Box# 25

Folder# 490

Poverty, War on: "Operation Head Start"

1965
MEMORANDUM FROM

Bernice M. McCray
Office of the Mayor

March 30, 1965

To: Eileen Pisoni
Office of the President of the Council

From: Bernice McCray

I showed this to Mr. Screvane, who asked that I send it down to you (commenting that his copy was probably being processed).

I did not see the interim report to which he refers. Did you get a copy? If you did not, let me know and I will call Mr. Tucker (I would welcome a reason to call him, for other reasons.)

KBM
Bernice McCray
March 1, 1965

Dear Mayor Wagner:

Enclosed for your information is a copy of a letter to Mr. Sargent Shriver together with copies of accompanying materials. I thought it essential to bring to his attention the similarity of names and objectives of our "Operation Head Start" with the Office of Economic Opportunity "Project Head-Start."

As indicated in my letter to you of December 7, 1964 our project is already financed through the Library Services and Construction Act for the present year. However, the funds are provided only to December 9, 1965. The response to the program and the number of children being registered to participate indicate the need not only for continuation into the future, but also for eventual expansion to include a greater number of deprived children and their parents.

By the middle of March, I expect to have an interim report prepared, and a copy will be forwarded to you as soon as ready. Both because of the relation of the project to the poverty program and the limited funds available under the Library Services Act, I am hopeful you will give serious consideration to allocating Economic Opportunity Act funds to our "Operation Head Start" for 1965.

Sincerely yours,

[Signature]

Chief Librarian

Mayor Robert F. Wagner
City Hall
New York, N.Y. 10007

HWT:cg
cc: Mr. P. Screvane
encs. (4)
Dear Mr. Shriver:

Recently I learned from newspaper stories that we have selected practically identical names for our war on poverty programs. Yours is "Project Head-Start" and ours is "Operation Head Start."

There is similarity in that both programs are directed at the pre-school child of deprived areas. Similarity also exists in the objective of offering such children an opportunity to prepare for success in education. Ours is restricted, however, to a public library function of establishing a relationship with books at an early age as an encouragement to develop reading ability - the touchstone to all education. Beyond this, is our goal of involvement of the parents of these children in programs reflecting their needs and wants.

For your information I am enclosing a copy of the "Operation Head Start" program as developed last summer. This was used to justify requests made simultaneously to New York City for War on Poverty funds and to the New York State Library for Library Services and Construction Act funds. Eventually the latter provided $134,568 for the program to cover the period December 9, 1964 through December 9, 1965.

In actual development many modifications of the original plan have proved essential. These are reflected to a degree in the accompanying news release and newspaper clipping. Notable among them is the recruiting and training of college students to conduct programs under the supervision of professional children's librarians. An interim report specifying details of the modifications including the establishment of community relations and training operations is expected to be ready by mid-March.

Our goal is to provide basic material in a form that will be usable by libraries in communities of any size. The interim report will also be useful in requesting funds essential for continuation of "Operation Head Start" beyond December 9, 1965, and for its expansion to include greater numbers of children.

I am hopeful you will agree our program has an important relationship to parallel your admirable "Project Head-Start." Further materials related to our program, including the interim report, will be forwarded as produced, for your information.

Sincerely yours,

Chief Librarian

Mr. Robert Sargent Shriver, Jr.
Director
Office of Economic Opportunity
1200 19th Street N.W.
Washington, D.C. 20506

Enc. (3) - OHS
News Release
LIP Article

HWT:bg
Library's 'Operation Head Start' Launches Attack on Illiteracy

The first stage of 'Operation Head Start'—an assault on illiteracy—began March 3 and 4 in 15 branches of the Queens Borough Public Library.

Chief Librarian Harold W. Tucker said the program was started for children, ages 3 to 5 years old, in 15 branches.

The program is expansion of the Library's Picture Book Hour program and provide an introduction to reading and writing for young children.

Children will be taught to read under the guidance of trained adults bringing the children to the libraries will also be given an opportunity to make known their own informational and recreational needs, Tucker added. On the basis of this finding, special adult programs will also be developed.

The federally-funded program will use 100 children specialists as well as comic, story and character teachers from city colleges. Some parts will staff the program from State and Federal agencies on national and regional levels to help the parents of children involved and also help us.

The first meeting will be held March 4 at 10 a.m. in the Rockaway Beach Library, 90-14 Rockaway Beach Blvd., Babylon, Long Island.

Other branches of the Queens Borough Public Library will begin their programs in March with the following meetings:

Queensbridge, 10-04 46th Ave., 1:15 p.m., March 4

Rockaway Beach, 10-13 Old Beach Rd., 1:15 p.m., March 4

Brockton, 10-01 Old Beach Rd., 1:15 p.m., March 4

Queens Village, 10-03 147th St., 1:15 p.m., March 4

Woodhaven, 10-04 90th St., 1:15 p.m., March 4

Laurelton, 10-06 100th St., 1:15 p.m., March 4

Other New York area branches will hold meetings March 4 and 5 at 1:15 p.m.

The Library plans to hold meetings March 3 at 10 a.m. in the Queens Library, 90-14 Rockaway Beach Blvd., Babylon, Long Island.

Library to Give Pre-Schoolers A 'Head Start'

The Queens Borough Public Library is launching a new program for pre-schoolers, with the first meeting held March 3 at 10 a.m.

Chief Librarian Harold W. Tucker said the program is an expansion of the Library's Picture Book Hour program and will provide an introduction to reading and writing for young children.

Children will be taught to read under the guidance of trained adults bringing the children to the libraries will also be given an opportunity to make known their own informational and recreational needs.

On the basis of this finding, special adult programs will also be developed.

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The Library plans to hold meetings March 3 at 10 a.m. in the Queens Library, 90-14 Rockaway Beach Blvd., Babylon, Long Island.

After the initial meeting, the dates and times for sessions will be determined.
"Operation Head Start", a new program for pre-schoolers, will get underway in 10 branches of the Queens Borough Public Library on March 3rd and 4th, Chief Librarian Harold W. Tucker announced today.

Aimed at the 3-5 year olds from "bookless" homes, the program is an extension of the Library's Picture Book Hour program, which will concentrate on introducing these children to the joys and pleasures contained in books. The project is organized to reach a maximum number of children through the development of daily programs as well as multiple ones in a given day as the need arises.

Individual children will have the opportunity of attending one session each week in this first year of the introduction of the program, Mr. Tucker said. Parents and interested adults escorting the children will also be given an opportunity to make known their own informational and guidance needs according
to Chief Librarian Tucker, who said that on the basis of these specific findings, special adult programs will also be developed to meet parent requirements.

Financed by Federal Funds obtained under the Library Services & Construction Act, the "Operation Head Start" project is geared to bring the Library's unique potential for informal education to bear in the long term attack on illiteracy, James V. Masone, President of the Library's Board stated when he announced that the sum of $134,568 had been appropriated for this program.

Borough social, health and welfare agencies are working closely with the Library to contact the parents of children, who can stand to benefit by being brought into an early association with books to arouse interest and encourage a later readiness for reading when entering school, Mr. Masone said.

In addition to children's specialists on the staff assigned to this project, the Library has recruited junior and senior college students with special aptitudes for work with children as well as graduate students in the field of social work to be employed on a part time basis.

The recruits are being provided with an intensive training course conducted by the Library's Children's Consultant with the...
assistance of outside specialists in the fields of child study, parent education and social work.

The ten branch libraries where "Operation Head Start" will be initiated and the times and dates when the first programs will begin are:

Astoria - 14-01 Astoria Blvd., Thursday, March 4 at 1:00 p.m.
Baisley Park - 116-03 Sutphin Blvd., Wednesday, March 3 at 10:30 a.m.
Corona - 41-08 102 St., Thursday, March 4 at 10:30 a.m.
Dunton - 129-20 Liberty Ave., Wednesday, March 3 at 10:30 a.m.
North Beach - 90-04 Astoria Blvd., Thursday, March 4 at 10:30 a.m.
Queensbridge - 10-43 41 Ave., L.I.C., Thursday, March 4 at 10:30 a.m.
Rockaway Beach - 92-14 Rockaway Beach Blvd., Wednesday, March 3 at 10:30 a.m.
St. Albans - 187-10 Linden Blvd., Wednesday, March 3 at 10:30 a.m.
South Jamaica - 110-36 New York Blvd., Wednesday, March 3 at 10:30 a.m.
So. Ozone Park - 130-16 Rockaway Blvd., Wednesday, March 3 at 1:00 p.m.

- endit -
A program designed to bring pre-school age children of deprived areas into an early association with books as an encouragement to the development of reading ability in order to give them a "Head Start" on success in formal education.

THE PROBLEM: Educational studies consistently emphasize the fact that reading ability is the key to educational progress. Beyond the immediate disadvantage of impeding normal advancement in school, these studies pinpoint the direct relationship of lack of reading ability to limited employment opportunities and subsequent low living standards for groups of people affected by these basic factors. In New York City, there is definite recognition that reading ability is a forceful answer to the battle against poverty. This ranges from the drastic proposal of HARYOU that a one year moratorium be declared on the teaching of everything but reading in grades 3-8 to the actual establishment by the New York City Board of Education of after school and Saturday tutorial programs for elementary school children in deprived areas.

The subjective thinking of parents as well as librarians on the long term influence of exposure to books and story telling in a child's highly formative pre-school years has now been objectively substantiated by the studies of Prof. Dolores Durkin at Teachers College, Columbia University.

THE OBJECTIVE of this proposal is to bridge the gap between the home and school in concentrated areas where limited home backgrounds deny the young child an early introduction to books, and by so doing to give these children an equal reading readiness chance at the very start of their formal schooling. Simultaneously the made-to-order informal atmosphere of the Library will be used to maximum advantage both in making reading socially acceptable to the children involved and in winning the confidence of their parents with the objective of providing continuing book selection guidance.
I. **Proposed Plan**

A. To establish 10 optimum quality pre-school story hour programs in known areas of cultural deprivation which differ greatly in availability of library and other public resources within the community.

B. To conduct for the parents concurrent programs designed to inform and involve them in the overall purpose in order to assure carry-over in the home.

C. To motivate the development of home libraries through gifts of paperbacks to participating children.

D. To evolve from these programs sets of procedures applicable to conditions in various types of culturally deprived urban communities within the state and the nation.

II. **Evidence of Need**

The New York City Board of Education has found it necessary to establish the "Higher Horizons" and "Tutorial School" programs in approximately 17% of the elementary schools in Queens. This in itself is evidence that there are large numbers of children in the borough who do not achieve an adequate background within their home environment and therefore begin school with an appreciable cultural lag.

The **Study of Deprived Areas of Queens Borough** reveals pockets of poverty, concentrations of minority groups, low educational median, and numbers of pre-school age children with little opportunity for exposure to books within the service area of the 10 branch libraries described below. These are divided into three groups due to similarities in library facilities and accessibility. Separate sets of procedures applicable to the characteristics of each group have been developed. These are indicated as Group A, Group B and Group C.

A. **Group A:** Story hour conducted only in the agency.

1. **Physical Facilities Available**

   a. Small branches without separate meeting or story hour rooms, where limits of physical facilities will necessitate an imaginative creative approach to fit them for use in the program without incurring heavy expenditures. Included in this group are both old and new branches.

2. **Community Factors**

   a. Baisley Park Branch Library

   (1) Median family income below the Borough's average.
(2) Educational median below borough median and unemployment in tracts including 60% of population 2.2% above the borough average.

(3) Heavy minority group population (82% Negro).

(4) Approximately 1,840 children five and under.

b. North Beach Branch Library

(1) Median income about $700 below the borough average with pockets of very low income (tract 365 is tenth lowest in borough).

(2) Average education is the same as the borough median, with some tracts in area two grades below the borough median. Unemployment is .6% above borough average in the area as a whole; 3.3% in tract 373, an area of Negro concentration.

(3) Substantial minority group population (33% Negro).

(4) Approximately 3,724 children five and under.

c. St. Albans Branch Library

(1) Median family income above the borough average, with approximately 43% of population with incomes below the borough average.

(2) Median educational level above the borough average. Overall unemployment is slightly below the borough's average, but in tracts including 53% of the area's population unemployment is 2.1% above the Borough's median.

(3) Substantial minority group population (64% Negro).

(4) Approximately 3,784 children five and under.

d. South Jamaica Branch Library

(1) Second lowest median income in the borough.

(2) Educational median below borough median and unemployment nearly double the borough median.

(3) Heavy minority group population (82% Negro).

(4) Approximately 3,797 children five and under.
B. Plan B: Story hour conducted only in community building e.g. housing project meeting room or other facility. Arrangements will be made for taking the children to visit the library in small groups at regular intervals.

1. Physical Facilities Available

a. Extremely small branches in stores or public housing recreation centers. Branch quarters themselves totally unsuited for pre-school programs.

b. Various meeting rooms available in the community which could be used for the program through arrangements with housing authorities or community groups.

2. Community Factors

a. Dunton Branch Library

(1) Median income almost $600 below the borough average. An area of small homes.

(2) All tracts below the borough average in education with little variation between tracts. Unemployment .6% above the borough average.

(3) Minority group population concentrated in tract 202 (13% Negro for entire area; 81% Negro in tract 202).

(4) Approximately 2,619 children five and under.

b. Queensbridge Houses Branch Library

(1) Lowest median income in the borough - 44% below borough average.

(2) Educational median 2 grades below borough median and unemployment 2½ times the borough median.

(3) Negro and white population evenly divided with the latter including 2,000 Puerto Ricans. This area represents an opportunity to experiment with bilingual programs since it includes a large concentration of foreign language speaking residents.

(4) Approximately 2,809 children five and under.
c. Rockaway Beach Branch Library

(1) Median family income below the borough average, with income in the Hammels area, where 72% of the population lives, about half the borough average.

(2) Education for area as a whole almost two grades below borough average; in the Hammels area more than two grades below. Unemployment 2.6% above the borough average.

(3) Substantial minority group population (36% Negro) concentrated in Hammels area.

(4) Approximately 2,249 children five and under.

d. South Ozone Park Branch Library

(1) Median income of 75% of population is below the borough average.

(2) Area below the borough median in education. Unemployment ranges from 11.8% to none in different parts of the area, with the average for the whole area 1.8% above the borough average.

(3) Substantial minority group population (30% Negro).

(4) Approximately 5,843 children five and under.

C. Plan C: Dual story hour: one in agency, one in community building.

1. Physical Facilities Available

   a. Library facilities with separate children's rooms - one an old double store building, one a Carnegie building.

   b. Various meeting rooms available in the community which could be used to reach concentrated areas of culturally deprived population which are blocked by distance and poor public transportation from reaching the library.

2. Community Factors

   a. Astoria Branch Library

      (1) All tracts in the area below the borough average income.
(2) All tracts below the borough median in education. Unemployment 2.8% above the borough average with a concentration in Astoria Houses tract which has 9th highest unemployment in the borough.

(3) Minority group population concentrated in Astoria Houses. (8.5% Negro for entire area; 34% Negro in Astoria Houses).

(4) Approximately 3,047 children five and under.

b. Corona Branch Library

(1) Two distinct population groups: one largely white; one largely Negro; both culturally deprived. A large segment of the Negro population distant from the library.

(2) Communities adjacent to library - educational median 2.1 grades below borough median; low income, predominantly white.

(3) Negro community distant from library - education median 1 grade below borough median; very low income; unemployment ratio nearly double borough's median.

(4) Approximately 3,557 children five and under.

III. Procedures

A. All programs to be conducted by a thoroughly trained, skillful story teller.

B. All programs to have an additional adult in the room, possibly a volunteer mother, to preclude possibility of the librarian being interrupted.

C. All groups of children to be kept small (maximum of 20 per group) with story hours scheduled for each group at least once a week.

D. All programs to be conducted in properly equipped facilities where attention can be concentrated on children without risk of distractions. Facilities to include the following:

1. Privacy
2. Quiet
3. Adequate space
4. Cushions, or furniture scaled to size
5. Facilities for darkening room
IV. Methods

A. Each program to cover a minimum of one full hour.

1. Program to be built around a basic core lasting a maximum of 20-25 minutes including the following:
   a. Telling two or three picture stories.
   b. Finger plays and/or sitting games.
   c. Short verses and/or songs.

2. Basic core to be varied as children develop experience and listening ability with the following:
   a. A film and picture book which complement each other.
   b. Recordings of stories, finger plays, etc.
   c. Dramatization of story by children.
   d. Telling of simple stories without pictures.
   e. Stories told in Spanish by mothers at Queensbridge and retold in English by the librarian.

3. Remaining 35-40 minutes before and after story program to be devoted by librarian to:
   a. Talking to individual children and their mothers.
   b. Helping to pick out books to take home.
   c. General browsing periods for children and mothers.

B. Close liaison to be established and maintained with local nursery schools, day care centers, etc. encouraging them to visit the library.

NOTE: A unique opportunity to develop school - public library cooperation will be possible if the New York City Schools put into operation their pre-kindergarten program for children in deprived areas.

V. Staffing

A. Personnel

1. Augment the staffs of each of the 10 participating agencies with a trained children's librarian (Senior) with the following minimum qualifications.
   a. Broad knowledge of literature for young children.
   b. Interest and enthusiasm for assisting the underprivileged.
   c. Gifted story teller with special facility with very young children.
   d. Ability to establish rapport with adults.

2. Augment the staffs of the libraries in Plan C (Astoria and Corona) with a second children's librarian.
3. Augment the staffs of the libraries in Plan A (South Jamaica, Bailey Park, North Beach and St. Albans) with a 20 hour trainee or part-time specialist with experiences in any of the following:

a. Pre-school or elementary school teaching.
b. Social work.
c. Recreational work.
d. Theater (especially children's theater or creative drama).

B. Staff Training

A six session weekly basic training program conducted under the supervision of the Children's Services Consultant. Those attending would be: all possible staff from agencies involved in the program, regional librarians, representatives from Central.

1. Session I - Basic Orientation - Consultant, Children's Services and Coordinator, Programs & Services.

   a. Purpose of program.
b. Description of overall plan and its implications.
c. Involvement of parents.
d. Explanation of evaluation form and its use as one technique for measuring effectiveness of program.
e. Techniques to be used.
f. Materials to be used (books, films, recordings).
g. Description of related activities.
h. Demonstration of pre-school story hour.

2. Session II - Speaker from Board of Education

   a. Purpose of meeting and introduction of speaker - Consultant, Children's Services.
b. Talk by representative from Board of Education covering the factors necessary for a child to achieve adequate reading readiness and social readiness by the time he enters school.
c. Discussion.

3. Session III - Speaker from Family Service Bureau

   a. Purpose of meeting and introduction of speaker - Consultant, Children's Services.
b. Talk by social worker describing actual situations in homes and neighborhoods which affect child's future adjustment to school and the learning process. Case studies.
c. Discussion.
4. Session IV - Books to Be Used - Consultant, Children's Services
   a. Discussion and analysis of basic booklist prepared by Consultant, Children's Services, including reasons for selection and techniques for use.
   b. Discussion of professional collection.
   c. Display of sample collections with browsing period.
   d. Question and answer period.

5. Session V - Use of Audio-Visual Materials with Small Children - Visiting Public Library Specialist
   a. Purpose of program and introduction of speaker - Consultant, Children's Services.
   b. Showing of film and demonstration by specialist of how to relate films to books.
   c. Playing of several types of recordings by specialist and demonstrations of methods of use.
   d. Discussion.

6. Session VI - Involvement of Adults in the Program - Coordinator, Programs and Services Department, and Consultant, Adult Services
   a. Necessity of involving the community.
   b. Possible ways of stimulating interest of parents and other adults.
   c. Description of types of programs for parents which can be held concurrently with the story hours.
      (1) Demonstration book talk for a low reading-ability group.
      (2) Demonstration of use of films to stimulate discussion and of devices for relating them to books.
   d. Participation by parents in story-telling program.

VI. Materials Needed

A. Books
   1. Five sets of basic picture book collection to be supplied to each agency and kept for use only with the story hour children. (Appendix II).
      a. Separate shelving for housing collections to be provided in all agencies.
      b. A locked cupboard to be provided, in out-agency facilities.
   2. A professional collection to be supplied to each agency for use by the librarian (Appendix III).
3. Enlargement, based on replacement lists, of each agency's general picture book collection to meet anticipated increase in circulation.

B. Audio-Visual

1. Three film projectors and screens to be used on rotating basis.
2. Film collection (Appendix IV).
3. Three speed portable phonograph for each agency.
4. Recordings for each agency (Appendix V).

C. Furnishings

1. Plan A - (Baisley Park, North Beach, St. Albans, South Jamaica)
   a. Folding screen and roll-up split bamboo shades to cut off children's room from adult area.
   b. 20 cushions for seating children on floor. (These are recommended as the safest and most comfortable seating method for this age group).
   c. Dark window shades for film showings.

2. Plan B - (Dunton, Queensbridge, Rockaway Beach, South Ozone)
   a. 20 cushions for seating children at "out-agency".

3. Plan C - (Astoria and Corona)
   a. Large window shade (possibly split bamboo) for front store window.
   b. Shade for glass door to insure privacy and facilitate film showings.
   c. 40 cushions for seating children.

   1. 20 to be used in branch.
   2. 20 to be used in out-agency.

D. Paperback Books

Since paperbacks for very small children are now being published, it is proposed that the library further develop its plan of early exposure to books by including the privilege of ownership, as follows:

1. Present a paperback to each child at the conclusion of a 12 week pre-school story hour series.
2. Give a list of inexpensive pre-school paperbacks to each parent.
3. Stimulate interest of parents in adding to child's library by the occasional expenditure of only 25 to 50 cents.
VII. Involvement of Adults

A. Need for involving

Every possible way of reaching parents of pre-school children in culturally deprived areas must be thoroughly explored. Unless these children are in day care centers, some member of the family must assume responsibility for bringing the children to the library. This will not happen unless the interest of the adult is stimulated to the point where the library seems really important not only to the child concerned but also to the adult.

B. Types of parents to be reached

1. The foreign-born who, because of a language barrier, face economic and social problems. These people may be reached through:
   a. The course "Elementary English for the Foreign-Born" conducted by the Community Education Division of the Board of Education. Class visits to the public library are a required part of the curriculum. These visits may be used to reach parents directly and to stimulate relatives and neighbors to reach the parents.
   b. Community organizations which hold meetings in a foreign language.
   c. Support from public service agencies.

2. The functionally illiterate American-born who are unable to read or write even to the 5th grade level. Reaching these parents directly will involve stimulation of community interest to achieve:
   a. Cooperation of churches.
   b. Support of other public agencies.
   c. Assistance from "Volunteers for Learning".

C. Methods

Concurrent with the pre-school story hour the following types of programs will be developed:

1. A series of meetings on basic child care with experts from various fields as speakers on nutrition, health, what to do in case of an emergency, entertainment (free sources of), etc.
2. A series of meetings on elementary consumer education with experts as speakers.
3. Free film showings on subjects of vital concern centered around problems of daily living. Book talks on simple material related to film content.
4. Introduction of the importance of books to the child (and to the adult) through storytelling for adults, through use of picture books of interest to adults, and through films and recordings based on or related to children's stories.
5. Story telling by adults in native language for both adults and children.

D. Community groups to be contacted by agency staff

1. Day care centers.
2. Welfare agencies.
3. Housing developments - through large simple posters and fliers (at Operation Alphabet textbook reading level) and contact with personnel.
4. Public health centers.
5. YMCA, Salvation Army, etc.
6. Churches - Ministers, Sunday School teachers, youth group leaders, etc.
7. Community Councils.
8. Parents clubs and organizations.

VIII. Evaluation and analysis

A. By participating agency

1. An interim evaluation for each pre-school group at the end of a six months period. (Appendix VI).
2. An annual evaluation of the total program to include:
   a. pre-school groups
   b. adult groups
3. All evaluations to be sent to Programs and Services Department.

B. By Programs and Services Department

1. Interim evaluation of total program at end of first year of operation based on material submitted by agencies and upon observation by consultants.
2. Full report and analysis at end of the two year project period which will indicate significance and applicability to state as a whole.
## Time-Table for Development of Project

<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHEN</th>
<th>WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Order equipment as recommended for participating branches.</td>
<td>Immediately upon approval of project</td>
<td>ESD</td>
</tr>
<tr>
<td>2. Order &quot;Pre-School Picture Book Collection&quot; from list prepared by CCS (PSD).</td>
<td>Immediately</td>
<td>Agencies involved</td>
</tr>
<tr>
<td>3. Augment existing picture book collections.</td>
<td>Immediately</td>
<td>Agencies involved</td>
</tr>
<tr>
<td>4. Select and assign staff.</td>
<td>Immediately</td>
<td>ESD in Consultation with PSD</td>
</tr>
<tr>
<td>5. Negotiate with Housing Authorities for use of additional space in Queensbridge Houses, Astoria Houses, Hammel Houses (Rockaway Beach)</td>
<td>Immediately</td>
<td>ESD</td>
</tr>
<tr>
<td>6. Arrange for use of appropriate quarters in Northwest Corona, Dunton and South Ozone.</td>
<td>Immediately</td>
<td>ESD and agency staff and PSD</td>
</tr>
<tr>
<td>7. Establish contacts with local community leaders through meetings, talks to groups etc. for the purpose of winning cooperation and support for program.</td>
<td>Immediately</td>
<td>Selected agency staff and ESD</td>
</tr>
<tr>
<td>8. Develop informational publicity (fliers, newspaper etc.)</td>
<td>Immediately</td>
<td>PR</td>
</tr>
<tr>
<td>9. Conduct training sessions.</td>
<td>One month after approval of program</td>
<td>PSD</td>
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<tr>
<td>10. Begin programs.</td>
<td>At conclusion of training sessions</td>
<td>Agencies involved</td>
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<tr>
<td>11. Interim evaluation</td>
<td>At six month intervals</td>
<td>Agencies involved</td>
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<tr>
<td>12. Progress report and interim evaluation.</td>
<td>Annually</td>
<td>PSD</td>
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<tr>
<td>13. Evaluation and full report.</td>
<td>Two years after initiation of program</td>
<td>PSD</td>
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**NOTE:** This time table may be used on a continuing basis.
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<th>Author</th>
<th>Title</th>
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<tr>
<td>*Beim, Lorraine</td>
<td>Two is a team</td>
<td>Harcourt</td>
<td>2.75</td>
</tr>
<tr>
<td>*Brenner, Barbara</td>
<td>Barto takes the subway</td>
<td>Knopf</td>
<td>2.99 net LB</td>
</tr>
<tr>
<td>Bright, Robert</td>
<td>Georgie</td>
<td>Doubleday</td>
<td>2.00</td>
</tr>
<tr>
<td>Brown, Margaret Wise</td>
<td>Little brass band</td>
<td>Harper</td>
<td>2.92 net LB</td>
</tr>
<tr>
<td>Brown, Myra B.</td>
<td>Benjy's blanket</td>
<td>Watts</td>
<td>2.50</td>
</tr>
<tr>
<td>Buckley, Helen</td>
<td>Grandfather and I</td>
<td>Lothrop</td>
<td>2.73 net LB</td>
</tr>
<tr>
<td>Budney, Blossom</td>
<td>A kiss is round</td>
<td>Lothrop</td>
<td>2.84 net LB</td>
</tr>
<tr>
<td>Burton, Virginia L.</td>
<td>Mike Mulligan and his steam shovel</td>
<td>Houghton</td>
<td>2.90 net LB</td>
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<tr>
<td>De Regniers, Beatrice</td>
<td>What can you do with a shoe?</td>
<td>Harper</td>
<td>2.73 net LB</td>
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<tr>
<td>Ets, Marie Hall</td>
<td>Play with me</td>
<td>Viking</td>
<td>2.81 net LB</td>
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<tr>
<td>Fischer, Hans</td>
<td>Pitschi</td>
<td>Harcourt</td>
<td>4.50</td>
</tr>
<tr>
<td>Flack, Marjorie</td>
<td>Angus and the cat</td>
<td>Doubleday</td>
<td>1.50</td>
</tr>
<tr>
<td>Flack, Marjorie</td>
<td>Ask Mr. Bear</td>
<td>Macmillan</td>
<td>1.77 net LB</td>
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<tr>
<td>Flack, Marjorie</td>
<td>Story about Ping</td>
<td>Doubleday</td>
<td>2.06 net LB</td>
</tr>
<tr>
<td>Friskey, Margaret</td>
<td>Chicken Little Count-to-Ten</td>
<td>Children's</td>
<td>2.50</td>
</tr>
<tr>
<td>Gag, Wanda</td>
<td>ABC bunny</td>
<td>Coward</td>
<td>3.29 net LB</td>
</tr>
<tr>
<td>Gag, Wanda</td>
<td>Millions of cats</td>
<td>Coward</td>
<td>2.52 net LB</td>
</tr>
<tr>
<td>Garten, Jan</td>
<td>Alphabet tale</td>
<td>Random</td>
<td>2.59 net LB</td>
</tr>
<tr>
<td>Gay, Zhena</td>
<td>Look</td>
<td>Viking</td>
<td>2.25</td>
</tr>
<tr>
<td>Gay, Zhena</td>
<td>Who is it?</td>
<td>Viking</td>
<td>2.50</td>
</tr>
<tr>
<td>Gottlieb, Susanne</td>
<td>What is red?</td>
<td>Lothrop</td>
<td>2.84 net LB</td>
</tr>
<tr>
<td>Green, Mary</td>
<td>Is it hard? Is it easy?</td>
<td>W.R. Scott</td>
<td>3.00</td>
</tr>
<tr>
<td>Gregor, Arthur</td>
<td>1,2,3,4,5 illus. by Robert Doisneau</td>
<td>Lippincott</td>
<td>3.50</td>
</tr>
<tr>
<td>Hader, Berta</td>
<td>Mighty hunter</td>
<td>Macmillan</td>
<td>3.50</td>
</tr>
<tr>
<td>Harris, Isobel</td>
<td>Little Boy Brown</td>
<td>Lippincott</td>
<td>3.25</td>
</tr>
<tr>
<td>Hawkinson, John</td>
<td>Robins and rabbits</td>
<td>Whitman</td>
<td>2.50</td>
</tr>
<tr>
<td>Author</td>
<td>Title</td>
<td>Publisher</td>
<td>Price</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------------------------------------</td>
<td>-------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Hoberman, Mary Ann</td>
<td>How do I go?</td>
<td>Little</td>
<td>2.50</td>
</tr>
<tr>
<td>Johnson, Crockett</td>
<td>Harold and the purple crayon</td>
<td>Harper</td>
<td>1.99 net LB</td>
</tr>
<tr>
<td>Joslin, Sesyle</td>
<td>What do you say, dear?</td>
<td>W.R. Scott</td>
<td>2.75</td>
</tr>
<tr>
<td>*Keats, Ezra Jack</td>
<td>My dog is lost</td>
<td>Crowell</td>
<td>2.83 net LB</td>
</tr>
<tr>
<td>*Keats, Ezra Jack</td>
<td>Snowy day</td>
<td>Viking</td>
<td>3.00 net LB</td>
</tr>
<tr>
<td>*Keats, Ezra Jack</td>
<td>Whistle for Willie</td>
<td>Viking</td>
<td>3.37 net LB</td>
</tr>
<tr>
<td>Krauss, Ruth</td>
<td>Growing story</td>
<td>Harper</td>
<td>2.92 net LB</td>
</tr>
<tr>
<td>Krauss, Ruth</td>
<td>Happy day</td>
<td>Harper</td>
<td>3.27 net LB</td>
</tr>
<tr>
<td>Krum, Charlotte</td>
<td>Four riders</td>
<td>Follett</td>
<td>2.50</td>
</tr>
<tr>
<td>Langstaff, John</td>
<td>Over in the meadow</td>
<td>Harcourt</td>
<td>3.26 net LB</td>
</tr>
<tr>
<td>Lenski, Lois</td>
<td>Little farm</td>
<td>Walck</td>
<td>2.25</td>
</tr>
<tr>
<td>Lenski, Lois</td>
<td>Little fire engine</td>
<td>Walck</td>
<td>2.25</td>
</tr>
<tr>
<td>Lenski, Lois</td>
<td>Papa Small</td>
<td>Walck</td>
<td>2.25</td>
</tr>
<tr>
<td>Lenski, Lois</td>
<td>Papa Pequeno (Spanish)</td>
<td>Walck</td>
<td>2.50</td>
</tr>
<tr>
<td>Lenski, Lois</td>
<td>Policeman Small</td>
<td>Walck</td>
<td>2.25</td>
</tr>
<tr>
<td>Lexau, Joan M.</td>
<td>Benjie</td>
<td>Dial</td>
<td>2.97 net LB</td>
</tr>
<tr>
<td>Lionni, Leo</td>
<td>Inch by inch</td>
<td>Obolensky</td>
<td>3.95</td>
</tr>
<tr>
<td>McCloskey, Robert</td>
<td>Make way for ducklings</td>
<td>Viking</td>
<td>3.50</td>
</tr>
<tr>
<td>Marion, Dorothy</td>
<td>Edward and the boxes</td>
<td>Lippincott</td>
<td>2.75</td>
</tr>
<tr>
<td>*Martin, Patricia M.</td>
<td>Little brown hen</td>
<td>Crowell</td>
<td>2.40 net LB</td>
</tr>
<tr>
<td>Mother Goose</td>
<td>Golden Mother Goose; illus. by the Provensons</td>
<td>Gold. Press</td>
<td>3.19 net LB</td>
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<tr>
<td>Munari, Bruno</td>
<td>Bruno Munari's ABC</td>
<td>World Pub.</td>
<td>3.41 net LB</td>
</tr>
<tr>
<td>Munari, Bruno</td>
<td>Jimmy has lost his cap</td>
<td>World Pub.</td>
<td>2.00</td>
</tr>
<tr>
<td>Paull, Grace</td>
<td>Some day</td>
<td>Abelard</td>
<td>2.75</td>
</tr>
<tr>
<td>Petersham, Maud</td>
<td>Box with red wheels</td>
<td>Macmillan</td>
<td>1.50</td>
</tr>
<tr>
<td>Puner, Helen W.</td>
<td>Daddies; what they do all day</td>
<td>Lothrop</td>
<td>2.73 net LB</td>
</tr>
</tbody>
</table>
Appendix II

- 3 -

Rey, Hans
Curious George
Houghton
3.07 net LB

Rey, Hans
Jorge el curioso (Spanish)
Houghton
3.07 net LB

Schlein, Miriam
Heavy is a hippopotamus
W.R. Scott
2.75

Schlein, Miriam
Shapes
W.R. Scott
2.75

Schurr, Cathleen
Cats have kittens -- do gloves have mittens?
Knopf
2.99 net LB

*Shackelford, Jane
Happy days
Assoc.Pub.
2.65

*Sharpe, Stella G.
Tobe
U. of N.C.
2.75

Shaw, Charles G.
It looked like spilt milk
Harper
2.57 net LB

Thayer, Jane
Where's Andy
Morrow
2.75

Tresselt, Alvin
Rain drop splash
Lothrop
2.84 net LB

Tresselt, Alvin
Wake up city
Lothrop
2.84 net LB

Tresselt, Alvin
Wake up farm
Lothrop
2.84 net LB

Udry, Janice
Let's be enemies
Harper
2.19 net LB

Udry, Janice
Tree is nice
Harper
2.73 net LB

Vasiliu, Mircea
Year goes round
Day
3.29 net LB

Weil, Ann
Animal families
Children's
2.50

Wright, Ethel
Saturday walk
W.R. Scott
2.50

Ylla
Animal babies
Harper
3.27 net LB

Ylla
Two little bears
Harper
3.27 net LB

Zion, Gene
Harry the dirty dog
Harper
2.92 net LB

Zolotow, Charlotte
Storm book
Harper
2.92 net LB

*Books with an intercultural theme.
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc. for Child. Education</td>
<td>Told under the blue umbrella</td>
<td>Macmillan</td>
<td>1.95</td>
</tr>
<tr>
<td>Doane, Pelagie</td>
<td>Small child's book of verse</td>
<td>Walck</td>
<td>5.00</td>
</tr>
<tr>
<td>Hutchinson, Veronica</td>
<td>Candlelight stories</td>
<td>Putnam</td>
<td>3.95</td>
</tr>
<tr>
<td>Internat. Kindergarten Union</td>
<td>Told under the green umbrella</td>
<td>Macmillan</td>
<td>1.95</td>
</tr>
<tr>
<td>(Assoc. for Child. Education)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jacobs, Frances E.</td>
<td>Finger plays and action rhymes</td>
<td>Lothrop</td>
<td>2.95</td>
</tr>
<tr>
<td>Landeck, Beatrice</td>
<td>Songs to grow on</td>
<td>Sloan</td>
<td>3.50</td>
</tr>
<tr>
<td>McFarland, Wilma</td>
<td>For a child</td>
<td>Westminster</td>
<td>3.50</td>
</tr>
<tr>
<td>McGinley, Phyllis</td>
<td>All around the town</td>
<td>Lippincott</td>
<td>3.50</td>
</tr>
<tr>
<td>Mother Goose</td>
<td>Mother Goose book: illus. by Gustav Tenggren</td>
<td>Little</td>
<td>3.95</td>
</tr>
<tr>
<td>Poulsson, Emilic</td>
<td>Finger plays</td>
<td>Lothrop</td>
<td>2.75</td>
</tr>
<tr>
<td>Thompson, Blanche J.</td>
<td>Silver pennies</td>
<td>Macmillan</td>
<td>1.95</td>
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</table>
# FILM COLLECTION

<table>
<thead>
<tr>
<th>Film</th>
<th>Related Books</th>
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<tbody>
<tr>
<td>Adventures of a bunny rabbit EBF B/W 10 min.</td>
<td>Gag - ABC bunny</td>
</tr>
<tr>
<td>Barnyard babies Cornet Color 10 min.</td>
<td>Petersham - Box with red wheels</td>
</tr>
<tr>
<td></td>
<td>Weil - Animal families</td>
</tr>
<tr>
<td>Harold and the purple crayon Weston Woods Color 9 min.</td>
<td>Johnson - Harold and the purple crayon</td>
</tr>
<tr>
<td>Make way for ducklings Weston Woods Color 11 min.</td>
<td>McCloskey - Make way for ducklings</td>
</tr>
<tr>
<td>Millions of cats Weston Woods B/W 11 min.</td>
<td>Gag - Millions of cats</td>
</tr>
<tr>
<td>One and two and three Wexler Color 15 min.</td>
<td>Friskey - Chicken Little Count-to-Ten</td>
</tr>
<tr>
<td>Story about Ping Weston Woods Color 11 min.</td>
<td>Flack - Story about Ping</td>
</tr>
<tr>
<td>Spring on the farm EBF Color 11 min.</td>
<td>Krauss - Happy day</td>
</tr>
<tr>
<td>Zoo animals of our story books Cornet Color 10 min.</td>
<td>Ylla - Animal babies</td>
</tr>
</tbody>
</table>
### RECORDINGS

<table>
<thead>
<tr>
<th>Title</th>
<th>Label</th>
<th>Catalogue No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do this, do that (78 RPM)</td>
<td>Children's Record Guild</td>
<td>CRG 1040</td>
</tr>
<tr>
<td>Folk songs for young folk (sung by Alan Mills)</td>
<td>Folkways</td>
<td>FC 7021</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FC 7022</td>
</tr>
<tr>
<td>Little brass band (78 RPM)</td>
<td>Young peoples records</td>
<td>703 A and B</td>
</tr>
<tr>
<td>(from Margaret Wise Brown book)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother Goose Songs</td>
<td>Decca</td>
<td>DL 8357</td>
</tr>
<tr>
<td>(sung by Frank Luther)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music time</td>
<td>Folkways</td>
<td>FC 7307</td>
</tr>
<tr>
<td>(sung by Charity Bailey)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Songs to grow on, Vol. 1 (for Mother and Child)</td>
<td>Folkways</td>
<td>FC 7015</td>
</tr>
</tbody>
</table>
QUEENS BOROUGH PUBLIC LIBRARY

OPERATION HEAD START

Evaluation Form

(Please fill in one form for each group at the end of every six month period.)

Agency_________________________ Date____________________

Librarian conducting Program__________________________

1. Number of sessions held during 6 months period_______
2. Total attendance________________
3. Average attendance at individual sessions___________
4. Number of children with no absences___________
5. Number of children with fewer than five absences_____
6. Number of drop-outs_________
   (Comment)

7. Number of juvenile books circulated for use with children_______
8. Number of adult books circulated to parents___________
9. Number of new registrations for library cards___________
10. Number of concurrent meetings held for adults__________
11. Average attendance at adult meetings__________________
12. Content of adult programs (List below with comments)
13. Do the children come to the library except for story hour program?
   Often_______ Occasionally_______ Never_______
   (Comment)

14. How many adults who attended special programs have become library
    users?__________________

15. Has the program motivated library use by other members of the family?
    Yes_______ No_______ Don't know_______

16. Have any community organizations or agencies assisted or cooperated
    with this program? Yes_______ No_______
    If yes, list and comment)

17. How many organizations were contacted by mail_______ by telephone_______
    by speaking at meetings_______ (List organizations for which talk was
    given and name of speaker)

18. Observations and suggestions.
Appendix VII

Operation Head Start - Budget

**TOTAL COST OF PROGRAM**

**Personnel**

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Agencies</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>4</td>
<td>$9,535</td>
</tr>
<tr>
<td>Group B</td>
<td>4</td>
<td>6,750</td>
</tr>
<tr>
<td>Group C</td>
<td>2</td>
<td>12,740</td>
</tr>
<tr>
<td>Technical Staff</td>
<td></td>
<td>5,450</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>$96,070</td>
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**Library Materials**

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sets of Basic Picture Book Collection (75 @ $225)</td>
<td>$16,200</td>
</tr>
<tr>
<td>Strengthening of branch collection of picture and easy books (10 branches @ $1,200)</td>
<td>12,000</td>
</tr>
<tr>
<td>Professional collections (10 @ $50.00)</td>
<td>500</td>
</tr>
<tr>
<td>Recordings (10 branches @ $75.00)</td>
<td>750</td>
</tr>
<tr>
<td>Films</td>
<td>1,000</td>
</tr>
<tr>
<td>Fund for gift paperbacks</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$31,950</td>
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</table>

**Equipment**

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record players (10 @ $75.00)</td>
<td>$750</td>
</tr>
<tr>
<td>Projectors (3 @ $500)</td>
<td>1,500</td>
</tr>
<tr>
<td>Moving picture screens (3 @ $50.00)</td>
<td>150</td>
</tr>
<tr>
<td>Service charge for film, projectors etc.</td>
<td>250</td>
</tr>
<tr>
<td>Furnishings (cushions, shades, screens etc.)</td>
<td>3,200</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>$5,850</td>
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**Reserve Fund**

<table>
<thead>
<tr>
<th>Item</th>
<th>Budget</th>
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<tbody>
<tr>
<td>Reserve Fund</td>
<td>$15,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$15,000</td>
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**GRAND TOTAL**

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$148,870</td>
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COST BREAKDOWN

DIRECT COSTS - GROUP A

Story hour conducted only in the agency. (Baisley Park, North Beach, St. Albans and South Jamaica).

Personnel

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 experienced Children's Librarian (Senior)</td>
<td>$6,750</td>
</tr>
<tr>
<td>½ Trainee</td>
<td>$2,785</td>
</tr>
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</table>

Total additional staff cost $9,535

Library Materials

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 sets of Basic Picture Book Collection of 75 titles, 1 reference, 5 circulating</td>
<td>$1,350 (net)</td>
</tr>
<tr>
<td>Strengthening of branch collection of picture and easy books</td>
<td>$1,200</td>
</tr>
<tr>
<td>Professional collection</td>
<td>$50</td>
</tr>
<tr>
<td>Recording fund</td>
<td>$75</td>
</tr>
</tbody>
</table>

Total library materials cost $2,675

Equipment

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 record player VM Model 201 (portable)</td>
<td>$75</td>
</tr>
<tr>
<td>20 cushions</td>
<td>$100</td>
</tr>
<tr>
<td>Shades, screens and storage shelving for basic collection</td>
<td>$200</td>
</tr>
</tbody>
</table>

Total equipment cost $375

Total direct costs per agency - Group A $12,585

DIRECT COSTS - GROUP B

Story hour conducted only in community building e.g. housing project meeting room or other facility. (Dunton, Queensbridge, Rockaway Beach and South Ozone).

Personnel

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 experienced Children's Librarian (Senior)</td>
<td>$6,750</td>
</tr>
</tbody>
</table>

Total additional staff cost $6,750
Appendix VII

- 3 -

Library Materials

6 sets of Basic Picture book Collection of 75 titles, 1 reference, 5 circulating $1,350 (net)
Strengthening of branch collection of picture and easy books 1,200
Professional Collection 50
Recording fund 75
Total Library materials cost $ 2,675

Equipment

1 record player VM Model 201 (portable) 75
20 cushions 100
Storage shelving for basic collections 100
Total equipment cost 275
Total direct costs per agency - Group B $ 9,700

DIRECT COSTS - GROUP C

Dual story hour: one in agency, one in community building.
(Astoria and Corona).

Personnel

1 experienced Children’s Librarian (Senior) $6,750
1 Children’s Librarian (beginning) 5,990
Total additional staff cost $ 12,740

Library Materials

12 sets of basic picture book collection of 75 titles, 2 reference, 10 circulating $2,700 (net)
Strengthening of branch collection of picture and easy books 1,200
Professional collection 50
Recording fund 75
Total Library materials cost $ 4,025

Equipment

1 record player VM Model 201 (portable) $ 75
40 cushions (20 for each location) 200
Shades, screens and storage shelving for basic collection 400
Total equipment cost $ 675
Total direct costs per agency - Group C $ 17,440
Appendix VII

- 4 -

INDIRECT COSTS (to be allocated among all branches participating in Program)

Personnel  (Technical staff to process books)

1 Clerk and 30 hours per week  $ 5,450
   part-time help

Library Materials

| Fund for gift paperbacks | $1,500 |
| Films | $1,000 |
| **Total indirect library materials** | **$ 2,500** |

Equipment

| 3 projectors @ $500 each | $1,500 |
| 3 moving picture screens @ $50.00 each | 150 |
| Service charge for films, projectors | 250 |
| **Total indirect equipment costs for program** | **$ 1,900** |

*Reserve Fund

| Total for program | 15,000 |

**GRAND TOTAL**  $148,870

*Reserve Fund:

1. Possible rental of community facilities.
2. Additional sets of basic collection in case of increased enrollment.
3. Replacement cost of lost books.
4. To supplement paperback fund if necessary.
5. Added furniture costs: i.e. tables for projectors where necessary, etc.
6. Cost of external speakers where conditions require.

HWT: gr
8/3/64