

to stream new motivation and new life into the educational process, a moving process whose fuel system is the printed page.

The cost of this project has not been extravagant. The use of government funds has provided the illumination for hitherto untrod "pathways" of school library exploration. In its first year, the "corridor-concept" has not only broken the space barrier: it has lighted the way to an emerging new network of innovative library services which are presently benefiting the entire St. Louis public school system.

The project moves on. The excitement mounts. The work continues.

APPENDIX VI

PRINCIPAL AND TEACHER
EVALUATION QUESTIONNAIRES

BOARD OF EDUCATION
OF THE CITY OF ST. LOUIS
911 LOCUST STREET
ST. LOUIS, MISSOURI 63101

OFFICE OF
THE SUPERINTENDENT OF INSTRUCTION

TO: Principals of Schools with Title III Libraries

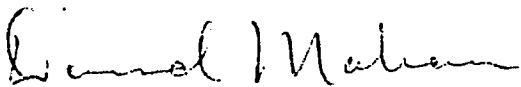
RE: Evaluation of Library Project

The Division of Federal Relations is preparing a report for the U.S. Office of Education on the first year of our Title III library project. In making this report and in planning policy modifications for next year we need principal and teacher evaluations of the operation of the program. Therefore, we are requesting completion of the enclosed questionnaires.

One questionnaire is for the principal and the others are for teachers. Please distribute teacher questionnaires to your staff. All questionnaires should be returned to the Division of Federal Relations, Room 406, 911 Locust by Thursday, May 2.

Thank you for your cooperation.

Yours very truly,



David Mahan
Acting Supervisor
Federal Relations

DM/an

PRINCIPAL QUESTIONNAIRE

School _____

Principals:

Please complete all items that are applicable to your school. Statements concerning weaknesses and possible changes will be most helpful.

Thank you for your cooperation.

* * * * *

	Maximum		Minimum
How much <u>interest</u> have students had in your Title III library?	_____	_____	_____
How much has the library increased pupils' leisure reading?	_____	_____	_____
How would you rate the library as a supplement to the instructional program?	_____	_____	_____
To what extent have teachers made use of the library as instructional media?	_____	_____	_____
To what extent have teachers made use of the reading volunteers?	_____	_____	_____
How effective have the volunteers been in motivating children to read?	_____	_____	_____

Please indicate weaknesses which are present in the following areas of the project and changes or additions which could be made to improve the library services.

1. Processing and delivery of materials.

2. Schedule for pupil and class visitation to the library.

PRINCIPAL QUESTIONNAIRE (cont'd)

3. Amount of books.

4. Selection of books.

5. Procedures for pupil visitation and checking books in and out.

6. Teacher utilization of library and classroom reference materials.

PRINCIPAL QUESTIONNAIRE (cont'd)

7. Pupil handling and care of materials.

8. Time schedule of volunteers.

9. Instruction program conducted by volunteers.

10. Preparation of volunteers.

BOARD OF EDUCATION
OF THE CITY OF ST. LOUIS
911 LOCUST STREET
ST. LOUIS, MISSOURI 63101

OFFICE OF
THE SUPERINTENDENT OF INSTRUCTION

TO: Teachers

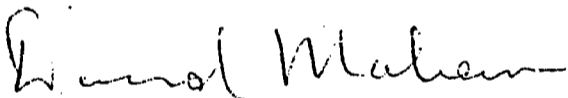
RE: Evaluation of Title III Library Project

The Division of Federal Relations is preparing a report for the U.S. Office of Education on the first year of our Title III library project. In making this report we need your comments and evaluation of the operation of the program. Therefore, we are requesting your completion of this questionnaire.

Please complete all items that are applicable to your room. Statements concerning weaknesses and possible changes will be most helpful both for the report and consideration of policy modifications for next year. Return the questionnaire to the principal's office when you have completed it.

Thank you for your cooperation.

Yours very truly,



David Mahan
Acting Supervisor
Federal Relations

DM/an

TEACHER QUESTIONNAIRE

School _____

Grade _____

Years of teaching experience: 1-3 _____; 4-6 _____; 7-9 _____; 10 + _____

How would you rate the Title III library as a supplement to your instructional program?

Maximum

Minimum

To what extent have pupils used the library?

To what extent have the time schedules, for pupil and class visitation to the library, provided sufficient opportunities for students to use the library?

How much has the library increased pupils' leisure reading?

* * * * *

Have you used the reading volunteers with your pupils? Yes _____ No _____
If yes, how would you rate the contribution of volunteers in motivating pupils to read?

Excellent ___ Good ___ Average ___ Poor ___

Have the services of the library aide relieved you of clerical duties related to pupil use of library materials? Yes _____ No _____

Please indicate weaknesses which are present in the following areas of the project and changes or additions which could be made to improve the library services.

1. Schedule for pupil and class visitations to the library.

TEACHER QUESTIONNAIRE (cont'd)

2. Amount of books.

3. Selection of books.

4. Procedures for pupil visitation and checking books in and out.

5. Pupil use of library and classroom reference materials.

TEACHER QUESTIONNAIRE (cont'd)

6. Pupil handling and care of materials.

7. Time schedule of volunteers.

8. Preparation of volunteers.

APPENDIX VII

PROJECT EVALUATION MODEL

EVALUATION MODEL FOR TITLE III LIBRARY SERVICES PROJECT

The Title III Library Services Project has three stated objectives: to increase reading, to increase interest in reading and to increase reading ability. The following design for evaluation of this project is built around these three objectives and a fourth goal implicit in the project -- total school improvement. The focus of the evaluation model will be on collection, analysis and feedback of data to project staff, principals, teachers and volunteers. This will mesh the model into the evaluation design currently being used for evaluation of Title I projects. Several of the schools housing corridor or small room libraries are Title I schools and IBS achievement data is available for them. This Title III evaluation proposes to extend this testing to other library project schools. Such data will permit assessment of project effect in both Title I and non-Title I schools.

Objective	Operational Definition	Data	Instrument	Analyses
Increase Reading	No. of books read by children will increase	Total no. of books read & no. of books by type (fiction & biography) The above will be collected by school	Librarian and student records	Computation of: Totals by school Totals by pupils Totals by grades Average number per pupil both by school and grade
Increase Interest in Reading	No. of books read by children will increase Positive change of pupil attitude toward reading	Total no. of books read & no. of books by type (fiction & biography) The above will be collected by school Pupil, teacher, administrator, and volunteer responses	Librarian and student records Questionnaires & interviews for teachers, principals and volunteers Rating scales for pupils	Computation of: Totals by school Totals by pupils Totals by grades Average number per pupil both by school and grade Summated responses to items Pre and post measures
Increase Reading Ability	SAME AS ABOVE Increase in reading achievement score on standardized tests	SAME AS ABOVE Learning rate, growth for the year and placement (Pupil, class and school scores)	SAME AS ABOVE IBS Tests	SAME AS ABOVE Individual school comparison of year growth to learning rate and of present grade achievement to past achievement Comparison of non Title I schools, Title I with volunteers, and Title I without volunteers on the basis of (1) difference between year growth and learning rate, and (2) present grade achievement to past achievement

Objective	Operational Definition	Data	Instrument	Analyses
Carry over to other achievement areas	SAME AS ABOVE Increase in reading, language, and arithmetic scores on standardized tests	SAME AS ABOVE Standardized achievement scores	SAME AS ABOVE IBS Tests	SAME AS ABOVE Comparison of school to its district average on the basis of (1) difference between year growth and learning rate and, (2) present grade achievement to past achievement
Improvement in pupils' attitude toward education	Positive change in pupil attendance, suspensions, teacher attendance, teacher turnover, and vandalism	Percentage of days attended for pupils and teachers, number of suspensions and acts of vandalism, and number of new teachers entering the school	Pupil and teacher records	Use of the same comparisons listed under the objective to "increase reading ability" Comparison of change to previous data by individual and the group of schools having Title III libraries

APPENDIX VIII

OVERCROWDED SCHOOLS WITH TITLE III LIBRARIES

**SCHOOLS WITH LIBRARIES ESTABLISHED
DURING THE FIRST YEAR OF THE PROJECT**

**Bryan Hill
Clark
Cote Brilliante
Cupples
Fanning
Field**

**Henry
Lyon
Mt. Carmel
Scruggs
Scullin
Windsor**

**SCHOOLS IN WHICH LIBRARIES WILL BE
ESTABLISHED DURING THE SECOND YEAR
OF THE PROJECT**

**Dunbar
Ford
Garfield
Hempstead**

**Mark Twain
Mullanphy
Simmons
Wyman**

The major objective of this phase of the project was to establish libraries in locations where heretofore it was considered impossible to establish central libraries. To accomplish this objective, the project used corridor space and small rooms which were not large enough for classroom instruction. This arrangement called for a different approach than normally found in libraries. Space would not permit study tables or reference work areas. Emphasis was to be on making a large number of library materials readily accessible for pupils. Reading or reference assignments could be carried out in the regular classroom or at home.

Establishment of these libraries began in the spring with the installation of improved lighting and metal shelving in the library areas of the first eight schools. During the summer librarians and library clerks weeded and cataloged former classroom library materials in these schools. Old and unsuitable books were discarded and useful books in suitable physical condition were rebound. The staff added processed Titles II and III books to the schools' collections. In addition to the material deposited in the central libraries, the project provided each classroom with reference materials and paperback books. The purpose for placing materials in the classroom rather than the central library was twofold. First, it put reference materials in locations where students would have workspace for completing assignments related to reference sources. And second, it permitted the arrangement and grouping of both reference and paperback materials on the basis of interest and ability levels. The eight libraries were ready for pupil use in September 1968. Remodeling and shelving for the three additional libraries began in February 1968, and books were ready for use by the children in April.

The one parochial school library began operation in September 1968. Professional supervision was given to parochial school educators in weeding the collection in the school prior to the establishment of the project library. The school provided its shelving and librarian service. Title II materials were added to the library collection during the school year.

The total number of books and number of books per child in the project libraries vary due to differences in the sizes of the room library collections prior to the addition of Title III materials. Data for the eight public school libraries opened in September are listed in Table I below:

TABLE I
Library Collections

	<u>School Enrollment</u>	<u>No. of Library Books</u>	<u>No. of Library Books per Pupil</u>
Bryan Hill	547	3,263	5.9
Clark	939	3,109	3.3
Cote Brilliante	944	2,643	2.8
Cupples	973	2,580	2.7
Fanning	822	2,652	3.2
Field	715	2,493	3.5
Henry	1,040	2,299	2.2
Lyon	<u>429</u>	<u>2,100</u>	<u>4.9</u>
TOTALS	6,409	21,139	3.3

A decided feature of these libraries is their attractiveness and accessibility of books. The installation of additional lighting and presence of colorful books have transformed drab corridors into bright and appealing areas. The children pass through these areas daily as they enter and leave classrooms. Parents have expressed numerous comments as to their approval

and appreciation of the libraries' attractiveness and availability of books. The readily accessible aspect of the books is quite crucial for the type of child attending schools in which the libraries are located. These individuals do not come from book oriented homes and are usually reluctant to go to public libraries. For such pupils the immediate presence of attractive and stimulating materials is crucial if they are to develop an interest in reading.

To provide the library services required for maximum pupil use of the public school libraries, this project includes the clerical and professional components of the librarian's role. Each library has a full time aide whose duties include shelving materials, maintaining an inventory, preparing displays and circulating materials. They are on duty from 8:00 a.m. to 4:30 p.m. and this schedule permits pupil use of the library in out-of-school hours.

Prior to assuming duties in a school library, each aide attended a two-week training program. This inservice work included basic aspects of library science and procedures for maintaining the project libraries. During the year some of these library aides have started to perform semi-professional tasks such as story-telling, presenting book reviews and assisting teachers in locating books related to special instructional topics. Professional librarians have provided supervision and leadership in developing these new skills in the library aides. One of the most important services performed by the aides is assistance to children in selecting and locating books. By working full time in the libraries, the aides are familiar with locations of books in relation to types and areas of interest. Furthermore, some of the aides are becoming proficient in guiding children through use of the Dewey system with which all books are cataloged. For example, if a child desires a book on frontier life, the aide will direct him to books with a 978 classi-

fication. To further stimulate interest in reading, the aides prepare displays and interest centers with collections of related books. As the aides gain experience in the libraries, they are becoming more proficient at performing these various functions.

The contributions of the library aides have been exceedingly important in facilitating the use of books by students. Several factors have contributed to this condition. Probably the most crucial one is that they have demonstrated a high interest in performing their duties. There has not been any turnover with the exception of one aide who has decided to enter a professional library program. In practice some of the aides have demonstrated considerably more semi-professional skills than originally anticipated. In this respect they have fulfilled much more than the clerical tasks associated with a librarian's responsibilities.

The professional services of the librarians' job were carried out for the project libraries by three librarians who are fully certified as elementary school librarians and who formerly taught in the St. Louis elementary schools. By having clerical tasks relieved through centralized processing and library aides, these individuals were able to devote their time to professional and supervisory functions. Their initial efforts involved the weeding and cataloging of books in the existing school classroom libraries. They along with the professional staff at the Library Services Center conducted the inservice training for library aides. The librarians have supervised the operation of the 12 project libraries and have continued to train the library aides in practices of library science.

In addition to their work in the project libraries, the librarians have performed professional tasks required in the centralized selection and processing of books. In this capacity their services have extended to all schools. They have reviewed books to select those to be purchased with local, Title II and Title III funds. They also have provided consultation services to all schools in the establishment of both classroom and central libraries.

Volunteers

The third phase of the project involved the use of volunteers to assist in the fourth aspect of the job of a librarian - motivating children to read. The use of volunteers was initiated as a supplement to the efforts of teachers in this critical task. The costs of providing a professional librarian for each school is prohibitive for both the school system and the project. Furthermore library aides must concentrate the bulk of their time on clerical and circulation tasks. Because of these limitations the project established an arrangement which provides professional supervision over volunteers who have received training related to motivating students to read. These volunteers work with pupils on both a group and individual basis. Their activities range from classroom presentations to helping a student find a book of particular interest to him. The former include storytelling, book reviews, reading prose and poetry selections, and encouraging students to relate their reading experiences.

Prior to entering schools and presenting these motivational activities each volunteer receives inservice training. Project staff and other school system personnel have conducted these training sessions which have included lectures, group discussion, and observation. The content and its arrangement for these sessions has varied on the basis of evaluations following each series of training sessions. Major areas covered in the inservice are: the reading programs of the St. Louis schools, children's

literature, reading interests of children, and available books in the libraries. Appendix I contains program topics and leaders for two of the inservice programs.

The first group of volunteers was recruited from the Council of Jewish Women. These women were well educated and carefully selected individuals who were deeply interested in working with children. They received an intensive training program conducted by project and school system personnel. Twenty-four volunteers completed this training program in February 1967. During March, 17 of these women began working in two pilot schools, Hamilton and Clinton, which were not among the original eight selected for the project. Each volunteer worked with two classes and spent approximately one-half day per week in the school. They conferred with teachers and planned activities designed to motivate pupils to read. These included storytelling, reading exciting and interesting passages, dramatizing episodes, and giving teaser book reviews. In this pilot phase, volunteers encountered some difficulties in terms of an inadequate supply of books and equipment.

In September 1967, volunteers from this first training session group began working in two of the project schools. The attrition rate from this first group has been quite high. Several factors were responsible for this loss. In some cases, the newness of the work had worn off. Some women refused to go into inner city areas because of serious objections by their families. And a few volunteers obtained employment.

A second class of volunteers was started in the fall and a third one began in the winter. Of the three groups, there are presently 24 volunteers working in four project schools. During the year, sources of recruitment were expanded. Contacts were made with church groups, women's organizations and civic groups. Principals of St. Louis schools were requested

to solicit mothers who would qualify for this type of activity and would like to work in the schools which their children attend. The latter category gives some promise of being a new source of volunteers. There is a reluctance by many women living in the city to work in schools other than those which their children attend. By placing some volunteers in the school which their children attend, we hope to be able to recruit more candidates for the project. Some of these mothers whom we have trained are presently working in one of the 11 public schools and others are providing assistance with library materials in schools other than the 11 project libraries.

Teacher and Pupil Use of Library Materials

Library materials in the project schools are deposited in central corridors or a small room and in regular classrooms. Use of the reference books and paperbacks placed in the regular classrooms is a continuous process. Both teachers and pupils use the former materials to supplement other instructional media in the classroom. Paperbacks are available for pupil use at all times and classrooms employ different procedures for monitoring circulation. The paperback books have a unique appeal to the students and they are placed in portable racks for display purposes.

For central library collections pupils have access to the books through classroom and individual visitations. Each classroom has one scheduled visit per week at which time all pupils go to the library. For those classes which have volunteers working with the pupils, this class visitation time usually coincides with the visit of the volunteer. With this arrangement pupils are frequently checking out a book at a time immediately following a session designed to stimulate interest in reading. If pupils finish reading a book prior to the time of their next scheduled class visit, they come in on an individual basis and check out books. Some children read two and three books per week.

In locating materials pupils have the services of the library aides and volunteers. These staff members are familiar with the location of various types of books and are able to direct students on the basis of desired interest areas. A card catalog is available for use by middle and upper grade pupils.

Since many of these students are not oriented to reading library materials, this staff maintains display and interest centers. Posters and materials related to special topics are displayed to attract students. Such action frequently results in waiting lists for especially popular books. Another procedure to stimulate interest is the posting of informal snapshots showing students selecting materials in the libraries.

PROJECT RESULTS EXCEEDING EXPECTATIONS

The enthusiasm by principals, teachers and pupils for the libraries has certainly exceeded expectations. Their appreciation has applied both to the attractiveness of the libraries and the excellent opportunities they offer for supplementing the instructional program. The added lighting of corridors, steel shelves and colorful books have transformed ordinary corridors into pleasant library collections. Children have used the libraries extensively and school faculties have praised this arrangement for having many library books accessible to the pupils. The low number of books which have been lost or stolen from the libraries is a further indication of the esteem which pupils have for the libraries. Out of a total number of 21,139 books in the first eight public school project libraries, only 87 have been lost or stolen since September. This extremely low amount is quite significant in view of the limitations for supervision in the libraries. They cover a wide area of corridor space, and supervision cannot be as close as found in a typical library with a check-out desk by the door.

A second result which has exceeded expectations is the progress which the project has made in getting the libraries in full operation. The procedures for centralized processing and cataloging of materials developed more rapidly than expected and all materials were processed before delivery to the schools. This enabled the libraries to open in the fall with a sizable collection of books. As a result of this rapid development of the 12 libraries, the project will be able to add eight additional libraries during the second year rather than the third year as originally anticipated.

With the development of processing and cataloging through the electronic data processing center of the school system, the project will be able to prepare an instructional teaching aid not originally anticipated. This will be a printed catalog guide listing all of the library books deposited in each school. This guide will list books by author with separate title and subject indexes. The author entry will contain an annotation, interest level for each work, and bibliographic information. It is anticipated that this source will be a valuable and readily accessible guide to the teacher for supplementary curriculum materials.

A third result which has exceeded expectations is the publishers' sample collection at the Library Services Center. The response by publishers has been very encouraging and a large collection has resulted. This source is a very valuable aid for project staff, supervisors, and teachers in selecting future library books. Parochial school officials use this collection for the selection of Title II and other library materials.

PROJECT RESULTS LESS THAN EXPECTATIONS

One phase of the project which has not progressed as rapidly as anticipated is the recruitment of volunteers for service in the libraries. Perhaps original expectations were too ambitious in this area. Results both in terms of numbers of individuals volunteering their services and of those remaining in the program are less than anticipated. To ascertain factors contributing to this situation, the project staff has sent questionnaires to volunteers completing training and has interviewed some individuals who either did not complete the inservice program or dropped out shortly after completion of training and assignment to a school. (Appendix II contains a sample questionnaire sent to volunteers completing training.) As noted earlier some of the factors which contributed to the attrition rate were the wearing off of the novelty of the program and family objections to working in the inner city. Although rioting and racial violence have not occurred in St. Louis, conditions in other cities have contributed to the latter problem in recruitment. To alleviate this difficulty, visitation schedules for volunteers are arranged so that two women may travel together in their trips to and from the schools.

Another condition which appears to be a factor in limiting the number of volunteers recruited and remaining in the program is the nature of the requirements of the position. First, it requires that the volunteers devote time and mental energy to become familiar with information related to reading, library science and instruction. While not a monumental task, the necessary inservice program involves a commitment to learning these necessities for supplementing the instructional program of the teacher. Second, the project requires a weekly commitment and a rather consistent time visitation to the school. The latter condition is imposed by the size and schedule of the school in which the volunteer works. Although individual pupils may visit the libraries during

out-of-school hours, schedules for room visitation must be established. These schedules are somewhat flexible but not to the extent that they are changed daily or weekly. This arrangement obviously requires that the volunteers follow a rather definite schedule once it has been established. In establishing a time for visitation, the schools make every effort to arrange times which are convenient for the volunteers.

Two innovations are being employed to increase the supply of volunteers. One was mentioned earlier. This involves the recruitment of women to serve in the school of their neighborhood. Most of the early recruits were residents of the suburbs. While continuing to enlist the services of the latter, the project is beginning to focus on enlisting mothers of children attending the St. Louis schools. Many of these individuals will have a strong commitment to the school which their child attends and they will be assigned to work in that school. (Appendix III contains a circular distributed throughout the community to recruit volunteers.)

A second innovation involves the establishment of a board to enlist volunteer services for all areas of the schools' programs. The board will consist of leading citizens and representatives of civic and private organizations. It is anticipated that such a group will be able to greatly increase the scope and number of volunteers. The recruitment of individuals to serve in libraries will be a part of the program of this board.

While the number of volunteers secured for the program is less than expected, such is not the case with the services of those participating in the project. Principals and teachers have praised their work, and teacher requests for volunteers exceed the number of individuals available.

MAJOR EFFECTS OF THE PROJECT ON THE ST. LOUIS SCHOOLS

Three major changes have resulted from this project. One is processing and cataloging of books at a central depository before distribution to the schools. Previous to this, schools had to catalog any library books which they received. This meant that the principal or teacher had to spend time performing a task which is basically a clerical one. In addition to saving instructional time, this service is providing catalog indexes which will enable teachers and students to make more efficient use of library resources.

A second effect involves a new attitude of administrators toward the possibility of central libraries. The processing of books before delivery has removed one of the major problems associated with a central library when the school staff has to do all the clerical tasks of cataloging books. Of more importance is the removal of a physical obstacle which heretofore prevented central libraries. The location of libraries in corridors has demonstrated that even overcrowded schools can have central collections. This latter feature has stimulated an interest in establishing more corridor or small room libraries. This attitude was quite evident when the staff was selecting eight new schools for the expansion of this project during the second year budget period. Several schools, not among the 11 project units, have pooled their classroom library collections into a central library.

The third major change is an acceptance by administrators and teachers of the idea that nonprofessionals - both library aides and volunteers - with special training can be a means of increasing reading. These aides have provided circulation and inventory services which would not have been possible if overburdened principals and teachers would have had to do the work themselves. The aides and volunteers have enabled pupils to have greater access

to books and, as indicated earlier, have assisted students in locating materials. In this latter function, their continual work in the library has enabled them to be more familiar with arrangement and location of materials than teachers would be with only a weekly or biweekly visit to the library.

COOPERATION OF COMMUNITY AGENCIES

The project has sought the advice of various community resources. This consultation included the establishment of an advisory board composed of experts in the fields of library science and elementary education and representatives of cooperating agencies and institutions. Members of this board are:

Dr. Ralph Parker, Director, Graduate School of Information and Library Science, University of Missouri

Mr. William H. Kurth, Associate Director, University Libraries, Washington University

Mrs. Ruth Erickson, Junior College District, St. Louis, Missouri

Dr. Dewey Carroll, Professor, Information Retrieval, Graduate School of Library Science, University of Illinois

Mr. James Powers, Federal Liaison Officer, Archdiocesan Schools, St. Louis, Missouri

Mrs. Caroline A. Stubblefield, Supervisor, Bancker Group, St. Louis Public Schools

Some community agencies have cooperated much more extensively than consultation and advice. The St. Louis Public Library made possible the excellent building which houses the Library Services Center. This structure was formerly owned by the Public Library. In the fall of 1966 this agency gave the St. Louis schools the opportunity to purchase the building. The cooperation between the Public Library and the St. Louis schools continues to be excellent.

Representatives of the Catholic and Lutheran school systems cooperated in the original planning of activities for this project and have continued to serve in an advisory capacity. Furthermore, one Catholic school has a project

library. The Lutheran school system decided not to participate in establishing a school library during the first year. In addition to participation through a project library, some parochial pupils visit and use the materials in the model library at the Library Services Center.

DISSEMINATION OF PROJECT INFORMATION

The staff has sent descriptions of the various project activities to school systems, libraries and other Title III projects requesting information. Representatives from school systems, public libraries and publishing firms have visited the Library Services Center and project libraries. These visitors have included private and suburban public school personnel. In October, the Missouri Library Association held its annual convention in St. Louis. At this time approximately 50 librarians from Missouri and Illinois toured the Center. Library Science classes at Harris Teachers College, the University of Missouri, and Washington University have also visited the Center.

One unique means of dissemination occurred in February 1963. At this time the St. Louis Board of Education held its monthly Committee of the Whole meeting at the Library Services Center building. Parent representatives from approximately 25 elementary schools were present at this time. Press and television media representatives attended and provided coverage in the daily newspapers and on the television stations. Part of the Board meeting was devoted to review of the project with board members and parents having the opportunity to tour the Center after the meeting.

The St. Louis Post-Dispatch, the largest daily paper, presented a feature story on the library project in the December 6, 1967, publication, and the June issue of the Missouri Library Association Quarterly contains a feature article on this project. See Appendices IV and V for copies of these articles.

EVALUATION

Evaluation of activities focuses on the three project objectives:

- 1) To provide needed library services by using available space, by training and using volunteers and clerical employees to perform some of the functions of librarians, and by centralizing the processing of all library materials;
- 2) To increase pupils' reading; and 3) To increase pupils' enjoyment of reading.

During the first year a great deal of project energy naturally centered on establishing the operation of libraries and library services. Part of this evaluation of the first objective consists specifically of administrative appraisal of the effectiveness of operational procedures. In several cases the preceding description of project activities has indicated the status of these activities. In summary, the project has established operational procedures and facilities for centrally cataloging and processing all library books purchased for the St. Louis schools. The Library Services Center staff and the electronic data processing division of the school system perform these tasks. A second area of library services which this project has accomplished during the first year is the establishment of libraries in 12 overcrowded elementary schools. A third phase of library services consists of personnel. Librarians and library aides have provided the numerous services required for maximum use of books by pupils.

The above statements merely indicate the establishment of certain services and facilities. They do not evaluate the extent of their effectiveness. Some of the material presented earlier provides some insight into this latter type of evaluation. Principals have praised the condition whereby all their library materials are completely cataloged and processed. And the development of central processing has proceeded successfully to the extent that the project is establishing libraries in eight more overcrowded schools during the second year. Original plans anticipated that these additional schools could not be added until the third year of the project.

To further evaluate the effectiveness of library services, a questionnaire was distributed to principal and teachers in the school serviced by the model library at the Library Services Center and to the eight schools which had project libraries established in September 1967. (Appendix VI contains copies of these questionnaires.) Data from these questionnaires are presently being reviewed and will be used to make modifications in project activities. Although analysis has not been completed, some evidence appears to be quite definite. Tables 2 and 3 list the responses of principals and teachers to the forced choice responses on the questionnaires.

TABLE 2
PRINCIPAL RESPONSES

Question	Percentage* of Principals Responding to:		
	Maximum		Minimum
1. How much interest have students had in your Title III library?	62%	38%	---
2. How much has the library increased pupils' leisure reading?	43%	57%	---
3. How would you rate the library as a supplement to the instructional program?	87%	13%	---
4. To what extent have teachers made use of the library as instructional media?	86%	14%	---
5. To what extent have teachers made use of the reading volunteers?	33%	67%	---
6. How effective have the volunteers been in motivating children to read?	33%	67%	---

*Computation is based on responses of eight principals rather than nine, as one incorrectly completed the questionnaire.

TABLE 3
TEACHER RESPONSES

Question	Percentage* of Teachers Responding to:			
	Maximum	Minimum		
1. How would you rate the Title III library as a <u>supplement</u> to your instructional program?	31%	50%	12%	
2. To what extent have pupils used the library?	41%	40%	10%	
3. To what extent have time schedules for pupil and class visitation to the library provided sufficient opportunities for students to use the library?	45%	35%	11%	
4. How much has the library increased pupils' leisure reading?	27%	48%	13%	
5. How would you rate the contribution of volunteers in motivating pupils to read?	Excellent 27%	Good 51%	Average 15%	Poor 5%

*Percentages will not total to 100% since some teachers did not respond to each question.

Responses to questions #3 on the principal's form and #1 on the teacher's clearly demonstrate that staff find the libraries to be a helpful supplement to the instructional program. Principals are very highly impressed with the services and indicate in #5 that teachers have made excellent use of the materials. Teachers in #3 indicate that the visitation schedules provide ample opportunities for pupils to use the library materials. The various comments and suggestions by principals and teachers on the questionnaires are presently being reviewed to determine ways in which services can be improved.

To evaluate the effectiveness of the project in relation to the second and third objectives, two sources of limited data are available for this report. Since the first year of the project ended when the libraries had been in operation for only five months, it is too brief a period for thorough assessment of pupil response and behavioral change. Future reports will have more extensive data in regard to pupil behavior and attitudes.

The data presented at this time include principal and teacher responses and book circulation statistics. From this evidence it is clear that pupils used the library materials. Responses to questions #1 on the principal's questionnaire and #2 on the teacher's indicate an enthusiastic response by pupils in terms of using the books, and items #2 on the former and #4 on the latter show an increase in leisure reading.

Circulation data are listed in Table 4. Statistics as to the number of books read by pupils are not available for previous years. A comparison to the past is not thoroughly valid as an indicator of change in student interest since the number and types of books available in the past were considerably limited in comparison to present facilities. The one conclusion that can be made from the circulation data is that pupils are demonstrating an interest in books and are reading them. Data show an average of 2.0 books read per pupil per month with a range of 1.4 to 3.9.

Other data related to pupil interest and motivation in reading are the school staff responses to the services of volunteers. Both principals and teachers indicate that the volunteers are able to motivate children to read. Over three-fourths of the teachers find the contributions of the volunteers to be either good or excellent.

TABLE 4
CIRCULATION DATA

	<u>Enrollment</u>	<u>Average No. of Books Chgd. per month</u>	<u>Average No. of Books per Pupil per month</u>
Bryan Hill School	547	1,670	3.0
Clark School	939	1,350	1.4
Cote Brilliante School	944	1,410	1.5
Cupples School	973	1,475	1.5
Fanning School	822	2,100	2.6
Field School	715	1,600	2.2
Henry School	1,040	1,650	1.6
Lyon School	429	1,700	3.9
Totals.	6,409	12,955	2.0

As noted earlier, pupil data for the first year is limited since the libraries were in operation for only five months during the first year. Future reports will contain more extensive evidence including achievement, attitudinal and circulation data. The evaluation model for this project includes several types and sources of information. Focus of the design is on the collection, analysis and feedback of data to project staff, principals, teachers and volunteers. Appendix VII contains the project evaluation model.

PROCEDURES FOR CONTINUING THE PROJECT AFTER THE TERMINATION OF FEDERAL FUNDS

Project approval provides for the financing of these library service activities with Title III funds through February 14, 1970. After this period the St. Louis schools will continue to operate the project libraries. Materials purchased with Title II and local funds will be stocked in the libraries. Salary costs of library clerks and professional librarians will be assumed by the St. Louis Board of Education.

COSTS FOR BUDGET PERIOD: FEBRUARY 15, 1967 - FEBRUARY 14, 1968

<u>\$ 235,417.34</u>	Total Cost
<u>\$ --</u>	Total non-Federal Support
<u>\$ 235,417.34</u>	Total Federal Support under Title III, P. L. 89-10
<u>\$ --</u>	Total Federal Support Other Than Title III, P. L. 89-10

APPENDIX I

TRAINING PROGRAMS FOR VOLUNTEERS

TRAINING PROGRAMS FOR VOLUNTEERS

Program Conducted in the Spring, 1967

The Story of Language (3 sessions)

Primary Reading Program
Middle and Upper Grade Reading Program
Reading Clinic Program

Reading Formulas
Bibliotherapy

Children's Literature - Primary
Children's Literature - Gr. 4-8
Reading Interests of Children
Title II Books
Disadvantaged Children
Reading and Disadvantaged Children
Available Books for Volunteers
Observation and Participation

Assignments, Purchased Books
Observation and Participation

Dr. William Kottmeyer
Superintendent of Schools
Miss Audrey Claus, Supervisor
Miss Esther Aschemeyer, Supervisor
Miss Winifred Concannon, Consultant,
Reading Clinics

" " "

Dr. Earl Herminghaus, Director
Curriculum & Educational Research
Mrs. Grace B. Spear - Public Library
Miss Leone Garvey - Public Library
Conrad Eriksen, Library Services
Mrs. Annie Brooks, Librarian
Dr. Minna Morris, Psychologist
Mrs. Ellen Claus, Public Library
Bates Study Learning Resources Center
Bates and Williams Study Learning
Resources Centers
Div. of Audio-Visual Education
Bates and Williams Study Learning
Resources Centers

Program Conducted in the Winter, 1968

Children's Services in Elementary Grades

Primary Reading Program
Middle and Upper Grades Reading Program
Children's Literature for Ungraded Primary

The Slow and Reluctant Reader

Children's Literature of Middle and Upper
Grades
Orientation to Libraries

Laboratory Sessions with Clay School

Children's Reading Interests and Criteria
for Selection of Materials
Observation of Demonstration Classes

Miss Marian Aulbach, Librarian, Waring
Study Learning Resources Center
Miss Audrey Claus, Supervisor
Miss Esther Aschemeyer, Supervisor
Mrs. Grace B. Spear, Coordinator Child-
ren's Services, St. Louis Public Library
Pete Rein, Director, Basic Adult Educa-
tion, Human Development Corporation
Miss Irene Eveland, Children's Librarian
St. Louis Public Library
Mrs. Elinor Esstman, Title III Library
Project Librarian
Miss Rosella Howard, Library Aide,
Library Services Center
Conrad Eriksen, Director, Title III,
Library Project
Waring Study Learning Resources Center

APPENDIX II

VOLUNTEER EVALUATION FORMS

Date _____

VOLUNTEER LIBRARY TRAINING PROGRAM
St. Louis Public Schools

We need your honest opinion on the training program.
In this section, please check to indicate your
reactions to the various subjects presented.

		Excellent	Helpful	Not Helpful
Marian Aulbach	Children's Services in Elementary Grades			
Audrey Claus	Primary Reading Program			
Esther Aschemeyer	Middle and Upper Grades Reading Program			
Grace Spear	Children's Literature for Ungraded Primary			
Pete Rein	The Slow and Reluctant Reader			
Irene Eveland	Children's Literature for Middle and Upper Grades			
Elinor Esstmann	Orientation to Libraries			
Rosella Howard	Laboratory Sessions with Clay School			
Conrad Eriksen	Children's Reading Interests and Criteria for Selection of Materials			
Waring School	Observation of Demonstration Classes			

Now that you are working as a Library Volunteer, do you feel you should have had more information in any of the subjects than was provided?

Yes: _____ No: _____ If yes, please indicate the type of information:

Is there any advantage to having the training sessions at the Library Services offices?

Yes: _____ No: _____ Why? _____

Would you recommend some other location for these sessions?

Yes: _____ No: _____ If yes, where? _____

What suggestions do you have for improving the next Library Volunteers' Training Sessions regarding meeting time, length of sessions, speakers, subject matter, etc.?

What additions and/or subtractions would you make?

In the short time you have been in your school have you worked out your scheduling and other problems with the principal, the teachers, and the librarian?

Yes: _____ No: _____ If no, please explain what problems you are experiencing:

Are you interested in future meetings which would include information that was not presented in the training sessions?

Yes: _____ No: _____ If yes, how often? Where? _____

What information received during the training sessions has been most helpful to you as a library volunteer?

Are there comments you would like to add about the training course or about your library volunteer work?

APPENDIX III

CIRCULAR FOR RECRUITMENT
OF VOLUNTEERS

DO YOU HAVE TIME TO GIVE?

2

hours a week is all you need to give -

To help a child learn to read

To help a child learn to love books

2

rewards are realized for each child you help -

One is for the child - who gains a skill

One is for you - who guides the child into the magic world of reading and books

2

opportunities to serve are available -

As a volunteer to tutor reading in a reading clinic

As a volunteer to help "sell" books and reading to children

2

training programs are set up to qualify you -

A course in basic reading skills starting Tuesday, October 8th, from 9:30 to 11:30 a.m. on consecutive Tuesdays for twelve weeks

A course in motivating children to read starting Tuesday, October 1st, from 9:30 to 11:30 a.m. on consecutive Tuesdays for eight weeks

2

plans of action are yours to consider -

For work in the remedial reading program contact:

Miss Winifred Concannon
1532 South Grand 63104
Prospect 2-4322

For work as a library volunteer call or write:

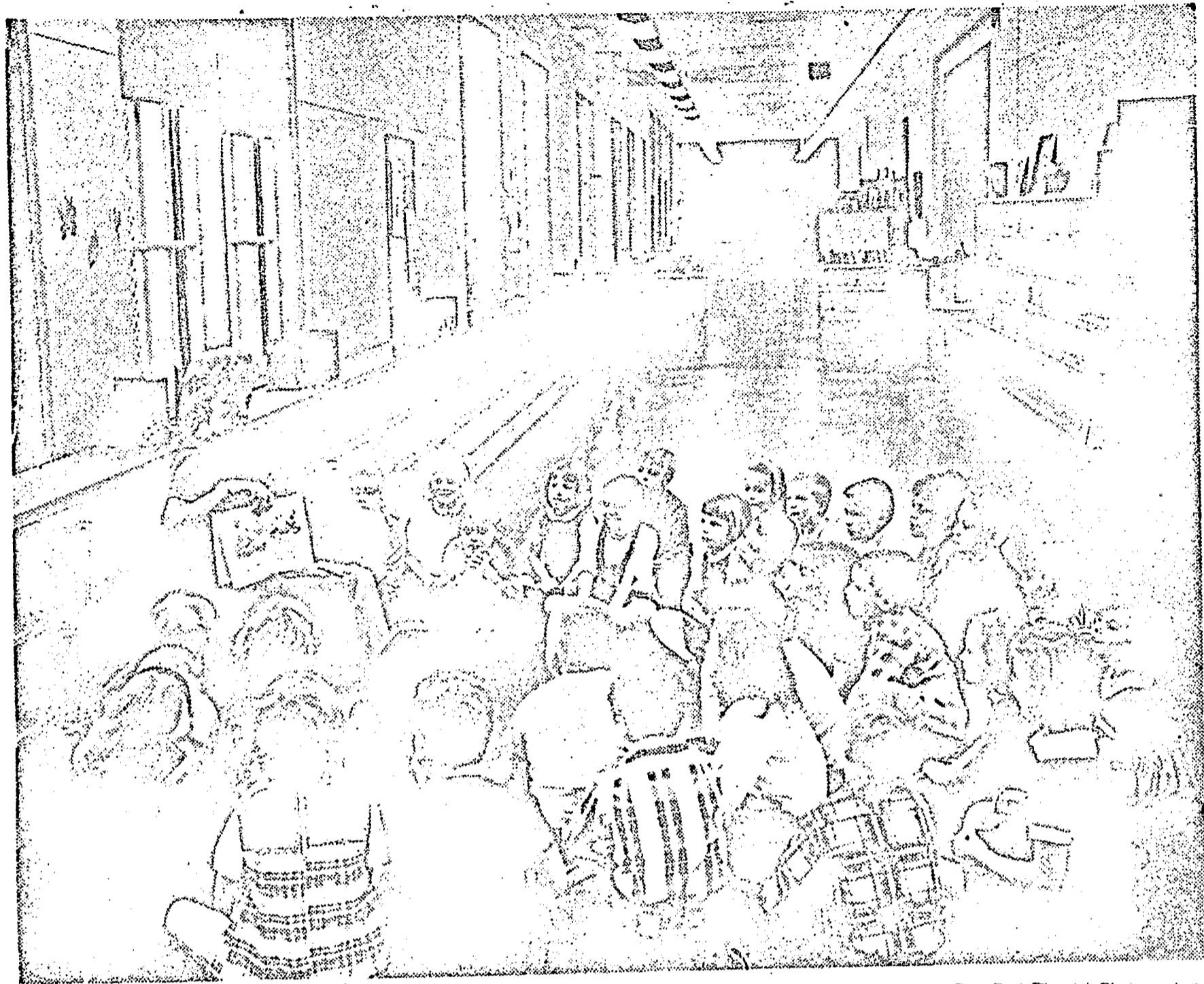
Mrs. June Baehr
911 Locust Street 63101
Central 1-3720 Ext. 212

Mrs. Baehr will be happy to tell you more about any of the St. Louis Board of Education volunteer programs.

DECIDE NOW TO HELP OUR SCHOOLS!
DON'T WAIT UNTIL IT IS TOO LATE

APPENDIX IV

ARTICLE APPEARING IN
ST. LOUIS POST-DISPATCH
DECEMBER, 1967



By a Post-Dispatch Photographer

Mrs. Betty Fredericks, library clerk at Fanning School, reading to second-graders in the school corridor.

Project Solves Library Needs In Overcrowded City Schools

By JOHN R. BROPHY
Of the Post-Dispatch Staff

Increased costs and spiraling enrollments have made it almost impossible heretofore to provide adequate library services in the elementary schools of St. Louis.

Now with the help of federal funds, well-organized libraries are becoming a reality in the school system's overcrowded schools.

Under a project designed to promote motivation for reading through library services in overcrowded schools, financed under the Elementary and Secondary Education Act, eight pilot libraries have been opened, three are being started and eight more are planned next year. In addition to the public schools, one Catholic school so

far is participating in the three-year program.

"This project attempts to solve the problems of space shortages by using the entire school building as a library but dividing the functions," said Conrad Eriksen Jr., project director and supervisor of library services.

Service Center

In addition to establishing functional libraries in the overcrowded schools, the \$1,000,000 federal program has provided funds for the opening of a library service center, where all of the technical processing of books is handled.

The center contains a model library, where library clerks and volunteers are trained to work in the school libraries,

and incoming books are screened by committees.

Eriksen said that by using the school system's computer center library operations have been put on a well-organized basis. "It has brought us from chaos to direction," he said.

"To my knowledge we are the only large school system in the country to change over to data processing at one time. There are some systems that have done it school by school or elementary level and then high school level, but we are the only system that did it system wide in one sweep."

Use of Available Space

Corridors and storage rooms or any other available space have been converted into book repositories in the pilot schools, Eriksen said. Well-educated vol-

unteers are trained "to sell the joys of reading and match children's interests to books," and nonprofessional clerks are trained to handle the book lending, he said.

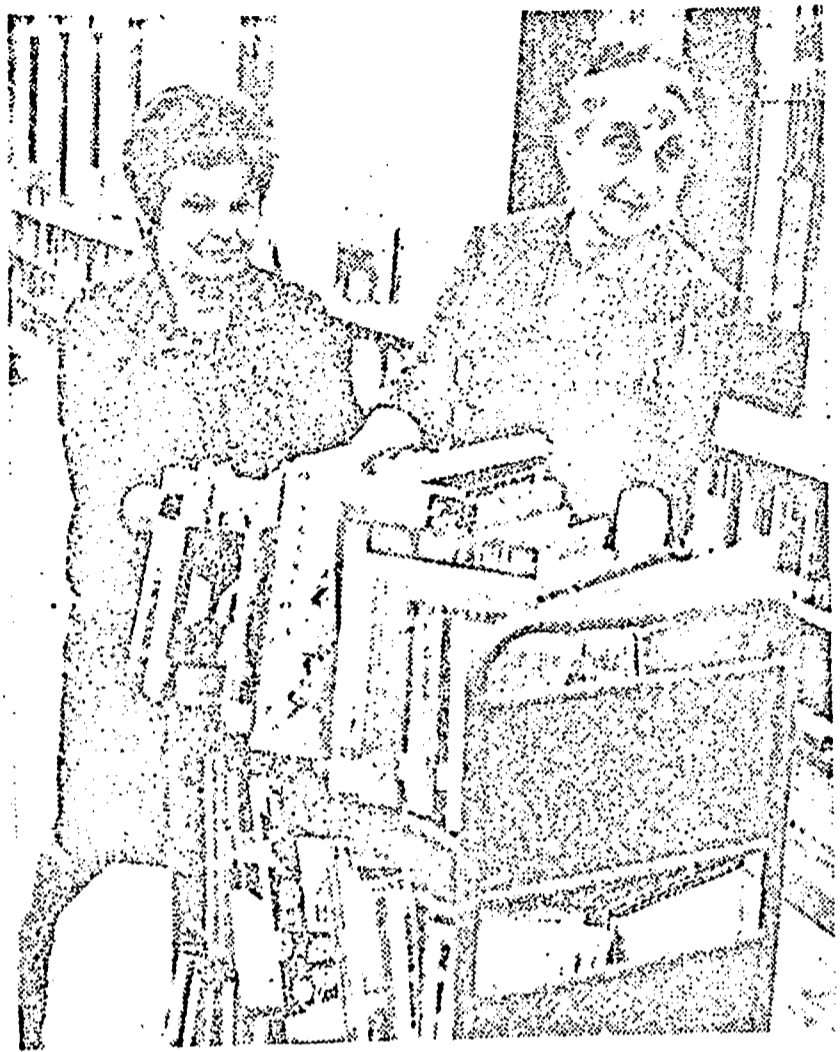
Donald L. Diehl, library coordinator, pointed out that most of the older schools which are overcrowded and could not hope to provide library space in the foreseeable future have large open corridors, some 30 feet wide.

"So we thought in terms of utilizing this space in our program," Diehl said. "What this amounts to is that we are putting to use space that was useless.

"It's not a stereotype thing. The shelving is custom-built into each school. In addition,

TURN TO PAGE 2.

Wed., Dec. 6, 1967



By Post-Dispatch Photographers

Taking Libraries to the Children

Mrs. Ben Gomberg (left), and Mrs. Carl Rapperport, pushing a library cart to a class at Clark School, 1020 Union boulevard, where they work as volunteers.

Library Needs

FROM PAGE ONE

some new lighting has been supplied to rectify poor lighting situations."

With these libraries, books scattered for years throughout a school are pulled into one centralized area and reprocessed.

"When a school becomes overcrowded and additional space is needed the library is the first thing that goes", Diehl said.

Reading Essential

"Unless elementary pupils can read well they are doomed in our print-centered schools and society," said Eriksen. "Teachers can and do provide the basic skills of reading but only continued use of these skills can make them fully functional.

"A prime means for promoting the enjoyment of reading is exposure to a wide variety of attractive books.

"In the overcrowded schools of St. Louis it has been impossible to provide the books, the space in which to put them and additional personnel to sell them to the children.

"Unless a library program is built into the curriculum its use will be marginal at best."

"Under the pilot project about 9000 pupils will receive direct service. Before the program went into operation fewer than 4000 pupils had the service of a school library. Ultimately, all of the system's schools would get libraries, Eriksen said.

Change In Attitude

"At first much reluctance was expressed by school principals because they didn't want any more added to their heavy

work loads," said Diehl, "but now they are all eager to have the libraries installed.

"Not only have these corridor libraries added to the schools' reading programs, but they really have added much to the appearance of these schools."

At the library service center, 1100 Farrar street, 14,000 books are processed each month.

"In one area of the center," said Diehl, "book selection committees review new books to determine whether they should be supplied to the schools.

"The committees are made up of supervisors, teachers and librarians — a good cross section of the school system's staff."

In another part of the center is a model training library, where clerks are given intensive training in handling all aspects of the library operations in the schools, Diehl explained.

"In addition, we have a volunteer program consisting of volunteer women's groups who try to match the book to the child.

"They are given basic instruction on how to motivate children to read, especially the culturally deprived child.

"We have a built-in patron group here at the center because the 800 children from Clay School across the street use the center's facilities and use them well."

Methods Demonstrated

Eriksen noted that demonstrations held with the Clay School pupils enabled volunteers and teachers to observe library services and to participate in library activities.

The volunteers, said Eriksen, are requested to spend at least

one half day a week in the schools. "She learns as much as possible about each youngster through observation, questions and conferences with teachers to fit the book to the child," he said.

"Before her visit to the classroom she assembles books at the proper reading difficulty and interest level on a reading materials cart which she wheels into the classroom. There the volunteer attempts to motivate the pupils to want to read by dramatizing exciting episodes from books, by telling stories, and by giving teaser reviews.

"Essentially, the library clerk's job is that of custodian of books in the central repository in the hall. She checks library material in and out, makes minor repairs to books, organizes them and fills orders for teachers and the volunteers."

Because the books are attractively displayed in the corridors through which the children pass, it is hoped that additional interest in reading will be generated, said Eriksen.

The eight public schools in which libraries have been established are Bryan Hill, Clark, Cote Brillante, Cupples, Fanning, Field, Henry and Lyon. Libraries are being installed at Scruggs, Scullin and Windsor schools. Libraries have been proposed for Dunbar, Ford, Garfield, Hempstead, Mark Twain, Mullanphy, Simmons and Wynian schools next year.

"These libraries are definitely being used, Diehl commented, "in fact in some schools it runs the clerks ragged."

APPENDIX V

ARTICLE APPEARING IN
MISSOURI LIBRARY ASSOCIATION QUARTERLY
JUNE 1968

Elementary School Libraries in Overcrowded Inner City Schools

The "Corridor-Concept" Explodes the Space Barrier in St. Louis

Setting foot inside the usual institutional "halls of learning" has been a surprisingly pleasant adventure this year for some 9,000 St. Louis public school children. The traditional trek through long expanses of largely unused, uninspired corridor space has come to an end. And from this demise of wasted hall space has sprung the "corridor-concept," St. Louis' promising new hope for stable, well-organized, and permanently-established programs of elementary school library services.

Innovative application of the "corridor-concept" represents the heart of this ESEA Title III project, originated and directed by Conrad J. K. Eriksen, Jr., Supervisor of Library Services for the St. Louis Public School System. The project's major goal is to provide new and sustained motivation for reading through library services in the city's overcrowded elementary schools.

Virtually all the major urban cores have the same problem of overcrowded schools. St. Louis is no exception. Massive population increases of school-age youth have filled the schools in the core city to overflowing. When this occurs, the library, if the school was fortunate enough to have ever had one, is the first casualty to bow to the pressing need for additional classroom space. Yet in these elementary schools where the pupils need every bit of inspiration for learning that they can get, school libraries are non-existent.

The inner city pupil with his load of environmental defects needs libraries desperately -- certainly more than children from

(2)

verbal, book-lined homes. Urgently, the core city pupil needs the stimulation, motivation, and educational incentive to improve his reading skills which attractive, easily available library books can provide.

St. Louis teachers can and do provide children with the necessary basic skills in reading during classroom instructional periods which are specifically allotted for the teaching of these developmental skills. It is the individual child's inner motivation and personal interest in using these skills that is so important to his winning satisfaction and success in today's print-centered schools and society.

An immediate availability of wide varieties of attractive and appealing materials is necessary to re-inforce and extend the skills taught in the classroom -- and to sustain the child's interest in reading outside the classroom. It is here then that the school library can make its most effective contribution and render its greatest impact of services. Herein lies the philosophy of this project.

The materials are readily accessible and in sufficient quantity and variety to provide the child with the widest possible personal and individual choices, in keeping with his ability level and interests. In reality, the "corridor-concept" makes it possible for a school library to become a flexible extension of the classroom: it can serve with dispatch an immediate reading need, a pressing or casual reading interest, and, at the same time, provide the necessary material for the recreational reading "break".

The "corridor-concept" established on the operational level for the first time in St. Louis in September of 1967 and now in effect in eleven of the city's older, overcrowded elementary schools, has enjoyed rapid and enthusiastic acceptance. An auspicious beginning is probably due more to the new attractiveness of the school setting than to any other presently-known factor. A cursory glance can easily deliver a favorable impression when one is in a position to make comparisons. Dead hall space has been transformed into lively, well-lighted "book avenues". Gleaming steel shelving runs the length of the corridor on either side. Appealing books are arranged attractively on the shelves, and eye catching "interest-display centers" are geared to invite a "second look" from any passer-by.

It appears, therefore, that one important aspect of the "corridor-concept" approach to libraries in overcrowded inner city schools involves winning initial receptivity through attractiveness of setting. In St. Louis this has been achieved through the use of fluorescent ribbons of light which bathe the book-lined corridors with a warm and friendly welcome. The planned and cheerful use of color is another effective means of gaining a positive, initial interest in reading and books. Choosing colorful canopies and end panels for steel shelving, using a rainbow-variety of book supports, and employing effective color combinations in a variety of book display techniques -- all contribute to a carefully planned physical setting which is conducive to a ready and popular acceptance.

Winning initial school library interest and acceptance, however, can be a shallow, short-lived achievement if one

relies solely on the attractiveness of setting and the novelty of an opening occasion. Sustaining the interest and heightening the awareness of both pupils and teachers concerning the kinds of materials available, their variety, and their potential uses -- these are the genuine measures of a school library's services and subsequent success pattern. It is therefore vital to establish a well-planned, systematic program of dynamic exhibits in the form of displays, communicative messages, interest centers, book scenes, book themes, and book titles.

Systematic exhibits of this character lend a sensitive "aliveness" and can often foster an aura of excitement to an otherwise impersonal book atmosphere. Moving through this physical setting of books on a daily basis can stimulate a child's anticipation of display "discoveries". (He's so busy finding out "what's new" and "what's next" that learning takes place without conscious effort.) This approach can be especially effective with the culturally disadvantaged child whose past relationship with books has not always been successful or even remotely pleasant. Thus an effective and dynamic program of exhibits can become a kind of built-in adventure "series" -- and hopefully a new and fascinating introduction to books housed, in most instances, but a few short steps from the child's own classroom door.

Other exhibit techniques have also won some encouraging results. Skillful selection and display of pupils' classwork and class projects, together with related specific titles from the collection, have served as effective springboards for others to want to try these books. A further technique which has been well-received involves the display of informal snapshots taken

inside the corridor library. Here various pupil groups are shown browsing or sharing the discovery of an interest-display center with friends. Besides cultivating a closer personal interest in the book collection, the snapshot technique has served to create a popular sense of identity on the part of pupils (and their parents) for the corridor approach to libraries.

It is interesting to note that where the "corridor-concept" has gone into effect together with an active, systematic program of exhibits, waiting lists for titles have developed. Boys and girls sign up for books which are currently on display and then anxiously await "their week" for the book. Perhaps no other type of library quite succeeds in occupying so advantageous a location for motivational exhibits as the library housed in a corridor setting. Perhaps no other library carries so serious a responsibility for telling and "selling" the library story.

Thus far this discussion has centered on the physical aspects of the "corridor-concept" plus the concomitant benefits derived from a dynamic exhibits program. Let us now move to the less visible, less measurable aspects of the concept, namely the social and psychological factors that are involved.

Stepping into the corridor of a project school, children now find themselves in the immediate "presence" of books, a circumstance which can be both new and stirring. For many whose deprived backgrounds do not include the joys associated with reading, of owning a book, or even a library card, this new means of creating interest could well result in a

more receptive attitude toward reading and skill building in the classroom. And much more.

The concept, as planned, envisions the children moving through school corridors "identifying" with books and the "book atmosphere" in the company of friends and classmates. The impact of the "presence" and "immediacy" of books is experienced within a pre-determined social setting, but under strictly routine circumstances: the beginning of the day, at recess, lunchtime, and again at the close of the day. Children are free to react to attractive books in close association with friends -- and on a systematic basis!

This "lending" of a social atmosphere to the "image" of books within a daily and familiar time schedule appears to have become an important factor in fostering a child's feeling of ease and pleasant informality around books. It seems particularly evident with those children who live under conditions of deprivation and for whom the existence, location, and purpose of a neighborhood library remain too often unknown and therefore untapped. While there are children who do use the public library facilities located in their neighborhoods, there are others who do not, because of distance. Then there are always the children who know about the public library but who rarely, if ever, go since the family pattern of library use has never been established. It is for these reasons that the provision for a sound school library program is so necessary for all elementary school children. Unless a consistent and systematic program of school library services, instruction, and activities is purposely built into the curriculum and available within the school plant, the use of any library will be marginal at best.

In an effort to establish the "library habit" early and decisively the "corridor-concept" charts a physical setting of books through which large numbers of children move on a routine basis at least five to six times a day. Under these relaxed circumstances, the child does not experience the "anxious quiet" or the institutional aloneness of a traditional library setting. Coming into close routine contact with books each day can help a child "sense" that books are, and rightfully should be, a part of his daily life -- and that without them, a strange emptiness and an uncomfortable void can set in.

Creating this environment in which a child associates books with his normal everyday activities is an important step leading to a significant aspect of the concept. It has been amusingly pointed out that the elementary school "corridor-concept" is best understood by the simple little rhyme:

"He sees books
and he breathes books.
He needs books
and he reads books."

And this brings us to one of the more perplexing problems pertaining to the project: the attempt to find out what goes on inside the child whose exposure to this concept runs not only the length of the corridor but also the length of the government grant. For purposes of evaluating this part of the project, a precision instrument of evaluation needs to be found, or developed.

The psychological effect of a child's finding himself in the center of fascinating new books can conceivably hold strong impact, depending on the child's background. For example, if a child's past experience with books and reading

have been unsuccessful and distasteful, the initial "encounter" with a corridor book atmosphere could easily take on the unhappy significance of being "surrounded" in a "hostile" setting. On the other hand, if the child's past experiences with books have been successful and pleasant, he could easily feel "embraced" in an atmosphere of new book "friends" just waiting to be discovered!

The questions to be formulated and the answers to be sought are many. How does one measure the growth and the changes in a child's attitude toward reading and books? What goes on inside the child that may be so personal that it is never shared with another individual? At what moment in time and experience, and after the reading of what book or books, does a sense of growing maturity in one's choices become evident? How can one adequately measure the quality of a child's thinking and reacting as a result of his increased appetite for reading and books?

These questions and many more like them pose a challenge to the evaluation of this portion of the project. The circulation figures are overwhelming and prove the point that children in the project schools, when given a chance to become acquainted with library books and services, will read! But circulation figures cannot begin to offer the kind of in-depth answers to questions that are posed above.

The total project involves an innovative systemwide approach to a multiple-faceted program of library services, each depending on the other for valuable, supportive strength. To discuss these services in detail, and the roles they play in the St. Louis school library "picture" would involve a series of articles. Therefore, just the barest of "mini-glimpses"

will be attempted here, in an effort to relate them to the "corridor-concept".

The total project, as originally envisioned, called for an initial study or "break" down of the functions of the traditional library and librarian into their component parts. These components were then carefully re-assembled in different ways to achieve the necessary and desired quality of library services for the St. Louis public schools. The result has been a remarkably efficient and economical approach to an inner city's library problems of staff and financing. In fact, this break down of functions has been more recently termed a break "through" in the city's quest to provide quality school library services for all of its children.

Four component parts will be mentioned briefly. These components, as identified in the project include (1) cataloguing and processing of library materials, (2) circulation and clerical inventory, (3) professional supervision of library services and activities, and (4) motivation of school-age youth in reading and books through the use of attractive new library materials.

Cataloguing and processing are now achieved on a system-wide basis in a central location which is appropriately called the Library Services Center. Here the electronic computer services of the school system are utilized in such a way that books, upon arrival in elementary and secondary schools, can be placed immediately on the shelves for circulation.

In the project schools, library aides, on duty from 8-4:30, assume the duties and responsibilities of circulation and clerical inventory for the corridor libraries. They are in charge of operating the clerical aspects of these libraries during the

regular school day at which time classes and small groups visit on a regular weekly basis. Their hours, however, allow for children's browsing, returning, and checking out additional books both before and after school. These library aides are given an extensive pre-service instructional program at the Library Services Center before actual assignment is made to a project library. The Model Elementary School Library, housed in the Library Services Center and based on Southern Association Standards, serves as an instructional laboratory and figures largely in their pre-service activities.

Once assigned to a project school, the library aide is then under the direct supervision of an itinerant librarian whose professional role involves, among other duties, weeding the collection, reviewing books for future purchase, and coordinating library services with the reading program in effect in the school.

Well-educated library volunteers, mostly parents, supply the "sparkle" and the motivation to want to read and try new books. These volunteers work with pupils individually and in groups on a weekly basis using a variety of activities including storytelling, giving book reviews and book teasers, reading poetry, and introducing newly arrived books. These volunteers are given their own specialized pre-service courses inside the Model Elementary Library located at the Center. The courses are under the personal supervision of the Project Director, whose office and staff are also located at the Center.

Perhaps a discussion of this project should not close without mentioning the influence that the "corridor-concept" of libraries is having on elementary schools in St. Louis that are not overcrowded.

Principals with unused classrooms, empty basement storage areas, or sections of wide, wasted corridor space, are now actively moving in the direction of setting up their own school libraries with the time, talent, and financial support of their PTA groups. In fact, the project's newly generated enthusiasm has resulted in the Center's having to set up a principals' waiting list for non-project schools. These schools that are not overcrowded (and therefore not qualified for financial aid under the present grant) are now being serviced according to the chronological order in which the principals' requests are received.

This means that newly established collections (and the re-activation of existing, but dormant collections) are now being sought by elementary school principals and parents with the express hope and purpose of using the service patterns, policies, and guidelines that are currently in effect in the project's pilot schools. These non-project principals and parent groups work closely with the itinerant librarian of the district who can supply the professional assistance and coordinate the necessary steps leading to their desired goal: establishment of elementary school library services on the school premises.

Non-project principals supply their own library furniture and shelving, sometimes with financial aid of their PTA groups. These principals further recruit their own teams of library volunteers from the PTA and the surrounding neighborhood. Volunteers, in turn, attend volunteer workshops and instructional sessions offered by the professional staff at the Library Services Center. This is followed up by the itinerant librarian of the district who implements the preparation of

volunteers by helping them apply what they have learned to their own school and community situations.

In one school, parent volunteers aided the cause of their non-project library by covering blackboards in an unused classroom with Con-Tac, thus creating an impressive wood panel effect. In another school the parents' group donated the gift of two hundred dollars to provide their non-project library with a special paperback book collection, complete with carousel book rack. Two other non-project schools now plan to do the same.

Parents have painted furniture, sewed "little folks" chair covers, made signs, and typed lists. They have attended classes, recruited additional volunteers, filed cards, and shelved books. These are the parents who are currently operating the non-project libraries with the help of the itinerant librarian of the district. They are St. Louis parents who want the best in quality education for their children. They have demonstrated their leadership and devoted their efforts, individually and in groups, to achieve this goal.

Although the non-project library may not always have the novel form or the visibly advantageous location of a corridor setting, still, when in operation, it offers the same philosophy of services which characterize project libraries under the "corridor-concept".

In theory, the project's "corridor-concept" signifies so much more than the mere erection of booklined halls. The essence of the concept ultimately lies in the classroom and the library -- at long last -- meeting and intermingling on common ground within the dynamic framework of an upward-action cycle. The power and the thrust of such an action is meant