



“Run to the Library . . .”

HAZELLE BERKNESS

Whether for story hour or puppet show, for quiet reading or work at the writer's table, for observing the plants and fish or simply for seeing the books go out and in—the library serves children as a center for creative teaching and creative living.

HOW OFTEN we say these words in the course of a day! What dreams they hold for those who find the secrets of knowledge that lie within the covers of the books that are red, blue, orange and green.

With what eagerness the boys and girls rush through doors that open wide to the magic in “story hour,” “puppet show,” “poet's corner,” “writing table,” “story-records corner,” “riddle box.”

How easy to wing these wondrous faces whole worlds away to jungle life, desert sands, Roman ruins, or send them rocketing to planets yet unfound in space ships yet unrealized. Take them down below the earth or climb a mountain peak or sail tempestuous seas in story, film or play and they have lived the lives of heroes in the space of

seconds and have gleaned a richness that becomes wholly their own.

“Run to the library . . .” where there's more stretching room . . . and long and shiny tables . . . and over in the corner those red leather chairs just made for curling round in. . . .

“Run to the library . . .” see how the plants are doing . . . watch the fish . . . the tropical ones with the sun shining all through themselves . . . watch the snails come in and out of their houses . . . better feed them, just in case. . . .

“Run to the library . . .” to stand alone at the window, away from the rest of the day . . . take big breaths . . . watch a pigeon nestle down in himself for cozy napping . . . see the squirrels high in the trees outside . . . (almost as if you, too, were up in a tree house

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all your own) . . . spin a soft dream . . . turn again to the closer day at hand.

"Run to the library . . ." listen to story-records in the corner where the hassocks are . . . rummage in the costume box for clothes for the puppets . . . make a play . . . maybe Ginny will help . . . maybe the younger children can come to see it.

"Run to the library . . ." Parents will be there today to take a turn at story hour. (Sue's father comes, too, when he can, to read tales of ships and planes and sharks.) What fun to stretch out on the story-rug or to take a colored cushion from the window seat . . . lie flat to see the words go hurrying by . . . gold . . . bright green . . . red-streaked . . . silver . . . and some untinted . . . flat . . . unknown; some made for holding close for future saying . . . some prickly, better left alone.

The Writer's Table

"Run to the library . . ." sit at the Writer's Table . . . reach for the Writer's Box . . . smell the good smell of pencils . . . look long to choose . . . will it be a red one today? . . . or maybe green writes better . . . can't find that very special one with the big eraser . . . blue looks nice . . . take blue. Now, the booklet to write in . . . this tiny one in pink colors? . . . that gold one? . . . or would purple be better? . . . ah, there's a medium-sized one in yellow . . . now, WRITE . . . Whole blank page . . . nothing comes . . . but soon some words wiggle out to make a line . . . then two . . . three. . . Leave space for the pictures . . . maybe there'll be some

pictures in the Scrapbook Drawer . . . or maybe Jim would draw a mouse right on this page . . . or maybe painted pictures are better. When it's finished, will it go on the shelf . . . that special shelf called "Books By Our Own Writers"? . . . if it does, it'll be checked out by anyone who wants to read it. (Most times, booklets go home first to be read to Mother and Daddy and then to the classroom to be passed around and finally back to the Writer's Shelf.)

"Run to the library . . ." this is the day Mother will be there to help browse through the book shelves to make our Christmas list . . . or to listen to records together . . . decide on a birthday one for Cindy.

"Run to the library . . ." some of the sixth grade will be there . . . those who like to read to smaller children . . . maybe Joe will read that football book that he read last week. Maybe Bob will be with him . . . Bob . . . who's always ready to draw pictures for a story . . . or maybe Margie will come to write another poem that leaps with dancing feet.

The Books Go Out and In

"Run to the library . . ." take a half-hour at the desk . . . check to see that everyone has his name and room number on the card . . . watch all the books go out and in . . . decide which to read next. Help to put the books back in their places . . . the thick ones and the thin ones . . . the tall and the short . . . fit them nicely together . . . here are two reds . . . there two blues . . . stand them up nice and tall . . . pat them into place . . . wonder how they look at night when the sun is gone

and only shadows are here. Take a last look at the yellow one before leaving . . . remember the name . . . check it out next time . . . GOOD pictures.

"Run to the library . . ." linger at the desk to plan a new announcement about the Shadow Play that the third grade is giving . . . examine the schedule . . . fill in the events for the coming week . . . post it back for all to read. Consult with the librarian: "When can Ed's Grandma come? She's home from Greece with lots of exciting things!"

"Run to the library . . ." put a note in the Letter Box for Alice:

"Dear Alice: Have you read *The Cat and His Friend, the Whale* by Towers? I did, and thought it was very exciting!"

—Mary

Put a Book Riddle on the bulletin board: "Who found and then lost a buried treasure?"

"Run to the library . . ." hurry fast . . . see the posters . . . the exhibits . . . feel the new books . . . love again the old . . . linger long . . . and reach anew for a world that lies so close about. "Run to the library . . ." run . . . run.

Science Teaching and Creativity

ROBERT K. WICKWARE

What are some of the issues involved in bringing about creative teaching in science? This article attempts to identify several of these issues. It also stresses the importance of the teacher's developing a climate in which creative activities, thinking and practice will flourish.

YOU KNOW, I've got an idea; do you suppose I could . . .?" "Could I get a few things from the science store-room . . .?" or "Could I work over at the science corner for a little while . . .?" or "Could you tell me where to find some information on things to kill insects . . .?" or "Could I get a committee started and meet the next period? I've already talked to Pep and Jim and they say they'll help . . ."

Creativity in Science

Perhaps the idea is only one of explaining why the fountain pen we were looking at yesterday didn't need to be refilled, or perhaps it is the idea that

Bert had about how to wipe out Japanese beetles in the community, or perhaps Bob is "just thinking." Perhaps the significant thing is not that John had a specific idea, but simply that he wanted, in his own words "to watch this bubbling a little longer, for it seems to me that something different is happening, and then maybe I can show you something pretty interesting." Or it may be that having a Canadian nickel in the bottle of things to be sorted by a magnetic derrick someone made will be the beginning of a whole new set of ideas about magnetic materials.

What is the significance of ideas and

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