

LET US PRODUCE BOOK LOVERS

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Yes, let us exert every effort to arouse in our pupils a genuine interest in selecting and in reading books independently, for unless pupils develop the desire to read during their out-of-school hours, our teaching efforts in the classroom are unproductive, to say the least. Let us awaken and develop in them a strong desire to read for their own personal enjoyment and growth and not merely to satisfactorily comply with the required number of prescribed book reports.

The love for reading does not simply sprout in the hearts of the pupils. To some, it comes with or without outside help, but to the majority, it must be planted, watered, and nurtured with painstaking patience and care.

There are many varied devices of developing an interest in reading but the most effective one is the teacher's enthusiasm. Therefore, we must radiate an interest in books so infectious that pupils can't help but catch it. Let us give book talks now and then. Let us tell our pupils part of a story with such pep that they will want to read it. And, let us once in a while, visit the library with our class and help them get acquainted with the books there.

The teacher's enthusiasm is but the preliminary step, or the planting of a the seedling, in this project of producing lovers of books. Following are the various ways and means of cultivating the growing seedling:

Suggested Methods of Motivating Wider Reading

1. Through bulletin boards:

a. Post attractive and illustrated

book lists.

b. Keep the bulletin board up-to-date.

c. Change the bulletin board to have its material coincide with the literature theme under consideration.

d. Post suggestions for reading appropriate to the season of the year.

e. Post suggestions for reading of literary materials which relate to other subjects of the grade.

2. Through exhibits and displays

a. Have an exhibit of books by themes.

b. Exhibit books of literature which correlate with other subjects of the grade.

c. Cooperate with librarian and other teachers in arranging in library and in corridor display cases containing lists of appropriate books.

3. Through classroom activities:

a. Don't require a formal report for each book read independently out of class.

b. Refrain from curbing spontaneous reactions to books.

c. Arrange frequent informal book discussions.

d. Follow each free reading period in the library with an informal book discussion in the classroom.

e. In a class period previous to a free reading period in the library, direct and guide the reading of pupils.

f. Arrange, if desired, a book exchange and give credit for shared book experiences.

- g. Suggest books which are related to school activities of the year: books related to current films, to the sports schedule, to holiday observances.
 - h. Occasionally challenge individual pupils to read books above their general abilities.
4. Through other means
- a. Encourage pupils to write for the school newspaper recommendations of books they have enjoyed.
 - b. Read provocative selections from certain books to arouse interest.
 - c. Have the pupils of one grade make a list of suggested books for the grade previous to read during the year.
 - d. Provide an imaginary book store. Let pupils sell books, not in terms of money, but on the basis of interest.
- e. Let pupils make their own library corner in the classroom.
 - f. Collect book jackets and show how the "blurbs" on them emphasize some outstanding interest in the book.
 - g. Let pupils dramatize a scene in a bookstore.
 - One plays salesman, the other, customer. Pretending that the customer is looking for a particular kind of book and asking the salesman to recommend one for him.
 - h. Organize a "Book of the Month" committee to select the most widely read and the best appreciated book during the month.
 - i. Encourage pupils to feel free to suggest the kind of books they would like to be purchased for the library.

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