RAZZLE DAZZLE READING CIRCUS

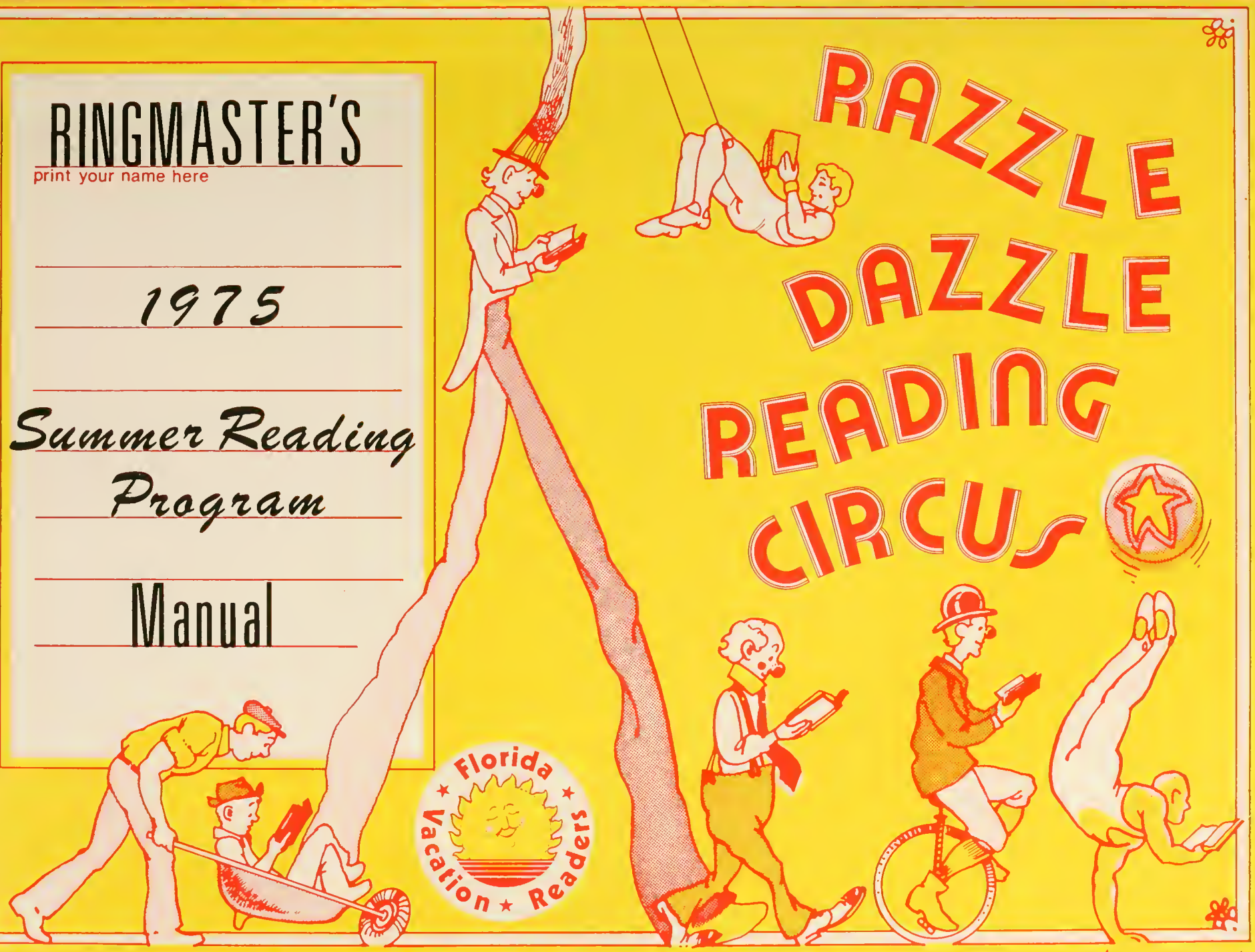
RINGMASTER'S

print your name here

1975

Summer Reading Program

Manual



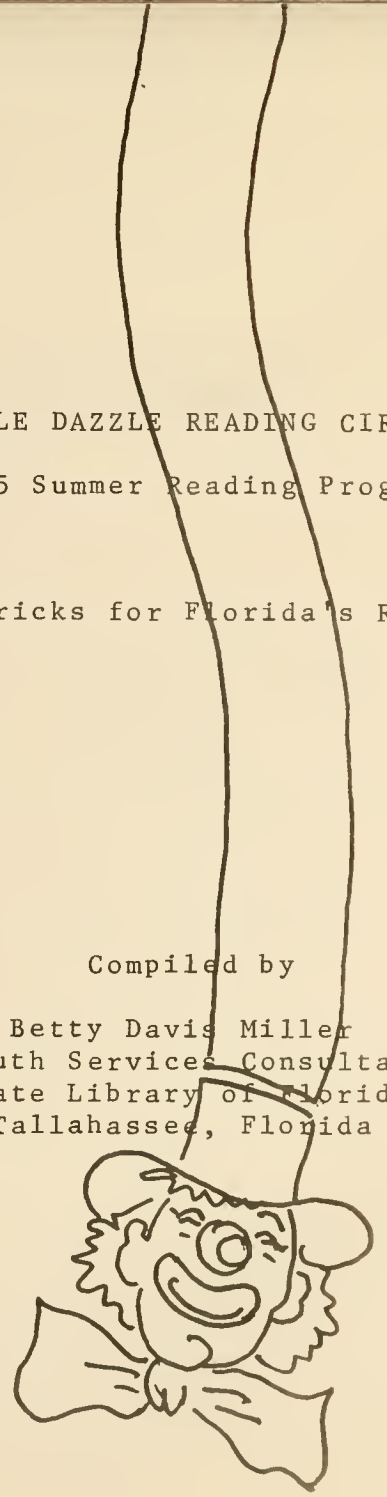
RAZZLE DAZZLE READING CIRCUS

1975 Summer Reading Program

Tips and tricks for Florida's Ringmasters

Compiled by

Betty Davis Miller
Youth Services Consultant
State Library of Florida
Tallahassee, Florida



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STATEMENT OF PHILOSOPHY

This program should emphasize satisfaction for the individual child rather than the number of books read. Efforts should be made to eliminate any suggestion of competitiveness, prizes or public recognition. The program is open to all Florida children through their participating public libraries.

The Florida Vacation Reading Program is to provide an opportunity for Florida libraries to encourage both recreational reading and The-Right-to-Read (which includes improving the ability to read, and the desire to learn, of children who do not normally use the public library). To this end, the participating libraries should expose each child to the best in children's literature, by outreach programs, by maintaining a well selected book collection, providing individualized reading guidance, and employing stimulating group techniques such as storytelling, book talks, displays, and book related programs.

As children add book titles to their Reading Records (or other media titles) the librarian should make an effort to talk with readers about books--conversationally--not in the spirit of "checking up" or a required report.

If a child moves to any other Florida town where the library is participating in the Summer Reading Program, he may take his Reading Record and continue the program.

INTRODUCTION

Many of you have conducted Summer Reading Programs for years. But for some of you this is the first time. Basically, my remarks are aimed at the newcomers. For that reason, I request the indulgence of those of you who realize that the impetus and inspiration for another summer reading program is generated for the most part by a sheer act of will to begin with, and after that by the process itself.

WHAT IS IT?

Your effort, as a librarian, to motivate children to read and use the other media which transmit ideas.

WHY DO YOU DO IT?

Because of the conviction that if we rely only on our own experience, we are limited in our understanding. The visions, dreams, truths, realities of others as recorded and shared in our libraries can enlarge the world for us--and for children. It is our joy and duty to unlock the storehouse, distribute the treasure and demonstrate the limitless satisfactions that accrue.

HOW DO YOU DO IT?

This manual attempts to provide ideas about procedure. There is no one way. Use your imagination. Your limits will be real; all that is asked is your best within those limits.

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PLANNING

Every hour of planning you do in advance will save you two or three during the summer.

This manual, the handouts at the workshops, and the workshops are all designed to assist you in your planning.

Set Your Dates

Deside when you will begin and end.

The sooner you begin after school is out, the more you can capitalize on your advance school publicity.

Remember that most children come and go during the summer and that there are other planned activities for them in the community.

A planning calendar before you begin will be helpful. When will you put up posters? Call the school principal? Schedule visits to school? What days will you have story hours, film programs? What are the local papers' deadlines?

Other Things to Consider

Registration:

Where will registration take place? Do you need extra pencils or other supplies? What do you want to know besides their names? Who will take charge of registration--volunteers? What will they do?

Program:

Will you need any unusual supplies for program activities? Get them ahead of time.

HERE ARE SOME MORE QUESTIONS TO ASK AND ANSWER BEFORE YOU BEGIN.

If the children in this community are my target:

Where will the children be?

- Summer school
- Day camp
- Recreation centers
- Neighborhood playgrounds
- Day care centers
- Library
- Loose in the neighborhood

How old will they be?

Can they get to the program?

Should we go to them?

- Collections of books (paperbacks are cheaper) in day care centers, recreation centers, etc.
- Street corner bookcart
- Program from the bookmobile
- Neighborhood storyteller

Could I enlist the help of junior and senior high students? (Don't forget the boys.)

How can I enlist the help of other adults?

- Can I have a workshop on storytelling techniques for these volunteers? Then set up a summer schedule for the storyteller at day camps, playgrounds, nursery schools, etc.

Will the time invested in training these groups pay off in number of children reached? (You certainly couldn't do it all yourself.)

Could you then use people out of your first trained groups to train others?

How can I best spread the word about what's going to be happening this summer?

Who can help?
When do I start? Early.
What do I want to say?

PLEASE READ FINAL EVALUATION BEFORE YOU BEGIN.

CHECKLIST BEFORE YOU BEGIN THE PROGRAM

How many children do you estimate serving? _____

How many weeks will your program last? _____

Publicity

Will you use newspapers?

Will you use TV?

Will you use radio?

Will you distribute bookmarks in the school?

What about posters?

Program

Will you have a beginning program?

A special finale?

Story hours?

Picture book hours?

Spontaneous read alouds?

Film program?

How will you use the Games and Puzzles?

Do you have a SRP calendar for spring planning as well as summer program?

Display

What special materials do you need?

Help

Who can you enlist to help you?

What can they do?

Your own questions and additions:

OUTREACH PROGRAMS

Last year, as you know, the State Library was able to provide a small amount of money to be used for personnel to conduct outreach programs for children not ordinarily library users. Although we are not able this year to continue that grant, it is hoped that many of you will still continue to try reaching those children in your community who without your efforts may never even think of the Public Library. For that reason, a summary of part of the evaluation of last summer's program is included here.

Summary of Comments in Response to the Question:

"Do you have any comments about trying to reach children in the community who do not normally use the public library?"

Consensus seems to be that outreach programs are demanding and do not always have dramatic results, but that successes are definitely rewarding and worthwhile.

There also seems to be agreement that without these efforts, there is little chance that the library (and all that implies) will play any part in non-users lives now or in the future.

The Following Factors Have Been Found to be Important in Operating Outreach Programs:

1) Contacts must be made outside of the library building.

2) Visiting schools - particularly personal visits by a library staff member - seem to be one of the best methods of reaching children.

3) However, other avenues of publicity are also important since adults are the ones who control the lives of children. Radio, TV, newspapers, posters should also be used.

   *Weekly TV story hours were found to increase interest.

4) Finally, after some successes, word of mouth and the enthusiasm of attendants keeps the program moving. Therefore, the program must meet the interests of those toward whom it is aimed.

   *Children should have input about the kind of programs they want.

5) Programs outside of the library in any conceivable place where children may be - parks, recreation centers, churches - are effective, and may produce attitude changes not immediately noticeable.

6) The library always has to be conscious of changing its stereotype image and other false concepts, such as: "the library is a tomb," "reading for pleasure is a waste of time."

7) AV materials are valid methods of communicating ideas and should be liberally used.

8) Paperback collections outside of the library help create users.

9) While reading is an admirable activity, the main goal of education is the presentation of information and the ability to rationally consider alternatives and options.

*It is important to remember that other types of media (other than books) may accomplish this goal.

10) Contacts on the outside by library personnel are important because they make the library seem "accessible" and "friendly" once non-users come to the library building.

11) Reading guidance and personal attention for both adults and children within the library building is important.

12) Field trips to the library from schools is another good way to break down barriers of unfamiliarity.

13) Day care centers, nursery facilities, etc. should be notified of activities going on within the library as well as providing help to adult leaders within the community as they work with children.

14) In short, we must communicate concern and encouragement to non-library users.

15) Non-library users are not easily changed. It will take an intensive long-range program to change habits.

Major Obstacles Seem to Be:

1) Attitude of adults (parents) about importance of such programs and/or reading for children. Many are reluctant to sign library card applications to allow children to check out library materials.

2) Transportation problems.

3) Requires major publicity efforts - trips to schools, use of media, person-to-person contacts.

4) Lack of staff time resulting in curtailed programs and lack of individual attention.

5) Lack of funds resulting in curtailed programs and lack of individual attention.

6) Lack of expendable materials (e.g., paperbacks).

PUBLICITY

The State Library is furnishing materials for your use in the Summer Reading Program. This is an important part of your publicity.

The Materials

Posters - To be displayed all over town. Display your posters wherever you think you will reach children or their parents--shopping centers, recreation centers, libraries...

Bookmarks with blank reverse side for your own library information - To be used prior to program as school publicity, as well as bookmarks during the program. Let the bookmarks publicize the program. Use them generously in advance. Get some of the bookmarks to the leaders of scouts, P.T.A., Chamber of Commerce, churches, garden clubs, home demonstration groups, etc. You might consider having them inserted in end of the year report cards.

Reading Records - Each child will have his own Reading Record folder. The library may decide whether to keep it on file or let the child be responsible. When one reading record is filled, he may have another.

Buttons - To be given out as a badge of membership.

Stamps - We have designed a stamp which can be used each summer for your Summer Reading Program. Save these for next year.

Puzzles - There are five puzzles in each set, each to be distributed weekly or at whatever interval you choose.

TV Spots - One 1-minute and two 30-second TV spots on Razzle Dazzle Reading Circus will be available for your use on your local TV station. A memo to you will give exact details and ordering information.

When it comes to publicity, let your enthusiasm show. Start with your own library. You know what's going on, and when. Alert the staff--they'll help spread the good news. Don't forget your friends either.

Schools

You will want to visit the schools in your areas to tell the children about the Summer Reading Program, to explain some of the things you plan to do, to talk about books and such.

Newspapers

Of course, you will want a news announcement of the start of your program giving dates, hours and all such pertinent information, but you might go further and enlist the help of your feature editor for the length of your program and run a weekly column called RAZZLE DAZZLE READING CIRCUS.

If you can have a weekly feature, that's great, but in any event, publicize such things as:

Special programs, guest speakers, story hours
Distinctive displays
Most popular books
Be alert for human interest and spontaneous incidents that may prove to be newsworthy.

Miscellaneous Local Agencies

A telephone call or a personal letter to your community leaders may pay large dividends.

Some groups publish their own newsletters. Send them information about RAZZLE DAZZLE READING CIRCUS.

Television and Radio

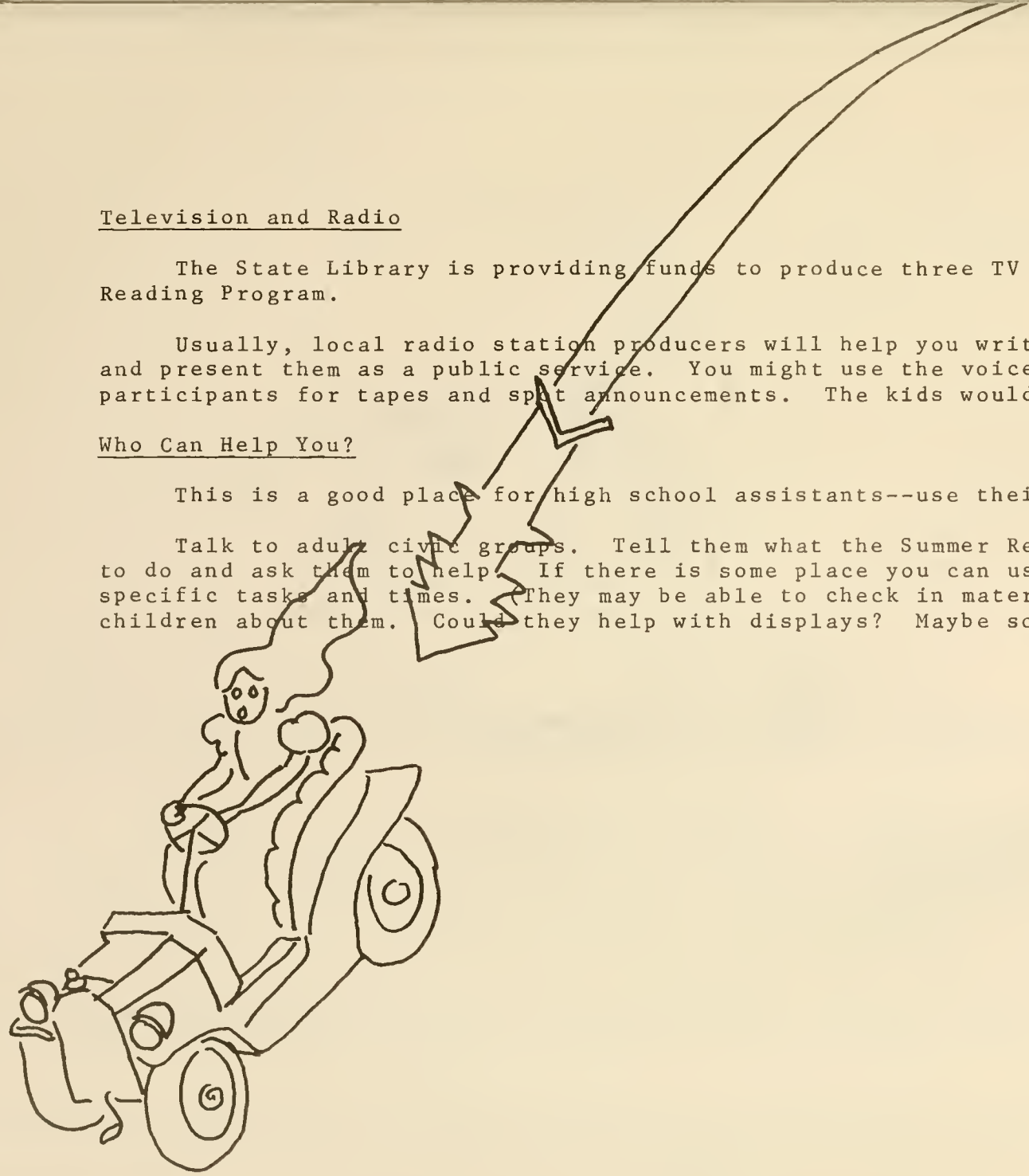
The State Library is providing funds to produce three TV spots for the Summer Reading Program.

Usually, local radio station producers will help you write spot announcements and present them as a public service. You might use the voices of some of your SRP participants for tapes and spot announcements. The kids would love it!

Who Can Help You?

This is a good place for high school assistants--use their imagination.

Talk to adult civic groups. Tell them what the Summer Reading Program is trying to do and ask them to help. If there is some place you can use a volunteer, ask for specific tasks and times. (They may be able to check in materials and talk to the children about them. Could they help with displays? Maybe some could take pictures.)

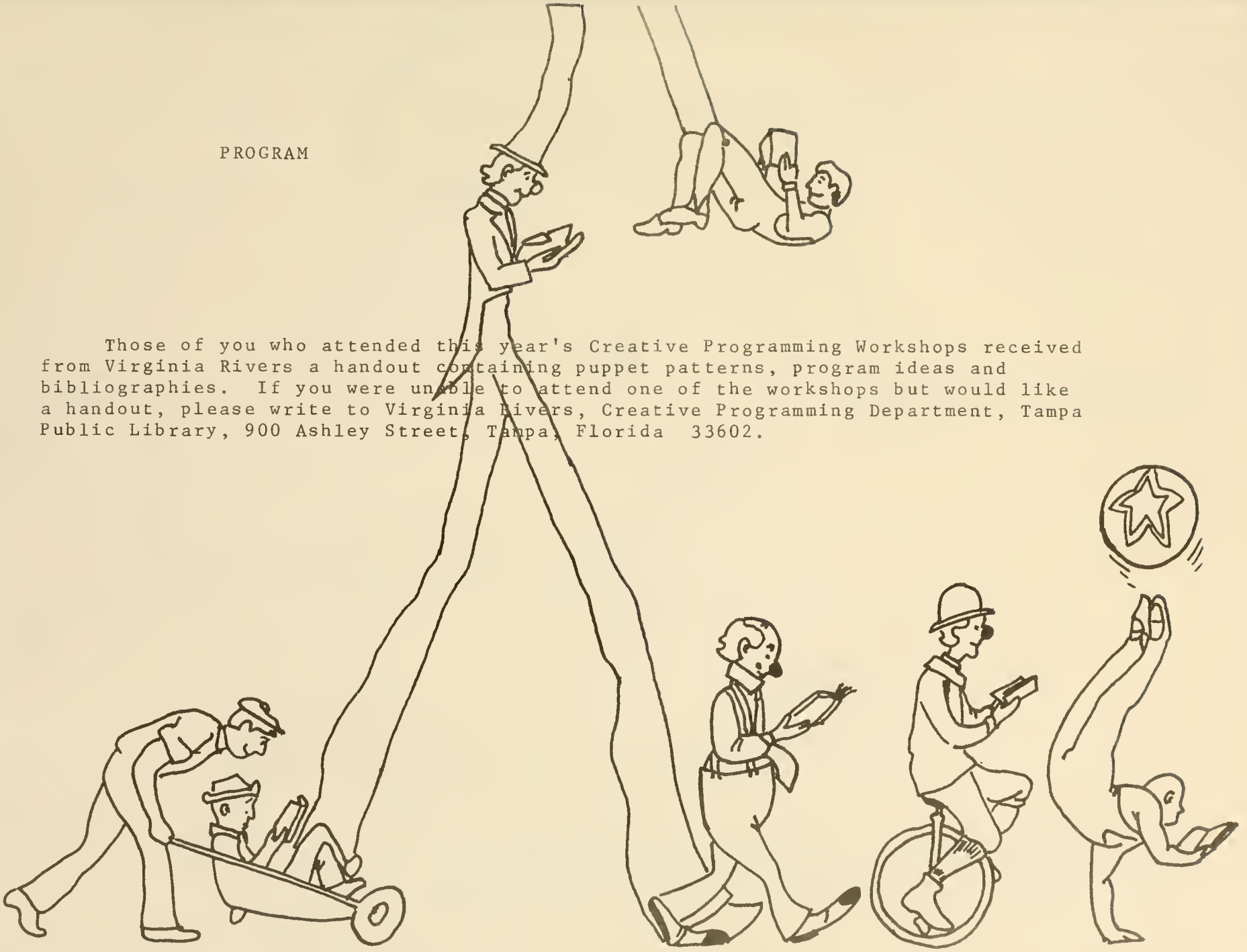


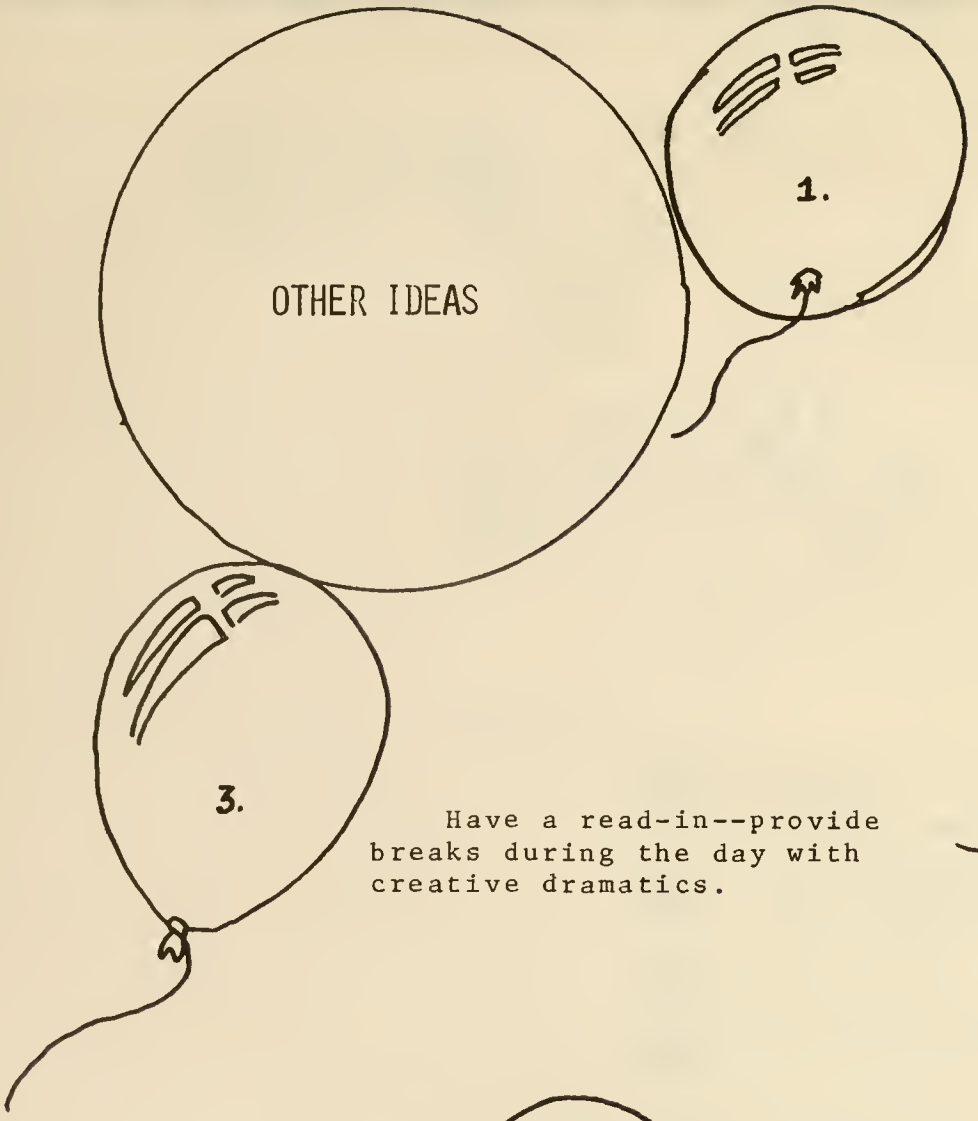
Have cut-out, multi-colored paper balloons - After each child reads a book, allow him to write the title of his book on a balloon and attach the balloon to various places around the room. At the end of the summer, the room will be full of balloons showing all the titles read. This is also a good motivational technique since we are all influenced by the choices of others.

Have a big, life-size, stand-up clown with a cut-out for his face - Allow your summer readers to stand behind him and have their pictures taken after they have read their first book.

PROGRAM

Those of you who attended this year's Creative Programming Workshops received from Virginia Rivers a handout containing puppet patterns, program ideas and bibliographies. If you were unable to attend one of the workshops but would like a handout, please write to Virginia Rivers, Creative Programming Department, Tampa Public Library, 900 Ashley Street, Tampa, Florida 33602.





Have a free swap table for paperbacks, comics and original work.

Consider the use of young adults to help in children's programs.

Have a read-in--provide breaks during the day with creative dramatics.

Establish chain reading clubs - Select a number of books that seem popular and worthwhile. Get each child that reads a title to get two more to read that book. They each then enlist others, and so the chain grows.

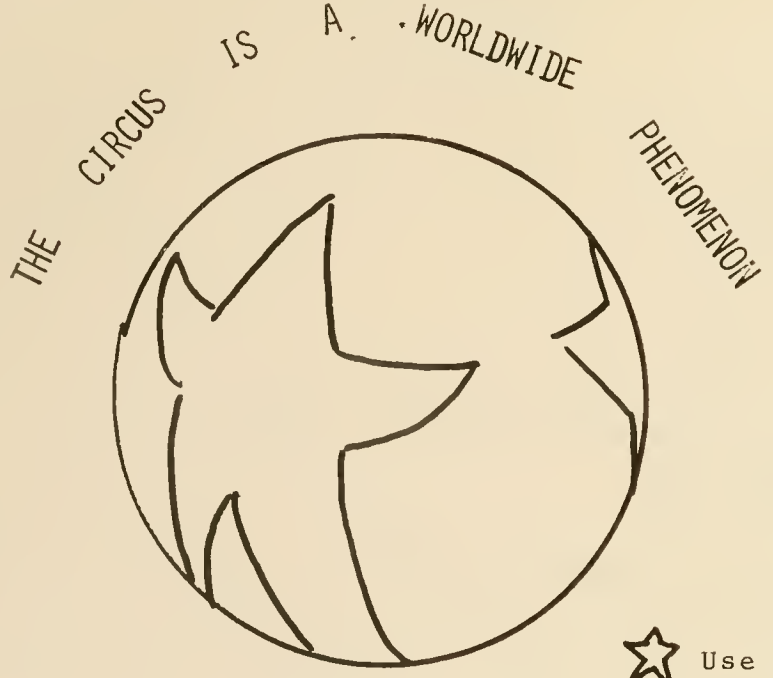
GIVE A CIRCUS

OR PARTS OF ONE . . .

Such as:

- Clown Time and Tricks - how about a clown relay with old clothes switch off?
- A Grand Parade through shopping centers to publicize your Summer Reading Program
- Animal Shows
- Game Afternoons

SEE: Let's Start a Circus by Anders Enerig. Van Nostrand Reinhold Co., 1973. $4.95. (Originally published in Denmark, 1971.)



☆ Capitalize on that fact to teach certain phrases in French and Spanish.

☆ Use the fact that animals come from all over the world for programs in ecology and foreign customs.

☆ Have a CIRCUS STORY TRAIN with weekly tickets to be punched. Stops in various countries could feature tales from that locale.

SEE: The Big Show: A History of the Circus by Felix Sutton. Doubleday, 1971. Illus. $4.95. (One chapter is devoted to some of the traditional tall tales of circus history. Index.)

THE GREATEST SHOW ON EARTH

(Paramount, 1952. 16mm 1 hr. 30 mins.)

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Betty Hutton

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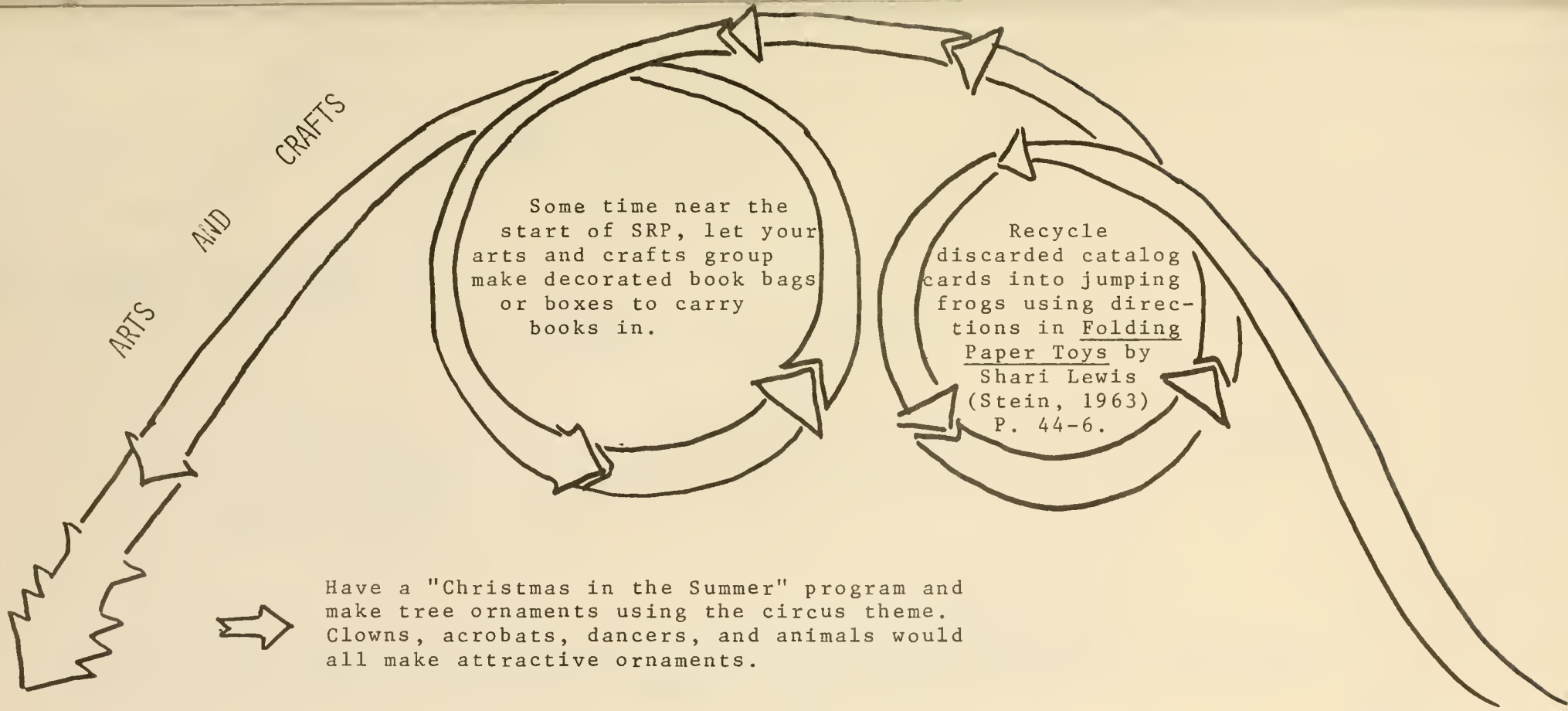


Have a "Christmas in the Summer" program and make tree ornaments using the circus theme. Clowns, acrobats, dancers, and animals would all make attractive ornaments.

Let the Children's Room have "the longest drawing in the world." A sheet of brown wrapping paper going all over the room gives lots of space for imaginative artists.

It's a good time for a sidewalk or parking lot chalk-drawing contest on circus themes.

Also note these books: How to Make and Fly Paper Airplanes by Ralph S. Barnaby. Scholastic Books, 1969. $4.50.

Egg-speriment by Betsy Pflung. Lippincott, 1973. $4.95

MORE. . .

Using acrobats, gymnasts and aerialists as models, plan a program on physical fitness.

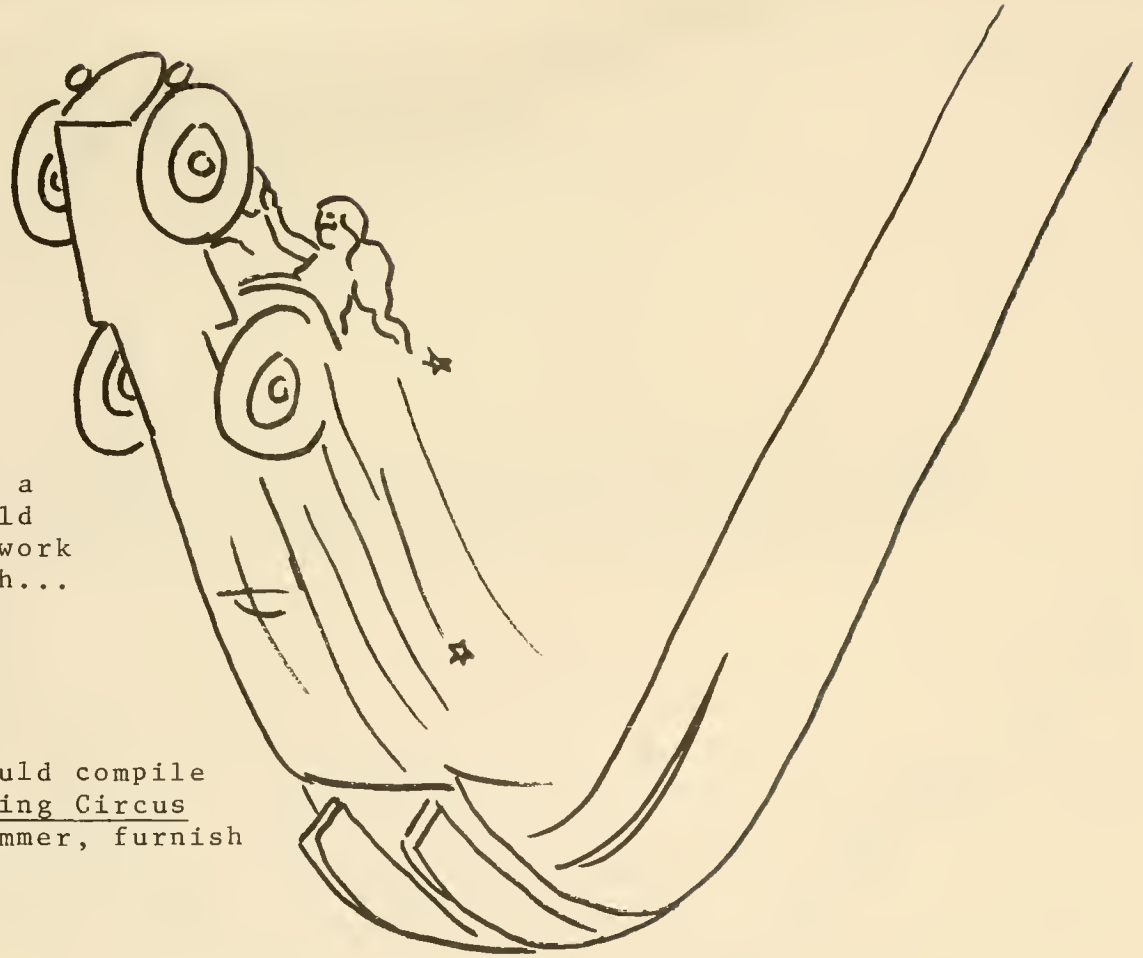
Have someone lead the children in calisthenics before a story program or film.

Establish four or five clubs. Let each child, as he joins the Summer Reading Program, choose a club to which he can belong if he wishes. Members of each club could decide on programs, reading lists, etc. For example:

Explorers Club
Junior Olympics Club - Sports - etc.
Imagination Club
Freedom Club
Anything & Everything Club
Chess Club

Collect books each week for each group. There is great stimulation in having books right there to choose from.

PUBLISH SOMETHING



Compile a magazine to be published at the end of the summer. It could contain original (by the children, of course) stories, poems, puzzles and cartoons...

You may have a contest to choose a name for the magazine. This could be a system-wide venture or the work of one specific library or branch...

or

Using the same idea, you could compile The 1975 Razzle Dazzle Reading Circus Book. At the end of the summer, furnish each child with a copy...

or

Compile a cookbook of pretested recipes--composed of any easy recipes children could make to which you could attach a circus-type name. Such as:

Hot dogs	Candied apples
Cotton candy	Roasted and boiled peanuts
Popcorn	Caramel corn
Chili	Circus animal sugar cookies

STILL MORE. . .

Are there any authors in your region? Have an author's day with multiple copies of the author's books. Arrange time for conversations with the children as well as a more formal program.

1975 SUMMER EVALUATION QUESTIONNAIRE

FOR

RAZZLE DAZZLE READING CIRCUS

NAME OF LIBRARY _____

ADDRESS OF LIBRARY _____

I. Name and title of person in charge of Razzle Dazzle Reading Circus. _____

_____

II. Statistics:

There are approximately _____ children in our service area.

We reached approximately _____ children with our Summer Reading Program.

Program lasted _____ weeks.

III. Program:

Did you perform any services outside of the children's department for the Summer Reading Program? Yes ____ No ____

Where:

Playgrounds
Recreation Centers
Schools
Churches
Other

Type of Program

Tutoring
Storytelling
Films
Discussion Groups
Other

Do you think this increased the number of children participating in the program?
____ Yes ____ No (If yes, by what percentage? _____)

Did you use additional help for the Summer Reading Program other than your normal staff?

Explain:

Do you have any comments about trying to reach children in the community who do not normally use the public library?

IV. Materials and Operation:

A. Did the materials meet your standards as to quality? ____ Yes ____ No

B. Have you any suggestions for improving the materials?

_____

_____

C. Were the methods suggested for operation sufficiently simple and adaptable for your library? ____ Yes ____ No

Comments: _____

_____

_____

V. And, in conclusion:

A. Were you satisfied in general with using this program, getting materials from a central source, etc.?
____ Yes ____ No ____ In Part

B. Would you like the State Library to plan for a similar program in 1976?
____ Yes ____ No

Any changes you would like to see made?

_____

_____

_____

Please return this evaluation by September 10, 1975, to: Betty Davis Miller
State Library of Florida
Supreme Court Building
Tallahassee, Florida 32304