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ABSTRACT

Materials which relate to the activities of the Philadelphia Student Library Resources Project for the period July 1, 1972-June 30, 1973 are presented. The Project, which began with research into student library needs, use patterns, attitudes and resources has now moved to the stage of interagency planning, operation, and evaluation of programs designed to meet the library needs of inner city students. The five major sections of the report contain materials which describe: 1) Project sponsorship and management; 2) demonstration programs; 3) community involvement; 4) evaluation of the Project's activities; and 5) dissemination of Project findings. (PB)

ED 089773

**SUPPLEMENT
TO ANNUAL REPORT**

COVERING PHASE IV, JULY 1, 1972 - JUNE 30, 1973

PROJECT NO. 8-0519

GRANT NO. OEG-0-8-080519-4594(095)

AND

PROJECT NO. 71-7602

GRANT NO. OEG-3-71-0133

STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHIA

JOHN Q. BENFORD

THE SCHOOL DISTRICT OF PHILADELPHIA
21ST AND THE PARKWAY
PHILADELPHIA, PA. 19103

**SELECTED MATERIALS COVERING
JOINT PLANNING AND DEVELOPMENT OF
A STUDENT LEARNING CENTER DEMONSTRATION**

DECEMBER 1973

**U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION**

U.S. DEPARTMENT OF HEALTH,
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1. PROJECT SPONSORSHIP AND MANAGEMENT

Interagency Committee Membership

Community Advisory Board Membership

Staff

Project Activities Report Prepared for
Interagency Committee

INTERAGENCY COMMITTEE

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

Mr. David A. Horowitz, Chairman
Associate Superintendent for School Services
The School District of Philadelphia

Philadelphia School District

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Associate Superintendent for
Curriculum Planning and Development
Mr. Edward K. Brown
Director, Instructional
Research and Development
Dr. Lillian L. Batchelor
Assistant Director, Libraries
Mrs. Joan B. Myers
Assistant Director, Libraries
Miss Dorothy Hopewell
Librarian, John Hancock School
Mrs. Benjamin A. Johnson
Teacher, Albert M. Greenfield School
Mrs. Laurretta Campbell
Parent
Mrs. Arnold V. Giusini
Parent
Mrs. Joseph Robinson
Parent
Students: Jamie Falligan
Cheryl Mobley
Zachary Perry

Philadelphia Archdiocese Schools

Rev. Paul F. Curran
Assistant Superintendent of Schools
Sister Mary Arthur
Director of School Libraries
Mr. Edward Purnell
Director of Secondary Education
Mrs. Odelia Lee
Teacher, John W. Hallahan High School
Mrs. Jeanette C. McLaughlin
Parent
Students: Rozena Kirby
James Thomas

Independent Schools

Mrs. Agatha K. Crouter
Headmistress, Springside School
Mrs. Isabella Schlosser
Librarian, Springside School
Mrs. Sarah Woy
Parent
Students: Rachel Hoffman
Sheila Sims

Free Library

Mr. Keith Doms
Director
Miss Maria A. Davis
Associate Director
Mrs. Carolyn W. Field
Coordinator, Office of Work
with Children
Mrs. Peggy Glover
Coordinator, Office of Work
with Adults and Young Adults
Miss Elizabeth J. Keen
Young Adult Specialist

Institutions of Higher Education

Mr. Sidney August
Head Librarian
Community College of Philadelphia
Miss Linda Brick
Reference Department
Temple University
Mr. Richard DeGennaro
Director of Libraries
University of Pennsylvania
Mr. Wilfred Frisby
Director of Library Services
Philadelphia College of Textiles
and Science
Mr. Arthur Hamlin
Director of Libraries
Temple University
Mr. Samuel Powell, Jr.
Student, Swarthmore College
Mr. Richard Snyder
Director of Libraries
Drexel University
Brother Thomas Warner
Director of Libraries
La Salle College

Project Consultant

Dr. Lowell A. Martin

Project Advisor

Mr. Emerson Greenway

Philadelphia Student Library Project

ACTION LIBRARY

COMMUNITY ADVISORY BOARD

CHURCH

Rev. Cecil D. Gallup
Rev. George R. Vermeiren

COMMUNITY ORGANIZATION

George T. Dukes
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Miss Erika Waechter

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SCHOOL

Mrs. Isma Carey
Mrs. Lorraine Goldsborough
Mrs. Rebecca Littlejohn
Robert L. Poindexter
George A. Scott

STUDENT

Miss Phyllis Bebee
Karen Reddick

PROJECT PERSONNEL

Project Center Personnel

John Q. Benford	Project Director
Anne L. Hearn	Educational Research Associate
Verna Shmavonian	Coordinator of Evaluation
Alan Miceli	Evaluation Assistant
Lowell A. Martin	Project Consultant
Cathleen Kubiniec	Evaluation Consultant

Action Library Personnel

Charles R. Peguese	Administrator
Donald E. Jones	Associate Librarian
Ronald W. Hart	Community Relations Specialist
Patricia Myrick	Children's Librarian
Bernice Berry	Reading Specialist
Lewis Anderson	Audio-Visual Specialist
Beverly Goldsborough	Specialist, Education for the Handicapped

The Philadelphia Student Library Project

PROJECT ACTIVITIES REPORT

May 19, 1973 through September

I. Project Organization and Staffing

- Alan Micell joined the project staff as Junior Evaluator to replace Donna Novak.
- Nelson Freed, evaluation staff, resigned to accept a position with the Enoch Pratt Library, Baltimore.
- Randall Lewis joined the evaluation staff.
- A State Library cadet was assigned to the staff of the Action Library for the summer.
- Three Youth Corps workers were assigned to the Action Library for the summer program.

II. Action Library Activities

- A special summer schedule went into effect on July 9. Hours were 9:00 a.m. to 3:00 p.m.
- More than 900 individuals participated in summer activities.
- Students had a wide variety of activities to choose from including instruction in black history, math activities, science, reading readiness, reading enrichment, language arts, arts and crafts, photography, music, graphics, dance, story hours, films, sewing and crocheting, TV production, typing and dramatics.
- Games and special recreation sessions at a nearby playground and swimming pool and field trips were also available.
- Community Aides participated in program planning and assumed responsibility for some activities entirely.
- Field trips included visits to Temple University's Tomlinson Theater, the Playhouse in the Park, the Zoo, a fish hatchery, the Schuylkill Valley Nature Center, the Franklin Institute and the Philadelphia harbor.
- A field trip for senior citizens was held.
- Bernice Berry, Reading Specialist, attended a District 11 Secondary Reading meeting on June 12.
- Visitors to the Action Library during the summer included (among others): 26 library students who were participating in a national workshop at Villanova.

Members of Drexel University's Library Fundamentals class. Francis Witt, Pennsylvania State Library, made a presentation on toy lending.

District Two Counseling Supervisor, School District of Philadelphia. Dr. McCrossan, Bureau of Library Development, State Library of Pennsylvania.

III. Evaluation

- A field survey, using an Attitude Scale and a Teacher Questionnaire was conducted in the first two weeks of June. All 4th, 5th and 6th graders in parochial and public elementary schools in the target area participated, as well as 7th and 8th graders in the parochial schools and all 8th graders at Barrett Jr. High. A sample of 4th, 5th, 6th and 8th grade classes in the Francisville control area also participated. A total of 1400 children were given the Attitude Scale. Twenty-three teachers in the target area elementary schools were asked to complete eight questionnaires on frequent users of the Action Library.
- Analysis is being made of data collected during the first year of operation of the Action Library -- including registration, attendance, materials, circulation and activities -- as well as of the results of the Attitude Scale and Teacher Questionnaire which were administered in June. Information will be available for release in October.
- Evaluation of community aide performance were completed by Charles Peguese and Donald Jones.
- Final revisions to a Parent-Community Survey Plan and Instrument were reviewed. The instrument was pilot tested in August; the field survey will be done in October.

IV. Dissemination

- The first anniversary of the Action Library was held on June 20. A committee of Community Advisory Board members and staff (with representation of the IAC by Lillian Batchelor) planned the day which included exhibits in the Action Library of work done during the school year. Staff members were prepared to discuss summer program plans. In the skating rink, several community organizations set up tables to distribute literature; art from community schools was displayed; an essay contest on "why I like the Action Library" was held; and second graders from the E. M. Stanton School read poetry and sang several songs. Community residents and students visited the library during the day and a special luncheon was held for members of the Community Advisory Board and staff.
- A presentation was made at the American Library Association to the Children's Services Division. More than 400 people saw the slide show at that time.
- Donald Jones, Associate Librarian, represented the project at a Bureau of Library Development (Pennsylvania State Library) workshop in Bethlehem where outreach programs were discussed.

- Media Citations

Catholic Library World (July, 1973) carried a reprint of the addresses of Mr. Benford, Mr. Peguese and Mrs. Shmavonian at their national conference.

Information Bulletin (Library of Congress, August 3, 1973) report on presentation at ALA.

A Guide's Guide to Philadelphia, Julie P. Curson, description of Action Library in libraries section.

2. THE DEMONSTRATION - PROGRAMS

Action Library Weekly Program Schedule

Action Library Reading Development Prescription Form

Action Library Reading Development Evaluation Form

Poems from Poetry Workshop

List of Field Trips

Field Trips by Month

Administrator's Letter Regarding Field Trips

Staff Development Sessions

Reading Specialist's Staff Development Session

Children's Librarian's Staff Development Session

Junior Evaluator's Memorandum on Staff Development

ACTION LIBRARY WEEKLY PROGRAM SCHEDULE

pt: ALL Departments

Week of: May 14, 1973

DATE TIME ORGANIZATION MATERIALS LOCATION COMMENTS

5/14	1:00 p.m. 4:00 p.m.	Arthur School A.L. T.V. Group	Books T.V. Equipment	Arthur Sch.-Myrick Media Room-Anderson		
5/15	10:00 a.m. 1:00 p.m. 10:00 a.m. 10:30 a.m. 9:30 a.m.	St. Mary Get Set Arthur School Har-Jing Jr. High A.R.D. Academy for Careers	Bks., Filmstrips Books Film (Population) T.V. Equipment T.V.	A.L. Club Room-Myrick Arthur - Myrick A. L. Main Room-Anderson Media Rm.-Anderson Media Rm.-Anderson		
5/16	10:00a.m. 1:30p.m. 9:30a.m. 1:30p.m. 4:00p.m. 2:00p.m.	Rebound Day Care Emanuel Parish School Senior Citizens Durham A.L. T.V. Group Drexel Lib. School	Filmstrips Film-Red China Bus Graphic Arts T.V. Equipment A. L. Slides	Adult Room-Myrick Y.A. Room-Hamud Fairmount Park-Hart Media Room-Anderson Media " -Anderson Y.A. " -Peguese		
5/17	10:30a.m. 1:30p.m. 12:00a.m. 10:30a.m. 1:30p.m. 5:30p.m.	First African Get Set Barratt Jr. High Stanton & Arthur Schools St. Anthony Barratt A.L. T.V. Group	Tape, Filmstrip Film; Color us Pinocchio Cameras Poetry Text Cam. T.V. Equipment	Adult Rm.-Myrick Black Y.A. Rm-Hamud-Disc. Walnut St. Thea.-Goldsbrough Media Room-Anderson Media " - " Media " - "		
5/18	11:15a.m. 12:30p.m. 9:30a.m. 2:00p.m. 4:30p.m.	Various Sch. - Trip Various Sch. - Trip Comp. Early Child. Tec. Interagency Com. Friday Film Series	Bus (Me Nobody Knows) Bus (Me Nobody Knows) A.L. Slides A.L. Slides A.L. Film	Playhouse in the Park-Myrick Playhouse in the Park-Hamud A.L. Media Room-Jones A.L. Y.A. Rm.-Peguese A.L. Main Room-Staff		

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

**ACTION LIBRARY READING DEVELOPMENT
PRESCRIPTION SHEET**

Name: _____ School-Organization _____

Grade: _____ Instructor: _____

Type of Instruction: _____

DATE	RECOMMENDED MATERIALS USED	OBJECTIVE (S) (SKILL)	RECOMMENDATIONS and ASSESSMENTS

COMMENTS:

**ACTION LIBRARY READING DEVELOPMENT
EVALUATION SHEET**

Name: _____

School - Organization _____

Age: _____

Instructor: _____

Grade: _____

Type of Instruction: _____

Date	Type of Test Materials Used	Objective(s) (Skill)	Pre-test Score	Post-test Score	Materials Recommended

COMMENTS:

FIELD TRIPS - 1972-1973 *

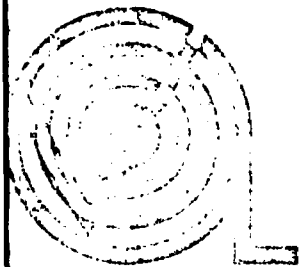
- JULY
1. No Place To Be Somebody - Walnut Street Theater
- attendance - 9 children
- AUGUST
1. The Philadelphia Zoo
 2. Ile-Ife Black History Museum
 3. University of Pennsylvania Museum
 4. No Place To Be Somebody - Walnut Street Theater
- attendance - 200 children, 30 adults
- SEPTEMBER
- Report indicates that four field trips were made during the month to the free museums
- attendance - 134 children (36,34,28,36)
- NOVEMBER
- "Sounder" - (movie)
- attendance - 35 children
- FEBRUARY
1. Les Ballet Africaines - New Locust Street Theater
- attendance - 70 students
 2. Poetry Reading - Temple University - Don L. Lee
- attended by a group of teenagers
- MARCH
1. The Philadelphia Free Library
- attendance - 5 children
 2. Grant's Department Store - Sewing Club - Juanita Myrick
- attendance - 9 children
- APRIL
1. King Arthur - (musical) - Walnut Street Theater
- attendance - 30 pre-school children
 2. Pennsylvania Dutch Country Outing - Ron Hart
- attendance - 35 senior citizens from Gloucester House
and Anderson Recreation Center Golden
Agers Club
- MAY
1. The Me Nobody Knows - Playhouse in the Park
- attendance - 60 students
 2. Mother's Day Program - Temple University
- attendance - 8 children, 4 adults

- MAY
3. Pinocchio - Walnut Street Theater
- attendance - 24 children, 5 adults
- JUNE
1. The Sorcerer's Apprentice - Playhouse In the Park
- attendance - 63 students
 2. Schuylkill Valley Nature Center
- attendance - 45 students
- JULY
1. Folktales - Sing-Along - Temple University's Tomlinson Theater
- attendance - 39 children
 2. Playhouse In the Park
 3. Fish Hatchery
 4. The Schuylkill Valley Nature Center

* This information was compiled from LSCA Report and from activities records completed by individual staff members.

FIELD TRIPS - 1972-1973

	<u>No. of Trips</u>	<u>No. of Students</u>	<u>No. of Adults</u>
July '72	1	9	-
August	6	200	30
September	4	134	-
October	-	-	-
November	1	35	-
December	-	-	-
January '73	-	-	-
February	2	80	-
March	2	14	-
April	2	30	35
May	2	72	9
June	<u>2</u>	<u>108</u>	<u>-</u>
Total	22	682	74



ACTION LIBRARY

N.W. Corner, 20th and Christian Sts., Philadelphia, Pa. 19146/(215) 545-1144

CHARLES R. PEGUESE,
Administrator

January 23, 1973

RONALD E. JONES,
Associate Librarian

LIFTON J. WILLIAMS,
*Chairman, Community
Advisory Board*

Mr. John A. Frangipani
Superintendent, District #2
Drexel School
16th & Moore Streets
Philadelphia, Pa. 19145

Dear Mr. Frangipani:

As per our telephone conversation on Monday, January 22, Action Library is planning a program which will take a group of 80 students from elementary to senior high school level, attending public and parochial schools in our primary area to see "Les Ballets Africains" on Tuesday, February 27, at 10:00 a.m.

I will contact the target school principals to inform them that a specified number of tickets have been set aside for each school.

We are planning to have the individual children brought to the library to board the bus which will be provided. After the show the children will return to Action Library by the same bus.

The program will consist of introductory activities, such as story hours for the early elementary grades involving African culture, and African dance, beginning the week prior to the performance, in the Action Library. Junior and senior high school students will be introduced to the Ballet through films, books and other media on West African culture. During the week following the performance, follow-up activities will include a program of films on Guinea and a speaker.

Sincerely yours,

Charles R. Peguese
Administrator

cc: John Q. Benford

PHILADELPHIA STUDENT LIBRARY PROJECT JOHN Q. BENFORD, *Project Director*

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STAFF DEVELOPMENT SESSIONS - 1972-1973READING

Remedial Reading	10/72	Berry
Recognition of Primary Reading Difficulties	1/19/73	Berry
Recognizing Reading Difficulties	3/30/73	Berry

SPECIAL EDUCATION

Introduction to Special Education		Goldsborough
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LIBRARY SKILLS

Use of the Card Catalogue	11/03/72	Jones
Cataloging and Classification	3/02/73	Jones
Basic Reference Services #1	4/16/73	Hamud
Basic Reference Services #2	11/17/73	Hamud

MEDIA SKILLS

Use of Media Hardware	10/27/73	Anderson
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CHILDREN'S WORK

Introduction to Children's Literature through the 19th Century	1/73	Myrick
Trends in 20th Century American Children's Literature	5/11/73	Myrick

ACTION LIBRARY

BRANDINGS

COUNT

10

20th and Christian Streets
Philadelphia, Pa. 19146

Developed by: BERNICE G. BERRY
Date: 3-30-73

SESSION

PROGRAMMING

STAFF DEVELOPMENT

ENRICHMENT

PROGRAM ACTIVITY: Title RECOGNIZING READING DIFFICULTIES

Presented by:
Name

Position

Organization

Bernice G. Berry Reading Specialist Action Library

Jacqueline Barnett, Lena Rogers, Elizabeth Mackey, Laura Barnes

EVALUATION DESIGN OBJECTIVES: (use reverse side if necessary)

Jb Volunteers and part-time para-professionals who work in the center will take affirmative actions to improve their own credentials in education, libraries or related fields

Please Check:

Workshop Seminar Demonstration Lecture Exhibition

Showing Cultural Activity Field Trip Lesson

PARTICIPANTS: (Please Check)

Number of Participants

Pre-School K-3 4-6 7-12

Special Education Adults Parents Other Action Library Staff

LOCATION: Young Adult Room TIME SCHEDULE: 4:30^{AM} to 6:00^{PM}

IMMEDIATE PROGRAM OBJECTIVES: (use reverse side if necessary)

To get participants to:

1. Recognize reading difficulties amongst children they service
2. Learn various reading terminologies
3. Learn a few procedures used by the reading team to assist children with weaknesses in reading skills

(CONTINUED ON REVERSE SIDE)

EQUIPMENT AND MATERIALS:

Charts, worksheets, games, paper, pencils

IMMEDIATE PROGRAM OBJECTIVES (Cont'd.)

4. Learn some techniques they may use with children.
5. Realize and understand reading can be enjoyable.
6. See how the reading program fits into other areas within the Action Library.
7. A follow-up to the previous presentation on reading difficulties.

DATE: MARCH 30, 1973

SUBJECT: READING STAFF DEVELOPMENT

A G E N D A

- I. Brief discussion on film - "The Right to Read"
- II. Presentation of Recognition of Reading Difficulties
- III. Presentation of Reading Terminology
- IV. Games
 - A. Unscrambling phonetic spelling of words
 - B. Round Robin Story-telling
- V. Mini Lessons on:
 - A. Table #1 - Initial consonant sounds
by Jacqueline Barnett
 - B. Table #2 - Comprehension - Using antonyms
by Elizabeth Mackey
 - C. Table #3 - Vowel Sounds - Magic "E"
by Lena Rogers
 - D. Table #4 - Comprehension - Finding the Main Idea
by Laura Barnes
 - E. Table #5 - Study Skill - Alphabetizing - Using the Dictionary
by Bernice Berry

TO: Verna Shmavonian
FROM: Donna Novak, Junior Evaluator
RE: Staff Development
DATE: Friday, May 11, 1973

Ms. Pat Myrick introduced her staff development program to the professional staff at their weekly meeting. I must admit that my first reaction was not good. I was afraid that Pat was going to overwhelm the staff with the amount of material she hoped to present in two hours. The subject matter seemed beyond them - too college oriented. As it turned out, I walked into the staff enrichment session with a pre-conceived idea that, irregardless of her enthusiasm, Pat was about to fail in her efforts.

The session got off to a dramatic start with the playing of music and the lighting of the "story candle." Pat explained the significance of the storyteller in ancient times. By asking individuals to explain their immediate needs, Pat led the group into a discussion of "needs." From this point the program moved into an introduction of the many children's books pertaining to the needs of man. Every person present at the session played an active role in the program. Each aide had been given one of the books listed in the program and was asked to review the book in terms of the specific "need" it represented. Others present asked questions or participated in the discussion.

Pat then broke off the discussion after the first hour and provided a refreshment break before moving into the second part of the program - Reality versus Fantasy.

Once again Pat was successful in stimulating active and worthwhile discussion among the group.

In conclusion, Ms. Myrick's program was successful and entertaining. I believe the aides found it as enjoyable a session as I found it.

HOW CAN A POOR MAN GET ANYWHERE

HOW CAN A POOR MAN GET ANYWHERE
WHEN HE HAS NOTHING TO USE, TO HANG ONTO
AND WHEN HE HAS NO ONE
MAYBE TOMORROW HE MAY FIND SOMEONE
A POOR MAN HAS TO GO A LONG WAY
TO GET WHAT HE WANTS
SO I ASK THIS
HOW CAN A POOR MAN GET ANYWHERE!

Audrey Adside
Grade 8.

"BLACK"

I was born Black and free
And that is the way it shall always be

Free I was born in this world today
And no one can change it the other way

I would rather be in my grave
Than be a slave

Black I am
And Black I shall stay
I would never rather be any other way
Black is Beautiful

John Haskins - 13

THEY TEACH US NOT TO PRAY

The bible is not read in school
It hurts the mind said some fool
And they teach us not to pray
They send the men and boys to wars
While the gangs surround our doors
So they teach us not to pray

The gangs on the corner every day
The law passes - looks the other way
No minor worries about a child playin in dirt
If fear of a innocent child get shot or hurt
So they teach us not to pray

All praises and glory to our prisoner of war
But what about a woman touched behin' locked door
They have sent armies of good men to die faraway
They gang stay here to kill the relative day by day
So they teach us not to pray

There's no delinquents at the school and church
at 8th & Vine
But God you have to go. You're stopping
progress of mankind
So hail to the gangs they win with glory
They stay to kill for there own territory
And they teach us not to pray

So they know how to send you away
But the gangs are here to stay
So God get a gun and call your gang the
revelotions
For gang leaders and guns they have no evolutions
And they teach us not to pray

Beatrice Smith, 16

ASSOCIATION
LIBRARIANS

LIBRARY SERVICES

UNIT

A

20th and Christian Streets
Philadelphia, Pa. 19146

Developed by: Pat Myrick
Date: 5-11-73

SESSIONS

PROGRAMMING

STAFF DEVELOPMENT

ENRICHMENT

PROGRAM ACTIVITY: Title TRENDS IN TWENTIETH CENTURY AMERICAN CHILDREN'S LITERATURE

Presented by:

Name	Position	Organization
<u>Pat Myrick</u>	<u>Children's Librarian</u>	<u>Action Library</u>
<u>staff</u>		<u>Action Library</u>

- EVALUATION DESIGN OBJECTIVES: (use reverse side if necessary)
- B1 The percentage of users...who are able to find things by themselves will increase over time.
 - Jb Volunteers and part-time paraprofessionals who work in the Center will take affirmative actions to improve their own credentials in education, libraries or related fields.

Please Check:

Workshop Seminar Demonstration Lecture Exhibition
 Showing Cultural Activity Field Trip Lesson

PARTICIPANTS: (Please Check) Number of Participants

Pre-School K-3 4-6 7-12
 Special Education Adults Parents Other _____

LOCATION: Action Library TIME SCHEDULE: 4 ^{AM}PM to 6 ^{AM}PM

- IMMEDIATE PROGRAM OBJECTIVES: (use reverse side if necessary)
1. To stimulate staff interest in children's books
 2. To present an idea of the variety of books available.
 3. To stimulate discussion of books.
 4. To familiarize staff with current trends and controversial topics within the field.

EQUIPMENT AND MATERIALS: Books, outline

TRENDS IN TWENTIETH CENTURY AMERICAN CHILDREN'S LITERATURE

(Music plays as everyone enters the room. A candle is placed on each table. They will be lit by specific people at a pre-arranged signal. After everyone is seated the lights are extinguished. The program coordinator stands at the head of the room with the story candle.)

In ancient times the storyteller imparted the accumulated knowledge of mankind. Today we have books. But in memory of that time let us light a candle in the hope that our children will be able to learn from the past in order to successfully meet the future. (All candles are lit simultaneously.)

(Keith) Co-worker: "Motto" by Langston Hughes:

I play it cool
And dig all jive
That's the reason
I stay alive.

My motto,
As I live and learn,
is:
Dig And Be Dug
In Return.

(From a pre-instructed person at each table:)

- (Phyliss) 1. Why Children's Literature? Why books?
(Don) 2. What do children's books have to do with us?
(Sheila) 3. What good can they do for the kids?
(Leslie) 4. I want something that has to do with me and my experience.
(Juanita) 5. I'm tired of this fantasy and imagination foolishness. What do you have that's real?

(The lights are switched on.)

The poem speaks of life--especially the quality of it. The following answers to the questions hope to demonstrate how as parents, instructors, sisters, brothers, aunts, uncles, god-parents and as examples in Action Library, we can try to affect the quality of the lives of the children with whom we come in contact.

NEEDS

Life is about needs. Living is the process of trying to fulfill them. Children's Literature, as a reflection and part of life, records human experience, enables the reader to explore the world, and offers both an outlet for and an insight into the child's--and every person's--needs.

Certain basic needs are common to most people and most times. What are yours?... Let's see if you agree with the following:

(Members of the audience are asked to read the opening statement which defines the need and briefly elaborates upon it. One book from each of six literary categories will be discussed for each need although three are given. Half of the book talks are given by prepared members of the audience.

1. COMPETENCE -- the need to achieve. A feeling of competence is necessary for a person to feel pride and self-respect. To know that they can make a contribution to the world in which they live and that they are independent.

Picture Books: Sam-- Scott, A.; Rosa-Too-Little--Felt, S.; Bobo's Dream--Alexander, M.

Poetry: "Youth," The Dream Keeper--Hughes, L.; "Black Is Beautiful," Here I Am--Baron, V; "Living Among The Toilers," On City Streets--Larrick, N.

Folk And Fairy Tales: Rakoto And The Drongo Bird--McKnown, R; Cinderella--Brown, M; Tales Of Temba--Arnott, K,

Historical Stories: Call It Courage--Armstrong, S; Free Souls--Dahl, M.; Corrie And The Yankee--Levy, M.

Realistic Stories: Train Ride--Steptoe, S.; Lillie Of Watts Takes A Giant Step--Walter, M.; Marchers For The Dream--Carlson, N.

Informational Literature: ABC's--any concept book; How To Play Better Baseball--Jackson, C.; Malcolm X--Adoff, A.

2. MATERIAL SECURITY -- the need for physical well-being. Survival comes first. Books satisfy this need vicariously. They provide insights to a variety of conditions of material security--or lack of it--and thereby increase a child's understanding of the surroundings of others and itself.

Picture Books: The Little House--Burton, V.; Seashore Story--Yashima, T.; Come Over To My House--LeSeig, T.

Poetry: I Too Sing America," I Am The Darker Brother--Adoff, A.; "You Took This World Away From Us," Poems By Kali--Grosvenor, K.

Folk And Fairy Tales: Three Gold Pieces--Alik; Fables Of Aesop--Kent, J.; Nibble, Nibble Mousekin--Anglund, J.

Historical Stories: Bimby--Burchard, P.; Viking Adventure--Bulla, C.; Little Woman--Alcott, L.

Realistic Stories: Jazz Man--Weik, M.; A Quiet Place--Blue, R.; North Town--Graham, L.

Informational Literature: Susan B. Anthony--Peterson, H.; William C. Handy--Montgomery, E.; Career books.

3. INTELLECTUAL SECURITY -- The need to know. Children are born curious. Without satisfaction of this need their minds would cease to grow and in some cases their bodies would cease to survive. Most important, to know the how or why of something provides the confidence to go on learning and living.

Realistic Stories: Member Of The Gang--Rinkoff, B.; I Wrote My Name On The Wall--Solbert, R.; Trouble After School--Beim, J.
Informational Stories: The Junior Party Book--Carlson, B.; Let's Face It--Archer, E.; Spooky Tricks--Wyler, R.

6. PLAY -- the need for change. Variety provides relief from everyday routine. It also gives people an alternate opportunity for learning and self-discovery. The desire for change is basic to humanity once the confidence to meet new situations is developed.

Picture Books: Mother, Mother I Feel Sick--Charlip, R.; The Judge--Zemach, M.; Mother Goose--Fujikawa, G.
Poetry: Beastly Boys and Ghastly Girls--Cole, W.; Laughable Limericks--Brewton, S.; Did You Feed My Cow?--Burroughs, M.
Folk And Fairy Tales: Such Is The Way Of The World--Elkin, B.; Curious Critters--Lauber, P.; Lazy Jack--Werth, K.
Historical Stories: Terrible, Horrible Edie--Spykman, E.; More Adventures Of The Great Brain--Fitsgerald, J.; Mischevous Meg--Lindgren, A.
Realistic Stories: Henry Huggins--Cleary, B.; Wee Pals--Charlie Brown--Schultz, C.
Informational Stories: Games Of Many Nations--Harbin, E.; Pint-Sized Fun--Pflug, B.; Marking Easy Puppets--Lewis, S.

7. AESTHETIC SATISFACTION -- the need for order and beauty. All people need something to clear confusion and depression. Good literature, through story line, use of language, and development of characters, can provide emotionally satisfying experiences.

Picture Books: And I Must Hurry For The Sea Is Coming In--Mendoza.; The Owl And The Woodpecker--Wildsmith, B.; Mandala--Adoff, A.
Poetry: "Mother To Son," The Dream Keeper--Hughes, L.; Haiku: The Mood Of The Earth--Atwood, A.; I Am A Man--Merriam, E.
Folk And Fairy Tales: Anansi The Spider--McDermott, G.; The Nightingale--LeGallienne, E.; Tikki-Tikki-Tembo--Mosel, A.
Historical Stories: Aida--Verdi, G.; Little House In The Big Woods--Wilder, L.; Actor In Exile--Malone, M.
Realistic Stories: Sound Of Sunshine, Sound Of Rain--Heide, F.; The Hundred Dresses--Estes, E.; Journey To The Moon--Fuchs, E.

REALITY VERSUS FANTASY

In addition to meeting the recognized intellectual and emotional needs of the reader, children's literature must-- and now does--respond to the demands of its clientele for books which examine all aspects of life.

Realism-Problems--The television generation has shown avid interest in works dealing with reality rather than with fantasy,

folklore or fairy tales. This is apparent in the growing number of books being published that are concerned with the physical, emotional and situational problems of life: drugs, poverty, mental retardation, sex, abortion, death and serious personality maladjustments. These subjects are unromanticized; virtue and justice do not always prevail.

The proponents of realism claim that true-life-stories better prepare children for adulthood by teaching them that:

1. The unpleasant facts of life must be faced--it is better to start with them than be disillusioned later.
2. It encourages children to view their own and other people's shortcomings realistically.
3. It helps the child avoid romanticizing, day-dreaming and avoiding the hard truth when he/she is faced with a problem.
4. Realism gives youngsters an accurate idea of the responsibilities and problems of adulthood.
5. It exposes children to social ills and their causes and thus helps them prepare themselves psychologically for the difficulties they might encounter.
6. True-to-life stories validate the experiences of children who do not have "normal" childhoods or family situations. This provides reassurance to them that they are not alone and insights to those who do have happy homes into the problems of others.

Fantasy--Books having fantastical themes and plots are now undergoing an upsurge in popularity with adult readers, while children's interest in them is fading. It would be interesting to outline the forces in our society which are stimulating our children to grow up faster and the adults to escape into a make-believe world.

Fantasy advocates argue that the use of imaginative literature:

1. Provides children with a sense that they, too, can achieve whatever goals they choose and overcome hardships and disaster.
2. Satisfies the need for warm all-ends-well conclusions.
3. Strengthens awareness of real life because fantasy is ultimately rooted in the reality of the everyday world.
4. Is a source of needed mental and emotional escape.
5. Encourages the development of the imaginative powers that are desperately needed to meet the demands of an unknown future.
6. Children experience control over their own destinies through fantasy and they also safely and harmlessly rid themselves of aggressive and violent emotions.

Some books which give insights into or examine serious topics:

A Month Of Sundays, Blue, R. (divorce)
Are You There God, It's Me, Margaret. Blume, J. (puberty)
Its Wings That Make Birds Fly. Weingarten, J. (poverty,
unwanted child)
Sex: Telling It Straight. Johnson, E. (includes homo-
sexuality, birth control, abortion)
Soul Brother And Sister Lou. Hunter, K. (racism, police
brutality)
That Ruby. Brown, M. (disruptive child)
V.D.: Facts You Should Know. Bianzaco, A.
Water Pollution. Laycock, G.

Sample fantasy works:

Alice In Wonderland. Carroll, L.
Fog Magic. Sauer, J.
In The Night Kitchen. Sendak, M.
Mr. Corbett's Ghost. Garfield, L.
Pinocchio. Collodi, C.
Seven Day Magic. Eager, E.
Time At The Top. Ormondroyd, E.
Where The Wild Things Are. Sendak, M.

Realism--Non-Fiction--An alternate aspect of realism is informational literature. Our children need accurate, factual, up-to-date material that treats current discoveries, especially in the science and social study areas, in a style and vocabulary suitable to the reader's comprehension level. Writers are producing relatively easy-to-read and understandable books on such sophisticated topics as computers and the human digestive system. A result of the publishers' success in meeting the demands for instructional material is that more children's non-fiction books are being created than fiction works.

A variety of unusual or non-fiction topics that are suitable for children:

ABC Of Ecology. Milgrom, H.
All About Courts And The Law. Brindze, R.
Arithmetic For Billy Goats. Baer, D.
Before The Buddha Came: The Story Of The Earliest
Civilizations Of The Far East. Fairservis, W.
Computers. Srivastava, J.
David He No Fear. Graham, L.
Science Experiments You Can Eat. Cobb, V.
Spare Parts For The Human Body. Nolen, W.
Project Viking: Space Conquest Beyond The Moon. Stambler, I.
Op-Tricks. Marks, M.

1. What are the reading trends at Action Library? Pre-schoolers? Grades 1-3? Grades 4-6? Young Adults? Adults?
2. Why?
3. What type of book would you choose for your child?

4. For what personality type of child would you select a fantasy or imaginative book?
5. For what age group?
6. For what kind of child would you choose a realistic story?
7. For what age group?
8. What types of books do you read?
9. Why?

MINORITY GROUPS IN CHILDREN'S LITERATURE

Children's literature is supposed to depict all people with dignity, sensitivity and truthfulness. Here is what is happening:

The great upsurge in the quantity of minority book publishers and presentation of minority, especially the black minority's, problems, life-styles and people is relatively new in children's literature. The debate is on about the quality of the writing and the authenticity of the situations presented. Chief among the questions now being asked about books featuring minorities are:

1. Can a story written by a person who is not a member of the group being written about accurately describe the lifestyle, emotions and reactions of that group?
2. Must the experience recounted in the story be one typical in every aspect to the group presented or do "universal experiences" also reflect the situations, hopes and desires of a particular minority?
3. Is the use of dialect and/or slang acceptable in children's books?
4. Should minority children be exposed only or mostly to literature which depicts their own experience and that of their forefathers or should they also be exposed to representations of other cultures and peoples?
5. Who is to judge the appropriateness and accuracy of minority books? Teachers? Librarians? Community people?
6. Should children's classics such as Mary Poppins and Doctor Dolittle which contain racist passages be taken off public and school library shelves?

Integrationist Books--With the upsurge of the Civil Rights movement in the 1960's more writers created books showing black and white people solving problems together. They also presented the problems that black people have when moving into white neighborhoods or going to previously all white schools. Unfortunately, many of these books have a "big brother" approach (in my opinion.) One example of a book which gives both parties equal time and depicts them with equal beauty is Gabriella And Selena by Desbarats, P. Some controversial books depicting the black experience are:

Whistle For Willie. Keats, E.
Uptown. Steptoe, S.
Harriet In The Promised Land. Lawrence, J.
Oh Lord, I Wish I Was A Buzzard. Greenberg, P.

Melindy's Medal. Faulkner, G.
Soul Brothers And Sister Lou. Hunter, K.
Roosevelt Grady. Shotwell, L.
Souder. Armstrong, W.

Well-know and respected black writers and educators such as John Steptoe, Kristin Hunter, Charlemae Rollins and Dr. Hurst, (president, Malcolm X College) vociferously complain that both trade and textbooks either omit the black child or distort his/her heritage. They also charge that books which do feature or include black people are negative, simplistic and white in their approach. The solutions offered are that books must be written and published by black people for black people. Other recommendations are that children must be made aware of the racism in their books, the situation must be aired nationally, black book exhibits must be created and that it is necessary to initiate a syndicated news column concerning books for and about the black child. Other minorities have also been protesting. In March 1972, lawyers from the Mexican American Legal Defense Fund and Western Center On Law and Poverty brought suit against the California State Board of Education to prevent it from purchasing \$4,000,000 worth of social science textbooks. Court action resulted in a temporary restraining order prohibiting adoption of textbooks which are accused of causing, "real and serious harm to children of racial and ethnic groups," citing the books present those groups in, "demeaning and unfavorable situations," which would "generate in the minds of pupils feelings of inferiority...and make them ashamed of their natural...backgrounds."

Members of the Association On American Indian Affairs have studied six hundred books supposedly depicting Indians. Four hundred were rejected as, "flagrantly demeaning." Of the others so few gave a positive or honest image that they finally decided to select only books authored by American Indians. Only one children's fiction book on contemporary Indian Life by an Indian author could be located.

It has also been found that there is a conspicuous omission of Asian Americans from school texts. Only one or two sentences refer to the Chinese as the main labor force in the building of the transcontinental railroad. All Asian Americans are linked with China or Japan whether they want to be or not.

In books supposedly about Puerto Rico the fact that Puerto Ricans have and prefer their own culture is omitted. Puerto Ricans are also portrayed as being ignorant, undependable, inaccurate and dependent on that great benefactor The U.S.A. for all good things and improvements. One educator also noted that Puerto Ricans also seem to be about the only people who are happy in and contented with the ghetto, as they are presented in books.

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3. COMMUNITY INVOLVEMENT

Minutes from a Community Advisory Board Meeting

Community Advisory Board Meeting

COMMUNITY ADVISORY BOARD

Regular Meeting - Thursday, May 10, 1973

Present: Phyllis Beebe, Lorraine Goldsborough, Isma Jackson, Robert Lewis, Celestine Ricks for Mame Sims, Algie Streat, The Rev. Vermeiren, Erika Waechter, Clifton J. Williams

Present for the Library Project: John Q. Benford, Norman M. Chansky, Charles Cella, Charles R. Peguese, Donald E. Jones, Anne Hearn, Zelda Braudy

The meeting was opened at 3:35 with a slide presentation on Action Library. A quorum of members was present. Father George, who was recuperating from surgery, left at the end of the presentation. Clifton J. Williams, chairman, gave the invocation. The minutes were read by Lorraine Goldsborough. There were no additions nor corrections. The chairman made a motion that the minutes be accepted as read. Robert Lewis seconded the motion.

Clifton Williams requested information about the grant after June 30, 1973. Mr. Benford answered that the grant is being processed in the Contracts Division of the Office of Education. It is for eight months, which runs to the end of February, 1974. We are awaiting word from the Board of Education (Phila.) on the grant which will cover summer employment for several college students.

Mr. Williams announced that the closed sessions of the C.A.B. meetings will be carried for the next few months.

Administrator's Report - The April report was distributed to the members in attendance. Mr. Peguese added that meetings had been held at the Child Guidance Clinic attended by Action Library professional staff and Ms. Erika Waechter and Mr. Harry Aponte of the Clinic.

Mr. John Benford gave the report of the Research Center in the absence of Verna Shmavonian. Circulation for April was 1906. Registration total was 177. He reported that close to 70% of the Community has been registered, therefore registration figures will drop each month. There has been a surprising jump in visits to the Library. There has been more rigorous attention to these figures with the use of the time clock.

Mrs. Lorraine Goldsborough questioned Mr. Peguese concerning a presentation which is to be given to the Action Library staff. This will be in the Children's Literature area and will relate to a Creative Dramatics course attended by Leslie Allen, one of Action Library's community aides. Aiding in the presentation will be Patricia Myrick, Lewis Anderson and Beverly Goldsborough. Mrs. Lorraine Goldsborough requested permission to attend the program. This was granted by Mr. Peguese.

Mrs. Lorraine Goldsborough who had been unable to attend the last two C.A.B. meetings because of illness, questioned the attendance of Ms. Ricks as a substitute for Ms. Sims. She asked whether it was possible for any other member to send a substitute when he or she was unable to attend a meeting. There was much pro and con discussion. Ms. Waechter suggested that Ms. Sims be contacted

and made aware of the situation. The question had been raised as to whether she wished to continue as a C.A.B. member. Mr. Williams said he would like to include Ms. Ricks in some way without abrogating any rules. He asked if it was amenable to the Board for him, as chairman, to speak to both Ms. Sims and Ms. Ricks some time before the next meeting.

C.A.B. Newsletter - Mr. Williams asked a number of members to help with the new issue. Ms. Isma Jackson and Mrs. L. Goldsborough promised to assist.

On June 20 there will be an in-house anniversary celebration. Mr. Williams appointed Lorraine Goldsborough and Phyllis Beebe to represent the C.A.B. on a committee. Mr. Peguese was asked to pick representatives from Action Library and Mr. Benford will send representatives from the Research Center. Mr. Williams suggested that the sound-slide presentation should be shown at least three times on the day of the celebration.

It was noted that the coming issue of the Newsletter must be at the typesetter by May 25.

Ms. Goldsborough suggested that the anticipated three new Board members be introduced at the Anniversary celebration. Their names are Ruby Weaver, Maurita Graham, and Karen Reddick.

The meeting adjourned at 5:00 p.m.

4. EVALUATION

Amendments to the Evaluation Design

Evaluation Outline

Basic Evaluation Forms

Control Community Profile

Attitude Scale

Teacher Questionnaire

Visitors to the Action Library by Month

Personnel Performance Objectives

Professional Staff Evaluation Form

Community Aide Evaluation Form

Letter From United Communities

Letter From Children's Services, Inc.

Letter From a Teacher

Letter from Gloucester Senior Citizens

Memorandum From Junior Evaluator

STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

Student Learning Center Demonstration
Amendments to the Evaluation Plan

February 15, 1973

Park-Towne Place, Room S-14
2200 Benjamin Franklin Parkway
Philadelphia, Pa. 19130

STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

Student Learning Center Demonstration Amendments to the Evaluation Plan

Following are amendments to the evaluation plan of the Philadelphia Library Project dated January 4, 1972. These amendments have been made on the basis of continued careful study of the original plan and more than a year's experience with the original plan. The end result is a more reasonable and simplified plan, with a manageable timetable. Specifics of the research design will be delineated in a separate document.

There are five types of changes included in the amendments:

1. Seven objectives (Ad, Ba, Bg, Fd, Fe, Ha, Kb) have been eliminated or changed: a number of others have been further explicated as stated in appendix I.
 - Ad (change in listening skills and "literature appreciation" for grades 4-6) has been changed by deleting the phrase "literature appreciation" because the concept is not easily measurable.
 - Ba (change in social and verbal competence) was amended to exclude "social competence" as being nonrelevant to library usage.
 - Bg (change in competence of older students assisting younger students) was eliminated since it is considered not suited to objective measure.
 - Fd (Relationship between frequency of center attendance and improvement in school progress) was eliminated as being too ambiguous. Two other objectives (Ba and Ab) provide a better statement of educational progress.
 - Fe (Familiarity of residents of the community with Center logo, etc.) was replaced by a more important objective; "The percentage of parents in the primary service area who are knowledgeable about the Center's location, hours, services, and user policies will increase over time."
 - Ha (State-of-the art inventory) is changed to read, "The Project and Demonstration Center staff will review pertinent literature before developing objectives and plans for the demonstration." This was in fact accomplished prior to the definition of objectives and a bibliography was prepared.

-Kb (Frequency of contacts between personnel of the target community's schools and Free Library personnel) was eliminated because there are no Free Library branches within reasonable walking distance from the community.

2. A set of priorities has been assigned to the remaining 70 or so objectives.

-Highest priority is assigned to the product objectives under A*, B (except for Bc, Bf, Bj, Bk, and Bn), C, D, E (except for Ea, Eb, and Ec), F (except for Fb); to the process objectives under G; and to the management objectives under H, I and K.

-Middle priority is assigned to Bc, Bf, Bj, Bk and Bn; to Ea, Eb, and Ec; and to Fg.

-Lowest priority is assigned to the objectives under J.

3. Procedures for assessing objectives have been clarified; procedures judged invalid or impractical were eliminated; supplementary procedures for assessing certain objectives were added to provide varieties of evidence; the number of data-gathering instruments has been reduced to the minimum required, and the instruments will be designed to serve as many objectives as possible. This will expedite the compilation of data and reduce the frequency of testing and interviewing of Center users.
4. The populations to be studied for each outcome have been explicated, where appropriate, population groups have been added.
5. The time schedule for accomplishing work tasks for product objectives has been revised, on the basis of past experience, in order to make the entire evaluation plan implementation an achievable product. The time schedule for all other objectives remains as set forth in the January 1972 Plan.

Consistent with the evaluation staff's belief that a quality evaluation of a program requires extensive planning, the attached tables were carefully developed and revised in a series of staff meetings. The amendments reflected in the attached tables (Appendices I and II) reflect the combined professional evaluation staff judgment of what, at this point in time, appears to be a comprehensive and reasonable plan of action. Further additions and modifications to the plan may be dictated by practical innovations or improvements in programs and/or as the needs of the target community change. Thus, additional analyses may be undertaken if time and staff availability permit, hopefully increasing the richness and validity of the evaluation program.

*See January 1972 Evaluation Plan

The desired products are reflected in the objectives delineated in Appendix I. These objectives reflect several categories of outcomes, including, for students, verbal abilities, participation in the library, knowledge of and use of library materials, attitude toward libraries and learning, knowledge of Black history and culture; knowledge of the community, and satisfaction with library's programs. For non-student populations, i.e., teachers, librarians, parents, community members, etc., the outcomes include knowledge of, use of and opinion of the Library.

To assess the extent to which each of the desired objectives has been attained, a series of instruments or record-keeping procedures have been selected, where applicable, or will be specially devised for the project. (these instruments are listed in Column I in Appendix II.) Depending on the objective, these instruments will be administered to one or more of the populations of interest (i.e., students, teachers, parents, etc.) at one point in time, at two points in time (reflected in Appendix I by the term 'Gain' in the objectives column) or at several points over time (reflected in Appendix I by the term 'Trend' in the objectives column).

Outcomes will be assessed on the basis of the passage of time per se as well as on the basis of frequency of participation in library activities and nature of participation in library activities. A distinction will be made between participation in 'structured' and 'unstructured' library activities.

Within a given population of interest, results will be analyzed in several ways, depending on the nature of the objective. In some cases, one group (a total population or a sample), either randomly or systematically selected, will be studied. In other cases, matched groups will be compared. As indicated earlier, the specifics of the research design will be delineated in a separate document.

Two recent developments in the overall evaluation design which should greatly improve the validity of the evaluation are not reflected in the Appendices. First, a professional evaluator has been assigned to the Action Library full time. This staff person will (1) ensure that the ongoing record-keeping systems necessary for analyzing the results of the program are accurately maintained, (2) make accurate observations of specific children engaged in specific activities in the Library, and (3) conduct a small number of case studies. The last task is intended to supplement the information obtained through objective means for the various samples. Second, procedures will shortly be established to provide accurate and complete information on who uses the library center when, for how long, and, to the extent possible, for what purpose. This ongoing record-keeping will enable the evaluation staff to obtain data essential for analyzing several of the outcomes of the project. As an added advantage, it will allow the analysis of several additional types of data, such as patterns of usage over time, the relative frequency of usage by different grade levels, etc.

Student Library Project Evaluation Plan

Appendix I: List of Objectives & Procedures for Assessing Objectives

I II III IV

Revised Code No. Code No. in the January 1972 Plan

Objective	Instrument(s) or Procedure(s)	Population(s) (See Key, p. 9)														
		Students	1	2	3	4	5	6	7	8	9	10	11	12	13	Other
A ₁ (A _a) Gain in Reading Readiness	Phila. Reading Readiness Test		X													
A ₂ (A _b) Gain in: Word Meaning Paragr. Meaning Work Study Skills	Stanford Achievement Test		X													
A ₃ (A _c , A _e) Gain in: Vocabulary Reading Skills Work-Study Skills	Iowa Tests of Basic Skills		X	X												
A ₄ (B _a) Verbal Competence (ability to speak coherently)	1. Questionnaire completed by students' teachers and librarians (Q1) 2. Observation Rating Form (O)		X	X	X											
B ₁ (B _b , B _i , B _k) Trend over time: Increase in Active (vs. Passive) Participation in Library	1. Structured Activity Form 2. Observation Rating Form (O) 3. Questionnaire completed by MR Specialist (Q3)		X	X	X	X	X	X								
B ₂ (C _c) Gain in knowledge of materials & projects available in Center	Questionnaire completed by students (Q2)		X													

Code No.	Objective	Instrument(s) or Procedure(s)	Population(s) (See Key, P. 9)															
			Students	Other	1	2	3	4	5	6	7	8	9	10	11	12	13	
B3	Gain in ability to find reference materials independently	1. Iowa Tests of Basic Skills: Reference Materials Subtest 2. Observation Rating Form (O)	X															
B4	Gain in ability to select, locate & secure resource materials suitable for solving homework problems, doing student reports & locating recreational & social resources of the community	1. Iowa Tests of Basic Skills: Reference Materials Subtest 2. Questionnaire completed by students' teachers & Librarians (Q1)	X	X														
B5	Trend over time: Increase in use of Center materials to do homework	Questionnaire completed by students (Q2)																X
B6	Trend over time: Increase in application of library skills to solving actual problems	1. Questionnaire completed by students (Q2)																X
B7	Trend over time: Increase in 'mix' in type of materials checked out	1. Materials Circulation Form																X

	Objective	Instrument(s) or Procedure(s)	Population(s) (See Key, p. 9)												
			Students												Other
			1	2	3	4	5	6	7	8	9	10	11	12	13
C1	(Bd, Bh, Fa)	Trend over time: Increase in (1) positive attitude toward and (2) interest in (a) Libraries and (b) Learning			X	X	X	X							
		1. Attitude Scale			X	X									
		2. Materials Circulation Form	X	X	X	X	X								
		3. Questionnaire completed by Students' Teachers and Librarians (Q1)	X	X	X	X	X								
		4. Structured Activity Forms	X	X	X	X	X								
		5. Questionnaire completed by MR Specialist (Q3)					X								
C2	(Bm)	Increase over time in frequency of use of other libraries				X	X								
		Questionnaire completed by students (Q2)				X	X								
C3	(Ka, Kb)	Gain in (a) frequency of & (b) quality of contacts between teachers, school librarians & Free librarians								X					
		Questionnaire completed by teachers & librarians (Q4)								X					
D	(Ca, Cd, Cf)	Factual Knowledge of (a) Black History & Culture & (b) Community				X	X								
		Objective Test (T)				X	X								
E1	(Be, Da, Db, Dc, Dd, De)	Student opinion of various Center Programs				X	X								
		1. Questionnaire completed by students (Q2)				X	X								
		2. Student Attendance	X	X	X	X	X								

Code No. In
the January
1972 Plan

Revised
Code No.

Objective

Instrument(s) or Procedure(s)

Population(s) (See Key, p. 9)

	Objective	Instrument(s) or Procedure(s)	Population(s) (See Key, p. 9)												
			Students											Other	
			1	2	3	4	5	6	7	8	9	10	11	12	13
E2	(Bj) Trend over time: Increase in number of referrals by community organizations & agencies	Student Registration Form	X	X	X	X	X	X							
E3	(Ea, Eb, Ec) Trend over time: Increase in (1) number of & (2) frequency of visits to Center by non-students	Guest Book						X	X					X	X
E4	(Ed) Trend over time: Interest & support of Interagency Committee	Attendance at Interagency Committee Meetings								X					
E5	(En) Trend over time: Interest & support of Community Advisory Board	Attendance at Community Advisory Board Meetings											X		
E6	(In) Trend over time: Increase in number of (1) parents & (2) general public who volunteer their services	Staff List											X		X
E7	(Fb, Fe) Parents' knowledge of Center	Interview of Parents (Ii)											X		

Code No. In
the January
1972 Plan

Revised
Code No.

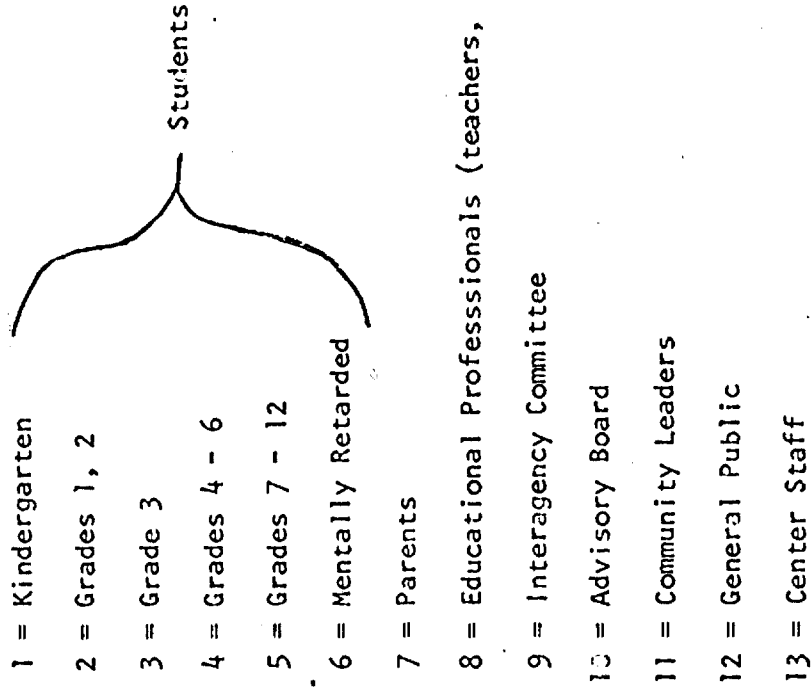
Objective

Instrument(s) or Procedure(s)

Population(s) (See Key, p. 9)

			Population(s) (See Key, p. 9)												
			Students											Other	
			1	2	3	4	5	6	7	8	9	10	11	12	13
E8	(Fb)	Parents' opinion of the value of the Center to their children, re. (1) social dev't. (2) personal dev't. (3) school achievement							X						
E9	(Fc)	Community Leaders' & General Public's (1) Knowledge of Center (2) Opinion of the value of the Center											X	X	

Population Codes



Student Library Project Evaluation Plan
 Appendix II: Summary List of Instruments & Time Schedule

Instrument	Code No. of Objective(s) it will Assess*	TIME		DEADLINES
		Construct & Pilot Test	Administer	
<u>STANDARDIZED TESTS</u>				
Philadelphia Reading Readiness Test	A1	-----	Annually in April (By School System)	
Stanford Achievement Test	A2	-----	" "	
Iowa Test of Basic Skills	A3 B3 B4	-----	" "	
<u>SPECIALLY CONSTRUCTED INSTRUMENTS</u>				
Questionnaire about students completed by students' teachers and by librarians (Q1) (Forms: K-3, 4-6, 7-12)	A5 B4 C1	By 3/30/73	By 6/30/73	
Questionnaire completed by students (Q2) (Forms: 4-6, 7-12)	B2 B5 B6 C2 E1	By 3/30/73	By 6/30/73	
Questionnaire completed by MR Specialist (Q3)	B1 C1	By 6/30/73	By 9/30/73	
Questionnaire completed by teachers and librarians (Q4)	C3	By 3/30/73	By 6/30/73	

*Refers to Revised code, Appendix I

Instrument	Code No. of Objective(s) it will Assess	TIME	DEADLINES
Observation Rating Form (O) Attitude Scale (AS) Test of Knowledge of Black History and of Community (Forms: 4-6, 7-12) Interview of Parents (I1) Interview of Community Leaders (I2)	A5 B1 B3 C1 D E7 E8 E9	Construct & Pilot Test By 6/30/73 By 3/30/73 By 9/30/73 By 6/30/73 By 6/30/73	Administer By 6/30/73 By 6/30/73 By 9/30/73 By 9/30/73 By 9/30/73
<u>CENTER RECORD FORMS</u> Structured Activity Form Student Attendance Materials Circulation Forms Student Registration Form Guest Book CAB attendance and minutes	B1 C1 E1 B7 C1 E2 E3 E5		

Evaluation of the Action Library Demonstration

I. Purpose, Organization and Description of the Evaluation

- A. Purpose. The purpose of the evaluation is to measure the degree to which the objectives established for the library-learning center demonstration have been achieved. The documentation of the evaluation results will make available information about workable techniques and programs for possible adoption or adaptation by Philadelphia's school and public library organizations and by library organizations elsewhere.
- B. Organization. The evaluation component is an integral part of the Philadelphia Student Library Project and is the responsibility of the project director. The evaluation staff include Verna Shmavonian, Coordinator, Nelson Freed, Donna Novak, and Roger Garthwaite (part-time).
- C. The evaluation plan. A comprehensive evaluation plan was prepared in accordance with E.S.E.A. Title III Guidelines in January, 1972, and was amended in February, 1973. The plan provides for an assessment, on a continuing basis, of some 70 objectives which were developed for the demonstration. They are classified as product, process, and management objectives. Many of the process and most of the management objectives are short-range and have been accomplished. Most of the product, and certain of the process objectives are intermediate or long-range and cannot be measured for at least two to four years from opening of the demonstration center. A list of all objectives is contained in the document entitled, Objectives for the Learning Center Demonstration, October 19, 1971, as amended by Amendments to the Evaluation Plan, February 15, 1973.

II. Information provided by the evaluation

- A. Baseline data on individual users of the Action Library

1. Who is registered?

Name, address, grade, age, date of registration, school name and location in regard to the target area, and assigned library number. Also includes institutional registrants.

2. Who uses the library?

Name, address, grade, age, date of registration, school name and location in regard to the target area, and assigned library number. Also includes institutional registrants.

3. How frequently does he visit and how long does he stay?

Name, date, time entering and time leaving for each registrant.

4. What activities and programs does the user participate in?

Name, date, specific activity involved in, the length of time involved, materials and equipment used. This same information is available for group activities, and also contains the number of students and adults participating, and the name of the organization or school.

5. What materials are circulated?

Name, date, type of material circulated (hardback book, softback book, magazine, record, filmstrips, or cassette), the Dewey Decimal Number for non-fiction materials, a breakdown by subject area for fiction materials, and whether the material was from the Junior, Young Adult or Adult collection

B. Analyses from baseline data (June 1973)

1. How frequently do students visit the Action Library? How do the average number of visits per month per student compare for various grade groups? How does the frequency pattern compare with that identified in the 1969-70 research?
2. To what degree is distance from the Action Library related to frequency of visits? Which is most likely to have an effect, the distance from a

- user's home, or the distance from a user's school?
3. What trends over time in frequency of visits are observable?
 4. To what degree are frequency of visits related to time of day and day of week?
 5. Of all the activities offered at the Action Library, which have attracted the greatest number of participants? Does the same pattern hold for different grade groups? Are the activity patterns consistent over a long period of time or does it fluctuate according to seasonal or other changes?
 6. What organizations consistently bring groups to the Action Library to participate in activities? What proportion of these groups represent public, parochial, or independent school interests? Which grade levels appear to be most interested in activities for either school or organizational group visits?
 7. How much time have individual students spent in specific activities? To what extent do students participate in structured activities compared to the total amount of time they spend in the library? How many students are being exposed to a variety of materials and equipment, and to what degree?
 8. How many materials circulate each month? How many users do circulation data represent? Do users who take materials out one month return to use additional materials?
 9. What percentage of the materials which circulate are: hardback books; softback books; magazines; records; filmstrips; or cassettes? Which age groups are more prone to use a specific type of material? Do the same students use a diversity of materials, or do they tend to rely on one primary type?

10. What subject areas are of most interest to users? Which parts of the collection are most heavily used by different age groups? Which subject areas should be "beefed-up" in future acquisitions, and which de-emphasized according to circulation statistics? From which collection - juvenile, young adult or adult - do various materials circulate? To what extent do younger users utilize the young adult collection, and vice-versa?
11. Do the same students who come to the Action Library most often also participate in more activities and circulate more materials, or are the greatest users the more moderate attendees? How do the use patterns vary by age, or proximity to the library?
12. In regard to attitudes about libraries and learning, how do users of the Action Library compare to non-users? Within the Action Library, how do these attitudes vary according to frequent and infrequent users. Are those users with the most positive attitudes the same users who circulate the most materials and participate in the most activities?

As of June 1974

1. All of the above. In addition, trends will be observed on periodic basis - monthly, semi-annually or annually, depending upon the type of information.
2. If mass testing data on reading skills are available, do students using the Action Library show any statistical differences when compared to students who have never used the Action Library? Within the Action Library, to what degree do those students enrolled in special reading programs show significant improvement in reading skills.
3. Will those students who frequently use the Action Library show a gain in ability to find reference materials independently? Or, a gain in ability to select, locate and secure resource materials for solving

homework problems and student reports? Will changes in any one of these areas relate directly to Action Library attendance, use of materials, or participation in activities?

4. Will the attitudes of new registrants at the Action Library continue to become more positive about libraries and learning than non-users? What changes in attitude will occur in users after a longer period of exposure to the Action Library? How will students' opinions of various center programs change?
5. Will there be any increases over time in the frequency of use of other libraries by Action Library registrants? If so, are these the same students who are frequent and heavy users of the Action Library? Are these differences pronounced for specific age groups?
6. To what extent will users of the Action Library increase their factual knowledge of black history and culture; also, their knowledge of community, especially for users very involved in programs and activities specifically designed for this purpose?
7. To what extent do community and professional groups support the Action Library? What do trends over time indicate for: referrals by community organizations and agencies; number and frequency of visits to Center by non-students; Community Advisory Board and Interagency Committee interest; and community leaders and general public's knowledge of center and opinion of its value?
8. What are the parents' opinion of the value of the Center to their children's personal development and school achievement, as compared to their children's actual use of the center?
9. To what degree have children who were attracted initially by the Center's audiovisual media and program become users of written materials? Can we isolate the point at which this change begins to occur?

ACTION LIBRARY

REGISTRATION FORM

PLEASE COMPLETE ALL INFORMATION FOR EACH REGISTRANT

DATE: ___ / ___ / ___

Assigned Gaylord Number: _____

Name: (last) _____ (first) _____

Address: _____

Telephone Number: _____

Date of Birth: ___ / ___ / ___

School: _____

Grade: _____ Age: _____

How did you hear about the Action Library? _____

ACTION LIBRARY

ACTIVITY RECORD

DATE: ___ / ___ / ___

Name of Activity: _____

Activity Leader: _____

Location or Station: _____

Organization or School: _____

Teacher or Monitor: _____

Time: _____ AM _____ PM

Number of Students:

Number of Adults:

Grade Level

Length of Activity: HR. MIN.

Materials and/or Equipment Used: _____

NAME	GAYLORD NUMBER	TIME START	TIME END

ACTIVITIES FORM



Staff _____

Week _____

1. Please characterize in general terms any of the major activities in which you have been engaged in the past week (Routine activities need not be recorded).

NONE _____

2. Have you encountered any major difficulties in this past week? If yes, what action do you see that would alleviate these difficulties?

YES _____

NO _____

3. Do you have any suggestions for improvement of project operation or management? If yes, please list.

YES _____

NO _____

4. Have you made any major changes in your work plans or schedules? If yes, what?

YES _____

NO _____

EXAMPLES OF ENTRIES

Question 1

Development of special film series on the Presidential Elections. Arrange for special lecture on March 6, 1972, by Howard Best (author of "Today We Conquer").
Developed an instrument for the recording of attendance statistics.

Question 2

Order for filmstrip viewers due on March 11 did not arrive; we should arrange for borrowing or renting viewers until order arrives. Did not have enough part-time assistance to complete scheduled activities this week; hire additional aides or get volunteer help.

Question 3

I believe that we need a special meeting of the staffs to review the activities of the last funding quarter.
I think that a larger amount of time should be allocated for staff development.

Question 4

Because of the lack of filmstrip viewers, a special program on the history of Philadelphia was postponed. Because of insufficient part-time help, the one-hour multi-media demonstration has been deleted from my program.

THE SCHOOL DISTRICT OF PHILADELPHIA

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

MATTHEW W. COSTANZO
Superintendent of Schools

WIN Q. BENFORD
Project Director

NE L. HEARN
Education Research Assoc.

DWELL A. MARTIN
Project Consultant

January 31, 1973

TO: J.Q.B.
V.S. ✓
J.V.
N.F.

FROM: R.G.

SUBJECT: Preliminary Control Population Search

Please review and comment before next evaluation staff meeting.

Thank you.

The following analysis is based upon information derived from the Supplement to the Progress Report covering Phase III from June 15, 1970 to June 14, 1971.

The following three communities were ranked with respect to their similarity to the Christian Street target community:

- Proposed Control Area:
1. Francisville Community
 2. Temple U. Community
 3. Ludlow Community

In summarizing this data, it is my recommendation that the Francisville Community be considered as a Control Area for the following reasons:

1. The number of public and parochial schools available is similar to the number found in the Christian Street Community.
2. Though the decile ranking for the percentage of students in families with low income is somewhat lower for the Francisville Community as compared to the Christian Street Community, it is as high as any of the other communities considered.
3. The decile rankings for Aid to Dependent Children, Student Achievement Level, Teacher Experience, Teacher Vacancies, and Teacher Turnover are identical for the two communities.

4. The racial distribution for the public schools is very similar in these two areas.
5. The student enrollment totals for the parochial and public schools in the Francisville Community are both similar to the Christian Street Community and sufficient enough to draw the necessary control samples.
6. Both the Christian Street Community and the Francisville Community are located in School District 2, thus reducing the number of contacts with various school board personnel.

TABLE 1

COMMUNITY	NUMBER OF SCHOOLS			% OF FAMILIES LOW INCOME ¹	ADG ²	ACHIEVEMENT LEVEL ¹	TEACHER EXPERIENCE ²	TEACHER VACANCIES ²	TEACHER TURNOVER ²	CIRCULATION ¹ BOOKS/STUDENT ¹	BRANCH LIBRARY WITHIN 1/2 MILE COMMUNITY CENTER	SCHOOL DISTRICT
	Pub	Par	Total									
CHRISTIAN STREET	7	3	10	9	8	8	6	5	6	7	YES	2
FRANCISVILLE	6	3	9	7	8	8	6	5	6	8	YES	2
TEMPLE U.	7	2	9	7	7	9	5	5	5	8	YES	5
LUDLOW	7	3	10	7	4	8	7	5	6	7	NO	5

NOTE: 1 - See Appendix 1

2 - See Appendix 2

TABLE 2

AVERAGE RACIAL DISTRIBUTION of PUBLIC SCHOOLS (1969-1970)

STUDENT ENROLLMENT by GRADE (PUBLIC ONLY)

COMMUNITY	% of PUBLIC SCHOOLS (1969-1970)			STUDENT ENROLLMENT TOTALS		STUDENT ENROLLMENT by GRADE (PUBLIC ONLY)			
	WHITE	BLACK	SPANISH	PAR.	PUB.	K-6	7-9	10-12	
CHRISTIAN STREET	7.0	93.0	0	1300	4982	3314	1242	---	
FRANCISVILLE	8.2	89.3	2.5	1384	5850	3817	1791	---	
TEMPLE U.	2.1	84.3	13.6	1255	9076	5463	1763	1850	
LUDLOW	10.9	54.0	35.1	1410	5420	5420	---	---	

CHRISTIAN STREET COMMUNITY

Lombard to Wharton; Broad to 24th St.

Nearest Branch Libraries - Queen Memorial, 1315 Pt. Breeze Ave. and Phila. City Institute, 19th and Locust Streets

SCHOOLS	STUDENT AVERAGE WEEKLY CIRCULATION		LIBRARY COLLECTION		Student Achievement Level Decile Rank*	% of Students In Families With Low Incomes*	Low Income Families Decile Rank*
	ENROLLMENT	Printed Materials Per Student	Decile Rank	Number of Volumes In School Library Collection			
St. Anthony	297	.8		2,052			
St. Charles	629	.4		1,335			
St. Rita	374	1.0		2,358			
St. Theresa	306	.6		1,264			
Arthur	597	.6		4,200			
Barrett	1,242	.2		10,164			
Durham	246	2.2		3,526			
Landreth	812	.5		4,000			
Pierce	595	.7		4,800			
Smith	709	1.0		7,918			
E. M. Stanton	601	.4		4,400			
TOTALS	6,408	.7	7	46,017	8	87%	9

District Decile Rank - District 2*

Median Family Income	8	Teacher Experience	6	Teacher Vacancies	5	Teacher Turnover	6	A.D.C. Cases	8
----------------------	---	--------------------	---	-------------------	---	------------------	---	--------------	---

*Data apply to public schools only.

1. FRANCISVILLE COMMUNITY

Fairmount to Columbia; Broad to 24th.St.

Nearest Branch Library - Columbia Avenue, 23rd Street and Columbia Avenue

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

<u>SCHOOLS</u>	<u>STUDENT ENROLLMENT</u>	<u>AVERAGE WEEKLY CIRCULATION LIBRARY COLLECTION</u>					<u>Student Achievement Level Decile Rank*</u>	<u>% of Students In Families With Low Incomes*</u>	<u>Low Income Families Decile Rank*</u>
		<u>Printed Materials Per Student</u>	<u>Decile Rank</u>	<u>Number of Volumes In School Library Collection</u>	<u>Number of Volumes Per Student</u>				
Gesu	231	1.1		1,028	4.5				
St. Hedwig	178	1.1		14,000	14.3				
St. Joseph's Prep.**	975	.2		3,588	5.7				
Bache	633	.8		3,766	6.8				
Darrah	552	.7		3,000	12.4				
Martin	242	.5		8,200	5.8				
Neade	1,411	.6		6,174	5.1				
Reynolds	1,221	.6		8,866	5.0				
Vaux Jr. High	1,791	.1							
TOTALS	7,234	.6	8	48,622	7.3	8	.73%	7	

District Decile Rank in District 2*

<u>Median Family Income</u>	<u>Teacher Experience</u>	<u>Teacher Vacancies</u>	<u>Teacher Turnover</u>	<u>A.D.C. Cases</u>
8	6	5	6	8

*Data apply to public schools only.

**Independent School

2. TEMPLE U. COMMUNITY
Columbia Ave. to Lehigh Ave.; Broad St. to 4th St.

Nearest Branch Library - Lehigh, 6th Street and Lehigh Avenue

SCHOOL LIBRARIES-CIRCULATION AND COLLECTION

<u>SCHOOLS</u>	<u>STUDENT ENROLLMENT</u>		<u>Decile Rank</u>	<u>Number of Volumes in School Library Collection</u>	<u>Number of Volumes Per Student</u>	<u>Student Achievement Level Decile Rank*</u>	<u>% of Students in Families With Low Incomes*</u>	<u>Low Income Families Decile Rank*</u>
	<u>Printed Materials Per Student</u>	<u>Decile Rank</u>						
St. Edward's	780	.4		1,635	2.1			
Our Lady of Mercy	475	.7		4,256	9.0			
Dunbar	572	.7		3,828	6.7			
Edison High	1,850	.4		12,841	6.9			
Elyerson	913	1.0		5,218	5.7			
Ferguson	1,818	.2		6,200	3.4			
Hartranft	934	.4		3,250	3.5			
Wanamaker Jr. H.	1,763	.1		13,900	7.9			
Welsh	1,226	.3		6,500	5.3			
TOTALS	10,331	.5	8	57,628	5.6	9	70%	7

District Decile Rank - District 5*

<u>Median Family Income</u>	<u>Teacher Experience</u>	<u>Teacher Vacancies</u>	<u>Teacher Turnover</u>	<u>A.D.C. Cases</u>
8	5	5	5	7

*Data apply to public schools only.

3. LUDLOW COMMUNITY

Master to Dauphin; Front to 10th Sts.

Nearest Branch Libraries - Kensington, Jasper and Kensington Avenues, and Girard, 5th Street and Girard Avenue

<u>SCHOOLS</u>	<u>STUDENT ENROLLMENT</u>	<u>SCHOOL LIBRARIES-CIRCULATION AND COLLECTION</u>						<u>Student Achievement Level</u> Decile Rank*	<u>% of Students In Families With Low Incomes*</u>	<u>Low Income Families</u> Decile Rank*
		<u>Printed Materials Per Student</u>	<u>Decile Rank</u>	<u>Number of Volumes In School Library Collection</u>	<u>Number of Volumes .Per Student</u>	<u>Student Achievement Level</u> Decile Rank*	<u>% of Students In Families With Low Incomes*</u>			
St. Boniface	621	.7		2,260	3.6					
St. Malachy	370	.4		1,214	3.3					
St. Michael	419	1.0		3,125	7.5					
Ferguson	1,818	.2		6,200	3.4					
Harrison	615	.8		4,250	6.9					
Hunter, W. H.	520	2.3		3,500	6.7					
Ludlow	987	.8		4,500	4.6					
McKinley	468	.7		3,841	8.3					
Miller, W. F.	537	.7		3,314	6.2					
Moffett	475	.3		3,175	6.7					
TOTALS	6,830	.8	7	35,379	5.7	8	76%	7		

District Decile Rank - District 5*

<u>Median Family Income</u>	<u>Teacher Experience</u>	<u>Teacher Vacancies</u>	<u>Teacher Turnover</u>	<u>A.D.C. Cases</u>
8	7	5	6	4

*Data apply to public schools only.

Key To Family Income Level Decile Rank

Rank % Of Public School Enrollment
From Low-Income Families (*)

1	10.3 to 19.7
2	19.8 to 29.1
3	29.2 to 38.5
4	38.6 to 47.9
5	48.0 to 57.3
6	57.4 to 66.7
7	66.8 to 76.1
8	76.2 to 85.5
9	85.6 to 95.7
10	95.8 to 100.0

*Estimated gross income of \$3,000 or less

Key To Student Achievement Level Decile Rank

Rank Difference Between Actual Composite Score
And National Composite Score, 6th Grade(*)

1	+ .16 to +.48
2	-.17 to +.15
3	-.48 to -.16
4	-.81 to -.49
5	-1.14 to -.82
6	-1.47 to -1.15
7	-1.80 to -1.48
8	-2.13 to -1.81
9	-2.46 to -2.14
10	-2.80 to -2.47

*These figures represent the difference between a computed average score for public schools in the prospective communities and the national average. Based on 1968 6th grade Iowa Test Composite Scores. The national composite score was 6.8.

Key To Average Weekly Circulation Of Printed Materials Per Student, 1970

Rank	Circulation Per Student(*)
1	2.3 to 2.4
2	2.0 to 2.2
3	1.8 to 1.9
4	1.5 to 1.7
5	1.3 to 1.4
6	1.0 to 1.2
7	.8 to .9
8	.5 to .7
9	.3 to .4
10	.1 to .2

*Source - Questionnaire for School Libraries. The questionnaire was completed by 75% of all school libraries (public, parochial, and independent) in Philadelphia.

KEY TO DISTRICT DECILE RANKS

The District Decile Ranking presented in the Community Profile were taken from "School Profile of Pupil and Staff Characteristics, School District of Philadelphia," December 1969

Median Family Income. This index compares the median income level of families served by the schools in the district with the median income level of all other schools in the city. Rank 1 identifies the smallest % of enrollment from low income families; rank 10 the largest % of enrollment of low income families.

Teacher Experience. This index compares the % of teachers with less than two years of teaching experience for the schools in the District, with the percentage for all other schools in the city. Rank 1 identifies the smallest % of inexperienced teachers; rank 10, the largest % of inexperienced teachers.

Teacher Vacancies. This index compares the percent of teacher vacancies (positions filled by substitutes) for the school in the district with the percent for all other schools in the city. Rank 1 identifies the lowest % of vacancies; rank 10, the highest % of vacancies.

Teacher Turnover. This index compares the rate of teacher withdrawal for the schools in the district with the rate for all other schools in the city. Rank 1 identifies the lowest rate of withdrawal; rank 10 the higher rate of withdrawal.

A.D.C. Cases. This index compares the percent of families served by the schools in the District who are receiving Aid to Dependent Children (ADC) with the % for all other schools in the city. Rank 1 identifies the lowest % of ADC cases; rank 10 identifies the highest % of ADC cases.

STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHIA

A cooperative project of the Philadelphia public,
Archdiocesan, and independent schools and the
Free Library of Philadelphia

ATTITUDE SCALE

Grades 4-12

Form I

PHILADELPHIA STUDENT LIBRARY PROJECT CENTER
S-14 Park Towne Place
2200 Benjamin Franklin Parkway
Philadelphia, Pa. 19130

June 1, 1973

NAME OF STUDENT _____ Boy _____ Girl _____

INSTRUCTIONS

The statements contained in this booklet deal with some of the things people say about libraries and learning. Please check your answer in the space provided to the right of each statement.

A. If you strongly agree with the statement, then you would mark STRONGLY AGREE; for example:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Libraries are interesting.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. If you agree with the statement but not strongly, then you would mark AGREE; for example:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Learning is not important.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. If you disagree with the statement, but not strongly, then you would mark DISAGREE; for example:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
I would never go to a library.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

D. If you strongly disagree with the statement, then you would mark STRONGLY DISAGREE for example:

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Learning is exciting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

DO NOT WRITE IN THIS AREA

SC	IC	E/C	G	S	GN	M/S
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	12	13	15	16	20	21

LIBRARIES

PART I

THINK ABOUT LIBRARIES. ALL OF THESE STATEMENTS ARE ABOUT LIBRARIES. REMEMBER TO MARK ONLY ONE ANSWER FOR EACH STATEMENT.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. Libraries are boring.	1.	_____	_____	_____	_____
2. The library is a good place to spend your free time.	2.	_____	_____	_____	_____
3. I like to go to the library.	3.	_____	_____	_____	_____
4. I avoid spending time in libraries if I can help it.	4.	_____	_____	_____	_____
5. A person can learn a lot in a library.	5.	_____	_____	_____	_____
6. Libraries are unnecessary.	6.	_____	_____	_____	_____
7. Libraries should be closed.	7.	_____	_____	_____	_____
8. Libraries help me.	8.	_____	_____	_____	_____
9. A person can learn as much in a library as he can in school.	9.	_____	_____	_____	_____
10. I would never suggest going to the library to my friends.	10.	_____	_____	_____	_____
11. Libraries are an important part of education.	11.	_____	_____	_____	_____
12. I enjoy spending my spare time in libraries.	12.	_____	_____	_____	_____
13. I don't like to go to libraries.	13.	_____	_____	_____	_____
14. There are some very interesting materials in libraries.	14.	_____	_____	_____	_____
15. It is fun to spend time in a library.	15.	_____	_____	_____	_____
16. The information in libraries is useless.	16.	_____	_____	_____	_____
17. Libraries don't have what people want.	17.	_____	_____	_____	_____

PART I (continued)

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
18. Libraries are a big help to students.	18. _____	_____	_____	_____
19. I don't like anything about libraries.	19. _____	_____	_____	_____
20. Libraries are interesting places.	20. _____	_____	_____	_____
21. Libraries are useless.	21. _____	_____	_____	_____
22. We would be better off without libraries.	22. _____	_____	_____	_____
23. Libraries are useful places to find answers to questions.	23. _____	_____	_____	_____
24. Going to the library is a waste of time.	24. _____	_____	_____	_____

LEARNING

PART II

THINK ABOUT LEARNING. ALL OF THESE STATEMENTS ARE ABOUT LEARNING. REMEMBER TO MARK ONLY ONE ANSWER FOR EACH STATEMENT.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
25. I like to do schoolwork.	25.	_____	_____	_____	_____
26. If I had my way, I would never open another book.	26.	_____	_____	_____	_____
27. Studying is a waste of time	27.	_____	_____	_____	_____
28. Learning is a drag.	28.	_____	_____	_____	_____
29. I hate to study.	29.	_____	_____	_____	_____
30. I enjoy reading.	30.	_____	_____	_____	_____
31. It doesn't do any good to study.	31.	_____	_____	_____	_____
32. Books are exciting.	32.	_____	_____	_____	_____
33. Learning is fun.	33.	_____	_____	_____	_____
34. I am not interested in learning from books.	34.	_____	_____	_____	_____
35. I don't like anything about studying.	35.	_____	_____	_____	_____
36. I enjoy learning	36.	_____	_____	_____	_____
37. Our future success depends on our education.	37.	_____	_____	_____	_____
38. You can learn all about the world through books.	38.	_____	_____	_____	_____
39. I hate to read.	39.	_____	_____	_____	_____
40. I am not interested in learning.	40.	_____	_____	_____	_____
41. The more I can learn, the happier I will be.	41.	_____	_____	_____	_____
42. My education will be very useful to me when I finish school.	42.	_____	_____	_____	_____

PART II (continued)

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
43. It is fun to read.	43.	_____	_____	_____	_____
44. I couldn't care less about anything you can learn from a book.	44.	_____	_____	_____	_____
45. I like to study.	45.	_____	_____	_____	_____
46. Reading is boring.	46.	_____	_____	_____	_____
47. There is nothing more important than education.	47.	_____	_____	_____	_____
48. I have no desire to learn.	48.	_____	_____	_____	_____

STUDENT LIBRARY RESOURCE REQUIREMENTS IN PHILADELPHIA

A cooperative project of the Philadelphia public,
Archdiocesan, and independent schools and the
Free Library of Philadelphia.

TEACHER QUESTIONNAIRE

Form I

PHILADELPHIA STUDENT LIBRARY PROJECT CENTER
S-14 Park Towne Place
2200 Benjamin Franklin Parkway
Philadelphia, Pa. 19130

June 1, 1973

PART I

NAME OF STUDENT _____ BOY _____ Girl _____

Directions: In Part I, assess the ability of the above child compared to his/her classmates, rather than his/her ability in an absolute sense. Do not compare the child's actual achievement, i.e., what he does, with what you think he can do. We are interested specifically in how this child compares with his peers.

We are aware that the child might not use standard English. We are interested in his ability to communicate; we are not interested in his grammar.

Please mark one response to each item; do not omit any items.

Use the following codes:

- S Superior, compared to his classmates
- AA Above Average, compared to his classmates
- A Average, compared to his classmates
- BA Below Average, compared to his classmates
- P Poor, compared to his classmates

To what extent is the student named above, compared to his/her classmates, able to do each of the following:

	S	AA	A	BA	P
1. Speak in complete sentences.	_____	_____	_____	_____	_____
2. Clearly enunciate words.	_____	_____	_____	_____	_____
3. Express his/her feelings.	_____	_____	_____	_____	_____
4. Complete a train of thought.	_____	_____	_____	_____	_____
5. Pronounce words correctly.	_____	_____	_____	_____	_____
6. Communicate his/her ideas.	_____	_____	_____	_____	_____
7. Speak loudly enough to be heard.	_____	_____	_____	_____	_____
8. Communicate with his/her peers.	_____	_____	_____	_____	_____

COMMENTS:

DO NOT WRITE IN THIS AREA

SC	IC	E/C	G	S	GN
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	12	13	15	16	20

PART II

Directions: In Part II, think back over the past year in which this child has been in your class. Estimate how much the child has improved over this period of time. Do not compare the child with his classmates as you did in Part I.

9. Over the past year, to what extent has this student improved in his/her ability to select, locate, and secure resource materials which were suitable for completing homework assignments:

Has improved extensively	1. _____
Has improved somewhat	2. _____
Has not improved	3. _____
I don't know; I don't have enough information to answer this question.	4. _____

COMMENTS:

10. Over the past year, to what extent has this student improved in his/her ability to complete student reports or projects which required the use of materials not available in class?

Has improved extensively	1. _____
Has improved somewhat	2. _____
Has not improved	3. _____
I don't know; I don't have enough information to answer this question.	4. _____

COMMENTS:

PART III

Directions: In Part III, think back over the past year in which this child has been in your class. Estimate his/her attitude toward both libraries and learning, at the beginning and at the end of the school year.

11. What, in your judgment, was this student's attitude toward libraries at the beginning of the school year?

- | | |
|--|----------|
| Very positive | 1. _____ |
| Positive | 2. _____ |
| Neutral | 3. _____ |
| Negative | 4. _____ |
| Very negative | 5. _____ |
| I don't know; I don't have enough information to answer this question. | 6. _____ |

COMMENTS:

12. What, in your judgment, is this student's attitude toward libraries now?

- | | |
|--|----------|
| Very positive | 1. _____ |
| Positive | 2. _____ |
| Neutral | 3. _____ |
| Negative | 4. _____ |
| Very negative | 5. _____ |
| I don't know; I don't have enough information to answer this question. | 6. _____ |

COMMENTS:

Part III (continued)

13. What, in your judgment, was this student's attitude toward learning at the beginning of the school year?

- Very positive 1. _____
- Positive 2. _____
- Neutral 3. _____
- Negative 4. _____
- Very negative 5. _____
- I don't know; I don't have enough information to answer this question. 6. _____

COMMENTS:

14. What in your judgment, is this student's attitude toward learning now?

- Very positive 1. _____
- Positive 2. _____
- Neutral 3. _____
- Negative 4. _____
- Very negative 5. _____
- I don't know; I don't have enough information to answer this question. 6. _____

COMMENTS:

VISITORS TO THE ACTION LIBRARY

July, 1972 - June, 1973

<u>MONTH</u>	<u>TEACHERS</u>	<u>LIBRARIANS</u>	<u>OTHER PROFESSIONALS</u>	<u>MONTHLY TOTALS</u>
July	23	20	10	53
August	1	0	5	6
September	5	0	2	7
October	38	2	2	42
November	8	3	7	18
December	12	5	23	40
January	8	9	4	21
February	9	0	2	11
March	34	1	5	40
April	34	27	7	68
May	39	8	1	48
June	12	0	0	12
TOTAL	223	75	68	366

PERSONNEL PERFORMANCE OBJECTIVES

- A. The staff member will demonstrate punctuality by arriving at work and scheduled meetings on time. Data for the assessment of this objective will be gathered from attendance sheets and minutes. Required reports must also be submitted on time.
- B. The staff member will indicate the ability to plan and organize his work. This rating will be based on the following variables:
1. Request is complete - (contains all pertinent data.)
 2. Instructions for preparation of request are followed.
 3. Planned activities be directly related to project objectives.
- C. The staff member is able to work constructively with other staff members.
- D. The staff member follows Action Library's established rules and regulations as outlined in Staff Handbook.
- E. The staff member takes steps to improve his knowledge and skills. This rating will be based on the following variables:
1. attends meetings of professional organizations of which he is a member
 2. reads professional literature
 3. participates in workshops to acquire new knowledge
- F. The staff member exhibits a willingness to cooperate with other members of the staff in the planning and execution of their program. Data for the assessment of this objective will be gathered from program plans.
- G. The staff member is able to maintain personal rapport with Action Library users.

PERSONNEL PERFORMANCE OBJECTIVES

- H. The staff member takes steps to increase basic skills of assigned para-professionals. Rating scale variables:
1. number of in-service training sessions given to assigned para-professional staff
 2. provided literature in assigned field to aides
 3. outside workshops offered for staff attendance
- I. The staff member establishes and maintains effective rapport with professional staff of the target community schools. Data will be gathered from dissemination logs and through interviews with school personnel.
- J. The staff member demonstrates the ability to implement effectively plans for program activities. This will be measured by data on the numbers of students attending program activities regularly and their attitudes towards the programs.

3/26/73

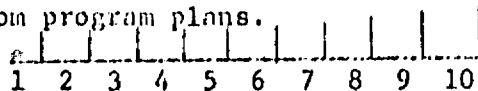
PERSONNEL PERFORMANCE OBJECTIVES

Performance ratings will be administered by the Associate Librarian and the Administrator independently for each professional staff member. The rating will cover the period of September 1972 through April 1973.

A composite rating will be drawn from the two ratings. Each point covered will be rated on a 1 - 10 scale, ten being the best score.

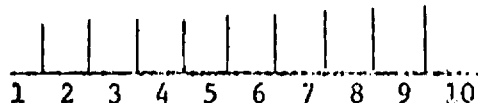
VI. COOPERATION

The staff member exhibits a willingness to cooperate with other members of the staff in the planning and execution of their program. Data for the assessment of this objective will be gathered from program plans.



VII. INTERSTAFF RELATIONS

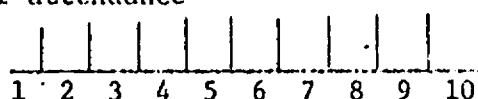
The staff member is able to maintain personal rapport with Action Library users.



VIII. STAFF IMPROVEMENT

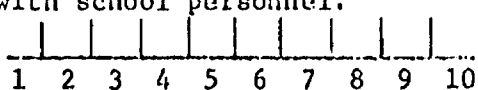
The staff member takes steps to increase basic skills of assigned para-professionals. Rating scale variables:

1. number of in-service training sessions given to assigned para-professional staff
2. provided literature in assigned field to aides
3. outside workshops offered for staff attendance



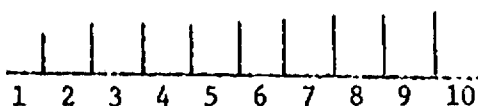
IX. PROFESSIONAL CONTACTS

The staff member establishes and maintains effective rapport with professional staff of the target community schools. Data will be gathered from dissemination logs and through interviews with school personnel.



X. PROGRAM PLANNING

The staff member demonstrates the ability to implement effectively plans for program activities. This will be measured by data on the numbers of students attending program activities regularly and their attitudes towards the programs.



NARRATIVE

EVALUATION

1 - 6 = UNSATISFACTORY

7 - 8 = SATISFACTORY

9 - 10 = OUTSTANDING

OVER-ALL RATING _____

EVALUATOR _____

This signature indicates that I have been counselled regarding the contents of this evaluation.

Signed _____

Date _____

4/17/73

COMMUNITY AIDE EVALUATION REPORT

Employee's Name _____

Position _____

Rate the employee on a scale of 1 to 10, number 10 being the highest rating and number 1 being the lowest rating, on each of the following categories. If a category is not applicable, please insert the letters "N.A.". In addition, for each of the four general categories give an overall rating.

TECHNICAL ABILITY

RATING

Has taken steps to improve his own job qualifications by taking in-service training or other job skill improvement activities (list on back of sheet).

Is creative in his approach to program. Offers constructive new ideas and approaches.

Anticipates children's needs (instructional materials, and information) and assures that these needs are promptly satisfied.

Familiarizes himself with the literature dealing with the speciality in which he is working.

Familiarizes himself with the collection and the programs of the Action Library, as a whole.

Familiarizes himself with library procedures (e.g., processing of materials, shelving materials, checking out materials, etc.).

OVERALL RATING, ORGANIZATIONAL ABILITY _____

WORK HABITS

Works well under adverse conditions. Is able to keep calm in a stressful situation and maintain this attitude in those around him. Is able to alter plans according to emergency situations.

Is willing to work evenings and weekends when deadlines call for it.

Is punctual.

Work is well organized and neatly prepared.

Is able to meet deadlines for work requested of him.

Has a positive attitude toward his job. Does not indulge in unnecessary complaints and is enthusiastic about his work and the Project in general.

Is willing to help other members of the staff when necessary.

Is able to assign tasks their proper priorities.

Follows rules and regulations of the Action Library

OVERALL RATING, WORK HABITS

ORGANIZATIONAL ABILITY

Is able to anticipate problems and arrive at feasible alternate plans of action.

Is able to delegate work effectively.

Keeps well informed of programs in which he is involved.

Is able to coordinate team efforts.

Willing to assume responsibility.

Handles all tasks in the most efficient manner.

OVERALL RATING, ORGANIZATIONAL ABILITY

COMMUNICATION

Works well with other employees; is tactful and minimizes conflict situations.

Works well with children from the community; motivates them to use project facilities and creates enthusiasm among them.

Establishes a good rapport with adult community residents; motivates them to use project facilities and creates enthusiasm among them.

Relates problems to appropriate persons.

Is able to understand quickly directions given by supervisors.

Expresses himself clearly and concisely.

OVERALL RATING, COMMUNICATION

COMMENTS BY EVALUATOR

[Lined area for handwritten comments]

Actions Suggested for Unsatisfactory Rating:

Not applicable _____

Interview with Aide _____

Probationary Status _____

Dismissal _____

Other (specify) _____

[Additional lined area for handwritten notes]

COMMUNITY AIDE EVALUATION REPORT FORM

_____ has been rated
as satisfactory _____, unsatisfactory _____,
in the performance of his duties as
Community Aide.

The overall performance ratings for _____
Name of Aide

on a scale of 1 to 10 (1 being the lowest rating and 10 being the highest
rating) for the four major characteristics examined and rated are:

- TECHNICAL ABILITY _____
- WORK HABITS _____
- ORGANIZATIONAL ABILITY _____
- COMMUNICATION _____

Date of Evaluation _____

Evaluator _____
(Signature)

Date of Review with Aide _____

Community Aide _____
(Signature)

COMMUNITY AIDE EVALUATION REPORT FORM

_____ has been rated
as satisfactory _____, unsatisfactory _____,
in the performance of his duties as
Community Aide.

The overall performance ratings for _____
Name of Aide

on a scale of 1 to 10 (1 being the lowest rating and 10 being the highest
rating) for the four major characteristics examined and rated are:

- TECHNICAL ABILITY _____
- WORK HABITS _____
- ORGANIZATIONAL ABILITY _____
- COMMUNICATION _____

Date of Evaluation _____
Evaluator _____
(Signature)
Date of Review with Aide _____
Community Aide _____
(Signature)

COMMUNITY AIDE EVALUATION REPORT FORM

I have met with _____ and have

Name of Aide

reviewed with him his ratings with regard to the performance of his duties as a community aide.

Project Administrator _____
(signature)

Community Aide _____
(signature)

Date of Review _____



United Communities SOUTHEAST PHILADELPHIA
623 CATHARINE STREET PHILADELPHIA, PA. 19147 MARKET 7-6545

PRESIDENT
REV. JOHN R. COCHRAN
EXECUTIVE DIRECTOR
MARTIN S. BAROLI, ESQ.

HOUSTON COMMUNITY CENTER • 2029 SOUTH EIGHTH STREET • HO 7-0700
HOUSE OF INDUSTRY • 619 CATHARINE STREET • MA 7-0540
SOUTHWARK HOUSE • 101 ELLSWORTH STREET • HO 8-1645
CAMP LINDEN • NORTHBROOK, PA.

OCT 27 1972

Action Library
To Miss Berry
N.W. Corner of 20th Christian St.
Phila., Pa. 19146

October 19, 1972

Dear Miss Berry:

On behalf of the children and leaders from Dig-A-book Place and United Communities I want to thank you and Action Library for your services during the school crisis in September. It was a bright light during that dark time.

The enclosed photos are for your use. Looking forward to visiting you again soon. I remain

Sincerely

John C. Sennott
Community Organizer

ph



CHILDREN'S SERVICE, INCORPORATED

311 SOUTH JUNIPER STREET

PHILADELPHIA, PA. 19107

TELEPHONE - KINGSLEY 6-3503

MRS. WETONAH D. JONES
EXECUTIVE DIRECTOR

September 4, 1973

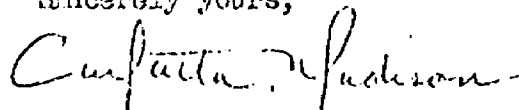
Mr. John Bonford, Director
Action Library
W.M. Corner 20th Christian Streets
Philadelphia, Pennsylvania 19146

Dear Mr. Bonford:

Children's Service, Incorporated is appreciative of the opportunity to utilize the learning resources of Action Library. The children not only increased their knowledge in the area of Language Arts but also were afforded the chance to expand their understanding of the versatility of a library. Attendance was very good which can largely be attributed to the efforts of Mrs. Berry and Mrs. Goldsbroughs. Without a well thought out program our clients would have furnished one excuse after another to avoid participation in the program.

We will soon begin planning our fall program and would like information regarding services that will be available this fall at Action Library.

Sincerely yours,



(Mrs.) Carlotta Madison
Educational Resource
Social Worker

Approved by:

(Miss) Willie V. Small, ACSW
Director of Social Work

01:bd
9-5-73

a.a. Mrs. Berry
Action Library



Letter from a Teacher

(This statement came, unsolicited, from a 4th grade teacher in a school near the Action Library. When he completed a questionnaire for the Action Library evaluation, he added these comments about the library.)

The Action Library has succeeded in piercing the nimbus of mystery that has surrounded libraries. Judging from the comments which I've heard from my students, the Action Library is a friendly, warm place where a child can relax in an atmosphere where reading and verbal communication are encouraged.

The word friendly is, I believe, a key word in the success of Action Library. The children know they're welcome. They make an unconscious association between books and friendly faces - result: positive attitudes toward learning. And with a positive attitude toward learning, academic success cannot be far behind.

R. Kallen

September 18, 1973

MEMORANDUM

FROM: Junior Evaluator, Alan Micelli

SUBJECT: Report on Progress of Two Students at the Action Library

Even though it was an extremely humid Philadelphia morning, Carl and Cary Hygrant were in front of the Action Library waiting for the doors to open. For a half hour the two boys had been standing there like pint-sized guards, interrogating hot and tired-looking staff members who were drifting into work. "Wha' we doin' t'day?" "We havin' recreation?" "We goin' swimmin'?" "Y'all havin' crocheting, Gwen?"

Usually staff members would answer one of the boys' questions as they passed, and a few of them even smiled at Carl and Cary. The smiles were high grades for the Hygrants, who, in their initial visits to the library, rarely elicited from the staff anything more than the gnashing of teeth. "Carl and Cary had such negative attitudes when they first came here," Charles Peguese, the library's director, said. "They didn't trust anyone. It was impossible to get them involved in any of our activities."

On the other hand it was just as impossible to keep them out of the library, as Charles Peguese found out on several mornings when the boys should have been in school. "They hated school. They still do. And they were really hostile about having to leave the library to go to school. Especially Carl. He would snarl and cuss at you and act like you hadn't said a thing to him."

It took several months before the Hygrant boys had made any perceptible changes in their behavior, but, like a tree's spring leaves, Carl and Cary, almost unnoticed, strained towards growth during their day to day experiences in the library. The Action Library's open, friendly atmosphere, its games and films and its people and books combined to begin scraping away the thick walls of distrust that Carl and Cary had built up around themselves.

The boys' defensiveness diminished as they became interested in the library's programs and people. Charles Peguese taught the boys how to make hard rock candy. They danced and crocheted with their "girlfriend," Gwen. They listened to stories read to them by Pat Myrick. And on some very rare occasions they just flopped on the floor all by themselves and put puzzles together, or looked at picture books.

A skeptic who knew the Hygrant boys seven months ago would probably have felt it a safe bet to say that crocheting, dancing, making hard rock candy, and listening to stories would never be on Carl and Cary's list of voluntary activities. He also would probably have been willing to bet that Cary and Carl never would be eagerly waiting for a library to open on a hot summer morning. As a matter of fact he'd probably be so sure about the above wagers that he'd almost feel guilty about taking your money. Well, there are two boys from South Philadelphia who wouldn't think twice about cashing in on a winning bet even if it would have required betting on themselves.

JOHN GLOUCESTER HOUSE
22nd & Federal Streets
Philadelphia, Penna. 19146

Telephone: FU 9-5504

April 27, 1971

Mr. Ronald Hart
Action Library
20th & Christian Streets
Philadelphia, Pa. 19146

Dear Mr. Hart:

I am writing to thank you for asking the Ladies of Gloucester House, Senior Citizens to participate in the outing to the Pennsylvania Dutch Country.

Ten ladies were able to go out of the eighteen that registered.

Everyone was very friendly toward each other from both groups. It was a pleasure to be a part of the group.

I do hope that the Senior Citizens will be able to visit the Action Library to see the activities that goes on there.

Thank you again.

Yours truly,

(Mrs.) Alice Webb
Homemaker

AW/ns

5. DISSEMINATION

Community Advisory Board Newsletter

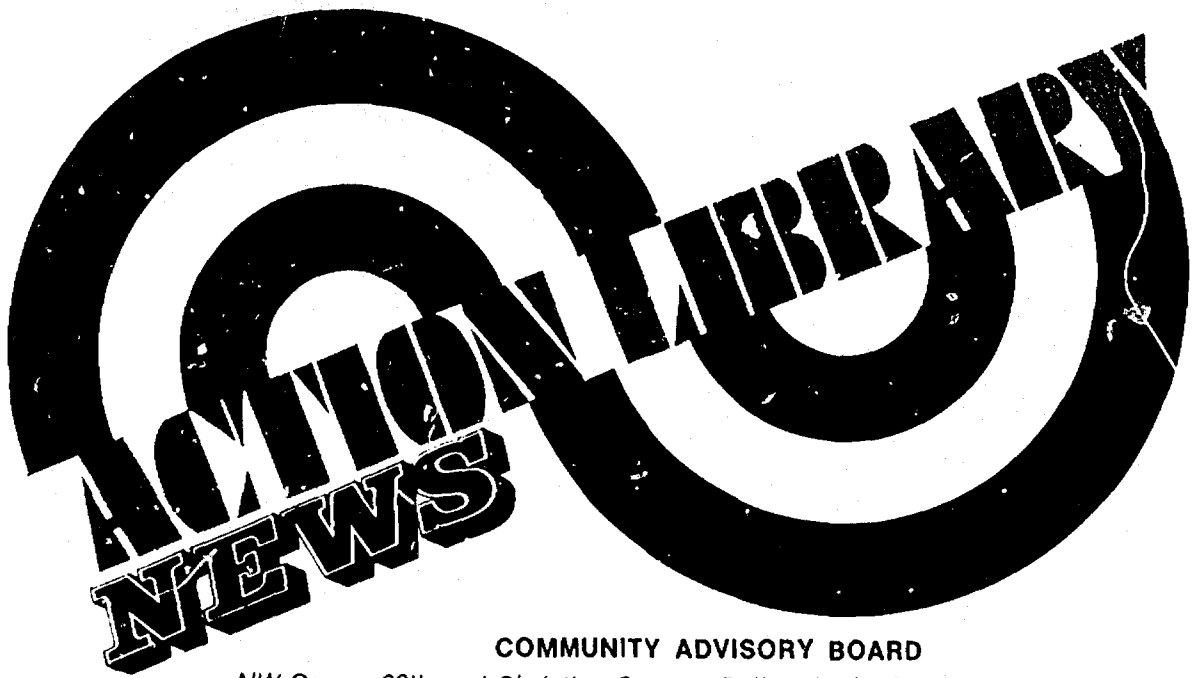
Notice of Anniversary of Action Library

Summary of Materials Disseminated

Media Citations

News Release Announcing Presentation at ALA

Bibliography Prepared by Children's Librarian



COMMUNITY ADVISORY BOARD

NW Corner 20th and Christian Streets, Philadelphia, Pa. 19146 • KI 5-1144

Issue Number 1

March 1973

FROM THE CHAIRMAN OF THE BOARD

Dear Friends and Neighbors:

Often programs are designed and implemented in our community without you and I, the people most directly affected, having any say as to what we deem advisable or what we would prefer to have. However, the Action Library is a new concept. From its beginning the community has been involved in the decision-making processes.

The Community Advisory Board is your outlet for the articulation of your requests and suggestions. In order that we do a better job of representing our community I earnestly ask you to forward all ideas to:

The Community Advisory Board
c/o Action Library
NW/C 20th and Christian Streets
Philadelphia, Pa. 19146

The Community Advisory Board (CAB) in conjunction with the staff of the Action Library devised and implemented hiring practices for Community Aides. We, the members of the CAB, insisted that the community aide positions be filled with people from our community.

In subsequent issues we hope to more fully explain the role of CAB in the operation of the Action Library. Until then,

May God Bless and keep you,
Sincerely,
Clifton J. Williams, Chairman

ADMINISTRATOR'S CORNER

I would like to thank the Community Advisory Board and its Chairman, Mr. Williams, for this opportunity to tell you something about the Action Library. Now and in future editions I will try to relate to you some of the many activities and programs available to you and your children. In future columns we may feature the activities of one area such as Reading, Children's services, etc.

We are not quite eighteen months old, but in that time the Library has grown from a paper dream to a lively center where children and their parents are involved in everything from Chess Clubs to trips to the movies. Since mid-June we have circulated over 10,000 hardback and paperback books. There are now over 2000 children and adults registered to use our services.

During the next few months several new programs will be starting, such as a sewing club, crocheting club, photography club, Friday Film Festival and others. We will, of course, continue our on-going programs of reading instruction, tutoring, story-telling, etc.

Sunday afternoons are becoming increasingly popular. Students come in for serious study, to listen to records, attend Art Classes or just to browse for a book. Parents bring their children and the whole family enjoys the Library.

I would like to make a request of you before ending this column. If you have any ideas or suggestions for programs or activities, we would be more than glad to hear from you.

Charles Peguese, *Administrator*
Action Library

FROM THE EDITOR—PRO TEM

What is this newsletter? What is it for? Let me try to answer these questions now.

There is one main reason for having a newsletter like this. It is to give the Community Advisory Board (C.A.B.) for the Action Library, another way of making a contact between the community and the Library. We want the people of this community to know about the Library; we want them to use it; and we want them to enjoy it.

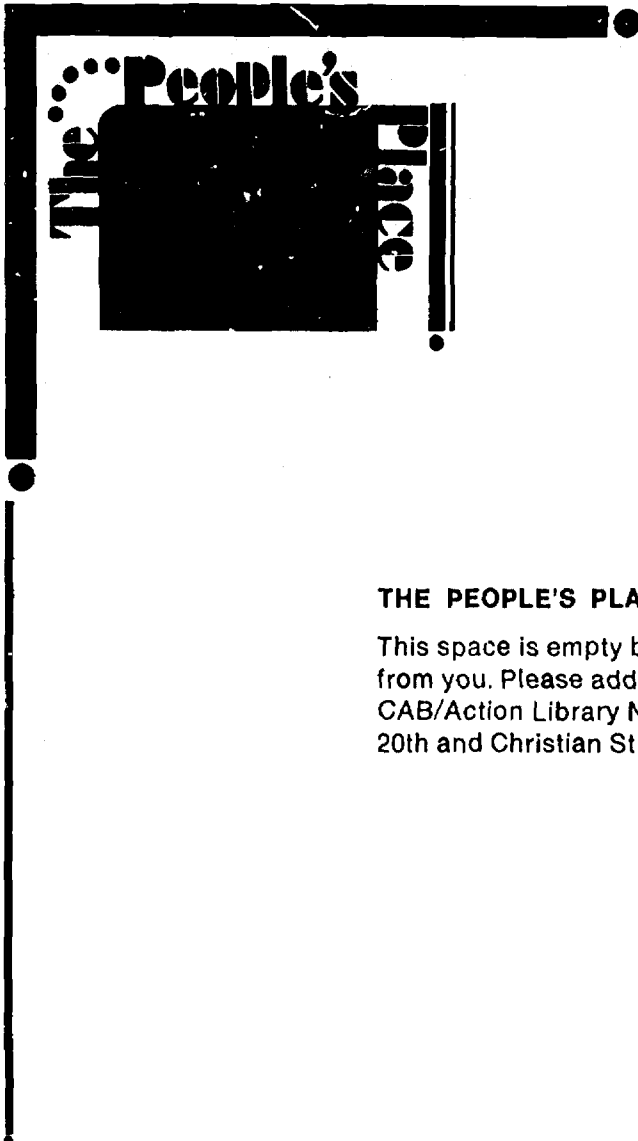
So that you can know about the programs and activities in the Library, the newsletter will have a column in each edition to inform you. The Action Library is different from most libraries and there will be articles from the staff discussing what they are trying to accomplish.

However, what is really most important is that you enjoy the Library. For this you need to be able to tell us what you think about the place. WRITE YOUR COMMENTS, THOUGHTS, FEELINGS and so on, in the space for you in the newsletter called The People's Place.

We, of course, want you to know who we are, the Community Advisory Board members, because we want you to feel free to talk to us personally too. Therefore, there will be biographical profiles on different board members in each issue. You will also read about the staff of the Library and get to know who they are as people.

Our wish is to be of service to you and this Newsletter is for you to write in and to read. ENJOY!

Erika Waechter



The People's Place

THE PEOPLE'S PLACE

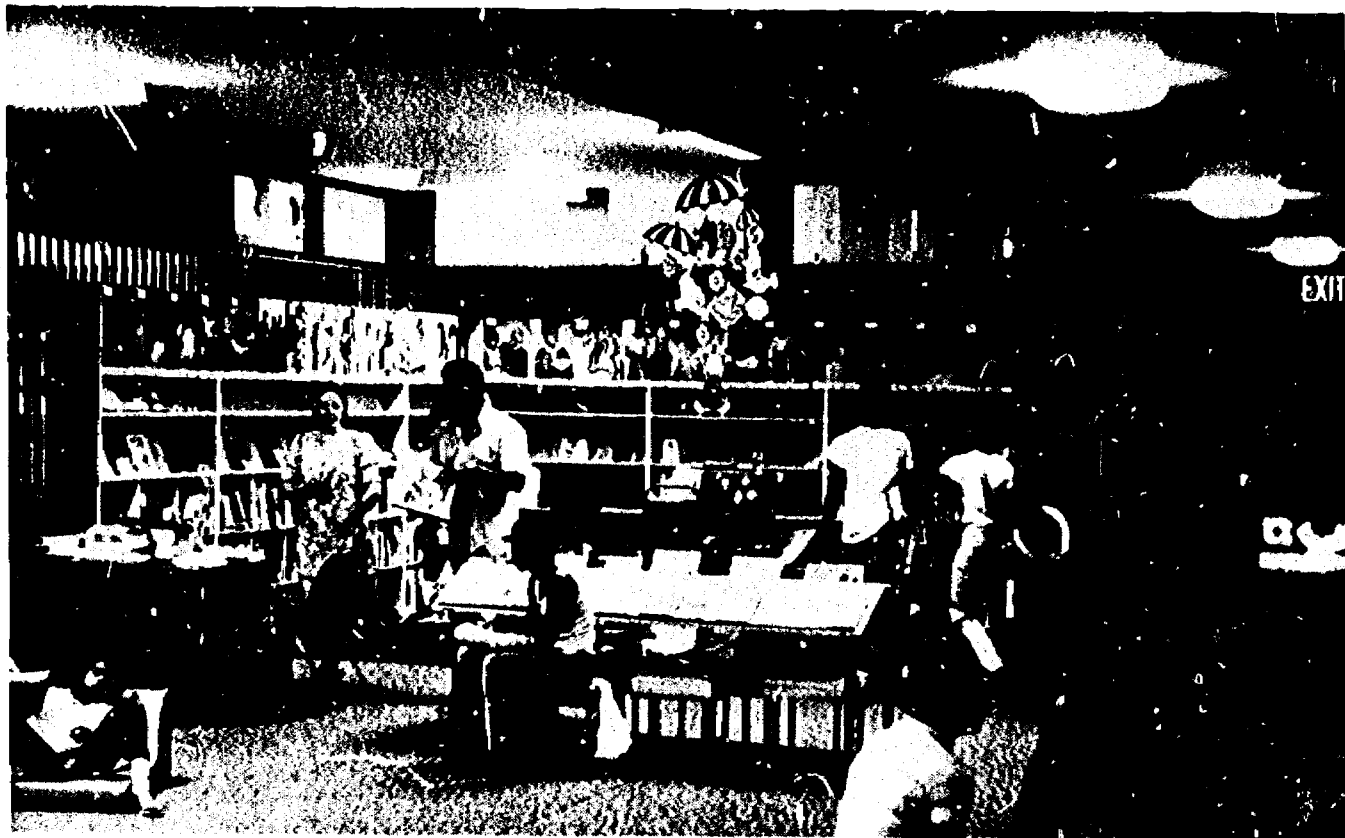
This space is empty because it needs a letter from you. Please address your letters to Editor:
CAB/Action Library News,
20th and Christian Streets, Philadelphia, Pa. 19146

Members of the Board • Clifton Williams, Chairman • Rev. Cecil Gallup, Vice Chairman • Lorraine Goldsborough, Secretary •
hyllis Bebee • Florence Dexter • George Dukes • Geraldine Ferree • Isma Jackson • Robert Lewis, Editorial Staff • Rebecca
Littlejohn • Robert Poindexter • George Scott • Mama Sims • Algie Streat • Rev. George Vermeiren • Erika Waechter, Editor
Pro-Tem • Eddie Williams, Editorial Staff.

BOOKS! PICTURES! LIVE FISH!

Check It Out—at the Action Library

Like it is!



LIBRARY PROGRAM AND ACTIVITIES

"Hey, man, whatcha looking for?"

"You got a book on typing for beginners in this library?"

"Sure, I'll help you find it. You want to practice here a while?"

"You mean you got a typewriter I can practice on?"

"Yep—here it is—wait I'll find you some paper."

"Hello, what's your name? Did you find what you were looking for?"

"No, this jive place don't have no books on sewing that I can understand."

"Sure we do, I'll bet I can find one for you. Com'on in the Y.A. room; that's where we'll find one." "Say if you really want to learn to sew, why don't you sign-up for our sewing club?"

The questions are routine, the kind you might hear a child ask in any library in the city. The response to the question is what's different. That's the name of the game in the Action Library. Not just answers to questions, but real help, real interest in what the child is doing and an honest effort to help him do it. The most important aspect of this help is the fact that more often than not it comes from someone close to the child's own age.

How successful is the Action Library. That depends on what criteria you use to evaluate the project.

If an evaluator were to question a community aide, the response might be something like this:

Question: Do the kids come to the library?

Answer: We got wall to wall carpets and kids.

Question: Do the kids use the materials?

Answer: They use everything we manage to get out on the floor.

Question: Do they take many things home?

Answer: They steal a little and borrow a lot.

Question: How long do they usually stay in the library?

Answer: I dont know, we put them out at closing time.

Question: What kind of teaching methods do you recommend?

Answer: Anything that works.

Question: Do you think they're learning anything?

Answer: I don't know if they are, but I sure am.

Question: Do you think your library is successful?

Answer: Heck, man! I don't know we've only been open six months.

Don Jones

WHO's WHO on the Library Staff



CHARLES R. PEGUESE, Administrator

Charles Peguese, a native South Philadelphian, grew up on Christian Street. He attended St. Charles Parochial School and graduated from Bishop Neumann High School. He received the St. Martin DePorres scholarship to LaSalle College and was graduated in 1960. After a stint in the Army, he entered Drexel University to work on a master's degree in Library Science, which he received in 1965.

Starting out as a part-time page for the Free Library of Philadelphia in 1959, he worked his way up to the position of Northeast Area Young Adult Administrator. In 1969 he began working for the Board of Education and was tapped for his present position in 1971.

He has been active in a variety of community affairs. Among these he has served as President of North City Congress Community Board for three years. He is a member of two United Fund committees. He is currently a 1972-73 member of the Community Leadership Seminar of Fels Center of Government, University of Pennsylvania.

He is single, enjoys traveling, cycling and basketball.



DON JONES, Associate Librarian

Don Jones came to the Action Library from the Bucks County Free Library in Levittown, Pa. Mr. Jones is a graduate of Temple University and Drexel Institute of Technology. His professional career includes work with the Bucks County Free Library, The Regional Public Library in Levittown, the Norristown Public Library, the Free Library of Philadelphia and the University of Pennsylvania School of Social Work Library.

In addition to his duties as Director of the Bucks County Library in Levittown, Mr. Jones was involved in numerous community activities. He conducted book discussion groups in cooperation with the Y.W.C.A., in Newtown, Pa., Morrisville, Pa., and in Levittown. He served as Treasurer of the Bristol Township Community Center and worked there as an instructor in the recreational program.

Mr. Jones has also had a varied teaching career. He taught briefly in the Philadelphia Public School System, and for several years while working in the library taught library procedures in the Bristol Township Adult Evening School. He has also taught library procedures for the State Library of Pennsylvania in Lancaster and Philadelphia.

Mr. Jones lives in the Mt. Airy section of Philadelphia. He is married and has two children. He claims his hobbies are reading, creating art from found materials, swimming and jogging.

Community Aides, Part-time and Full-time



GWEN AUSTIN

In the four years following high school Gwen's experience as a hospital secretary was followed by a job working with a psychologist. It was in the latter position that her interest in working closely with people was fully developed.

Her main reason for working with the Action Library is that she wants to do her part to make the program work for all the children and parents of the community.

In addition to supervising the circulation desk functions, Gwen also directs the children towards the various activities and has initiated a crocheting course for girls ages 10 to 15.

In her personal life, Miss Austin attends night classes for Spanish and Public Speaking. For recreational activities she enjoys sports, reading, crocheting and dancing—especially choreography. Miss Austin is a member of the New Welcome Baptist Church and sings with the Young Adult Choir.

FROM A STUDENT BOARD MEMBER

My Experiences and Activities at the Action Library

I was born in Passaic, New Jersey, on December 16, 1953. After finishing high school, I started working for the Action Library as a student aide. I go to night school after work to learn other ways of doing shorthand.

The Action Library is the outgrowth of a major federally funded research project. The success of the Action Library is that it is flexible and has an ingredient called freedom. It is small, but large enough to fit in with the institutional type libraries. My feeling about the library is that the main purpose is to encourage the students to use their learning abilities. The library gives the individual students who use the Action Library a chance to read a book, watch a film or listen to a tape in silence or without disturbing others who are doing something else. The Action Library is a nice place to work, once you get to know the people.

Phyllis Beebe



LESLIE ESTELLE ALLEN

Leslie Estelle Allen was born in Philadelphia, attended St. Charles School and later South Philadelphia High. She married Mr. Wesley A. Allen and has four children. She has worked actively in the community in various anti-poverty programs. She was in on the satellite lunch programs when they first started. She is an active member of a club designed to help large families. Leslie also worked at the Standard Dental Lab in various capacities, but she missed being with the people in the community.

Leslie enjoys all kinds of music and dancing, live plays and certain classical music. Her hobby is interior decorating. Her favorite pastime is relaxing with her family and enjoying her home. She is looking forward to a Creative Dramatic Course that she hopes will make her work and her life a more rewarding experience for herself and the children in the community.

POETRY CORNER

Some people think the Action Library is merely a collection of books, tapes, films and records.

Other people may think that the Action Library is but a source of reference works, encyclopedia and textbooks.

Some other people think that the Action library is a combination morgue, cemetery and hush-be-quiets.

But they are wrong, for the Action Library is

A trip to far off places
A talk with unseen faces
Flying aloft mid the stars
Repairing engines, fixing cars
Laughing, joking, playing games
Searching, seeking, learning names.

And most of all the Action Library is caring. Because the men and women who are responsible for this helpful source of learning really know what the young people of today need. They know that we need an education today to prepare us to run the world tomorrow. And only by reading will we obtain the education that will provide us with freedom and dignity.

Board Member Profiles

CLIFTON J. WILLIAMS

A native of Philadelphia, he is a product of the Philadelphia School system, Lincoln University and currently, the University of Pennsylvania. He was converted and baptized into the fellowship of Holy Trinity in 1938.

In Holy Trinity, he is a former Vice Superintendent of the Church School, a former member of the Junlor Missionary Society, the B.T.U. and the Church School, a member of the Education Club; Holy Trinity Baptist Church Enterprises, Community Opportunity Development Enterprises, Inc. (Vice Chairman of the Board), Chairman, Community Advisory Board of the Action Library, Chairman of the Board of the High Twelve Square, Director of the Delta Eta Chapter, Kappa Phi Psi Fraternity, Past Master, Richard Allen No. 30, Past High Priest, William Cooper Chapter No. 6, Former Secretary, Home Board MWPGL



of Pennsylvania, Third Vice President, First Masonic District Council, Assistant to the Secretary, MWPGL Temple, Past Keeper of Record and Exchequer, Epsilon Chapter, Kappa Alpha Psi Fraternity and several other committees and organizations dedicated to spiritual, moral and physical development.

Honors: Chapel of Four Chaplains Polemarchs Award, Delta Eta Chapter, Kappa Alpha Psi Fraternity.

He is married to the former Miss Ernestine P. Williams and the father of two children, Christi and Jay.



ERIKA WAECHTER

Erika Waechter was born in Berlin, Germany, covered a lot of the world and arrived here as a young child. In this country she lived on the east coast, in the south, and from high school on in Oregon. She went to the University of Oregon for her B.A. with a major in elementary education. She received her master's in social work at the University of California in Berkeley.

Miss Waechter has worked at everything from babysitting, store clerking, cannery work, secretarial work to camp counseling, four years of teaching and the past 9 years in a child guidance clinic as a social worker and therapist. She has been with the Philadelphia Child Guidance Clinic since coming to Philadelphia in September, 1969.

Miss Waechter has been developing a skill in batiking which started as a hobby and which is becoming a semi-professional pursuit. Other interests are tennis, swimming, folk dancing, hiking, cycling, and traveling.



LORRAINE GOLDSBOROUGH

Lorraine Goldsborough was born in Atlantic City, N.J., but attended Philadelphia Schools from the first grade on. She has four children—one who is in the Air Force, one who has a family of her own, and two who are still attending school.

Mrs. Goldsborough is an active member of the community. She is a member of St. Rita's Roman Catholic Church. Her work is as a classroom auxiliary in a Bank Street Model Follow-Through Program. In addition she is the secretary of the Bok Technical High School Parent's Motivation Program, the secretary of the Community Advisory Board for the Action Library, a resource person for creative dramatics for the Board of Education, and the past president of the Stanton Home and School Association. As she says, her interests are in community affairs and in children.

Mrs. Goldsborough's hobbies are reading and listening to music.

FROM A BOARD MEMBER

A different Board Member will write in this space each Newsletter. Each person will say what he or she thinks about this library in this community.

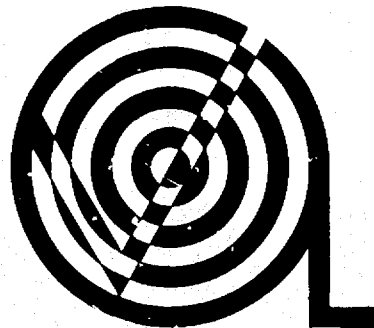
I have written in other parts of the newsletter, but as an editor. Right now I want to write about me, when I am in the Action Library.

I use the Library in two ways—personally and in my job. To me it is a very special thing to have this kind of a library to use as a professional. I work with children and families at the Philadelphia Child Guidance Clinic and there are many times when the kids need a place to turn them on to different things that would interest them. Sometimes I just need to tell them where the Action Library is and I know that when they go there they will find an exciting place with people to help them. Sometimes I call up a staff member, like Bernice Berry, and together we plan a specific program for a particular child. The program might include tutoring, arts and crafts, photography, as well as use of the library in general.

Personally, I have checked out some records and I've just started looking through the books. For me, at this point, the best thing about the Library is the atmosphere. Everyone seems happy to be there—children and staff. The rooms are cheerful, material is displayed in an interesting way and people are using them.

So to finish this, I will just say that next to the Library name it says "CHECK IT OUT." That's what I have been doing, will continue to do, and I'm glad it is in the community where I spend a lot of my time.

Erika Waechter
CAB Member



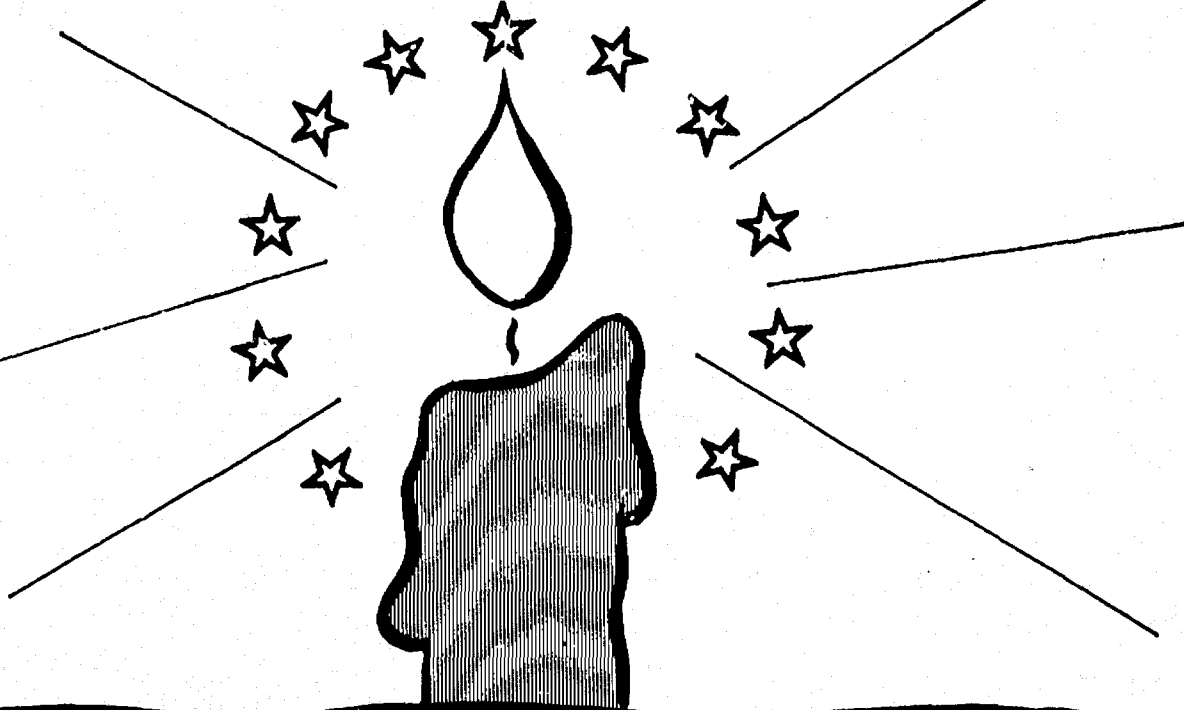
Some Thoughts for the day

“A good book should teach us to enjoy life or endure it.”

“A good book is the best of friends, the same today and forever.”

“Beauty in things exists in the mind which contemplates them.”

Oxford Dictionary of Quotations

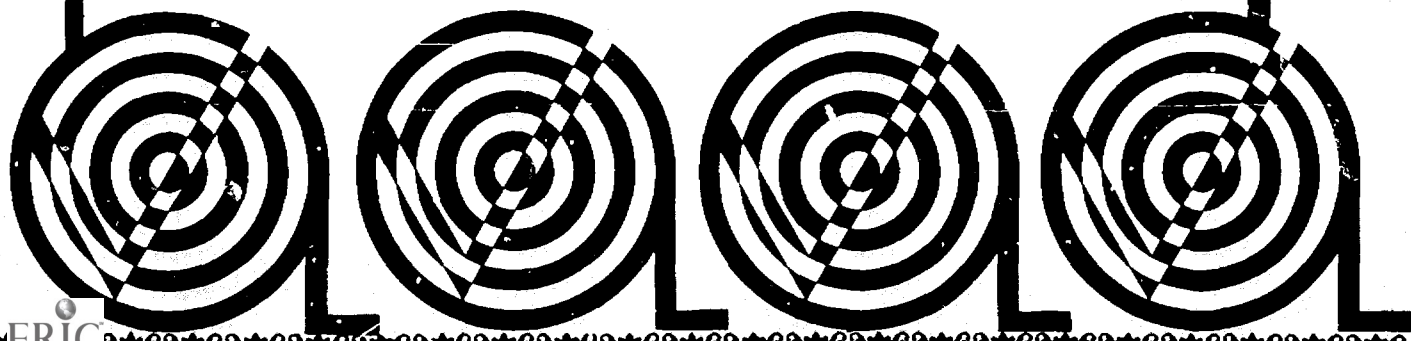


ACTION LIBRARY

You are invited to
the first anniversary celebration
at the ACTION LIBRARY
on June 20, 1973



Open house from 10:00 to 6:00



PSIP - Phase IV

Evaluation - Dissemination

Summary: Dissemination Activities (Materials),

1972-

Action Library for Period June 15, - June 15, 1973

<u>Item</u>	<u>Number Distributed</u>	<u>Percent of Total</u>
Action Library Brochure	2145	25.1
Mini Fact Sheet	1455	17.0
Concept Paper (Lowell Martin)	987	11.5
<u>Library Journal</u> Article Reprint	726	8.5
Action Library Flyers	223	2.6
Objectives for the Demonstration	141	1.6
Bookmarks	588	6.9
Publicity Composite	86	1.0
Reading Program Outline	76	.9
June '72 Progress Report	38	.4
Community Survey Report	74	.9
Evaluation Design	82	.9
Evaluation Design Amendment	35	.4
February '72 Progress Report	60	.7
March '72 Audit Report	39	.5
March '72 Evaluation Report	37	.4
<u>American Education</u> Article Reprint	41	.5
Phase IV Annual Report	26	.3
June '72 Audit Report	24	.3
June '72 Evaluation Report	22	.3
CAB Materials	16	.2

<u>Item</u>	<u>Number Distributed</u>	<u>Percent of Total</u>
CAB Membership List	12	.1
Interagency Committee Membership List	11	.1
News Release	10	.1
Benford Dedication Speech	10	.1
<u>Tribune</u> Article Reprint	10	.1
Research Design	4	.1
Dedication Pictures	4	.1
Phase II Research Instruments	2	.0
Phase I Proposal	1	.0
LSCA Budget	1	.0
Action Library Floor Plan	1	.0
PAC Facts	1	.0
Perspective Article - December	54	.6
Action Institute Program	63	.7
CAB Newsletter	709	8.3
Evaluation Plan and Questions Outline	141	1.6
"Learning" Pamphlet	482	5.6
Sample Evaluation Forms	35	.4
Overview March 1973	1	.0
Registration, Attendance, Circulation Summary	45	.5
Project Activities Report	19	.2
Title III Quarterly Reprint	16	.2
	<hr/>	<hr/>
	8553	99.7

PHILADELPHIA STUDENT LIBRARY PROJECT

MEDIA CITATIONS

June, 1972 - June, 1973

BRANCHING OUT, "Services for the Disadvantaged in Philadelphia,"
(Baltimore Co. Public Library, June, 1972)

SCHOOL LIBRARIES, summer, 1972, Vol. 21 # 4, (AASL)

AMERICAN LIBRARIES, "Public Relations Reporter," 8/72

LIBRARY JOURNAL, "North Texas State University: School-Public Library Study."
September 15, 1972

WILSON LIBRARY BULLETIN, "The Month in Review: HEW to the Line," October, 1972

PAC Facts - October, 1972 (Community Newsletter)

PHILADELPHIA INQUIRER, Art Peters' column, November 22, 1972

SCHOOL LIBRARY JOURNAL, December, 1972

PERSPECTIVE, December, 1972
(monthly publication for Philadelphia School District teachers)

LIBRARY JOURNAL, "Community Information," 1/1/73

TOTAL COMMUNITY LIBRARY SERVICE, "Past and Present Efforts at Coordination
of Library Services at the Community Level", by Kathleen Molz, 2/73

TITLE III and CHANGING EDUCATIONAL DESIGNS
Title III Quarterly, Spring, 1973

ELEMENTARY PRINCIPALS' Service Letter, April, 1973

CATHOLIC LIBRARY ASSOCIATION NEWSLETTER, April, 1973

LIBRARIES AND THE RIGHT TO READ 5/73

INFORMATION BULLETIN - LIBRARY OF CONGRESS, 8/3/73

SCHOOL DISTRICT OF PHILADELPHIA

PHILADELPHIA STUDENT LIBRARY RESOURCE REQUIREMENTS PROJECT

MATTHEW W. COSTANZO
Superintendent of Schools

J. BENFORD
Director

L. HEARN
on Research Assoc.

L. A. MARTIN
Consultant

August 17, 1973 - FOR RELEASE IMMEDIATELY

For Further Information: Contact Anne Hearn - LO 3-7223

PHILADELPHIA PROJECT MAKES PRESENTATION AT ALA

The Philadelphia Project made a formal presentation to the Children's Services Division at the annual national conference of the American Library Association in Las Vegas, Nevada on June 27. The Philadelphia Project was one of three projects on the CSD program which focussed on the exploration of new ideas.

John Q. Benford, Project Director of the Philadelphia Student Library Project, introduced a 12½ minute sound-slide presentation which explained the project's research base, its interagency sponsorship, its demonstration and thorough evaluation.

Following the presentations, which included the Louisville project, "A Public Library as Multi-Media Center for a Town," and the Baltimore County Public Library and School System, "A Joint Venture in Staff Development," the large group divided into three smaller groups for in-depth questioning. .

Sparking questions and discussion for the Philadelphia Project were several panelists:

Carolyn Field, Coordinator of the Office of Work
with Children, The Free Library of Philadelphia

Bernard Franckowiak, State School Library Supervisor,
Wisconsin

RESEARCH CENTER / Park Towne Place, Room S-14 / 2200B Franklin Pkwy. / Philadelphia, Pa. 19130 / (215) 563-7223

PUBLIC SCHOOLS

PAROCHIAL SCHOOLS

PRIVATE SCHOOLS

THE FREE LIBRARY

Betty Past, Coordinator of School Services,
Groton, Connecticut

Mary Elizabeth Ledlie, Coordinator of Youth Services,
Milwaukee Public Library

Mr. Benford and the panelists entertained questions about the extent and depth of the original research; about the project's intent to relate its programs and materials to curriculum design; about the method used to create a Community Advisory Board; and about the need to educate the community to high standards for school libraries.

Discussion was lively and productive. Ideas were exchanged between audience and discussion leaders.

The slide presentation is available to other groups who would like to know more about the Philadelphia Project. Arrangements should be made through Anne Hearn at the Project Center, IO 3-7223 (215).

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ACTION LIBRARY

PRE-SCHOOL THRU THIRD GRADE PICTURE BOOK LIST

HARD-BACK TITLES ONLY

September, 1973

N. W. Cor. 20th & Christian Sts.
Philadelphia, Pa. 19146

ERIC
Full Text Provided by ERIC

Pat Myrick
Bibliographer

A B C's

Alexander, Ann
Baskin, Leonard
Bond, Jean Carey
Burningham, John
Crews, Donald
Falls, C. B.
Fife, Dale
Freeman, Don
Garten, Jan
Libbey, Ruth Everding
Matthiesen, Thomas
Munari, Bruno
Piatti, Celestino
Sesame Street
Suyeoka, George
Wildsmith, Brian

A B C of cars and Trucks
Hosie's Alphabet
A Is For Africa
A B C....Z
We read: A to Z
A B C Book
Adam's A B C
Add-A-Line Alphabet
The Alphabet Tale
Silly Billy's Alphabet
A B C
Bruno Munari's A B C
Animal A B C
The Sesame Street Book of Letters
A is for Alphabet
Brian Wildsmith's A B C's

AFRICAN/CARIBBEAN

Adoff, Arnold
Bond, Carey Jean
Chandler, Edna Walker
Elkin, Benjamin
Garfield, Nancy
Hopkins, Marjorie
Jupo, Frank
Kindred, Wendy
Moskin, Marietta
Ness, Evaline
Olsen, Aileen
Surany, Anico

Man Da La
A is for Africa
Five Cent, Five Cent
Why The Sun Was Late
The Tuesday Elephant
And The Jackal Played The Masinko
Atu, The Silent One
Negatu In The Garden
Toto
Josefina February
Bernadine and the Water Bucket
Monsieur Jolicœur's Umbrella

AFRO-AMERICAN

Alexander, Martha
Alexander, Martha
Baker, Bettye
Behrens, June
Blue, Rose
Blue, Rose
Bond, Carey Jean
Bourne, Anne
Burch, Robert
Cabassa, Victoria
Callahan, Dorothy
Campbell, Ann
Dobrin, Arnold
Freeman, Don
Fife, Dale
Graham, Morris Ruth
Greenberg, Polly
Grifalconi, Ann
Lawkinson, John
Lawkinson, Lucy

Bobo's Dream
The Story Grandmother Told
What Is Black?
A Walk In The Neighborhood
Bed-Stuy Beat
Black, Black, Beautiful Black
Brown Is A Beautiful Color
Raccoons Are For Loving
Joey's Cat
Trixie & The Tiger
Under Christopher's Hat
Start To Draw
Scat!
Corduroy
Adam's A B C
The Happy Sound
Oh Lord, I Wish I Was A Buzzard
City Rhythms
Little Boy Who Lives Up High
The New River Train

Afro-American (Continued)

Hill, Elizabeth S.
Keats, Ezra J.
Keats, Ezra J.
Keats, Ezra J.
Keats, Ezra J.
Keats, Ezra J.
Kempner, Carol
King, Helen H.
Koshland, Ellen
Lexau, Joan M.
Lexau, Joan M.
Lexau, Joan M.
Lynch, Lorenzo
McGovern, Ann
Mendoza, George

Merriam, Eve
Myers, Walter
Napjus, Alice
Reit, Seymour V.
Rice, Inez
Rosenbaum, Eileen
Scott, Ann Herbert
Scott, Ann Herbert
Shay, Arthur

Sonneborn, Ruth
Steptoe, John
Steptoe, John
Steptoe, John
Steptoe, John
Stone, Elberta H.
Van Leeuwen, Jean
Welber, Robert
Williamson, Mel
Wilson, Julia
Yezback, Steven A.

Evan's Corner
Goggles
Hi Cat!
A Letter To Amy
The Snowy Day
Whistle For Willie
Nicholas
Willy
The Magic Lollipop
Benjie
Benjie On His Own
Me Day
The Hot Dog Man
Black Is Beautiful
And I Must Hurry For The Sea
 Is Coming In
Project One-Two-Three
Where Does The Day Go
Freddie Found A Frog
Round Things Everywhere
A Tree This Tall
Ronnie
Big Cowboy Western
Sam
What Happens When You Go To
 The Hospital
I Love Gram
Birthday
Stevie
Train Ride
Uptown
I'm Glad I'm Me
Timothy's Flower
The Train
Walk On
Becky
Pumpkinseeds

ANIMALS - COLLECTIONS OF

Barker, Carol
Carle, Eric
Chen, Tony
De Regniers, Beatrice
De Regniers, Beatrice
Flanders, Michael
Grabianski, Janusz
Gay, Zhenya
Kuskin, Karla
Kaufman, Bob
Wildsmith, Brian

Carol Barker's Birds and Beasts
Do You Want To Be My Friend
Run Zebra Run
It Does Not Say Meow
May I Bring A Friend?
Creatures Great and Small
Wild Animals
Look!
Roar and More
Watch My Tracks
Brian Wildsmith's Wild Animals

ANTI-WAR/FIGHTING

Foreman, Michael
Fitzhugh, Louise
Kohn, Bernice
Peet, Bill
Ringi, Kjell
Say, Allen

Moose
Bang, Bang, You're Dead
One Sad Day
The Pinkish, Purplish, Bluish Egg
The Stranger
Dr. Smith's Safari

BIRTHDAYS

Balian, Iorna
Carle, Eric
Fern, Eugene
Hoban, Russell
Hutchins, Pat
Kumin, Maxine
Scott, Ann
Seuss, Dr.
Steptoe, John
Wilson, Julia

I Love You, Mary Jane
Secret Birthday Message
Birthday Presents
A Birthday For Frances
The Surprise Party
Joey and The Birthday Present
Big Cowboy Western
Happy Birthday To You!
Birthday
Becky

CARS, TRAINS, TRUCKS, AIRPLANES

Alexander, Anne
Brown, Margaret
Burton, Virginia
Janosch
Lenski, Lois
MacDonald, Golden
MacDonald, Golden
Mayer, Mercer
Myers, Lou
Peet, Bill
Rockwell, Anne
Slobodkin, Louis

Young, Miriam
Zaffo, George

A B C of Cars and Trucks
Two Little Trains
Mike Mulligan
The Magic Auto
The Little Auto
Red Light, Green Light
Whistle For The Train
Me and My Flying Machine
In Plenty of Time
The Caboose Who Got Loose
Thruway
Clear The Track For Michael's
Magic Train
If I Drove A Truck
The Giant Nursery Book of Things
That Go

CITY/NEIGHBORHOOD

Behrens, June
Bond, Jean
Fife, Dale
Greene, Roberta
Lynch, Lorenzo
MacDonald, Golden
McGinley, Phyllis
Solbert, Ronni
Uptown, John
Steptoe, John
Steptoe, John
Tresselt, Alvin
Wright, Dare

A Walk In the Neighborhood
Bed-Stuy Beat
Adam's A B C
Two and Me Makes Three
The Hot Dog Man
Red Light, Green Light
The Horse Who Lives Upstairs
I Wrote My Name On The Wall
Stevie
Train Ride
Uptown
Wake Up City!
Edith and Little Bear Lend A Hand

CLASSICS

Benelmans, Ludwig
Benelmans, Ludwig
Brown, Margaret Wise
Brunhoff, Jean De
Brunhoff, Jean De
Brunhoff, Jean De
Burton, Virginia Lee
Burton, Virginia Lee
Burton, Virginia Lee
Dougherty, James
Dubois, William P.
Felt, Sue
Flack, Marjorie
Flack, Marjorie
Gramatky, Hardie
Gramatky, Hardie
Handforth, Thomas
McCloskey, Robert
McCloskey, Robert
McGinley, Phyllis
Slobodkina, Esphyr
Saur, Juli
Spier, Peter
Ward, Lynd
Will and Nicolas

Madeline
Madeline In London
Wheel On The Chimney
Babar Visits Another Planet
The Story of Babar
The Travels of Babar
Katy and The Big Snow
The Little House
Mike Mulligan and His Steam Shovel
Andy and The Lion
Three Little Pigs
Rosa-Too-Little
Ask Mr. Bear
Story About Ping
Hercules
Little Toot
Mei Li
Blueberries for Sal
Make Way for Ducklings
The Horse Who Lived Upstairs
Caps For Sale
Mike's House
The Fox Went Out On A Chilly Night
The Biggest Bear
Four-Leaf Clover

COLORS

Lobel, Arnold
Reiss, John J.

The Great Blueness
Colors

COMMUNITY WORKERS

Lenski, Lois
Lenski, Lois
Lynch, Lorenze

The Little Farm
Policeman Small
The Hot Dog Man

CONSERVATION/ENVIRONMENT/POLLUTION

Bechtel, Beverly
Haley, Gail
Hurd, Edith
Massie, Diane Redfield
Olsen, Ib Spang
Peet, Bill
Rice, Inez
Seuss, Dr.
Thayer, Jane
Wright, Dare

Lancelot the Ocelot
Noah's Ark
Wilson's World
The Monstrous Glisson Glop
Smoke
The Wump World
A Tree This Tall
The Lorax
Quiet On Account of Dinosaur
Edith & Little Bear Lend A Hand

CREATIVE

Borten, Helen
Campbell, Ann
Pinkwater, Manus
Spilka, Arnold
Tupo, Frank
Withers, Carl

Do You See What I See?
Start To Draw
Bear's Picture
Paint All Kinds of Pictures
Atu, The Silent One
The Tale of A Black Cat

DEATH

Abbott, Sarah

The Old Dog

DIRECTIONS

Branley, Franklin

North, South, East and West

DIVORCE

Lexau, Joan M.

Me Day

EMOTIONALLY DISTURBED

Krasilovsky, Jessica

The Boy Who Spoke Chinese

FAST AND SLOW

Schlein, Miriam

Fast Is Not A Ladybug

FAMILY

Brownstone, Cecily
Hoban, Russell
Hutchins, Pat
Lenski, Lois
Lenski, Lois
Scott, Ann Herbert
Scott, Ann
Sonneborn, Ruth
Stewart, Robert
Zolotow, Charlotte

All Kinds of Mothers
Herman The Loser
Titch
Let's Play House
Papa Small
On Mother's Lap
Sam
I Love Gram
The Daddy Book
A Father Like That

FEELINGS/EMOTIONS

Need To Be Accepted:
Yashima, Taro

Crow Boy

To Accomplish:
Friskey, Margaret

Indian Two Feet and His Horse

Feelings/Emotions (Continued)

Anger:	
Hitte, Kathryn	Boy, Was I Mad
Anger, Frustration:	
Preston, Edna	The Temper Tantrum Book
Envy:	
Hutchins, Pat	Tom and Sam
Fear:	
Babbitt, Natalie	The Something
Frustration, Anger:	
Cretan, Gladys	Messy Sally
Grouchy:	
Ardizzone, Edward	The Wrong Side of the Bed
Important:	
Hoff, Syd.	Herschel The Hero
Inadequate:	
Hutchins, Pat	Titch
Insecurity, Jealousy:	
Scott, Ann	On Mother's Lap
Itchy, Jealous, Lonely:	
Kindred, Wendy	Negatu In The Garden
Jealousy:	
Hanson, Joan	I Don't Like Timmy
Hoban, Russell	A Birthday For Frances
Loneliness:	
Duvoisin, Roger	Lonely Veronica
Ets, Marie Hall	Play With Me
Jewell, Nancy	The Snuggle Bunny
Skorpen, Liesel	Plenty For Three
Loneliness - Love:	
Freeman, Don	Corduroy
Lonely:	
Yezeback, Steven	Pumpkin Seeds
Love:	
Flack, Marjorie	Ask Mr. Bear
Overprotected:	
Friedman, Aileen	The Castles of The Two Brothers
Succeed, Need to:	
Keats, Ezra Jack	Whistle For Willie
Todd, Barbara	Juan Patricio

Identity (Conticd)

Lionni, Leo
Lionni, Leo
Mallett, Anne
Morris, William
Moskin, Marietta
Pelavin, Cheryl
Pinkwater, Manus
Ressner, Phil
Scott, Ann
Simon, Norma
Stone, Elberta
Waber, Bernard
Weisgard, Leonard

Fish Is Fish
Swimmy
Here Comes Tagalong
The Oyster's Secret
Toto
The Little Brown Bear
Bear's Picture
August Explains
Sam
I Know What I Like
I'm Glad I'm Me
You Look Ridiculous
Whose Little Bird Am I

IMAGINATIVE (STIMULATES IMAGINATION)

Anglund, Joan Walsh
Borten, Helen
Cabassa, Victoria
Charnatz, Bill
Ets, Marie Hall
Hallinan, P. K.
Hoban, Tana
Koshland, Ellen
Levenson, Dorothy
Lofgren, Ulf
Mayer, Mercer
Mendoza, George

Sendak, Maurice
Sendak, Maurice
Seuss, Dr.
Seuss, Dr.
Seuss, Dr.
Shulevitz, Uri
Steig, William
Steiner, Charlotte
Ungerer, Tomi
Ungerer, Tomi

Cowboy and His Friend
Do You Go Where I Go?
Trixie and The Tiger
The Cat's Whiskers
Talking Without Words
How Really Great
Look Again
The Magic Lollipop
The Magic Carousel
Whatever You Want
A Silly Story
And I Must Hurry For The Sea
Is Coming In
In The Night Kitchen
Where The Wild Things Are
If I ran The Zoo
On Beyond Zebra
Scrambled Eggs Super!
One Monday Morning
Sylvester and The Magic Pebble
Look What Tracy Found
Crictor
Emile

LISTENING

Borten, Helen
Kuskin, Karla
Kuskin, Karla
Shulevitz, Uri

Do You Hear What I Hear?
All Sizes of Noises
Roar and More
Oh What A Noise!

MANNERS

Joslin, Sesyle
Vipont, Elfrida

What Do You Say, Dear
The Elephant and The Bad Baby

FRIENDSHIP

Balian, Iorna
Bel Galdes, Barbara
Brenner, Barbara
Buckley, Peter
Carle, Eric
Deregniers, Beatrice
Dunne, Mary Collins
Freeman, Don
Freeman, Don
Garfield, Nancy
Greene, Roberta
Hoban, Russell
Hutchins, Pat
Jewell, Nancy
Keats, Ezra Jack
Keats, Ezra Jack
Madian, Jon
Mandry, Kathy
Marshall, James
Peet, Bill
Raskin, Ellen
Schick, Eleanor

I Love You Mary Jane
So Do I
Mr./ Tall and Mr. Small
William, Andy and Ramon
Do You Want To Be My Friend?
May I Bring A Friend?
Gregory Gray and The Brave Beast
Beady Bear
Corduroy
The Tuesday Elephant
Two and Me Makes Three
Save My Place
Tom and Sam
The Snuggle Bunny
A Letter To Amy
Apt. 3
Two Is A Line
The Cat and The Mouse
George and Martha
The Ant and The Elephant
Franklin Stein
Making Friends

GOOD NIGHT/SLEEPY BOOK

Brown, Margaret Wise
Coatsworth, Elizabeth
Emberley, Barbara
Preston, Edna
Rothman, Joel
Ryan, Cheli
Seuss, Dr.
Winthrop, Elizabeth
Zolotow, Charlotte

A Child's Good Night Book
Good Night
Night's Nice
Monkey In The Jungle
Night Lights
Hildilid's Night
Dr. Seuss's Sleep Book
Bunk Beds
Sleepy Book

IDENTITY

Berg, Jean Horton
Callahan, Dorothy M.
Dobrin, Arnold
Felt, Sue
Flack, Marjorie
Hill, Elizabeth Starr
Horvath, Betty
Janosch
Jupo, Frank
Kent, Jack
King, Helen
Krauss, Robert
Lexau, Joan
Lexau, Joan
Lionni, Leo

There's Nothing To Do, So Let Me Be You
Under Christopher/s Hat
Scat!
Rosa-Too-Little
Story About Ping
Evan's Corner
Jasper Makes Music
The Crocodile Who Wouldn't Be King
Atu, The Silent One
The Wizard of Wallaby Wallow
Willy
Leo The Late Bloomer
Benjie
Benjie On His Own
The Biggest House In The World

MONSTERS

(Witches, Ghosts, Wizards, Dinosaurs, Griffins, etc.)

Adams, Adrienne
Aliko, Diogenes
Babbitt, Natalie
Bright, Robert
Bright, Robert
Bright, Robert
Calhoun, Mary
Coombs, Patricia
Coombs, Patricia
Coombs, Patricia
Freeman, Don
Hoff, Syd
Kent, Jack
King, Jean Callan
Kishi, Nami
Lindgren, Astrid
Lofgren, Ulf
Slobodkin, Louis
Thayer, Jane
Thayer, Jane
Tison, Annette
Wahl, Jan
Yolen, Jane
Zemach, Harve

A Woggle of Witches
My Visit To The Dinosaurs
The Something
Georgie
Georgie and The Noisy Ghost
Georgie To The Rescue
Wobble The Witch Cat
Dorrie and The Blue Witch
Dorrie and The Coblin
Dorrie and The Haunted House
Hattie The Backstage Bat
Mrs. Switch
The Wizard of Wallaby Wallow
Miss Mehitable's Monster
The Ogre and His Bride
The Tomten
What Ever You Want
Dinny and Danny
Gus Was A Friendly Ghost
Quiet On Account of Dinosaur
Barbapapa's Voyage
Cristobal and The Witch
The Witch Who Wasn't
The Judge

MONTHS

Tudor, Tasha
Updike, John

Around The Year
A Child's Calendar

NUMBERS

Carle, Eric
Duvoisin, Roger
Eichenberg, Fritz
Emberly, Ed
Friskey, Margaret
Hawkinson, Lucy
Hoban, Tana
Kapral, Joan
Merriam, Eve
Merrill, Jean
Oxenbury, Helen
Peppe, Rodney
Reiss, John J.
Rowan, Dick
Smith, Donald
Wildsmith Brian
Ziner, Feenie

1, 2, 3 To The Zoo
Two Lonely Ducks
Dancing In The Moon
One Wide River To Cross
Chicken Little
That New River Train
Count and See
Little Lost Bee
Project 1 - 2 - 3
How Many Kids Are Hiding On My Block?
Numbers of Things
Circus Numbers
Numbers
Everybody In
Farm Numbers
Brian Wildsmith's 1, 2, 3's
Counting Carnival

OPPOSITIVES

Hoban, Tana
Karp, Laura
Kohn, Bernice

Push - Pull; Empty - Full
Opposites
How High Is Up

RHYMES, RIDDLES, PUZZLES, AND GAMES

Cameron, Polly
Charlip, Remy
De Regniers, Beatrice
Emberley, Barbara
Flanders, Michael
Frank, Josette
Lippman, Peter
Memling, Carl
Miles, Betty
Moore, Lillian
Patrick, Gloria
Peppe, Rodney
Sargent, Robert
Wildsmith, Brian

I Can't Said The Ant
Mother, Mother
It Does Not Say Meow
Drummer Hoff
Creatures Great and Small
Poems To Read To The Very Young
The Little Riddle Book
Old Man Riddle
Just Think!
I feel The Same Way
This Is....
Hey Riddle Diddle
Everything Is Difficult At First
Brian Wildsmith's Puzzles

SCHOOL

Amoss, Berthe
Cohen, Miriam
Hurd, Edith
Lystad, Mary
Marino, Dorothy
Oliver, Jane

The Very Worst Thing
The New Teacher
Come With Me To Nursery School
Jennifer Takes Over PS 94
Buzzy Bear's First Day At School
Pierre, The Muskrat

SEASONS

Chwast, Seymour
Udry, Janice May

Still Another Children's Book
A Tree Is Nice

Spring:

Calhoun, Mary
Hoffmann, Hilde
Johnson, Crockett

The Flower Mother
The Green Grass Grows All Around
Will Spring Be Early or Will Spring
Be Late?
The Happy Day
Really Spring

Krauss, Ruth
Zion, Gene

Summer:

Adelson, Leone
Lionni, Leo
Lionni, Leo
Miles, Betty

All Ready for Summer
Fish Is Fish
Swimmy
A Day of Summer

Fall:

Bancroft, Henrietta
Kumin, Maxine

Down Come The Leaves
Follow The Fall

Winter:

Attenberger, Walburga
Kay, Helen
Knotts, Howard
Kumin, Maxine W.
Miles, Betty

Little Man In Winter
One Mitten Lewis
The Winter Cat
A Winter Friend
A Day of Winter

SHAPES

Budney, Blossom
Freeman, Mae
Jeruchim, Cecile
Kessler, Ethel
Reit, Seymour
Schlein, Miriam

A Kiss Is Round
Finding Out About Shapes
Hello Do You Know My Name?
Are You Square?
Round Tidings Everywhere
Shapes

SIZES

Krasilovsky, Phyllis

The Very Little Girl

STORY - SONGS

Blue, Rose
Chase, Richard
Emberly, Ed
Hawkinson, Lucy
Hoffman, Hilde
Ipear, Dahlov
Langstaff, John
Spier, Peter

Bed-Stuy Beat
Billy Boy
One Wide River To Cross
That New River Train
The Green Grass Grows All Around
The Cat Came Back
Frog Went A Courtin
The Fox Went Out On A Chilly Night

WEARING GLASSES

Raskin, Ellen

Spectacles

WEATHER

Rain:

Charlip, Remy
Garellick, May

Parsons, Ellen
Raskin, Ellen
Shulevitz, Uri
Yashima, Taro

Where Is Everybody?
Where Does The Butterfly Go When
It Rains?
Rainy Day Together
And It Rained
Rain, Rain Rivers
Umbrella

Weather (Continued)

Snow:

Hoff, Syd
Keats, Ezra

When Will It Snow
Snowy Day

Wind:

Ets, Marie Hall

Gilberto and The Wind

WORDLESS

Alexander, Martha
Amoss, Berthe
Ardizzone, Edward
Aruego, Jose
Baum, Willi
Carle, Eric
Goodall, John S.
Mari, Iola
Olschewski, Alfred
Schick, Eleanor
Ungerer, Toni

Bobo's Dream
By The Sea
The Wrong Side of the Bed
Look What I Can Do
Birds of a Feather
Do You Want To Be My Friend?
The Ballooning Adventures of Paddy Pork
The Chicken and The Egg
Winter Bird
Making Friends
Snail, Where Are You?

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