the students, when asked why they arranged the books as they did, had no particular reply. For that reason, in reviewing the arrangements used, if two out of three sets of subject books were arranged by subject, this writer assumed that the child was attempting a subject arrangement.

Of the twenty respondents, seven arranged the books in a subject arrangement. One respondent arranged the book by title, three respondents arranged books by the author call number on the spine, seven respondents arranged books in a category which this writer labeled "other" because of her inability to interpret their arrangements, and two respondents had no arrangement, but simply kept the books as they were originally.

Of the ten first grade respondents, three arranged their books by subject, five were placed in the "other" category, and two had no arrangement.

Of the ten second graders, four arranged their books by subject, three arranged their books by the author call numbers on the spine, one arranged books by title, and two, arranged books by "other", (see Table 20, page 44).
TABLE 20.—Question 5: Let's pretend that these seven books are in your library and that you are the librarian. Look at them and show me how you would arrange the books so that boys and girls can find what they want.

<table>
<thead>
<tr>
<th>Response</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Author call number</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Title</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>

Summary

The interview with the twenty randomly selected first and second grade students revealed that the great majority of them preferred the subject arrangement. They indicated that finding easy books was easier for them, and that the need for teacher or librarian assistance was minimal.

The results of the arrangement that they made of seven easy books proved inconclusive as a further determinant of individual preferences.
CHAPTER IV
SUMMARY AND IMPLICATIONS

Summary

The problem, as stated in the introduction of the study, dealt with the difficulty of small children in using the author arrangement of easy picture books to locate books. The hypothesis proposed that a subject arrangement of easy books, based on the interests of primary-grade children, would give the students more satisfaction and independence in their book selections. One elementary school in the Portage School District, Portage, Michigan was selected in which to conduct a pilot study. The study was divided into two parts: part I related to first and second grade students' response to the author arrangement of easy books; part II related to the same students' response to the subject arrangement of easy books. The hypothesis was tested by the use of a daily subject request tally sheet filled out by the librarian, and a questionnaire distributed to all first and second grade teachers and the librarian. Data consisted also of information gathered from interviews with twenty randomly selected first and second grade students.

A summary of the data produces the following information:

1. The primary grade children preferred the subject arrangement to the author arrangement.

2. Primary grade children were more independent and asked fewer questions when using the subject arrangement.

3. The teachers and librarian were evenly divided in deciding
on a personal preference for the author or subject arrangement of easy books.

(4) The teachers and librarian found that even though their students had some difficulty in interpreting letter and mathematical symbols, that this difficulty was not evident in using the symbols of the subject arrangement.

(5) Although there was an indication that students were more interested in books they located, they did not seem to enjoy reading their library books more.

(6) The teachers and librarian felt that picture symbols made a positive contribution in creating a readiness-for-symbols in young children.

(7) The children were unable to communicate effectively ways they would arrange easy books themselves.

This writer concludes that the hypothesis has been substantiated when tested in this pilot situation. First and second grade students are more satisfied with the subject arrangement of easy books, and are more independent in making selections.

Implications

The generalizations noted above are relevant for the district library supervisor, school librarian, administrator, primary grade teacher, and leaders in the field of education. In addition, from the data presented in the preceding chapters, certain implications are evident.

The two most important implications deal with developing a
sense of self-worth and independence in primary-age children, and in providing a readiness-for-symbols which students encounter on a daily basis.

The author arrangement of easy books produce in the child a dependence on his teacher and/or librarian in fulfilling his subject requests. The larger implications, of course, is the reinforcement of the dependence syndrome with which many children either enter school or attain after a period of time in school.

The process involved in a subject arrangement for easy books promotes the concept of self-worth and independence, which, though important all through life, is especially important during the crucial first years of school experience. Such a book selection process, when successful, opens the door to new experiences encountered daily, both in and out of school.

The implication relating to self-worth and independence in primary-age children is directly connected with a second implication, that of promoting a readiness-for-symbols in young children. A search of the literature discussed in Chapter I revealed that the probability of young children responding to symbols is lower than that probability in older children. This was substantiated by the questionnaire given to teachers and the librarian in which they indicated that their students had some difficulty in interpreting letter and mathematical symbols. Why then was this same difficulty not evident when the students used the subject arrangement for easy books?

The thought process involved in selecting easy books by subject was certainly an advanced one. For example, if a child wanted a book about a cow, he had to internalize and decide whether a cow
was a farm animal or pet (represented by a picture of a rabbit), or whether a cow was a jungle or zoo animal (represented by a picture of an elephant). Yet, based on results of the study, the students were able to do this and locate the materials that they needed. The implication is that the subject arrangement of easy books can promote a readiness-for-symbols for young children, and raises the question of what other situations, not necessarily library-oriented, could aid in developing a symbol-readiness.

A final implication may be drawn in terms of how adaptable the subject arrangement, although clearly child-oriented, may be to teachers and librarians. The even division regarding a subject or author arrangement preference expressed in the questionnaire by the teachers and librarian in this study leads this writer to feel that the subject arrangement is one to which teachers and librarians can adapt. Just as teachers and librarians are familiar with authors, they can become familiar with subject areas, and authors within a given subject area, or they can make use of the card catalog to find the location of a particular author's works.

Conclusion

This writer concludes that in terms of meeting the needs and interests of the primary grade child, that the subject arrangement of easy books is superior to the author arrangement. The data collected to test the subject arrangement, namely, the subject request tally sheet, questionnaire to teachers of first and second grade students and the librarian, and the personal interviews with randomly selected students, support the hypothesis.
It is the responsibility of educators to seek new ways to ensure that students under their care develop to their maximum potential. It is also our responsibility to remember, as librarians, that one of our aims is to provide the best possible service to our patrons. Primary grade students are indeed our responsibility. This writer feels that the author arrangement of easy books does not provide the students with the best possible service.

Further research is needed. The writer suggests the following:

(1) Research regarding the designation of additional symbols to represent the animal categories, other than pets and jungle animals. So many easy books are animal stories that these two categories are overloaded.

(2) Research to determine symbols that students could easily recognize representing such areas as family relations and friendship.

(3) Adoption of the subject arrangement on a larger scale, such as district-wide or involving a number of schools.

(4) More extensive research entailing how disadvantaged or inner-city students relate to the subject arrangement.

If the research suggested above is undertaken, there will be additional data available to determine whether the subject arrangement of easy fiction books is as promising as the investigator found it to be in this pilot study.
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APPENDIX A

FICTION CLASSIFICATION SCHEME FOR KINDERGARTEN - GRADE TWO

<table>
<thead>
<tr>
<th>Subject</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC</td>
<td>Alphabet books</td>
</tr>
<tr>
<td>D</td>
<td>Colors and numbers</td>
</tr>
<tr>
<td>E</td>
<td>Nursery rhymes</td>
</tr>
<tr>
<td>F</td>
<td>Folk tales, fairies, giants, monsters, dwarfs, kings, other royalty</td>
</tr>
<tr>
<td>G</td>
<td>Farm animals and pets</td>
</tr>
<tr>
<td>H</td>
<td>Zoo and wild animals</td>
</tr>
<tr>
<td>J</td>
<td>Plants, nature, seasons</td>
</tr>
<tr>
<td>K</td>
<td>Transportation</td>
</tr>
<tr>
<td>L</td>
<td>Sports</td>
</tr>
<tr>
<td>M</td>
<td>Indians</td>
</tr>
<tr>
<td>N</td>
<td>Award winners</td>
</tr>
<tr>
<td>P</td>
<td>Occupations or career stories</td>
</tr>
<tr>
<td>Q</td>
<td>Family relations</td>
</tr>
<tr>
<td>R</td>
<td>Friendship</td>
</tr>
<tr>
<td>S</td>
<td>School stories</td>
</tr>
<tr>
<td>T</td>
<td>Safety</td>
</tr>
<tr>
<td>U</td>
<td>Wit and humor, amusements</td>
</tr>
<tr>
<td>V</td>
<td>Holidays</td>
</tr>
<tr>
<td>W</td>
<td>Mystery and detective stories</td>
</tr>
<tr>
<td>X</td>
<td>Adventure stories</td>
</tr>
<tr>
<td>Z</td>
<td>Other</td>
</tr>
</tbody>
</table>
APPENDIX B

WEST GERMANY

SUBJECT LIST FOR CHILDREN, AGES SIX TO NINE

A - Stories for children (family, school, friendship, adventures, foreign countries)

B - Toy stories (dolls, puppets, Punch and Judy, toy animals)

C - Fabulous tales, fantastic stories, fun and jokes

D - Animal stories, true and fabulous tales
APPENDIX C

EASY BOOK SUBJECT REQUEST TALLY SHEET

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of requests made by first grade students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1) Number of requests made by first grade students</td>
</tr>
<tr>
<td></td>
<td>Boys __________________</td>
</tr>
<tr>
<td></td>
<td>Girls __________________</td>
</tr>
<tr>
<td></td>
<td>Total __________________</td>
</tr>
<tr>
<td></td>
<td>(2) Number of requests made by second grade students</td>
</tr>
<tr>
<td></td>
<td>Boys __________________</td>
</tr>
<tr>
<td></td>
<td>Girls __________________</td>
</tr>
<tr>
<td></td>
<td>Total __________________</td>
</tr>
</tbody>
</table>
APPENDIX D

LETTER OF INSTRUCTION TO THE LIBRARIAN

December 22, 1972

Dear ________________,

Here is the letter that I promised you, giving details about part II of the study that involves the change in the classification scheme to a subject arrangement.

When you return to school, you will find that the easy books have been arranged. You will also find flash cards of the pictures used, a tape recorder, and blank tapes to use. Please use the recorder in the following manner: record one of your complete introductions to a class, including the introduction of each picture.

Dates to remember are as follows: January 22, 1973 - on that date, begin a new set of tally sheets for the first and second grade students, and mark it daily in the same manner that you did for the other set; Friday, February 16, 1973, will be the last day that you will keep the tally.

Now to the introduction. Do not have a story hour during the first week, please. Use that time to introduce the scheme to them. Also, let teachers know that one of two things may be necessary. One, their library period may be longer than usual because of the introduction, and two, primary classes may be scheduled for three periods instead of two that first week. Reason--explaining the scheme in one sitting may be too much. Judge for yourself which is better, but be consistent. Whatever you do for one class, do for all four. Be sure students have their period to select books as usual. This is important.

Here is a sample introduction: "Welcome back from the holidays. I'm sure you had a lot of pleasant surprises for Christmas. Well, I've got a surprise for you today. Look around the room and see if you notice anything different?" (Students do). "What do you see?" (They'll see pictures). "Believe it or not, those brightly colored pictures are going to help you find some of your books from now on. Put your thinking caps on, and listen very carefully."

"Remember when you wanted a special book from the easy section -- like a book about elephants or Christmas. How did you find it?" (Some will say that they browsed, others will say that they asked you, etc.). "Well, these pictures will help you find your books all by
"What if you want a book about a dog or cat or other pet? Look at this picture (show picture of rabbit). What's this? It's a rabbit. Rabbits can be pets. So if you want a book about pets, go where this picture is. Does any one see this picture over there? Good!"

"Now, let's look at another one (show elephant). Yes, it's an elephant. Elephants can be found in the zoo. What other animals are in the zoo? Yes, yes, -- all those animal books where you see the picture of an elephant."

"What if you wanted a book about a cow? In which of these places would you look?" (Let them answer). Yes. (Explain why, using the rabbit).

(When you are sure that they've mastered this, continue). "Now, I have some other pictures to show you that will help you find the book you're looking for all by yourself. Now put your thinking caps on, and see if you know what kind of books you find here?" (Show ABC card, and let them discuss it). "Right! ABC books! Very good." (Reward correct responses with a verbal reinforcement, and continue through all subject areas in that manner).

Now, during the weeks that follow before January 22, 1973, during the story hour, use your flash cards to refresh their memory about areas where they're having difficulty. You might say, for example, "I want a book about nursery rhymes. Where do I look?"

When the children are selecting books during those first weeks and they ask for something by subject, don't tell them where to go. Help them look at the pictures and decide where it should be. Continue this technique even when you start using the tally sheet on January 22, 1973. Write down when they ask you for a book by subject, but encourage them to be independent when you reply. Help them, but don't show them.

I hope this is clear enough. If it is not, feel free to call me.

Sincerely,

Dianne Williams
APPENDIX E

LETTER TO FIRST AND SECOND
GRADE TEACHERS FROM PRINCIPAL

January 4, 1973

Teachers of First and Second Grades

Dear Colleague,

As you are aware, we have been doing some experimentation within our library. Mrs. Williams, from the State Department of Education, Library Services Division, will be here on February 19th, 20th, and 21st. She will spend the first day getting acquainted with the 1st and 2nd grade classes. This individual would like to visit your class just so she can become familiar with you and the students in that class.

She has spent some time during the Christmas vacation re-cataloging our Easy Reader books so that children can pick books by subject rather than by author. Her goal is to see what kind of response children have to this form of cataloging. After being here several days, she will be seeking to talk to students at the 1st and 2nd grade level for approximately fifteen minutes on February 20th and 21st.

Mrs. and I are attempting to notify you of these plans at this time so you can do some planning so that time would be available for you to discuss this catalog change with Mrs. Williams and also for your students to spend some time discussing it with her.

I hope that this meets with your approval and can be placed in your planning for the above dates. If you have any questions concerning this, please do not hesitate to see Mrs. or myself.

Sincerely,

Principal

cc: , Librarian
Mrs. D. Williams
APPENDIX F

QUESTIONNAIRE GIVEN TO FIRST AND SECOND GRADE TEACHERS

Instructions to the Teacher

It will be highly appreciated if you would fill out this brief questionnaire relating to your attitude, and that of your students, toward an author arrangement of easy fiction books, as compared to a subject arrangement of easy fiction books. For purposes of clarification, the term "easy fiction book" is defined as a book for young children, such as a picture book, in which characters and scenes wholly, or in part, are the product of the imagination, and which is designed to be read to, and by, primary grade children.

Teacher of grade _____

1. Which arrangement of easy books, the author or the subject scheme, do you feel the students in your class prefer?

   author _____________ subject _____________

   Why?

2. What has been the children's general response to the subject arrangement of easy fiction books?

   a. extremely positive ______
   b. positive ______
   c. negative ______
   d. very negative ______

3. How do you assess the students' satisfaction with the subject arrangement?

   a. extremely satisfied ______
   b. satisfied ______
   c. dissatisfied ______
   d. very dissatisfied ______

4. What effect do you feel the subject arrangement has on the independence with which your students locate easy books from the shelf?

   a. they appear to be extremely independent ______
   b. they appear to be independent ______
   c. they appear to be dependent ______
   d. they appear to be very dependent ______

5. What effect does the subject arrangement have on the number of questions relating to reading guidance asked of you as students search for easy books? Such a question might be, "Do you know where a book about horses is?"
6. Do you feel the subject arrangement has benefited your students in any of the following ways?

a. they enjoy reading their library books more
   yes ___  no ___  some ___

b. they are more interested in the books they locate
   yes ___  no ___  some ___

7. Which arrangement, the author or subject, do you prefer in locating easy books?

   author ______  subject ______

   Why?

8. What changes in the subject arrangement of easy books would you suggest?

9. The reliability of this project depends, in part, on younger children's response to symbols.

a. Do you believe that your students have difficulty, in general, in interpreting letter and mathematical symbols?

   yes ______  no ______  some ______

b. Did you see any difficulty in your students' interpretation of the symbols used in the subject arrangement of easy books?

   yes ______  no ______  some ______

c. Do you feel that this easy book arrangement which uses picture symbols can make a positive contribution in creating a readiness-for-symbols in young children:

   yes ______  no ______  some ______

   Why or why not?

10. Are there any general comments you'd like to make?
APPENDIX G
QUESTIONNAIRE GIVEN TO THE LIBRARIAN

Instructions to the Librarian

It will be highly appreciated if you would fill out this brief questionnaire relating to your attitude, and that of the first and second grade students that you serve, toward an author arrangement of books. For purposes of clarification, the term "easy fiction book" is defined as a book for young children, such as a picture book, in which characters and scenes wholly or in part are the product of the imagination, and which is designed to be read by, and to, primary grade children.

1. Which arrangement of easy books, the author or the subject scheme, do you feel the first and second grade students prefer?

   author ________ subject ________

   Why?

2. What has been the children's response to the subject arrangement of easy fiction books?

   a. extremely positive ________
   b. positive ________
   c. negative ________
   d. very negative ________

3. How do you assess the students' satisfaction with subject arrangement?

   a. extremely satisfied ________
   b. satisfied ________
   c. dissatisfied ________
   d. very dissatisfied ________

4. What effect do you feel the subject arrangement has on the independence with which your students locate easy books from the shelf?

   a. they appear to be extremely independent ________
   b. they appear to be independent ________
   c. they appear to be dependent ________
   d. they appear to be very dependent ________

5. What effect does the subject arrangement have on the number of questions relating to reading guidance asked of you as students search for easy books? Such a question might be, "Do you know
where a story about horses is?"

a. they ask more questions _______
b. they ask the same number of questions as before _______
c. they ask fewer questions _______

6. Do you feel the subject arrangement has benefited your students in any of the following ways?

a. they enjoy reading their library books more
   yes ______ no ______ some _______
b. they are more interested in the books they locate
   yes ______ no ______ some _______

7. Which arrangement, the author or subject, do you prefer in locating easy books?

   author ______ subject _______

   Why?

8. What changes in the subject arrangement of easy books would you suggest?

9. The reliability of this project depends, in part, on younger children's response to symbols.

a. Do you believe that your students have difficulty, in general in interpreting letter and mathematical symbols?
   yes ______ no ______ some _______

b. Did you see any difficulty in your students' interpretation of the symbols used in the subject arrangement of easy books?
   yes ______ no ______ some _______

c. Do you feel that this easy book arrangement which uses picture symbols can make a positive contribution in creating a readiness-for-symbols in young children?
   yes ______ no ______ some _______

   Why or why not?

10. Are there any general comments you'd like to make?
APPENDIX H

INTERVIEW QUESTIONS FOR PRIMARY STUDENTS IN GRADES ONE AND TWO

Introduction:

I think first graders (second graders) are important people. I would like to find out what first graders (second graders) think. You can help me by playing a game and telling me how you feel about some things. OK?

1. Do you know where the easy books are in the school library?

2. Was there anything different about the books after you came back from the Christmas holidays? Tell me about it.

3. Is it easier or harder for you to find your easy books now? Why?

4. Do you need to ask your teacher or librarian for help as much as you did before Christmas? Why or why not?

5. Now, I'd like you to do one more thing. Let's pretend that these seven books are in your own library and that you are the librarian. Look at them and tell me how you would place the books so that boys and girls can find what they want.

Thank-you!
APPENDIX I

BOOKS USED IN INTERVIEW WITH FIRST
AND SECOND GRADE STUDENTS

Morrow and Company, 1943.

Duvoisin, Roger. A for the Ark. New York: Lothrop,

Ets, Marie Hall. Gilberto and the Wind. New York:

Francoise. The Big Rain. New York: Charles Scribner's
and Sons, 1961.

Ipcar, Dahlov. Brown Cow Farm. Garden City, New York:

Newberry, Clare Turley. The Kittens' ABC. New York:

________. Mittens. New York: Harper and Brothers
Publishers, 1936.