Public library service for the preschool child

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Abstract
Story telling is considered one of the oldest arts, but the preschool story hour for three to five year olds is relatively new in library work. Research indicates the first story hours for preschoolers began in the public library in the late 1930s and the early 1940s. Only very recently is there evidence of public library service beyond the traditional print-oriented preschool story hour for the preschool child. For example, such federally funded experimental projects as the one developed and implemented by Erie Public Library, Erie, Pennsylvania in 1972 entitled Media Library for Preschoolers and the San Francisco Public Library's Early Childhood Education Project started in 1972 are indications that these public libraries have seen the need and value of taking an active role in early childhood education.

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PUBLIC LIBRARY SERVICE FOR THE PRESCHOOL CHILD

A Research Paper
Presented to the
Faculty of the Library Science Department

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

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April 1974

Read and approved by
Mary Lou McGrew
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Accepted by Department
Elizabeth Martin
Date May 7, 1974
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Introduction

Story telling is considered one of the oldest arts, but the preschool story hour for three to five year olds is relatively new in library work. Research indicates the first story hours for preschoolers began in the public library in the late 1930's and the early 1940's. Only very recently is there evidence of public library service beyond the traditional print-oriented preschool story hour for the preschool child. For example, such federally funded experimental projects as the one developed and implemented by Erie Public Library, Erie, Pennsylvania in 1972 entitled "Media Library for Preschoolers"\(^1\) and the San Francisco Public Library's "Early Childhood Education Project"\(^2\) started in 1972 are indications that these public libraries have seen the need and value of taking an active role in early childhood education.

Statement of the Problem

It is the purpose of this paper to give evidence to indicate values inherent in programs developed by the public library for preschool children. It will include not only the traditional story

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hour and related activities, but, in addition, the newer horizon of the media collection and related activities developed for use by preschoolers and their parents.

**Importance of the Study**

Research was conducted in this area primarily to provide a background upon which to build a practical plan for public library service to preschoolers in Waterloo, Iowa. Other public libraries may also be interested in the preschool area of service and find this research of value.

**Limitations of the Study**

Since authorities agree that most children are not ready for group activities until they have reached the age of three, preschoolers within the frame of this paper are children ages three to five.

Actual techniques of story telling, picture book programs or media programs will not be discussed directly. Good sources of this type of information are found in *How to Conduct Effective Picture Book Programs*[^3], *Storytelling for You*[^4], *The Way of the Storyteller*[^5] and others.

**Definitions**

For the purpose of this study, the writer defines the following:


terms:

Preschoolers are children ages three to five years old.

Story hour does not necessarily indicate the length of time involved in the program. As a matter of fact most story hours are only one-half hour while others are three quarters of an hour and still others are a full hour. Story hour would be more adequately defined as a time of enrichment.

Media collections consist of a wide variety of materials, both print and non-print, designed for use by the preschool child including 16mm films, 8mm films, filmstrips, slides, toys and games as well as pictures and books.

Media activities or media programs refer to the use of the media collection in conjunction with some planned program or activity.

Day Care Centers are any established programs for caring for children on a regular basis for part or all of the day.

Preschool or nursery centers are any established programs for caring for children below school age that involves an organized curriculum of cognitive training and socialization.
Section 2

REVIEW OF RELATED LITERATURE

Identifying Preschoolers in Terms of Needs and Interests

Before library service can be rendered intelligently to preschool children, it is necessary to analyze preschoolers as an audience or a group of learners in terms of needs and interests.

"Preschoolers are definitely individual and can not be lumped together like a bowl of bland mashed potatoes. They are more like a shower of snowflakes, each with his own pattern."6

While there are no two children alike, fortunately similarities in characteristics, needs and certain aspects of behavior are expected as well as differences. To develop as meaningful program of service it is necessary to know as much as possible about preschoolers characteristics, including present capabilities, needs in relationship to the library, interests self-image, and qualities.

At the age of three, according to Ilg and Ames:

Greater maturity has led him to feel much more secure... secure within himself and secure in his relations to others... But above all, his increased ability with and interest in language help him to be a delightful companion, an interesting group member. His own vocabulary and ability to use language has increased tremendously in most cases. His own application of the language of others has increased similarly. Now he can not only be controlled by language, but he can be entertained and

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and himself can entertain. He loves new words, and they can often act like magic in influencing him to behave as we would wish. Such words as 'new', 'different', 'big', 'surprise', 'secret', all suggest his increased awareness in the excitement of new horizons. Such words as 'help', 'might', 'could', 'guess', are active motivators to get him to perform tasks... Three goes forward positively to meet each new adventure.

At the preschool level, vocabulary and language skills are developed largely through imitation.

The young child acquires his linguistic and thinking habits only through communication with other human beings. It is only this association that makes a human being out of him, that is, a speaking and thinking being. But if this communication with other human beings did not evoke him, for even a short period of time, a special, heightened sensitivity to the materials of speech which adults share with him, he would remain, to the end of his days, a foreigner to the realm of his own language, as though repeating lifelessly the dull rules of text books.

Children of this age are particularly quick to imitate attitudes and feelings as well as the actions of those around him. They are uninhibited in their responsiveness which may lead to a chain reaction within a group.

Children both enjoy and expect repetition and find satisfaction in following a familiar routine. At the same time, they also are curious about the unknown. They ask many questions which require immediate answers if possible.

It is said that children and wise men ask questions. The child learns many things quickly and permanently. Throughout his childhood years he is learning to communicate, to listen,

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to know and understand, and to speak more effectively. He is learning to be at home in his world, learning to read its signs and portents, learning to read people, learning to act less on impulse and more with purpose.

In addition, young children have other basic needs including: need for security; need for belonging; need to feel accepted; need to feel adequate; need for recognition; need for play; need for inner resources.

Emphasis placed on the needs of the preschool age bracket has been evidenced by the establishment of child-care centers, day nurseries, church-sponsored nurseries, parent-cooperative centers, parent education groups and high school homemaking nursery schools. These have made facilities available for a large number of children to help them develop to their fullest potentials.

"Head Start", an educational program began in 1965 by the Office of Economic Opportunity of the federal government has also placed emphasis on the needs of preschoolers, particularly those who have no opportunity for any sort of preschool training in the lower socio-economic class. This program was set up under the direction of the U.S. Commissioner of Education, Frances Keppel, for underprivileged children at the ages of three to five because many disadvantaged children have never visited a library or looked at a book and have never even heard hundreds of words that are well within the comprehension of young children.

"Sesame Street", a television program, was introduced in 1969 for children three to five by the Children's Television Workshop of National Educational Television in New York City. It was designed for children of all socio-economic levels.

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Preschool children come from a wide variety of backgrounds and experiences. Their homes may be so-called "good" homes or one which is classified in the low socio-economic status. The specifics of each community vary and so do the experiences of the preschooler. Therefore, it is necessary to analyze the community in which a preschool story hour is to be conducted.

**Role of the Public Library in Service to the Preschooler**

With this information in mind, just what is the role of the library? How can the library meet the needs and interests of the preschool child in a preschool story hour and/or preschool media collections and related activities?

Although it may seem that it would be unnecessary for the public library to be overly concerned for preschoolers since there are day care centers, nursery centers, "Head Start", and television programs like "Sesame Street" available to them, still there are many children which are not reached by these programs for a number of reasons. The preschool story hour still has a definite value to contribute. "The public library can assume a vital role by extending its services to include preschool story hours. New insights and research reveal the significance that verbal communication has in developing a potential for learning and for success both in school and beyond." 10 "Research has indicated that close to 90% of a person's working vocabulary is picked up before he is five years old." 11 The well planned story hour and media program

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10 Moore, op. cit., p. 32.

11 Foster, op. cit., p. 7.
encorporates this significant verbal communication within its basic goals, purposes and functions. A child's oral vocabulary is reflected and enriched because good picture books use language that catches the ear and sings in the mind.

Another basic goal of the preschool story hour or media program is to introduce children to the best in literature and picture art. The enjoyment of books helps to build a solid foundation and motivation for learning to read as he gets older. The child wants to be able to have a story any time, not just when someone has the inclination to read or tell a story to him. Along with this it is interesting but rather sad to note that books are not always available to children particularly in depressed areas. Therefore, preschool story time and related activities may be even more vital as Dr. James L. Hymes, Jr. reveals:

It is good to see children beginning to get the break that all young children deserve. These children are frequently called 'culturally deprived'... a terrible term!... All Threes and Fours and Fives are 'culturally deprived'... even children from more privileged homes. Youngsters this age are reaching out for more ideas, more sights, more friends, more new experiences than even the best homes can usually provide.12

Another important aspect of preschool story hour or media program is that it is great fun for everyone. It is an important learning experience for the child. He is learning to be part of a group his own age. For many children this is a new experience. He learns simple rules for sharing experiences. He learns to listen and sit relatively quiet for short periods of time. To meet some

of the needs of the preschooler as previously mentioned in this paper, security as a need can be partly met by the repetition in routine accompanied by a dependable, loving relationship with the storyteller or program leader. "Children feel secure when the adults who work with them value them to the point of empathy with them." Emotional security can be found in stories of family affection and other family relationships, showing love, courage and gaiety whether they be stories of humans or animals.

Group participation with those of this own age fulfills a need to belong. The 'we-feeling' is cultivated in regularly scheduled story hours or media programs. It helps the preschooler to grow beyond 'my' family, 'my' friends and 'my' library. Children may come into contact with children from other neighborhoods, races and family backgrounds. Books and related audio visual materials will also give the feeling of belonging to others outside their environment.

A simple choice such as letting a child decide which book or books or other media to take home, helps fulfill the need for self-realization. An awareness of self-importance of appreciation for himself is developed as an awareness of the importance of others develops. Stories told in story hours and films used in media programs can help to develop this awareness.

The simple rules and regulations necessary for a story hour or media program can also provide guidelines upon which a child can receive approval. For instance, "Johnny, I am very proud of you for

\[13\] Ibid.
sitting still today."

Besides cultivating desirable behavior, praise can also fulfill a need for feeling adequate. A child needs to be thanked for any small task he performs like picking up a pillow or closing the door.

After a few visits to the library for the media program or story hour, a child will probably begin to feel at home, independent and adequate enough to enter the group alone. He is willing to stay knowing mother will be waiting when the program is over. The feeling of adequacy is also built as he learns to take responsibility for the care and safe return of the books he checks out.

As a child identifies with characters in the stories and poems read or told to him on his own level, he finds new ways of looking at the world around him. Besides sharing confidences and experiences with the storyteller or person in charge of the program, he also has something special to talk about with his family and friends outside the story hour group.

The need for recreation or play is a basic human need which can be defined as a desire for change and a relief from pressure. The restrictions of being young or little can often be relieved by humorous tales. Laughter provides release from emotional tensions.

There are also times of distress when a child needs to feel comforted and helped. The memory of happy thoughts from poems and stories bring comfort, combat loneliness, and overcome fear. Media that help build inner resources through vicarious experiences also help the child to understand the often strange and difficult world.

Naturally, preschool story hours or media programs can not fulfill all the needs of the child. They are not to be considered a babysitting service, nor are they strictly like a nursery school
which is education-centered, although trends indicate that the public library may be headed more in that direction. Yet these programs can contribute to some pertinent social needs. The story hour or media program awakens new interests. He learns to direct his own activities. Preschool story hour with emphasis on verbal communications, books, pictures and exploration into new experiences has a valuable role in the life of a preschooler, particularly one in a lower-class setting. Any doubts of this will be set aside after reading Mr. Hunt's statement:

Children aged 3 and 4 should have the opportunity to hear people speak who provide syntactical models of standard grammar. The behavioral models would lead gradually to interest in pictures, written words and books. The objects provided and appropriate answers to the 'why' questions would lead to interest in understanding the workings of things and the consequences of social conduct. Thus the child might gradually overcome most of the typical handicaps of his lower-class rearing by the time he enters grade school.14

No library is too big or too small to include a preschool story hour. Since no special room is necessary, even the smallest library with a few shelves of children's books has a corner that would be a good location for a preschool story hour group. On the other hand, media collections and programs of related activities may only be possible in a larger library with access to necessary additional funds and space. Larger libraries may have a special room away from the children's department for telling stories, showing films and other special programs.

Though libraries vary widely in story hour practices, all variations are in accord with the basic goal of leading children to literature. Vardine Moore has listed some of the variations of story hour programs, most of which could easily be adapted for media programs:

**Schedules followed are:**
- Each fall and spring for five consecutive Tuesday mornings.
- Five times a year, four seasonal programs with an extra summer program.
- The same as the school year from September or October until June.
- Twice a week if the group grows too large and must be divided.
- Some continue with a summer session.

**The length of the meeting varies:**
- One half hour.
- Three-quarters of an hour.
- One hour, part of which time is spent in preliminaries and farewells.

**Registration practices:**
- Any time the child reaches the age of three.
- A week or two before the first session.
- At the time of the first session.
- Cards are dated and filed. When the group is filled according to the date of registration, others must wait.

**What to do with the parents:**
- Some frankly say, 'Let them follow their own pursuits.'
- Encourage them to browse in the library.
- Carry on a simultaneous program for the parents.
- Some insist that they remain during the program.
- Some insist that they leave.
- Some allow parents to stay for the first meeting or until a fearful child becomes oriented.

**Programs follow a pattern:**
- Greeting children as they enter.
- Using a name tag for identification, pinned on or hung around the neck of the child.
- Give each child a book to look at until all have arrived, or let the children browse at will among the children's books.
- Observing points of interest in the room (special exhibits, permanent exhibits).
- As a signal that stories are about to begin, some have the ceremony of lighting a candle which is extinguished when the story hour is ended.
- Start program on time with a theme song, when children may take hands and march into the story telling room or corner.
Simply sit down and sing or clap to the music. Follow theme song with other appropriate actions, a train, an airplane. Spend a few minutes in conversation... what happened during the week, or sharing something brought from home -- a favorite toy or interesting object. Finger play to bring all to attention. First story. (Many say use the longest one first.) If a child has a birthday sing "Happy Birthday." Some celebrate once a month for all who have had birthdays that month. For longer periods, filmstrips, movies, flannelboards, special occasion parties with treats, a visit from some outside person with a special interest or talent. Good-by's are said, with or without a puppet. Name tags are returned. Selection of books to take home.

Recent Trends in Public Library Service to the Preschooler

As mentioned earlier, a trend toward public library active involvement in preschool education beyond the preschool story hour can be documented only in the past few years.

In November 1972, Erie Public Library, Erie, Pennsylvania implemented a one-of-its-kind-in-the-country federally funded pilot project entitled Media Library for Preschoolers to provide "a fun introduction to library services for those children who have not begun formal education." The following library objectives are explained by Dale Craig, extension librarian and co-developer along with Kenneth G. Sivulich, library director: "It is designed to introduce preschoolers to the library, to channel their curiosity with stimulating media experiences, and to provide alternates to structured

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preschool programs." The four thousand square feet of space allows for flexibility of service and includes a story telling room, a Listening Cave for use of audiovisual equipment and materials, a Play Pen for parents and Sibling Corner for older brothers and sisters as well as plenty of space for preschoolers to sit and play on the acoustical carpeted floor.

Materials circulated (and utilized in the library) include cassette player-recorders, phonoviewers, both silent and sound filmstrip viewers, phonographs, cassette tapes, toys, study prints, puppets, programmed instruction, slides, filmstrips, puzzles, games, dolls, magazines and animals (rabbits, snakes, lizards, rats, mice, guinea pigs, gerbils) plus their food and cages. There are also books.

In addition, the Story Line enables area children to be entertained by a two minute prerecorded story, song or poem simply by dialing a number on the telephone. This project has introduced many parents to a new library concept through the obvious absence of the "Please Be Quiet" signs.

San Francisco Public Library received a grant of $45,000 through their State Library under the Library Services and Construction Act in 1972 to develop an innovative program for adults associated with children ages two to five. The project designed by Effie Lee Morris, co-ordinator of Children's Services operates on two levels; city wide organized programs and pilot projects in three housing projects located in predominantly Black, Chinese and Spanish-speaking areas. "City wide, the staff of two children's librarians is available to work with children's librarians, parents and adults in organ-

17 Ibid.
18 Ibid.
ized programs, nursery schools, Head Start programs, Day Care centers and staff of community agencies such as mental health, health and social services."¹⁹ They demonstrate techniques of reading aloud, story telling, finger games and puppetry and provide information about books and media which can be used. In the three housing developments, staff works directly with parents showing them how to use books and non-print materials with their children. The Early Childhood Education Project provides a demonstration reference collection of books, records, films, cassettes, toys, filmstrips, games and puzzles for children five and under as well as books for adults about young children.

North Carolina Central University, Durham, North Carolina has recently set up a Early Childhood Library Specialist Program designed to train librarians working in the preschool field. Mrs. Tommie Young, director, feels the Early Childhood Library Center, a demonstration model, is an integral part of the program.

The library collection for preschoolers includes carefully selected toys, educational games and aides. Although toys are used in the center, it is a mistake to speak of it as a 'toy library', since the wide variety of educational media used in the program includes books, television, and devices the children can operate themselves."²⁰

In 1972, Glassboro Public Library in New Jersey became the recipient of a Library Services and Construction Act grant to provide a reading readiness program of outreach to preschool children and their


parents. This program is called Good Start. "The idea behind the program was simple. The first five years of a child's life can be the most productive years for learning because this is the period when the brain is growing most rapidly..." The program is designed not only to teach preschoolers, but to help parents to teach their children.

Promoting Preschool Programs

The value of preschool story hour, media collections and activities in the library is evident, but, perhaps a more challenging task still lies ahead, that of promoting and implementing the preschool program. The public may request a preschool story hour or a media type program, money, volunteers and necessary staff may even be available, but there are always some parents in a community who do not care what happens to their children and will make no effort to bring them to the library for preschool programs. This is the area that this writer feels needs a great deal of attention.

Publicity is necessary to re-educate those adults who have not seen the value of the library for their preschool children. The old stereotype of the librarian and the library needs to be cast aside and the new "image" publicized in every possible manner. Some ideas for publicity appear on Vardine Moore's list:

Publicity includes:
- Word of mouth.
- Notices in adult and childrens' departments.
- Announcements at P.T.A. meetings.
- Newspaper announcements, feature articles, and pictures.

TV and radio programs.
Talks to interested groups.
Invitations sent out prior to the first meeting to parents who have shown interest.
Demonstrations at Book Fairs.
A demonstration was once given in a corner display window of Sears, Roebuck and Company during a week of showing various library services.22

Publicity gimmicks are used in commercial advertizing and the library should not be afraid to try some of them.

One way of reaching those who do not come to the library is to take the story hour or media program to them as the Good Start project does in Glassboro, N.J. Well-trained volunteers could be used to reach out to serve organizations within the community like day care centers, nursery schools and "Head Start" groups. It is necessary to talk with the directors and teachers of such organizations to create interest and cooperation in setting up programs within their centers. It is hoped, if possible, that this will also encourage these centers to make plans to visit the library for story hours and/or media activities. Parents and children who are not aware of existing library services may be encouraged to come to the library.

Other suggestions might be to have a story teller go to parks and playgrounds during the summer and other times of the year when the weather is not inclement. A bookmobile may be used for story hours in neighborhoods farther away from the main library or its branches.

Section 3

CONCLUSION

To summarize briefly, this paper has analyzed preschoolers as a general audience and described the role of the public library including not only the traditional preschool story hour and related activities, but also some of the recent trends toward media collections and related activities. Ideas for promoting and publicizing preschool programs were also discussed.

This writer would like to reemphasize the important role public libraries can play in the life of a young child. By encouraging the development of a library habit at this early age, a pattern may be molded for a life long habit of library use. The preschool library habit can also have positive implications for school library use as well as public library use.

With the development of school libraries, public libraries are relieved of the direct responsibility of serving as a primary source of information for school assignments. As more elementary libraries develop, the public library's role becomes more and more that of supplying supplemental and recreational reading. This is good! This should also allow more time for developing and promoting new programs. The preschool area is a most obvious direction to take. It is a challenge to libraries to keep pace
with the growth of interest and concern for the preshoaler.

Where there are no preschool programs available, and even where they are plentiful, the library preschool story hour can offer a unique contribution to existing programs with free access to books and to library-centered activities. 23

In an attempt to meet this challenge, this writer has completed and appended a copy of an "Application for L.S.C.A. Grant" with its preface. This project entitled Experimental Pilot Project for Early Childhood Enrichment is a three year project aimed primarily as an outreach program for preschoolers attending Day Care and Preschool Centers including Head Start and Home Start in Waterloo. It briefly consists of developing a media collection first, including books, 8mm film loops, sound filmstrips, cassette tapes, educational games and toys as well as the equipment to use these materials. Secondly, the project provides a means of transporting these materials and staff to the fourteen centers on a once every two week basis for the purpose of providing story hour and related media activities, teaching the use of the materials and equipment as well as checking out materials to the centers, children and parents. Although the main thrust of the program is outreach, there will be special additional story hours and media activities for preschoolers coming to the present library facilities. Notification was received March 13, 1974 to the effect that this project will receive funding at $17,000 for the first year beginning July 1974.

23Ibid., p. 40.
BIBLIOGRAPHY


PREFACE

All preschool children in Waterloo should have the opportunity to become familiar with the library facilities and services available to them. For some children, the library may be their first encounter with the world and wonder of books. The enjoyment of books builds a foundation for learning to read. Other forms of media can further enhance this foundation and at the same time give an enjoyable, entertaining introduction to the library. The development of the library habit before starting grade school can make a tremendous contribution to a child's whole future.

"Research has indicated that close to 90% of a person's working vocabulary is picked up before he is five years old."¹ The library preschool story hour and supportive media and activities can help to develop a child's working vocabulary. Since good picture books are not designed to teach reading skills, they can draw on a wide range of words, reflecting and enriching a child's oral vocabulary.

Mr. J. McVicker Hunt, a noted child psychologist, indicates another value particularly in preschool story hours; "Children aged 3 and 4 should have the opportunity to hear people speak who provide syntactical models of standard grammar... Thus, the child might gradually overcome most of the typical handicaps of his lower-class rearing by the time he enters grade school."²

2.

Emphasis on meeting the needs of the preschool child are evidenced by the fact that day nurseries, child-care centers, private nurseries, church-sponsored nurseries, parent co-operative nursery schools and parent education groups have been established. The Head Start and Home Start projects are evidence of concern by the federal government. All these have made facilities available, but still many children in Waterloo do not have the opportunity for any sort of preschool training. The library needs to keep pace with the phenomenal growth of interest and concern for the preschool child. "Where there are no preschool programs available and even where they are plentiful, the library preschool story hour can offer a unique contribution to existing programs with it's free access to books and library centered activities." 3.

By way of prefacing this project, one more quotation emphasizes the importance of preschool story hours and related activities. Dr. James L. Hunt, educator, in discussing programs for culturally deprived children reveals, "It is good to see some children beginning to get the break that all young children deserve. These children are frequently called 'culturally deprived' -- a terrible term!... All Threes and Fours and Fives are 'culturally deprived' ... even children from more privileged homes. Youngsters this age are reaching out for more ideas, more sights, more friends, more new experiences than even the best homes can usually provide." 4. Therefore, the ultimate goal of this project, is the development of the library habit during a child's most formative years.


APPLICATION FOR L.S.C.A. GRANT

SECTION A - Project Data

1. Project Title: Experimental Pilot Project for Early Childhood Enrichment

2. Project Type: (e.g. Service to the Disadvantaged, Service to the Physically Handicapped, etc.) Experimental pilot project to improve inadequate service to all preschool children See * cont. on back

3. Agency: Waterloo Public Library

4. Address: 626 Mulberry Zip 50703

5. Phone: 291-4476

6. Project Dates: July 1, 1974 through June 30, 1977

7. Geographical & Population Data:
   a) Total number of counties served One
   b) Total number of persons in area served 75,533 (1970 census)
   c) Estimated number of people to be served by project 4,235 preschoolers ages 3-5 and their parents (1970 census)
   d) Predominant Characteristic of Area Served - (Give best estimate of the percentage distribution of persons served within each of the following areas):
      (1) Model City Neighborhood 0 %
      (2) a. Urban 100 %
         b. Suburban 0 %
         c. Rural 0 %

8. Target Group
   a) Type of Group(s) to be Served:
      ...Economically Disadvantaged X **See note on back
      ...Physically Handicapped X ***See note on back
      ...Migrant 0
      ...Aging 0
      ...General Public 0
      ...Other - (Please specify) Preschool children
in Waterloo initially by providing an outreach program for easy access to library services. Since Waterloo has been designated as a Regional Resource Center and has a contract with the Northeastern Regional Library System, this project will serve as a model for other libraries within the Regional System as well as for other Regional Systems within the state.

** 19% of the children in day-care/preschool programs were reported by the schools as coming from low-income families. The 1970 census figures indicate that 7.6% of the total families in Waterloo have incomes below poverty level.

*** Handicapped conditions totaled 4% of the enrollment as reported by day-care/preschool programs.
8. Target Group - (cont'd.)

b) Ethnic or Racial Group:

Is this project primarily for a specific ethnic or racial group?

Yes

No, but see figures below and on back

If "Yes", give best estimate of percentage distribution of persons served:

(1) a. American Indians 16% 
   b. Blacks 0% 
   c. White 0% 
   d. American Orientals 0% 
   e. Other 0% 

(2) If Spanish surnamed:
   a. Mexican Americans 0% 
   b. Cuban 0% 
   c. Puerto Rican 0% 
   d. Other 0% 

c) Age Group to be Served:

1. 100% (0-14) and 
   and parents 
2. 0% (15-24) 
3. 0% (25-64) 
4. 0% (65-Over) 

9. Number of Participating Libraries and Agencies:

1. One Public 
   6. 0 Special 
2. 0 School 
   7. 0 Hospital 
3. 0 Vocational 
   8. 0 Correctional 
4. 0 Jr. College 
   9. 0 Residential School 
5. 0 Other Academic 10. 15 Other Agencies 
   (Please Specify): 
   preschool & day-care centers 

Total: (sum of items 1 thru 10) 16
The 1970 census figures indicate that 8.6% of Waterloo's total population was black and 12.3% of the preschoolers (3-5) were black.

Enrollment figures as reported by day-care/preschool centers indicated 16% of the children enrolled in these centers are black.

From this information we can see that there is a larger percentage of the preschool blacks than the general totals indicate and in addition, by serving the preschool children in these centers, we will be serving an even larger percent of the total preschool black population. Media would be selected with emphasis on meeting the interests and needs of black children.
SECTION B - Proposed Expenditures: YEAR 1

<table>
<thead>
<tr>
<th></th>
<th>Federal</th>
<th>Local</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salaries and Wages</strong></td>
<td>$5,100</td>
<td>$11,482</td>
<td>$16,582</td>
</tr>
<tr>
<td><strong>Books</strong></td>
<td>0</td>
<td>3,408</td>
<td>3,408</td>
</tr>
<tr>
<td><strong>A-V Materials</strong></td>
<td>5,528</td>
<td>1,047</td>
<td>6,575</td>
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<tr>
<td><strong>Equipment</strong></td>
<td>5,484</td>
<td>0</td>
<td>5,484</td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td>200</td>
<td>500</td>
<td>700</td>
</tr>
<tr>
<td><strong>Contractual Services</strong></td>
<td>500</td>
<td>0</td>
<td>500</td>
</tr>
<tr>
<td><strong>Other Expenses</strong>*</td>
<td>500</td>
<td>875</td>
<td>1,375</td>
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<td><strong>Total</strong></td>
<td><strong>$17,312</strong></td>
<td><strong>$17,312</strong></td>
<td><strong>$34,624</strong></td>
</tr>
</tbody>
</table>

SEE DETAILS BELOW

* Objects of non-expendable equipment such as shelving, furniture, office machines, etc.
** Services to be performed by an outside organization or firm.
***Supplies, printing, postage, rental, etc.

**BOOKS**

780 books @ 4.37 $3408.00

**AV MATERIALS**

75 8mm film loops @ 25.00 $1875.00
250 sound filmstrips @ 15.00 3750.00
100 tape cassettes @ 7.00 700.00
25 educational games & toys 250.00

**TOTAL** $6575.00

**EQUIPMENT**

1 projection screen $75.00
2 sound film strip projectors @ 275.00 550.00
2 sound film strip projectors @ 295.00 590.00
2 8mm film loop projectors 269.00
1 delivery van 4000.00

**TOTAL** $5484.00

**OTHER EXPENSES**

cataloging & processing $875.00
film rental 500.00

**TOTAL** $1375.00
SECTION B - Proposed Expenditures: YEAR 2

<table>
<thead>
<tr>
<th></th>
<th>Federal</th>
<th>Local</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Wages</td>
<td>$5,352</td>
<td>$9,868</td>
<td>$15,220</td>
</tr>
<tr>
<td>Books</td>
<td>0</td>
<td>4,500</td>
<td>4,500</td>
</tr>
<tr>
<td>A-V Materials</td>
<td>4,300</td>
<td>0</td>
<td>4,300</td>
</tr>
<tr>
<td>Equipment*</td>
<td>3,300</td>
<td>0</td>
<td>3,300</td>
</tr>
<tr>
<td>Travel</td>
<td>200</td>
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<td>700</td>
</tr>
<tr>
<td>Contractual Services**</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Expenses***</td>
<td>1,716</td>
<td>0</td>
<td>1,716</td>
</tr>
<tr>
<td>**Total</td>
<td>$14,868</td>
<td>$14,868</td>
<td>$29,736</td>
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SEE DETAILS BELOW

* Objects of non-expendable equipment such as shelving, furniture, office machines, etc.
** Services to be performed by an outside organization or firm.
***Supplies, printing, postage, rental, etc.

AV MATERIALS

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 blank cassettes @ 1.00</td>
<td>$300.00</td>
</tr>
<tr>
<td>100 educational games &amp; toys</td>
<td>1000.00</td>
</tr>
<tr>
<td>100 8mm magnetic sound films @ 30.00</td>
<td>3000.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$4300.00</td>
</tr>
</tbody>
</table>

EQUIPMENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 telecassette dial access players</td>
<td>$1500.00</td>
</tr>
<tr>
<td>1 cassette duplicator</td>
<td>1000.00</td>
</tr>
<tr>
<td>1 dual 8mm/magnetic sound projector</td>
<td>800.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$3300.00</td>
</tr>
</tbody>
</table>

OTHER MATERIALS

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>film rental</td>
<td>$1500.00</td>
</tr>
<tr>
<td>telephone lines for dial-a-story</td>
<td>216.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$1716.00</td>
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</table>

## SECTION B - Proposed Expenditures: YEAR 3

<table>
<thead>
<tr>
<th></th>
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<th>Local</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salaries and Wages</strong></td>
<td>$5,616</td>
<td>$7,232</td>
<td>$12,848</td>
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<tr>
<td><strong>Books</strong></td>
<td>0</td>
<td>2,250</td>
<td>2,250</td>
</tr>
<tr>
<td><strong>A-V Materials</strong></td>
<td>2,150</td>
<td>0</td>
<td>2,150</td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td><strong>Travel</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Contractual Services</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Other Expenses</strong>*</td>
<td>1,716</td>
<td>0</td>
<td>1,716</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$9,482</td>
<td>$9,482</td>
<td>$18,964</td>
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</table>

SEE DETAILS BELOW

* Objects of non-expendable equipment such as shelving, furniture, office machines, etc.

** Services to be performed by an outside organization or firm.

*** Supplies, printing, postage, rental, etc.

### AV MATERIALS

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 8mm film loops @ 25.00</td>
<td>$625.00</td>
</tr>
<tr>
<td>50 sound film strips @ 15.00</td>
<td>750.00</td>
</tr>
<tr>
<td>25 educational games &amp; toys @ 10.00</td>
<td>250.00</td>
</tr>
<tr>
<td>21 8mm magnetic sound films @ 30.00</td>
<td>625.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$2250.00</strong></td>
</tr>
</tbody>
</table>
SECTION C - Description of Project

1. Needs Assessment -

Describe, using measurable criteria, the present situation; set of circumstances. Why is the project needed?

At the present time, the W.P.L. is conducting preschool story hours open to the public three times each week. There are also two nursery centers that bring their children on a weekly basis during clement weather for special story hours. There is an average attendance of 50 preschool children per week.

There are other preschool groups from Head Start and other day care and nursery centers that come to the library for special story-times, perhaps once or twice a year.

Currently, at least 90% of the day care/preschool centers make use of the library's preschool book collection. With the library's present circulation system, it is impossible to give an exact number of books circulated for this specific purpose.

As of December 1973, ten preschool centers have been issued library cards in the name of the center or preschool.

Many preschool and day care centers have expressed a desire to bring preschool children to the library on a regular basis, however, transportation is a problem, not only from the standpoint of getting the children to the library, but also parking is a problem once they get to the present library facilities. There are also regulations about taking these children out of the center once they have been placed there by the parent.

In contacting and talking to the directors of these centers, the overwhelming response to a possible outreach program was positive. These directors feel the children in their centers...
would gain tremendously from a regular media van visit and story hour activities. The potential number of preschoolers the library could reach in these centers totals 835 as this is the combined total enrollments. According to 1970 census, Waterloo currently has slightly over 4,000 preschoolers (3, 4 & 5 year olds), therefore the library would be reaching 20% of the preschoolers in Waterloo through these centers alone. Of this 20%, the following percent come from economically disadvantaged homes: 19%; have handicapped conditions: 4%; are black children: 16%.

As of the 1970 census, there were 4,235 children ages 3-5; 523 of these were negro and 29 were other than negro or white. This means 12.3% of the preschoolers were black. Also as of 1969 (1970 census), 7.6% of the families in Waterloo were below poverty level.

The library is currently doing very little to reach the children of economically disadvantaged families because it is, indeed, difficult to motivate many of these parents to bring their children to the present library facilities. The outreach program to the preschool centers may be our only way of reaching many of these children.
SECTION C - Description of Project

2. Give a general description of the project.

Yr. 1 - 1. The W.P.L. will develop a preschool media collection.
2. The library will purchase and equip a vehicle for delivering staff and materials to preschool and day care centers.
3. The library will provide staff to work with children in preschool centers on a regular basis.
4. The library staff will also work with center personnel on use of library materials with children.
5. The library staff will work with parents through preschool centers to encourage and train them in the use of library materials with their children at home.
6. The library staff will develop special interest bibliographies (such as emotions, hospitalization, seasons) for use with children by parents, center directors, and other libraries.
7. The library will promote this project through publicity to parents of preschoolers attending day care/preschool centers as well as to the general public through news media.
8. The library will establish more frequent storytimes for the general public and special groups.
9. The library staff will continually evaluate the successes and failures of the project.

Yr. 2 - 1. The library staff will revise the goals and objectives of the project in light of the experiences of the first year.
2. The library will continue to develop and maintain the Cont. on next page.
11.

preschool media collection and to work with the preschool center.

3. The library will develop a parents' collection of adult materials dealing with all aspects of children's literature and early childhood including education, philosophy, health, parties, games, etc.

4. The library will prepare and make available dial-a-story programs for preschoolers.

5. The library will plan and present a special preschool film festival.

6. The library will plan and present other special activities for preschool children in the library.

7. The library will use the news media to publicize preschool activities.

Yr. 3 - 1. The library staff will revise the goals and objectives of the project in light of the experiences of the first and second year.

2. The library will continue to develop and maintain the preschool media collection, and to work with the preschool centers.

3. The library will continue to develop and maintain the parents' collection.

4. The library will continue dial-a-story programming.

5. The library will continue other special activities for preschoolers.

6. The library will continue publicity.

7. The library will exhaustively evaluate the successes and failures of the entire project and decide what mod-
12.

ifications to make and what parts to continue and/or expand with 100% local funding.
SECTION C - Description of Project

3. Identify all other libraries and/or agencies or institutions (if any) participating in the project by name, type of organization. Briefly explain the role to be played by each in the administration of the project.

The Waterloo Public Library will be the administrative body for this project with the following preschool centers participating in the project. They have also been consulted about the project in the planning stages.

<table>
<thead>
<tr>
<th>Licensed Preschools</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC Preschool, 220 Palmer Dr.</td>
<td>66</td>
</tr>
<tr>
<td>Child Training Center</td>
<td>31</td>
</tr>
<tr>
<td>Jack &amp; Jill Play &amp; Learn Center</td>
<td>37</td>
</tr>
<tr>
<td>Klieman's Kiddie Kampus</td>
<td>54</td>
</tr>
</tbody>
</table>

See * cont. on back

4. This project will contribute to attaining the following goals and objectives of the Long-Range Plan (list them):

1. To extend service to preschoolers in Waterloo who have been without access to library service. Preschoolers must rely on a parent or some other adult for a means of transportation to the library or bookmobile stops.

2. To develop a media collection for preschoolers.

3. To improve library service to preschoolers and their parents.

4. To serve preschool children from disadvantaged and ethnic minority families.

5. To enable the Waterloo Public Library to serve as a regional center with a media collection specially designed for preschool children.

6. To create public awareness that library service can enrich the lives of preschoolers.
<table>
<thead>
<tr>
<th>Nursery School</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Sons of Jacob Nursery School</td>
<td>14</td>
</tr>
<tr>
<td>Stewart Preschool Nursery</td>
<td>31</td>
</tr>
<tr>
<td><strong>Licensed Day Care Centers</strong></td>
<td></td>
</tr>
<tr>
<td>Black Hawk Child Development Center</td>
<td>43</td>
</tr>
<tr>
<td>Byron Avenue Day Nursery</td>
<td>95</td>
</tr>
<tr>
<td>Happy Time Day Care Center</td>
<td>44</td>
</tr>
<tr>
<td>Junior Service League Nursery</td>
<td>87</td>
</tr>
<tr>
<td>Marlo Day Nursery</td>
<td>39</td>
</tr>
<tr>
<td>Payne Memorial Head Start Center</td>
<td>60</td>
</tr>
<tr>
<td>Waterloo Child Care Center</td>
<td>70</td>
</tr>
<tr>
<td>Westminster Presbyterian Head Start Center</td>
<td>35</td>
</tr>
<tr>
<td>Home Start</td>
<td>126</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>835</strong></td>
</tr>
</tbody>
</table>
5. State the specific objectives of this project in measurable terms.

Yr. 1 - To make library materials easily accessible to preschool children outside the immediate area of the present library facilities by purchasing a van equipped to carry books and audio-visual equipment and materials. The van would serve as a mini-mobile to take materials to centers where preschoolers may use and/or check them out. Storyhour activities will also be conducted. There are 14 licensed day care and preschool centers, two of which are Head Start Centers plus Home Start. This van will be in operation three to five months after funding becomes available, with 100% of the centers participating on a once every two week basis. The van will be staffed with at least two people, one being a W.P.L. staff member with the other one possibly being a volunteer.

Yr. 2 & 3 - During the 2nd & 3rd project years this objective will be continued and expanded by evaluating the progress of the first year and on that basis implementing additional programs to meet the needs of the preschool children in preschool centers.

Yr. 1 - 2. Preschool media collection will be developed. The project director will select 100 cassette tapes, 250 sound filmstrips, 75 8mm silent film loops, 780 books, and equipment necessary for use of media materials. These materials will be selected for preschool children from Cont. on next page.
recommended sources, acquired and processed for circulation within the first six months of the project's funding. A file of rental 16mm films will also be compiled for use.

Yr. 2&3 - During the 2nd and 3rd project years this objective will be continued and expanded by evaluating the progress of the first year and on that basis purchasing more media to meet the needs of preschool children.

3. To improve inadequate library service to preschoolers and their parents by:
   a. Developing a media collection for preschoolers.
   b. Scheduling more frequent story hours.
   c. Developing a parents' collection.
   d. Scheduling special activities and programs for preschoolers.
   d. Establishing dial-a-story telephone access for preschoolers.

This objective will be accomplished on the following time-table:

Yr. 1 - a. Media collection for preschoolers (For details see objective number two).
   b. More frequent story hours will be established for preschoolers. At the present time, the Waterloo Public Library has preschool story hours which are open to the public three times each week. There are also two nursery centers that bring their children on a weekly basis during clement weather for special story hours. There is an average attendance of 50 preschool children per week.

Cont. on next page.
Additional story hours will be conducted both in the present library facilities as well as at Head Start and day care centers by library staff. Average attendance and/or number of story hours will increase by at least 50% in the first project year.

Yr. 2 - c. A parents' collection of adult books, pamphlets and periodicals will be selected from recommended lists and sources by the project director to be acquired and processed for circulation. This collection will contain materials dealing with children's literature and all aspects of early childhood including different points of view, (education, philosophy, health, parties, games, etc.). (See attached sample copy from San Francisco Project.) A collection of at least 50 titles will be selected, acquired and ready for circulation within the first 3 months of the second year of funding. By the end of the second project year, these materials will have been used and circulation records kept.

d. Film festivals and special activity programs will be planned by the project director, publicized and presented for preschool children by the project staff for a period of six weeks during the second project year. (See Media Library Film Festival) Since the projected group of children in Waterloo which fall into the 3-5 age range will total approximately 4,000 for 1974. At least 20%
of this target group will attend at least one of these sessions.

e. Two and one half to three minute dial-a-story telephone stories and poems will be prepared, and recorded for children ages 3-5 years old. Volunteers will be sought to record the stories and poems, most will also be able to be borrowed in book form from the library. (See Media Library Storyline) Basically there would be one story each day, using 2 or 4 telephone lines, tapes will be prepared the first three months of the second project year and service will begin at the beginning of the fourth month.

Yr. 1 - 4. To serve preschool children from ethnic minority and disadvantaged (below poverty level) families in Waterloo. As of 1969, census figures indicate that 7.6% of the families in Waterloo have incomes of below poverty level. The 1970 census figures also indicates that 12.3% of the preschoolers ages 3-5 were black. Enrollment figures in preschool centers indicate 16% of the preschool children attending are black children and 19% come from disadvantaged families. Since it is even more difficult to reach preschoolers of these families, the basic emphasis will be through children in the preschool projects of Head Start and Home Start in Waterloo. The library media van would make regular visits to the center which are primarily designed for children of ethnic minority and low-income families.

Cont. on next page.
Yr.2&3 During the 2nd & 3rd project years this objective will be continued and expanded by evaluating the 1st year's progress and on that basis implementing additional programs to meet the needs of children of low-income families.

5. To enable the Waterloo Public Library to serve as a regional resource center with media specifically designed for the preschool child. Since the Waterloo Public Library has contracted with the Regional Library for services, the media collection will also be available to preschoolers and their parents in the entire North-eastern Regional Library System. The director will serve as a resource person for other communities wishing to develop preschool programs. Any bibliographies and other data concerning the project will also be available to any library wishing this information.

6. To create public awareness of the library services which enrich the lives of preschoolers. Publicity by radio, television, newspapers, posters and word of mouth will be used to let the public know about the "new" library image. The director will give talks to preschool parents' groups and other interested groups. Hospitals, pediatricians offices, visiting nurses, welcome wagon, welfare offices and other community agencies, etc. will be contacted as possible distribution points to the community.
SECTION C - Description of Project

6. Describe the tasks which will be performed to achieve the stated objectives.

1. The tasks necessary to achieve objective number 1 are:

Yr. 1 -

a. Project director designated
b. Purchase of a van or vehicle.
c. Equipping the van with shelving and storage.
d. One full-time aide hired.
e. Media collection developed. See #2.
f. Set up plan for schedule with centers.
g. Plan storytimes and activities.
h. Present programs to centers.
i. Check out media.
j. Keep attendance figures.
k. Keep circulation figures by type of media.

Yr. 2 & 3 -

a. Evaluate the progress of the first year and revise the goals and objectives of this part of the project.
b. Continue with necessary modifications.

2. The tasks necessary to achieve objective number 2 are:

Yr. 1 -

a. Compile recommended sources of media.
b. Obtain recommendation from preschool center directors and other knowledgeable persons in the preschool field.
c. Director select following media & hardware

1. 4 Sound filmstrip projectors
2. 2 8mm silent loop projectors
3. 250 Sound filmstrips

Cont. on next page.
4. 100 Cassette tapes
5. 75 8mm silent loops
6. 25 Educational games & toys
7. 780 Books & other print materials
d. Some of these materials will be processed and in use within the first 6 months and the rest within the first year.
e. Rental film catalogs will be accumulated.

Yr. 2&3
a. Evaluate the progress of the first year.
b. Revise the goals & objectives of this part of the project.
c. Continue with necessary modifications.

3. Tasks necessary to achieve objective number 3 are:

Yr. 1 -
a. Media collection see # 2.

b. More frequent story hours
   1. Director will set up schedule for center bring the children to the library and taking storytime to centers.
   2. Encourage more preschool storytime attendance via TV, newspapers, radio and notices mailed to preschoolers and talks to interested parent groups.
   3. Director determine best time and set up additional storytimes.
   4. Devise more innovative programs for storytime.

Yr. 2 -
c. Parents' collection
   1. Director obtain recommended lists and sources.
      Cont. on next page.
2. Director select titles.

3. Titles acquired and processed for circulation by staff.

   d. Film Festivals and other special activities.

   1. Director investigate other similar programs.

   2. Plan programs at opportune times.

   3. Publicize programs via news media as well as to centers, P.T.A.'s, etc.

   e. Dial-a-story

   1. Select and purchase cassette recorder, cassette duplicator and equipment necessary.

   2. Solicit volunteers.

   3. Install telephone lines.

   4. Select stories.

   5. Edit stories.

   6. Tape stories and file for use.

4. Tasks necessary to achieve objective #4 include:

Yr. 1 - a. Director work with Head Start.

   b. Director work with Home Start.

   c. Keep records of numbers of children from low-income in centers.

   d. Encourage attendance at special preschool library activities.

   e. Publicize programs for all.

   f. Plan special interest programs.

Yr. 2 & 3 - a. Evaluate progress of the first year.

   b. Research other possible approaches for meeting the needs of the disadvantaged child.

   Cont. on next page.
c. Choose additional plan and put into operation.
d. Dial-a-story for easy access.

5. Tasks necessary to accomplish objective #5:
a. Media collection development.
b. Records kept.
c. Bibliographies made available to all.
d. Circulation of media to Regional Libraries.
e. The director serving as a resource person upon request.

6. Tasks necessary to accomplish objective #6:
a. Publicity via newspapers, TV, radio, posters, word-of-mouth.
b. Talks to interested groups.
c. Special interest bibliographies and publicity developed to be distributed by and through hospitals, pediatricians offices, visiting nurses, welcome wagon, welfare offices and others.
SECTION C - Description of Project

7. For each objective, state the criteria which will be used to measure the degree to which it has been achieved.

1. For objective #1 measurement:
   a. When was project director designated?
   b. When was the van purchased?
   c. How soon was van equipped and ready for service?
   d. When was the aide hired?
   e. Was media collection developed and ready for service on schedule?
   f. When were schedules completed for service to centers?
   g. Were storytimes and other activities planned on schedule?
   h. When were programs presented to centers? How many children attended? Rating of programs by center directors?
   i. What media has been checked out?
   j. What attendance figures were kept?
   k. How many items were circulated?

2. For objective #2 measurement:
   a. What recommended sources were compiled? How many?
   b. What recommendations were received from preschool directors? How many?
   c. Were media selected on schedule? How many of each?
   d. Were these materials processed for circulation on schedule?
   e. How many rental film catalogs were accumulated?
   f. How did the center directors evaluate the media collection?
   g. How many of each type of media were circulated?

3. For objective #3 measurement:
   Part a. Media collection (See object #2.)

Cont. on next page.
Part b. More frequent storytimes
   a. What innovative ideas for storytime were used?
   b. What news media were used to encourage attendance?
   c. Has the number of storytimes increased by 50% in the first year?
   d. Has the total attendance increased by 50% in the first year?

Part c. Parents' collection
   a. What sources were used?
   b. Were 50 titles processed for use in the second project year?
   c. What was the circulation on these items?
   d. Was a parents' evaluation of this collection made via a survey of users?

Part d. Film Festival and other special activities
   a. What programs were studied?
   b. What publicity was used?
   c. When was the Film Festival conducted?
   d. How long was it?
   e. How many film programs were shown?
   f. How many times was each program shown?
   g. How many children and adults attended?

Part e. Dial-a-story
   a. When was equipment ready for use?
   b. How were volunteers solicited?
   c. How many volunteers took part?
   d. How many stories were used?
   e. How many times were stories heard?

   Cont. on next page.
25.

f. How many telephone lines were used?
g. When did the program become available to the preschool public?

4. For objective #4 measurement:
Yr. 1-a. What work was accomplished with Head Start and Home Start?
b. How many children from low-income and ethnic minority families were served?
c. What special interest programs were planned?
d. What publicity was used?

Yr. 2&3.

a. Evaluation findings from the first year.
b. What research was made in the area of disadvantaged needs and interests?
c. Were new approaches put into operation?
d. Was Dial-a-story implemented as scheduled?

5. For objective #5 measurement:

a. Was the preschool media collection developed?
b. Were reports and records completed and submitted to the State Library for monitoring?
c. How many bibliographies, etc. were developed and made available?
d. What media were circulated to other than Waterloo patrons?
e. How many times was the director called on as a resource person?
f. How many questions and inquiries have been answered by the project?

Cont. on next page.
6. For objective #6 measurement:

a. What publicity has been used?

b. How often? Which media?

c. What agencies in the community have been utilized to publicize and distribute materials relating to the project?
SECTION C - Description of Project

8. Describe briefly any special or unique characteristics of the project, particular areas of emphasis and special resources required to conduct this project.

1. This is a pilot experimental project designed for all preschoolers in Waterloo.

2. It is the first project of this type in Iowa.

3. It is an outreach program, but at the same time encourages use of current facilities.

4. Close cooperation of day care and preschool centers is an important and unusual aspect of the project.

5. Special cooperation with Head Start and Home Start projects are also important.

6. Although the project is aimed at all preschoolers, an analysis of the Waterloo community indicates a substantial percent of the preschoolers are in the target areas of ethnic minority and economically disadvantaged families. These factors have and will play an important role in the planning and implementation of this Early Childhood Enrichment project.
APPENDIX

Attached are some items of interest from similar projects in other parts of the country. Several of these items are referred to in the text of the application. Also attached is a letter from one of the directors of a preschool here in Waterloo.
A sampling of titles in the parents' collection: Books.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher, Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almy, Millie</td>
<td>Young children's thinking.</td>
<td>Teachers College Press, 1966</td>
</tr>
<tr>
<td>Baker, Katherine Read</td>
<td>Ideas that work with young children.</td>
<td>Doubleday, 1972</td>
</tr>
<tr>
<td>Boldt, Mariel</td>
<td>A child's mind.</td>
<td>Prentice-Hall, 1966</td>
</tr>
<tr>
<td>Hettelheim, Bruno</td>
<td>Dialogues with mothers.</td>
<td>Russell Sage, 1970</td>
</tr>
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<td>Chall, Jeanne</td>
<td>Learning to read: the great debate.</td>
<td>Viking, 1972</td>
</tr>
<tr>
<td>Chess, Stella, et al.</td>
<td>Your child is a person.</td>
<td>Naught, 1970</td>
</tr>
<tr>
<td>Dodson, Fitzhugh</td>
<td>How to parent.</td>
<td>Doubleday, Sloan, 1964</td>
</tr>
<tr>
<td>Fraiberg, Selma</td>
<td>Day care: how to plan, develop and operate a day care center.</td>
<td>Scribners, 1959</td>
</tr>
<tr>
<td>Ginott, Haim G.</td>
<td>The magic way.</td>
<td>Macmillan, 1965</td>
</tr>
<tr>
<td>Goodman, Mary Ellen</td>
<td>Between parent and child.</td>
<td>Macmillan, 1964</td>
</tr>
<tr>
<td>Gorson, Ira J.</td>
<td>Race awareness in young children.</td>
<td>St. Martin's, 1972</td>
</tr>
<tr>
<td>Karelitz, Samuel</td>
<td>How children fall.</td>
<td>Random, 1969</td>
</tr>
<tr>
<td>Matterson, E.M.</td>
<td>Your child goes to the hospital.</td>
<td>Penguin, 1967</td>
</tr>
<tr>
<td>Prudden, Suzy</td>
<td>Teaching an infant to swim.</td>
<td>Morrow, 1972</td>
</tr>
<tr>
<td>Raymond, Louise</td>
<td>Creative fitness for baby and child.</td>
<td>Harper &amp; Row, 1955</td>
</tr>
<tr>
<td>Salk, Lee and Rita Kramer</td>
<td>Adoption and after.</td>
<td>Random, 1969</td>
</tr>
<tr>
<td>Sheehy, Emma D.</td>
<td>How to raise a human being.</td>
<td>Teachers College Press, 1968</td>
</tr>
<tr>
<td>Spock, Benjamin</td>
<td>Children discover music and dance.</td>
<td>Hawthorn, 1968</td>
</tr>
<tr>
<td>Spock, Benjamin and Marion Larrigo</td>
<td>Baby and child care.</td>
<td>Macmillan, 1965</td>
</tr>
<tr>
<td>Standing, E.M.</td>
<td>Caring for your disabled child.</td>
<td>Schocken, 1966</td>
</tr>
<tr>
<td>Sunset editors</td>
<td>The Montessori revolution in education.</td>
<td>Lane Books, 1970</td>
</tr>
<tr>
<td>Taylor, Katharine Whiteside</td>
<td>Children's rooms and play yards.</td>
<td>Teachers College Press, 1968</td>
</tr>
<tr>
<td>Winn, Marie and Mary Ann Forcher</td>
<td>Parents and children learn together.</td>
<td>Macmillan, 1967</td>
</tr>
<tr>
<td></td>
<td>The playgroup book.</td>
<td></td>
</tr>
</tbody>
</table>
"The only child."

"Found spaces and equipment for Children's centers."

"Toy Safety."

"Art for the preprimary Child."

"Helping your child to understand death."

"How parents tell their children they are adopted."

"Liberating young children from sex roles."

"Nutrition and learning in preschool children."

"A lap to sit on . . . and much more."

"Nursery school portfolio."

"Science Experiences for nursery school children."

"The significance of the young child's motor development."

"The 'Politics' of Day Care."

"Child Care: a plan that works."

"Alternatives in quality child care."

"Recipes for Fun."

"Your Child from 1-6."

"When teenagers take care of children."

"Home eye test for preschoolers."

By Eila Le Shan. Public Affairs Pamphlets

Educational Facilities Laboratories

Bureau of Product Safety, DHHS

Ed. by Hilda Lewis

National Art Educational Association

By Anna Wolf

Child Study Press

By Franz Ehrz

Children's Home Society of California

By Phyllis T. MacEwan

New England Free Press

By Susan B. Thomas, EPIC Clearinghouse on Early Childhood Education

Association for Childhood Education International

Association for Childhood Education International

By Dorothy Haupt. National Association for the Education of Young Children

National Association for the Education of Young Children

National Association for the Education of Young Children

National Board, YMCA

(English & Spanish Ed.) Day Care and Child Development Council of America

Parents as Resource (PAR) Project

Office of Child Development, DHHS

National Society for the Prevention of Blindness
PLANNING A FILM FESTIVAL

1. Film variety is a must for a forty-five (45) minute program.

2. Films based on children's literature were correlated with other print and non-print media.

3. Experimental, original story, and nature films were, also, selected to vary the viewing experience during a single program.

4. All the films selected were for enjoyment.

5. Previewing all the films enabled the staff to plan and to anticipate creative activities suggested by the film.

6. All films selected were previewed regardless of their annotations from film catalogs.

7. Length of the film, also, distated its inclusion. Films under ten (10) minutes or films that could be stopped within that time were selected for preview.

8. Related experiences suggested by the films included dramatics, art experiences, singing, dancing, and rhythm band participation.

9. Even though three (3) or four (4) films were finally selected, the program remained flexible to meet the needs of the particular group. The films were not shown just for the sake of showing them because they had been booked.

SIZE OF GROUP AND USE OF FACILITY

1. Fifteen (15) of the "under six" set proved to be the ideal group size. (One group's median age was 2, while another group's median age was 4-1/2).

2. Encouragement of parent participation would increase the group size but still within range of maintaining the personal communication between staff and the patron.

3. Experiment with showing the films with a variety of light intensity in the room. The room was never totally darkened.
C. SELECTED FILMS AND RELATED ACTIVITIES

1. Rosie's Walk - suggested a creative dramatic experience with "chicken walking" and "fox creeping" around "haystacks", "beehives", and "corn cribs".

2. Clay-Origin of the Species - the film was shown for a few minutes, shut off, clay and boards distributed. Film began again with children viewing the film, working with the clay, or doing both activities.

3. Other films used were The Daisy, Drummer Hoff, Frog Went A Courtin', Night Out With Mr. Toad, Pigs, and A Visit From Space.

D. MEDIA USED BESIDES 16MM FILMS

1. Cassettes, crayons, records, video tape, silent and sound filmstrips, 8mm film loops, puppets, study prints, books, slides, live animals (rabbits, gerbils, guinea pigs), construction paper, clay, and other art media.

E. GENERAL OBSERVATIONS FROM SIX WEEK FILM FESTIVAL

1. The very young child did not respond well to filmstrips; more responsive to moving media.

2. Two (2) animated films were not shown back to back for a variety in visual experiences.

3. The 16mm projector, at times, was of greater interest than the film being shown.

4. Spontaneity and flexibility of the staff are most valuable attributes when working with the "under six" set.

5. Parents would report to the staff on the child's reaction during the week after a film festival. The staff re-evaluated the films and activities with this parental feedback for planning future programs.

6. The child's wandering during the film festival was not discouraged for this activity did not diminish the enjoyment of the film festival for himself or others.
The "Storyline" is a pre-recorded two (2) minute cassette utilizing books, poems, folk tales, or musical selections. Most of this material is available for home borrowing. By dialing 456-2049, the preschooler can hear the presentation in his home. This service operates 24 hours per day.

I. SUGGESTIONS FOR BEGINNING A STORYLINE SERVICE

1. Contact the telephone company to reserve and install a minimum of four (4) rotary lines so the Storyline could eventually accommodate four (4) patrons simultaneously.

2. Contact either the telephone company about their own answering service equipment or a communication company specializing in this service.

3. Any equipment that will be purchased or leased should be installed for a trial period. Specify cassette equipment which operates on AC/DC current rather than on batteries.

4. Have a staff member or volunteer begin selecting material to be recorded (see below: Guidelines for Creating a Storyline Tape).

5. A variety of voices and people who have had interpretative speech are necessary ingredients for the recording of the stories. If a library staff member is not qualified, local college drama students, members of a civic theater, or TV and radio personnel are excellent community resources for this service. However, one person (staff or volunteer) must be responsible for the coordination of the taping.

6. Begin building a backlog of master tapes to cover a period of four (4) months. Thus a Storyline tape would only be repeated three (3) times a year.

7. The two minute endless cassette seems to be best suited for the preschool audience and allows for a maximum number of calls per hour. The cassette is easier to handle for playing, recording, storing and duplicating than the reel tapes. Therefore, a cassette duplicator is needed.
8. Once the tapes have been prepared in advance of starting this service, reproduce ten to twenty stories onto the endless cassette units. Repeat this procedure every ten or twenty days. The master tapes are stored and labeled for future use. Each day a new tape is placed into the answering equipment and the date is recorded.

II. GUIDELINES FOR CREATING A STORYLINE TAPE

1. Storyline is a phonetic version of a story, completely auditory, geared to the level of a three (3) year old child.

2. A. Select a book:

Some books are definitely not suitable because they are so long or involved they cannot be edited into 1 minute 40 seconds telling time.

Some books are too visually oriented to be told without the pictures to look at.

B. Songs or poems may also be used.

3. Read the selection and time it as it is in its uncut version. Type it out in its entirety (it is easier to edit if you see it all together without pictures).

Determine the main plot and whether the book contains important writing patterns such as rhyming, repetitive phrases, etc. that make it the good piece of literature it is. Do not take out conversation and rephrase as a statement. Edit the book to fit the time period by:

A. Taking out entire sections and all reference to it.

B. Rephrasing.

C. Cutting out secondary images and phrases that are not necessary for the development of the story.

D. Replacing words that are too complicated for the three (3) year old.

E. If there is room on the tape for questions at the end, write them out. Take the response to the question a conversational thing that would fit whether the child responded positively, negatively or not at all. Ex.: After "Rainbow of My Own" - ask: Have you ever seen a rainbow? Answer: Sometimes you can see a rainbow when it is raining and the sun is still shining.
4. Recording the prepared story:

A. **PRACTICE YOUR STORY.**

B. Decide important words, phrases, etc. and mark your paper for interpretation.

C. Be sure to vary your voice pattern! Remember, the child cannot see you - he must hear your expression.

5. Mechanics of recording:

A. Find the beginning of the endless tape (a small silver strip) or record on cassette for a total time of 2 minutes or less.

B. Be fairly close to the mike to eliminate exterior sound. Getting too close can give distorted s and t sounds.

C. Place paper on the table to read from. Don't handle mike or paper while recording.

D. Begin each tape with: "Hello, thank you for calling Storyline, a service of Erie Public Library's Media Branch for Preschoolers. Today's story is an adaptation of .................

E. End each tape with: "I hope you enjoyed the story, brought to you by Erie Public Library's Media Branch for Preschoolers. Goodbye."

F. Make a tape of each story you do. **LISTEN TO WHAT YOU HAVE RECORDED.** The tape will become a master for reproduction.

G. Give tape and edited story to the Media Library. The tapes go out over the phone for one day starting about 9:00 AM until 9:00 AM the next day. Scripts are kept on file for future use and reference.

III. SELECTED LIST OF BOOKS ADAPTED FOR THE STORYLINE

*In The Night Kitchen* - Sendak
*What Do You Say, Dear* - Joslin
*What Can You Do With A Shoe?* - De Regniers
*One Dark Night* - Preston
*Ask Mr. Bear* - Flack
*Angus Lost* - Flack
*Snowy Day* - Keats
*Rainbow Of My Own* - Freeman
*One Is One* - Tudor
*Carrot Seed* - Krauss
*Put Me In The Zoo* - Lopshire
Waterloo, Iowa
January 10, 1974

Champness
Re: Library funding request

As director of the Byron Avenue Day Nursery, a state licensed non-profit day care center, I have become aware of the early childhood services of the Waterloo Public Libraries.

I am most grateful for the weekly story hour, the films, tapes, and other resource materials that the Waterloo Libraries extend to us. I have also become aware of the need for extended services in the field of early childhood education. This is especially urgent for the private non-profit centers. Because we are not eligible to draw upon the services that are available to the federally funded programs and in the need to keep our tuition costs at a minimum, we cannot afford to purchase the media that really is needed to conduct
an adequate program of staff development and parent education.

It is my feeling that a library service, to meet the growing demands of the citizens, could logically become expanded to become a regional media center.

The Waterloo area, in my opinion, is a most logical location for such a center.

Again, approaching this as an administrator in an early childhood education program, the early childhood education materials of a media center at Waterloo could be fully utilized due to three important reasons. There are 16 day care programs that are in operation in Black Hawk County. The State Department of Social Services and the personnel concerned with the tasks of early childhood education have an organization, the Black Hawk County Early Childhood Association, that could create an increased awareness of these services and, in turn, participate in expanding these to the area surrounding our County.

Sincerely yours,

[Signature]

Director of the Byron Avenue Day Nursery.