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ABSTRACT

This institute was designed to train eight Pueblo Indian teacher aides in library media skills to serve as library paraprofessionals in Pueblo day schools. The program involved training in the following areas: (1) acquisition of materials; selection of materials and equipment, (3) utilization, (4) evaluation, (5) production of materials, (6) equipment operation, (7) maintenance and repair. The report includes program evaluation by the Director, instructors and field coordinators. A training and names and addresses of participants are appended. (AP)

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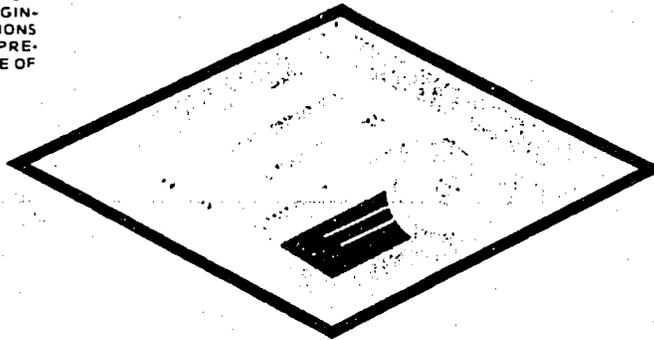
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Narrative Evaluation Report on the Institute for:

TRAINING LIBRARY AIDES
IN
PUEBLO INDIAN SCHOOLS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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College of Education
University of New Mexico
Albuquerque, New Mexico 87131

August 24, 1973 - July 26, 1974

Lotsee Smith, Director

Phone (505) 277-4325

An Institute for Training in Librarianship
conducted under a grant from the U.S. Office of Education,
Title II, Part B, Higher Education Act of 1965,
P.L. 89-329 as amended.

IR004540

ABSTRACT

This program is designed to train eight Pueblo Indian teacher aides in library-media skills, so that they can function as library paraprofessionals in eight Pueblo day schools. Presently no library service is being provided in these schools and communities, chiefly because there is no trained library personnel available. Tribal leaders have for two to three years stated that obtaining trained library personnel was their number one educational priority. Thus far they have been unable to acquire or attract these professionals. Pueblo residents can rarely afford, because of economic or other conditions, to attend institutions of higher education and attain professional qualifications. This Institute would provide eight participants with this opportunity.

Media courses will be taught in the participants' schools on a rotating basis. The participant will also be enrolled in a "practicum," which requires that she/he work in the school library a portion of her/his time. The Institute Instructor will serve in a supervisory and tutorial role for this instructional component, which will greatly enhance the practical learning experiences of the participant.

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PARTICIPANTS

Kella Maes, San Juan
Mildred A. Naranjo, Santa Clara
Pauline Panana, Zia
Cordelia Romero, San Felipe
Ernestine Romero, Taos
Mella M. Roybal, San Ildefonso
Sofia Sanchez, Isleta
Mildred Shendo, Jemez

DIRECTOR

Lotsee Smith

INSTRUCTORS

Pat Carr, Laguna, New Mexico
(Summer Session)
Janet N. Naumer, Glorieta, New Mexico

SECRETARY

Diane Starcevich



Mella Roybal
San Ildefonso



Cordelia Romero
San Felipe



Pauline Panana
Zia



Ernestine Romero
Taos



Kella Maes
San Juan



Mildred Naranjo
Santa Clara



Mildred Shendo
Jemez



Sofia Sanchez
Isleta

FOREWORD

Without cooperation and support from many, this project could not have been as successful as it was. Thanks must first go to the trainees whose enthusiasm and interest made this a vital learning experience for all concerned.

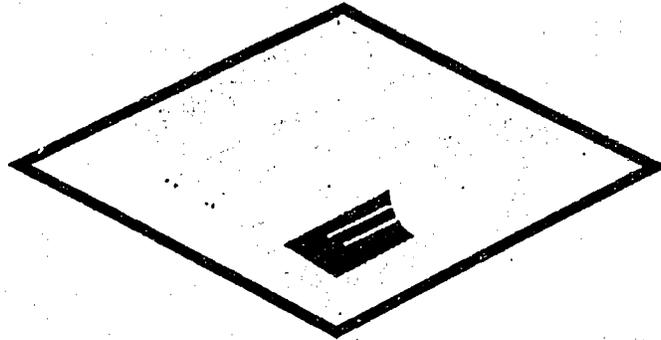
We are grateful to Bureau of Indian Affairs personnel, without whom realization of project goals would have been impossible, especially the following: Clayton Barker, Education Director, Southern Pueblos Agency; Martha Mason, Reggie Rodrigues, Wayne Winterton and Howard Mackey, all of whom have served as Acting Education Director, Northern Pueblos Agency, this year; Jim Norman, Education Specialist, Northern Pueblos Agency; principals of the project day schools, Frances Mansfield, Isleta; Bob Moncrief, Jemez; Reggie Rodriguez, San Felipe; Martha Mason, San Ildefonso; David Torres, San Juan; Sol Padilla, Santa Clara; Larry Labrum, Taos; and Maxine Martinez, Zia. Other valuable BIA assistance has come from Ray Reese, Acting Chief of Training at the National Indian Training Center; from Robert Rebert, Curriculum Specialist at Central Office; from Jim Felts and Caroline Davis of the IMC at Southwestern Indian Polytechnic Institute; from Dave Warren, Cultural Studies, Jim Roberts, Media Center and Doug Philbrick, Anna Walters and Lorraine Romero, Library, at the Institute of American Indian Arts.

The New Mexico State Library has been most helpful with advice and materials, and Doris Gregor and Henry Anaya of the

State Library staff.

Special appreciation goes to the Learning Materials Center staff, College of Education, University of New Mexico, for their many supportive services.

Introduction



INTRODUCTION

Urgent, unmet needs brought about the writing of this project proposal. One was the lack of training of library/media aides in remote sections of rural New Mexico, where lack of funding puts the hiring of professionals in the impossible dream category. Another was the importance of having persons of the same cultural background as that of the students serve in school systems. If persons of Indian heritage are placed in responsible positions, they can contribute to the system, not only through their acquired skills, but also through their visibility and their comprehension of the complex needs of Indian students.

Because the Bureau of Indian Affairs recognized the importance of hiring persons from the local community, its Northern and Southern Pueblos Agencies began hiring teacher aides in 1969. By the 1972-73 school year, the breakdown looked like this:

<u>PUEBLO</u>	<u>NO. OF</u> <u>TEACHERS</u>	<u>NO. OF</u> <u>AIDES</u>	<u>ENROLLMENT</u> <u>72-73</u>
(Northern Agency)			
Santa Clara	5	5	120
San Ildefonso	2	2	39
San Juan	5	5	91
Taos	10	8	207
(Southern Agency)			
Isleta	12	14	285
Jemez	5	4	97
San Felipe	11	12	216
Zia	5	6	88

However, since these aides are predominantly married women with dependents and from low income families, they cannot leave their homes to attend an institution of higher education to pursue a degree. While several were enrolled in Associate of Arts degree programs, no library/media training was being offered.

Concerned over the lack of trained library/media personnel in their day schools, Bureau of Indian Affairs officials agreed to select aides for the training program and made a moral commitment to employ, if possible, the library/media aides in that professional capacity upon the completion of their studies.

PURPOSE

The overall goal of the Institute was to train as library/media specialists eight Native Americans who were already serving as aides and non-professionals in eight pueblo BIA day schools. Little or no library service was being provided in these schools and communities chiefly because there were no trained library personnel available. Through this program, schools were provided with persons well trained in basic library/media skills who can function adequately and responsibly in positions that might otherwise have no professional staff members. The eight participants further have the potential to serve over 6,700 reservation Indians.

Population figures for the eight pueblos, according to the 1970 census, are as follows:

NORTHERN PUEBLOSTRIBAL POPULATION

Santa Clara	581
San Ildefonso	240
San Juan	625
Taos	1,086

SOUTHERN PUEBLOS

Isleta	1,404
Jemez	1,183
San Felipe	1,187
Zia	411
TOTAL:	<u>6,717</u>

TRAINING OBJECTIVES

Institute objectives were to develop specific competencies in each of the following areas:

A. Acquisition of Materials and Equipment

Competencies to be acquired:

1. The ability to plan a systematic procedure of acquiring materials and equipment.
2. The ability to determine appropriate sources for purchasing, renting or obtaining free materials and equipment.
3. The ability to maintain records relating to ordering, receiving and paying.
4. The ability to perform simplified cataloging to facilitate storage and retrieval.

B. Selection of Materials and Equipment

Competencies to be acquired:

1. The ability to identify appropriate sources to be used in the selection of materials and equipment.
2. The ability to name appropriate criteria to be used in the selection of materials and equipment.
3. Given an individual or curricular need, the ability to select appropriate material to meet that need.
4. The ability to describe the characteristics of various media.
5. The ability to devise a systematic procedure for collecting order information.
6. The ability to coordinate previewing, selecting and evaluating of materials and equipment.

C. Utilization

Competencies to be acquired:

1. The ability to use appropriately and effectively the various types of materials and equipment.
 - a. The ability to select a particular form of media to achieve a particular curricular goal.

D. Evaluating Materials and Equipment

Competencies to be acquired:

1. The ability to determine the specific objectives for evaluation.
2. The ability to determine appropriate criteria for evaluating individual items and to design a format for recording evaluations based on the criteria.
3. The ability to establish procedures for evaluating items.

E. Production of Materials

Competencies to be acquired:

1. The ability to use a dry mount press for mounting or laminating materials.
2. The ability to produce overhead transparencies using a variety of methods demonstrating the necessary skills in lettering, design and coloring.
3. The ability to produce a good quality audio recording (both cassette and reel-to-reel) and to synchronize it with a slide set.
4. The ability to produce good quality, appropriate slides to be used with an instructional unit.
5. The ability to produce and edit super 8mm film.
6. The ability to plan and produce a video recording.

F. Equipment Operation

Competencies to be learned:

1. The ability to operate a 16mm film projector, 8mm projector, a filmstrip projector, a slide projector, an overhead projector, a video tape recorder, a TV camera, a 35mm camera, a super 8mm camera, a tape recorder (both cassette and reel-to-reel).

G. Maintenance and Repair

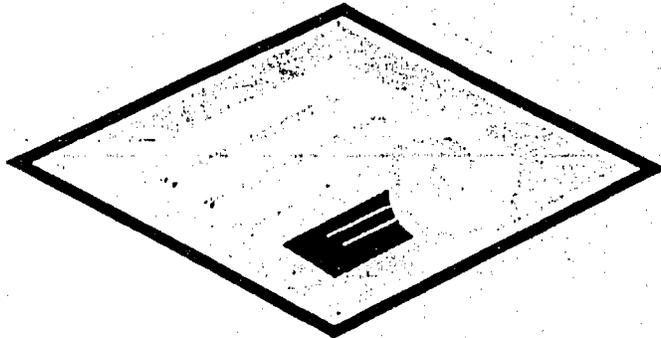
Competencies to be learned:

1. The ability to replace bulbs in various types of equipment.
2. The ability to clean the various types of equipment such as a 16mm projector and a filmstrip projector.

Upon completion of the training program, which totals 24 credit hours, it is believed that the trainee will have completed the requirements for an Associate of Arts degree (exceptions are

possible). It should be noted that all of the credits will apply toward a Bachelor of Arts degree at the University of New Mexico should the participant want to pursue the more advanced degree.

Director's Evaluation



DIRECTOR'S EVALUATION

A. Pre-Institute Preparation

Writing a proposal for an on-site training program with no budget, no secretary and no released time puts a real burden upon a potential director. In the preparation of this Institute proposal, the Director spent endless hours tracking down prospective sites, appropriate administrators, in talking with interested persons, including tribal officials and Bureau of Indian Affairs personnel. Several meetings of persons who were to be involved in one way or another were held so that their input could be considered before a final proposal was submitted to U.S.O.E. This was a very necessary step in assuring a successful project. It was, however, a time-consuming and even costly endeavor for the prospective Director and those who travelled long distances to attend planning meetings.

Following numerous inquiries and discussions, the Director decided to limit the sites of the proposed training program to Bureau of Indian Affairs Day Schools. There were several reasons for this decision. One was that the BIA could serve as a vehicle through which the program could be coordinated. Secondly, it meant the training project would involve a totally Indian population. Thirdly, prospects for employment of the trainee upon completion of the Institute seemed best with the Day Schools. Fourth, none of the eight Day Schools selected for training sites employed a professional librarian.

In addition to consulting with numerous individuals, the Director studied relevant documents related to media competencies, such as the School Library Manpower Project, and searched out data related to possible training sites in Pueblos. A synthesis of this information plus consideration of other factors led to the development of the set of competencies, the courses and goals selected for this Library Aide Training Institute and to the methods and procedures to be used.

B. Recruitment

Upon notice that the Institute was to be funded, recruitment strategies were implemented. Participants for this Institute were recruited through the Bureau of Indian Affairs Northern and Southern Pueblo Agencies, located in Santa Fe and Albuquerque. Education specialists Clay Barker and Reginald Rodriguez with these Agencies worked with individual school principals in the selection. This method worked very well, because the principals know the local situation and who would make a good participant and who would not. The Institute Director requested that principals select, if possible, someone who was currently working in the school as a teacher's aide and who would be likely to remain employed in the school after the Institute ended. In some cases tribal officials were also consulted.

The results of this recruitment procedure were positive because eight highly motivated, intelligent women were selected. This fact is one of the reasons the Institute has been successful.

One significant factor in the successful recruiting procedure was that the Project was to be on-site. This enabled us to recruit persons who could not normally participate in the University course offerings due to travel distances, financial considerations, child care problems, etc. The fact that the participant could continue to live at home made the stipend and the training program much more attractive.

This method of recruitment, i.e., going through an existing organizational structure, also had a financial advantage -- it cost nothing as compared to the often costly (brochures, pamphlets, postage) and time-consuming procedures of the more traditional institute recruiting methods.

The cooperation and personal interest and efforts of Mr. Barker and Mr. Rodriguez was essential to this very important aspect of the Institute, and the Director was fortunate indeed to have had their unending support and cooperation.

C. Curriculum

The curriculum of the Institute consisted of 24 credit hours. They were scheduled as follows:

Fall Semester

L. Sc. 432, Production of Instructional Materials	3 hours
L. Sc. 437, Selection of Materials for Media Centers	3 hours
Ed. Fnds. 300, Practicum	3 hours

Spring Semester

L. Sc. 427, Classification and Cataloging	3 hours
L. Sc. 431, Audiovisual Methods and Techniques	3 hours
Ed. Fnds. 300, Practicum	3 hours

Summer Semester

L. Sc. 351, Problems
L. Sc. 429, Workshop

3 hours
3 hours

This set of courses with its mix of theory and practice proved to be quite adequate. The summer courses -- Problems and Workshop -- permitted the Instructor to fill in deficiencies that she felt existed. She designed a series of two week "mini-courses" consisting of work in reference, children's literature, administrative procedures and planning.

The Practicum was of particular value both to the participant and to the individual schools. In the process of supervising and providing assistance to the trainee on the job via the Practicum, the Instructor was able to make almost immediate visible impact upon the individual school libraries. Much of the work done in the Practicum consisted of organizing the existing collections, although each school varied in its needs. The ability of each trainee to work on individual needs and to quickly apply what she was learning served as a highly motivating device.

The students showed a remarkable talent in the production of audiovisual materials. For example, as a requirement in their "Methods and Techniques" course, each of them had to produce a slide/tape or video tape program. One of these, produced by trainee Mella Roybal, was shown to an audience at the National American Library Association convention in New York City where it drew "rave notices."

Teaching audiovisual courses on-site was not without its problems. Many schools lacked equipment which the students needed, and the University does not permit equipment to be taken off campus. The Instructor's ingenuity surmounted this problem, however. It would be advisable for any future institutes with on-site components to give serious consideration to this problem and plan to either purchase or rent the needed equipment. The same is true, to a more limited degree, with reference books and selection aides.

The curriculum was similar to that offered on many college campuses, as the abbreviated course outlines show. The difficult part of the instructional component was juggling schedules and arranging meeting places, as the enclosed samples reveal.

Following are abbreviated course outlines and schedules.

COURSE OUTLINE: L. SC. 432 (PRODUCTION OF INSTRUCTIONAL MATERIALS)

(2 weeks on each topic)

- I. Introduction
"Hands on" operation of equipment
- II. Overhead Transparencies
- III. Tape Recordings (Audio)
- IV. Video Recordings
- V. 35mm Cameras -- Candid snapshots, close-up photography,
making color slides from book material
- VI. 35mm Cameras -- Darkroom Techniques
- VII. 8mm Movie Cameras
- VIII. Making Filmstrips from Slides
Reviews for Final Exams

COURSE OUTLINE: L. SC. 437 (SELECTION OF MATERIALS FOR
LIBRARIES AND MEDIA CENTERS)

(2 weeks on each topic)

- I. Introduction
 - Determining Needs and Wants (School, Community)
 - Identifying Instructional Materials
- II. Selection Criteria and Evaluation
 - Special Criteria for Indian Collections
- III. Selection Aids and Reviewing Sources
- IV. Book Reviews, Reviewing, Notes and Annotations
 - Reviews of Indian Materials
- V. Selection of Print Materials:
 - Fiction
 - Non-Fiction (Literature, Fine Arts, Religion, Philosophy,
Social Sciences, History, Psychology, Science and
Technology, Biography and Travel)
 - Reference Books
 - Periodicals
 - Textbooks
 - Vertical File Materials
- VI. Selection of Non-Book Materials:
 - Film (35mm filmstrips, 8mm, 16mm, slides)
 - Sound Recordings (phono records, audio tapes)
 - Transparencies
 - Games
 - Kits
 - Programmed Materials
 - Microforms
 - Video
 - Other (study prints, maps, globes, realia, models)
- VII. Selection Policies
 - Censorship
- VIII. Building, Maintaining and Evaluating the Collection
 - Balancing the Collection
 - Gifts
 - Weeding
 - Building an Indian Collection

COURSE OUTLINE: L. SC. 427 (CLASSIFICATION AND CATALOGING)

- I. Course Requirements
Introduction to Descriptive Cataloging
- II. Descriptive Cataloging using uncataloged books from day schools (3 sessions)
- III. Review of Descriptive Cataloging
Mid-Term Exam
- IV. Classification
- V. Subject Cataloging
- VI. Non-book Cataloging -- Filmstrips (individual and sets)
- VII. Non-book Cataloging -- Kits, Motion Pictures, Slides, Transparencies, Videorecords
- VIII. Non-book Cataloging -- Audio records
Filing Rules (review)

COURSE OUTLINE: L. SC. 433 (AUDIOVISUAL METHODS)

- I. Discussion of Required Projects; minimum course requirements
- II. Instructional Unit for Day Schools as Group Project
- III. Storyboarding Instructional Unit
- IV. Preparing Photographic Transparencies for Instructional Unit
- V. Storyboarding Individual Projects (2 sessions)
- VI. Graphics: Layout, Lettering, Use of Color
- VII. Perception, Communication and Learning Theory
- VIII. Viewing Student Projects
Advantages of Media by Type

COURSE OUTLINES: L. SC. 351 (PROBLEMS)
 (SUMMER SESSION) L. SC. 429 (WORKSHOP)

SERIES OF TWO-WEEK MINI-COURSES:

- I. REFERENCE
 - A. Examination of and practice sheets on Dictionaries, Encyclopedias, Yearbooks, Almanacs, Atlases
 - B. Examination of and practice sheets on Periodical Indexes, Biographical Dictionaries, Bibliographies, Books of curious facts, customs, folklore, mythology
 - C. Examination of and practice sheets on Reference Books on Indian Culture
 - D. Visit to large reference department (State Library in Santa Fe, Zimmerman Library at UNM) to talk with reference librarians. Half day: Where to call in New Mexico (contacts, sources)
- II. CHILDREN'S LITERATURE AND STORYTELLING MINI-COURSE
 - A. Review and re-examination of selection sources Bibliographies and examination copies of various types of children's books (classics, animal stories, fantasy, etc.)
 - B. Reading and annotations of children's books
Viewing and annotating of other media: records, filmstrips, etc.
 - C. Storytelling and storytelling aids
 - D. Telling of Indian stories using aids
- III. PROGRAMMING AND SERVICES
 - A. At American Library Association Conference
Assignment: Critique and Report on Conference
 - B. (As above)
 - C. Assessment of needs at day schools and development of individual programs for the coming school year
 - D. Preparing publicity for programming and services; Estimating costs of services
- IV. ADMINISTRATION
 - A. Ordering procedures (field visit to BIA agency offices)
Cost accounting
Receiving procedure
 - B. Organizing technical processing for efficiency
Physical facilities and how to improve them
 - C. PPBS (planning, programming, budgeting)
Program budgeting
 - D. Training student aides
Developing a library handbook (including training procedures, circulation rules, notes on technical processing)

Formal classes were taught during the fall and spring to Northern Pueblos Agency trainees on a rotating basis at each NPA project school. This gave the participants the advantages of having a shorter distance to travel as well as becoming acquainted with the collections and facilities at each of the project schools. Classes normally met on Mondays.

SCHEDULE FOR FALL SEMESTER (September 3-December 17, 1973)

Northern Pueblos Agency

- MON. Group class, *NPA, L. Sc. 432, L. Sc. 437
- TUES. San Juan, Practicum, Ed. Fnds. 300 (A.M.)
- WED. Taos, Practicum, Ed. Fnds. 300 (A.M.)
- THURS. Santa Clara, San Ildefonso, Practicum, Ed. Fnds 300
(Santa Clara, A.M., San Ildefonso, P.M.)
- FRI. Day off
- SAT. Group class, at *UNM, *SPA, L. Sc. 432, L. sc. 437

Practicum for NPA: Weeks of September 3 and 17; October 1, 15, and 29; November 12 and 26; December 12.

Classes for NPA: Every Monday (Meeting at schools by turn, i.e., Santa Clara on 9/17; San Juan on 9/24; San Ildefonso on 10/1; Taos on 10/8).

Southern Pueblos Agency

- MON. Group class, *NPA, L. Sc. 432, L. Sc. 437
- TUES. Isleta, Practicum, Ed. Fnds. 300 (A.M.), *UNM, P.M.
- WED. Jemez and Zia, Practicum, Ed. Fnds 300 (Jemez, A.M.
Zia, P.M.)
- THURS. San Felipe, Practicum, Ed. Fnds. 300 (A.M.)

-
- * NPA - Northern Pueblos Agency
UNM - University of New Mexico
SPA - Southern Pueblos Agency

FRI. Day off

SAT. Group class, at UNM, SPA, L. Sc. 432, L. Sc. 437

Practicum for SPA: Weeks of September 10 and 24; October 8 and 22, November 5 and 19; December 3 and 17

Driving time (from Santa Fe):

Isleta - 1½ hours

Jemez - 1½ hours

San Felipe - 45 minutes

San Ildefonso - ½ hour

San Juan - 45 minutes

Santa Clara - 35 minutes

Taos - 1½ hours

Zia - 1¼ hours

NOTE: The only deviations from the above schedule will be those necessary for working around a holiday (Veteran's Day and Thanksgiving as possibilities), rearrangements necessary because of absence of a trainee or extreme disability or deep snow preventing the Instructor from traveling.

SCHEDULE FOR SPRING SEMESTER (January 21-May 18, 1974)

Courses to be taught are:

L. Sc. 427 - Classification and Cataloging

L. Sc. 431 - Audiovisual Methods

Ed. Fnds. 310 - Practicum

NOTE: In an attempt to cut down travel for trainees and Instructor (because of gasoline prices and shortages), classes will meet for nine full day sessions and field visits will be made every four weeks (for a full day) rather than every two weeks for a half day.

Northern Pueblos Trainees - Classes

(all classes meet on Mondays) 9:30 a.m.

Jan. 21 - At Santa Clara

Jan. 28 - At San Ildefonso

Feb. 11 - At San Juan

Feb. 25 - At Santa Clara

Mar. 11 - At San Ildefonso

Mar. 25 - At San Juan

Apr. 8 - At Taos

Apr. 22 - At Santa Clara

May 6 - At Taos

(Three meetings at Santa Clara, two at San Ildefonso, two at San Juan, two at Taos)

Southern Pueblos Trainees - Classes(all classes meet on Saturdays) 9:30 a.m.

Jan. 26 - UNM, Learning Materials Center
 Feb. 9 - UNM
 Feb. 23 - UNM
 Mar. 9 - UNM
 Mar. 16 - UNM
 Apr. 6 - UNM
 Apr. 20 - UNM
 May 4 - UNM
 May 11 - UNM

University of New Mexico Spring Break - March 18-23, 1974
 New Mexico Library Association Conference (Albuquerque) -
 March 28-30, 1974

FIELD-VISIT SCHEDULE (Ed. Fnds. 310, L. Sc. 431)Northern Pueblos Trainees

San Juan - 1/22 (Tues.), 2/19 (Tues.)
 3/26 (Tues.), 4/23 (Tues.)
 Santa Clara - 2/5 (Tues.), 3/5 (Tues.)
 4/9 (Tues.), 5/7 (Tues.)
 Taos - 2/6 (Wed.), 3/6 (Wed.)
 4/10 (Wed.), 5/18 (Wed.)
 San Ildefonso - 2/12 (Tues.), 3/12 (Tues.)
 4/16 (Tues.), 5/14 (Tues.)

Southern Pueblos Trainees

Isleta - 1/23 (Wed.), 2/20 (Wed.)
 3/27 (Wed.), 4/24 (Wed.)
 Zia - 1/29 (Tues.), 2/26 (Tues.)
 4/2 (Tues.), 4/30 (Tues.)
 San Felipe - 1/30 (Wed.), 2/27 (Wed.)
 4/3 (Wed.), 5/1 (Wed.)
 Jemez - 2/13 (Wed.), 3/13 (Wed.)
 4/17 (Wed.), 5/15 (Wed.)

Because Southern Pueblos Agency trainees were not allowed released time during the school week, these participants had to travel to the Learning Materials Center, College of Education, University of New Mexico, where Saturday classes were held.

During the fall semester classes were held for a full day weekly. Long sessions became even longer with the spring semester and the energy crisis, when it was necessary to cut from sixteen to nine classes for each group because of gasoline shortages and costs. All courses during the fall and spring semesters, including the practicum, were taught by one instructor who travelled between 500 and 600 miles per week. For the summer session two instructors were hired part time, one to work with the Southern Pueblos Agency group, and one for the Northern Pueblos Agency group. SPA trainees met at the Southern Pueblos Agency offices in Albuquerque, while the NPA trainees met at the Espanola Branch of the University of New Mexico.

The fall and spring semester Practicums involved on-site visits at each of the project schools. During the fall on-site visits were made at each school for one-half day every two weeks. With the spring gasoline shortages and prices, this was rescheduled to one full day, including travel time, every four weeks, which cut mileage by over 500 miles for the semester. The shortest travel time, to San Ildefonso, required a two-hour round trip while the longest, to Isleta, required a four-hour round trip.

While activities during the Practicums embraced everything from swapping apples and pears from Velarde for green chili and

bread from Isleta to painting book stacks, emphasis was on internal organization of the libraries. With the exception of the Taos Day School Library, none had been properly organized for efficient retrieval. Activities centered on technical processing (accessioning, property stamping, labeling), sorting and filing of shelf list and other catalog cards, classification and cataloging, weeding out out-dated or inappropriate materials, shifting entire collections, setting up circulation procedures, improving library environments and, of course, discussing local situations.

D. Administration

The staff employed to facilitate this Institute was minimal. A full time Secretary, a full time Instructor and a one-half time Director completed the staff.

The fact that the sites were so scattered and the staff so small did create some strain on both the Director and the Instructor. Coordination and communication required constant effort. The participants were often not easily accessible by phone due to the lack of telephones on the reservations, and the over use (resulting in tied-up lines) of those which do exist -- usually at the school or tribal offices.

Because of her part time status, the Director had to maintain many University duties as well as to direct the Institute, and there were often conflicting demands upon her time. Much of the Institute's time was tied up in travelling. The Director recommends that any Institutes of a similar nature that might

be written in the future consider using two part time instructors as opposed to one full time, and that the Director allocate more than half of his or her time to the project.

The budget would have been adequate had the big energy crisis of 1973-74 not have happened. The escalation of gasoline prices along with the shortage of it created a real emergency with staff travel, since one of the important elements of the Institute was on-site instruction. Some revamping of scheduled site visits and planned instructional sequences was necessitated (see Spring Schedule). This revision did not noticeably hamper the expected outcomes of the Institute.

Because of the nature of the Institute, extensive coordination with other agencies and institutions was necessary. Appreciation is extended to many of these in the Forward. The Bureau of Indian Affairs, especially at the Agency level, was cooperative and supportive of the Institute. The principals at the eight sites varied in their enthusiasm, but most of them offered both the participants and the staff assistance and encouragement. Program officer Frank Stevens, from the U.S. Office of Education's Division of Library Programs, was helpful in many ways, and was able to visit the sites personally. His suggestions and assistance were a valuable asset to the Institute staff and participants.

E. Unique Features

The most unique feature of this Institute is that it is "on-site." The instruction-training was taken to the participants rather than bringing the participants to the training institution, like in most training programs.

Another and perhaps controversial feature (from a professional point of view) was that these aides were trained to "run" a library and, in fact, function in a professional capacity upon completion of their training. "Professionals" can and will argue the pro's and con's of this point, but the facts are that basically no library service was provided to these eight schools before the implementation of this Institute, and the Director is convinced that trained aides are a 100 percent improvement over nothing. "Professionals" can wail and gnash their teeth over such despicable events all they want. The trained aides were at the completion of the Institute doing commendable jobs, and there are now libraries and library services where there were none before. So perhaps the users -- hundreds of Indian children -- can settle any potential argument.

F. Major Strengths

One of the major strengths of the Institute was that it trained Native Americans in their own environment to work with their own people. A major tenet of the Director is that it is easier and wiser to train Indian people in library skills than it is to take an outsider (non-Indian) and try to train them in a specific culture. The point being that Indian culture is

complex, and even with diligent effort few non-Indians ever succeed in really understanding it. Too many Institutes take a minority person out of their environment, bring them to a training institution, and then expect them to return to work in their native community, often overlooking the fact that there may not be a job for them, or that their training has over-qualified them for jobs that do exist. In this Institute job placement was built into the design of the program (see Introduction, above).

The skills, both cognitive and affective, of the Instructor, Janet Haumer, were another strength of the Institute. Not only was her knowledge of library science and media superb, but she also possessed a great sensitivity for Indian people. Her experience as librarian at the Institute of American Indian Arts in Santa Fe provided her with a wealth of knowledge that related to this Institute. Her commitment and dedication to the Institute goals and to the participants was a major factor in the success of the Institute.

The quality and spirit of the participants was also an Institute strength. The Director believes the quality of the participants is directly attributable to the recruitment method used (see page 2 of Introduction, above) and to the program design (on-site). All of the trainees were highly motivated because of the upward mobility that successful completion of the training offered and because they could immediately apply what they learned.

G. Major Weaknesses

The great distances involved combined with the unanticipated energy crisis could have been obstacles precluding a successful Institute had the Instructor and the trainees not been willing to adapt to a revised plan. Their versatility and determination, however, surmounted these two potentially restrictive elements.

When coordinating a project with eight different administrators upon whose cooperation the Project largely depends, a great amount of tact, diplomacy and mutual understanding is required. There were times when these aspects seemed to have room for improvement (see Naumer's reports in the section on Training Sites, below). In general, however, the principals were responsive to our requests.

The predominant weakness, but one which is no fault of the Institute, is that upon completion of the Institute the participants will be working in their individual schools with no professional assistance or supervision. The Bureau of Indian Affairs, with all of its hierarchical structure and educational specialists at the Agency and Area levels, includes no library or media specialists at those levels. Therefore, the aides will be functioning without the benefit of professional (librarian/media) supervision.

H. Conclusions

The Director believes that the Institute was a resounding success. The clearest evidence of this conclusion is the

performance of the aides on the job. Pre- and post-site visits revealed in most instances an enormous change in the individual school libraries. Those libraries which existed prior to the implementation of this Project, but which were mostly unorganized collections of miscellaneous selected items strewn about in the room or space referred to as "the library," became orderly and functional. Systematic selection of new materials was initiated and basic library services provided. In some instances, such as at San Juan, no library existed prior to this Project. At the conclusion of the Project each of the eight sites had a functional library, though it was evident that much work was left to be done. Facilities varied greatly, ranging from a dark closet space at Santa Clara to a new, large, bright and comfortable mobile unit at Jemez, but each aide had organized existing collections and initiated services to the extent that released time, facilities and materials and equipment permitted.

An outstanding example of what maximum commitment on the part of the school principal and aide could produce was San Felipe. Here the principal assigned the aide full time to the library and provided a large, carpeted room for her use. By the end of the Institute this aide, Cordelia Romero, was providing teachers and students with a full range of media services, including production of materials, photographic reproduction, video taping, etc.

Another evidence of success was the low dropout rate of the participants. Only one, the aide from Taos, dropped out of this program. This was due to the fact that her husband had taken a job out of state and the family moved.

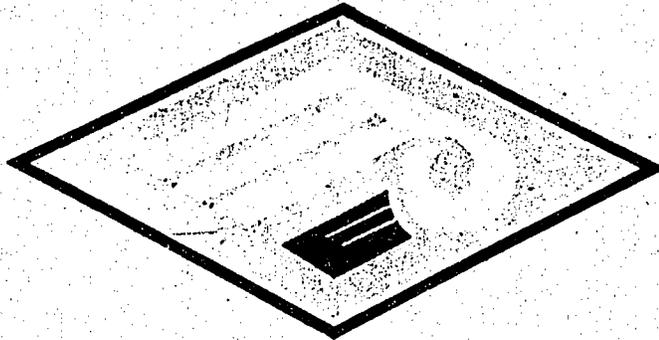
Seven of the eight original participants completed the training. Three of these, Mildred Naranjo, Kella Maes and Sophia Sanchez, were awarded their Associate of Arts degrees and indicated that they planned to pursue an advanced degree. Three others, Pauline Panana, Cordelia Romero and Mildred Shendo, continued to enroll in regular courses at the University of New Mexico, and stated that they were firmly committed to completing a Bachelor's degree. Only one of the seven remaining in the Project did not plan to pursue an advanced degree. This high level of commitment to become fully certified teacher/librarians is further evidence of the success of the Institute.

The Institute, then, clearly made an impact on the eight participating schools, as well as upon the individual trainees. This resulted in the implementation of library/media services affecting hundreds of Pueblo school children, and seven of the eight aides showed enthusiasm for and a commitment to a professional career in librarianship.

One of the more important consequences of this Institute is that it became a model and was replicated (with variations) at other sites, including Fort Wright College in Spokane, Washington, and in Oklahoma City, Oklahoma. The Director believes that this Institute can serve as a feasible model, and need only to be adapted as individual situations dictate. The only major

recommended changes would be to try to involve sites that are closer together in order to cut down on the amount of travel. It also might be advantageous to secure principals' commitments (providing a facility, release time for the aide, etc.) in writing.

Training Sites



INTRODUCTION

Each aide participated in a practicum which involved working in her own school library. None of the libraries were professionally staffed, and only one or two of the aides had previously worked in the library. Therefore, for the most part, it was a completely new experience for them. The Instructor, Janet Naumer, spent a portion of her time directly supervising this practicum. This component of the training program allowed the aide to get individual and very pragmatic assistance. It also enabled Mrs. Naumer to individualize this instructional component. By working in this manner, the two were able to make the library a more visible and viable unit within the school, and provide the aide with a meaningful learning experience.

Mrs. Naumer, who was greatly concerned about the further development of the library upon completion of the Training Project, spent considerable time and effort in assessing each library's needs in making a set of recommendations for each site. It was also hoped that these sets of recommendations would further convince the principals that a full library staff was indeed needed. Mrs. Naumer's recommendations for further improvement of each training site library and her brief summary of progress and problems follow.



Isleta



More problems than progress would have to be the summation of the Project at Isleta Day School. At the outset it appeared that opportunities to develop a library/media center were very favorable. The trainee selected had already worked in the library a year. Among her assets, aside from a business college education, are a warm, friendly, outgoing personality, a cheerful disposition, intelligence and a neat appearance.

When classes began the trainee made several transparencies and did laminating for teachers, borrowed many books for library use which she continued to do throughout the year, and began storytelling in the library.

The first field visit brought some disturbing elements to light. Another aide, who had not been selected for the program, took the Instructor aside and asked to come into the program. This was not possible, and just how much factionalism grew out of it is unknown. The principal objected to the removal of a 1939 set of World Book encyclopedias, the only such set in the reference collection, because of their value. The library itself was cluttered with a variety of equipment, unused teaching materials and such items as a complete, recently purchased set of the Hardy Boys. To add to the general disorganization was the constant clatter of computers in an adjacent room which had not been soundproofed.

During subsequent field visits stacks were shifted, the collection was sorted by classification and shifted, and work was begun on technical processing and correction of card catalog filing. Among the trainee's objectives were the

cataloging of all books, most of which had not been ordered preprocessed, rearrangement of shelves and tables for a more open atmosphere, better storage of equipment and instructional materials, to weed and exchange some books from the collection, to update the Indian, career, space and biography areas, and to begin services such as research for material, videotaping, laminating and circulating annotated book lists.

Enter ESEA Title I. Unfortunately, because of budgetary problems, some of the project day schools hired trainees with Title I funds. One of the restrictions of this type of funding is that personnel must work with "target" children. When the reading specialist, also hired with Title I monies, arrived, she was designated as the trainee's supervisor. From that time on, little or no progress was made in the library since the trainee was involved in a myriad of Title I activities.

Because of various points of view, it has been impossible to determine exactly how much time per week the trainee was allotted for library activities. However, the Instructor noted that there was difficulty, at times, freeing her time for the Practicum during field visits. Also, the total lack of forward motion in establishing a library/media center became apparent.

Early in the spring semester a Title II proposal was written for Isleta Day School in which the trainee had no involvement. The proposal was funded and the trainee had no involvement in the selection of materials, even though she had just completed an intensive course in selection, which

included writing a selection policy which was not adopted. Added to this and at the same time, was a disparity in attitude which showed up as a result of surveys of staff, students and community pueblo adults on library informational needs. In summarizing questionnaire results, the Instructor added fuel to the fire by making value judgments which brought on the immediate wrath of some staff members. The final two field visits were eliminated, and time was invested at another SPA school actively involved in setting up a new library.

As a final note to a rather dismal situation, even though this trainee was closest to the New Mexico State Library Convention in Albuquerque, she was not released to attend, and she was the sole SPA trainee not released to photograph the Smithsonian prints of her pueblo (circa 1900) at the Institute of American Indian Arts. Apparently this school intends to hire a professional next year.

SUGGESTIONS FOR FURTHER IMPROVEMENT OF DAY SCHOOL LIBRARY/ MEDIA CENTERS

Field visits ended with the close of the semester on May 18, 1974, but it is hoped that this will mark not the end, but the beginning of growth for all the day school library/media centers and their staffs. Individual critiques for each school, prepared by the Project Instructor, may serve as guidelines for further improvement of collections, facilities and services.

NAME OF SCHOOL: ISLETA DAY SCHOOL

INTERNAL ORGANIZATION

Cataloging and Technical Processing:

1. Shelf list cards need to be separated, accession numbers and special funding (Title I or II) put on each, and filed by call number (as books are arranged on the shelf).
2. A complete inventory should be taken at the end of each school year, checking each book against shelf list cards in order to ascertain (a) which books are not cataloged, (b) exact number of books in collection and each section of collection, (c) what books were lost, and (d) exact number of books purchased with special funding (Title I or II).
3. Other catalog cards (author, title, subject and other added entries) need to be completed with call numbers and inter-filed alphabetically by whatever is on the top line, in the card catalog.
4. Commercial catalog cards need to be purchased for the many books in the collection which were ordered without catalog cards. (Most companies sell card sets for 35¢ per set, which is considerably less expensive than attempting to do original cataloging.)
5. Many books still need labels, circulation cards and pockets, date due slips, etc.
6. Non-book materials need to be listed and cataloged as time allows.
7. Processing materials are needed such as an accession stamp, property stamp, wide plastic backing for books, stick-on labels, etc.
8. A systematic plan for technical processing needs to be developed and written out so that students and other aides might assist in this time-consuming chore (stamping, accessioning, typing circulation cards and pockets, putting date due slips in books).

Circulation:

1. Circulation system for staff and for students needs to be clarified. A poster showing how to check out materials would be advisable.

Collection:

1. The collection, although sufficient in number, is quite weak. The reference section lacks a single up-to-date encyclopedia, atlas, dictionary or almanac. The Indian collection, social science, literature and history sections are weak and need "weeding" and updating. The fiction collection needs to be weeded drastically. (The intrinsic value of a complete set of the Hardy Boys to students in 1974 is questionable.) Many more "easy reading" books need to be added. The non-book collection is especially weak. Film loops, sound filmstrips and recordings need to be added.

2. 1740 funds should be allotted in the 1406, 1407 and 1409 categories each year. It takes time and steady funding to build a strong collection. Selection should be done by persons with training in this area and who know the present collection in order to avoid unnecessary duplication.

3. Suggest that staff be given supplies of "want" cards (which can be purchased very inexpensively at any library supply house) and that their requests, along with selections made by the library aide, be kept on file and reviewed at least twice a year for purchase.

4. Suggest that a selection policy be adopted and a selection committee, which would include library personnel, be established as soon as possible.

5. Suggest that non-book materials be previewed by the committee prior to purchase.

PHYSICAL FACILITIES

Library Furniture and Library Arrangement:

1. New stacks are needed, preferably counter height, metal and in bright colors.

2. New library furniture would greatly enhance the area; specifically, bright colored chairs, reading tables, soft cushions or bean bags.

3. Library needs a card catalog (recommend wood laminate and plastic type).

4. Wall-to-wall acoustical flooring would greatly reduce noise and make area much more pleasant.

5. Present arrangement is confusing; however, because of limitations imposed by the computer section and lack of shelving, not much can be done. Should immediately make one improvement: sections should be clearly labeled, i.e., Reference, Easy Reading, Fiction, Biography, Indian Collection, and 100's through 900's. (Labels can be purchased inexpensively or can be made with poster board and Pres-type letters.)

6. Magazine section needs to be labeled by title of magazine and provisions made for storage of back issues. Only current issues should be on the rack.

7. A large Dewey Decimal Classification chart should be purchased (not expensive and available from any library supply house).

8. Room needs to be painted; then decorated with bright posters. As is, it is dismal.

Location and Layout:

1. When practicable, computer section should be relocated. This would cut down greatly on noise as well as allowing for expansion. The computer section might be converted into a teacher resource and AV area.

2. Cabinets which presently house teaching materials and form a divider in the library should be moved against wall, thus allowing expansion for the library. (This probably cannot be done until the computer section is moved.)

SERVICES AND PROGRAMMING (They make or break a library/media center)

Students have been given copies of the following material:

Gaver, Mary V. Library Activities Checklist for Elementary School Libraries.

Darling, Richard. IMC-Library Services

Case, Robert N. Criteria of Excellence Checklist

Martin, Betty. "Suggestions for the Media Specialist and His Role in the Instructional Program and Promoting the Use of the School Library Media Center."

Further work will be done on programming and services during summer sessions. It is strongly suggested that each trainee first work with her principal and then the staff to draw up a list of services and programs for fiscal year 1975 plus objectives for the future.

1. Regular classes which are not library-related should meet elsewhere, thus freeing space for library instruction, class projects depending on library materials, storytelling, etc.

2. Displays should be changed weekly (a large bulletin board is needed for this purpose). Such displays should promote reading and other library activities.
3. Short book lists, annotated, should be prepared at least monthly to spark students' interest in reading.
4. Information regarding new materials available for purchase should be distributed to appropriate staff members as it arrives in the library.
5. Teachers should be informed on a regular basis of all new materials to be added to the collection.
6. Special storytelling hours should be planned for younger students. These may include hand puppets, audio-visual materials and acting out of stories.
7. Library instruction should be given to students on a cooperatively planned basis, preferably so that it fits in with curriculum. All students need to know the location of materials and how to check out materials. Older students can learn the use of the card catalog and can begin to learn research methods as they are relevant to curriculum.
8. The library should consider adding facilities for making overhead transparencies, dry mounting and photography, which would aid teachers in the preparation of special audio-visual materials. (Students are also adept at producing materials.)
9. Effective progress in reading, as shown by studies, can be achieved through keeping reading cards on selected students and aiding them in selection. This should be done with the full cooperation and assistance of teachers.
10. The use of non-book materials by students should be promoted as another access to learning.
11. Librarian can give short book talks to students either in library or classrooms.
12. Special subject bibliographies should be prepared for teachers working on special projects.

MEDIA EQUIPMENT NEEDED

If more room can be allotted, suggest that at least four to six study carrels be included with the following equipment for use in the library by individual students: headphones, record player, sound/filmstrip projector, rear projection screen (small), film-strip viewer, super 8mm loop projector, carousel projector.

PROFESSIONAL TOOLS NEEDED

1. Books in Print or Children's Books in Print
2. Sears List of Subject Headings, 10th ed.
3. Dewey Decimal Classification, 10th ed.
4. Non-Book Materials: The Organization of Integrated Collections
5. Audiovisual Equipment Directory
6. School Library Journal
7. Guide to Reference Books (Enoch Pratt Library)
8. (Recent and excellent) School Library Media Center Procedures (Demco Educational Corp., \$2.50)

NOTE: Trainee was given complete publication information needed for ordering the above materials in October, 1973.



Jemez



After fire leveled Jemez Day School in December, 1972, the task of planning new facilities was begun. Careful consideration and much planning went into the new library/media area, pre-processed books were ordered with Title II funds, and donations of textbooks and library books poured in from all over the country. As of September, 1973, a new cafeteria had been built and three prefabricated, metal classroom buildings were in operation. Two more, one of which was to house the principal's office and the IMC, were expected momentarily. The project participant was hired, out of regular funds, as an IGE (Individualized, Guided Education) clerk with the additional responsibility of setting up the library/media area.

During the fall semester the Instructor and the trainee worked on property stamping and accessioning of preprocessed books as well as sorting of catalog card sets, but were hampered by the necessity of working in the cafeteria and having to stop during the lunch hours. Some work was done on sorting of textbooks stored on an open porch of one of the classroom buildings until it was discovered that rattlesnakes had found their way into that area.

The building was finally in operation in February, 1974, but without the library furniture which had been ordered months previously. The trainee, with the voluntary assistance of staff and parents, managed to complete the enormous task of sorting out thousands of pounds of textbooks. Working together, the Instructor and trainee completed work on preprocessed books and the trainee began circulating books in March.

Library furniture, including stacks, circulation desk, study carrels, tables and chairs, and a card catalog and magazine rack, arrived and was assembled in April. It was then possible to sort and place preprocessed books on the shelves and begin the next lengthy job of weeding, labeling and classifying donated books.

By the end of field visits in May, all donated books had been weeded, all of the fiction and easy reading had been labeled and classified, and the remaining volumes had been rough sorted by Dewey Decimal Classification number. Although much work remains to be done, especially cataloging of donated books and non-print materials, there is evidence of strong support of and interest in having an active library/media operation from principal and staff alike. The trainee will be given extra time and possibly the assistance of a professional BIA librarian during the summer months.

Armed with a business college background, good organizational ability, and a quiet sense of humor, this trainee has the capability of making a significant contribution to the school. She has shown great natural ability with super 8mm film and is a crackerjack typist as well. The latter capability, it might be noted, caused her to do a considerable amount of extra typing for staff until such work was curtailed by the principal.

All indications are that this facility will receive 1740 support. If internal organization can be completed this summer, solid programming and services can be implemented during the coming school year so that optimum utilization of this potentially

excellent IMC can be realized. Specific suggestions and recommendations are included on the following pages.

SUGGESTIONS FOR FURTHER IMPROVEMENT OF DAY SCHOOL LIBRARY/ MEDIA CENTERS

Field visits ended with the close of the semester on May 18, 1974, but it is hoped that this will mark not the end, but the beginning of growth for all the day school library/media centers and their staffs. Individual critiques for each school, prepared by the Project Instructor, may serve as guidelines for further improvement of collections, facilities and services.

NAME OF SCHOOL: JEMEZ DAY SCHOOL

INTERNAL ORGANIZATION

Cataloging and Technical Processing:

1. Shelf list cards need to be filed by call number within each section (i.e., Reference, Easy Reading, Fiction, Biography, Short Stories, Indian Collection, 100's-900's) and placed in separate drawer in card catalog.
2. A complete inventory should be taken at the end of each school year, checking each book against shelf list cards in order to ascertain (a) which books are not cataloged, (b) exact number of books in collection and each section of collection, (c) what books were lost, and (d) exact number of books purchased with special funding (Title I or II).
3. Other catalog cards need to be interfiled alphabetically, in the card catalog, by whatever is on the top line (see ALA Filing Rules).
4. Commercial catalog cards need to be purchased for the many donated books in the collection. (Most are sold for 35¢ per set which is considerably less expensive than attempting to do original cataloging. Some original cataloging will be necessary since cards will not be available for all titles.)
5. Many books still need labels, circulation cards and pockets, date due slips, etc. A systematic plan for technical processing needs to be developed and written out so that students and other aides might assist in this time-consuming chore.
6. Non-book materials need to be listed, the list circulated to staff, and later cataloged as time allows.
7. Processing materials such as a school library property stamp, circulation cards and pockets, wide plastic backing for books and stick-on labels are needed.
8. Textbooks should be separated and clearly marked in sections according to discipline.

9. Paperbacks should be weeded, put in sections by reading level, and some of those weeded should go to classrooms. Advise against cataloging paperbacks. Perhaps they can be considered expendable and put into a "put and take" area.

Circulation:

1. A circulation system for staff and students needs to be developed and a large poster showing students how to check out materials should be placed at the circulation counter.

Collection:

1. This collection is rather amazing considering that it started at point 0 last fall. The reference section needs an up-to-date set of World Book, a new atlas and an almanac. The Indian collection should grow much larger and the social science and history sections are weak. Film loops, sound filmstrips, recordings and other non-book materials need to be added.

2. 1740 funds should be allocated in the 1406, 1407 and 1409 categories each year. It takes both time and steady funding to build a strong collection. Selection should be done by persons with training in this area and who know the present collection in order to avoid unnecessary duplication.

3. Suggest that a selection policy be adopted and a selection committee, which would include library personnel, be established as soon as possible. This committee could preview non-book materials prior to purchase and review requests from the "want" list at least twice a year. (Staff should be given supplies of "want" cards which can be purchased inexpensively from any library supply house. Their requests, along with selections made by the library aide, can be kept on file to be reviewed by the library committee.)

4. N.I.E.A. questionnaire results for Jemez might be used as a guide in shaping your collection to fit local needs and wants.

PHYSICAL FACILITIES

Library Furniture and Library Arrangement:

1. Additional shelving is needed, as discussed previously.
2. "Polywog" type chairs or bean bags in bright colors would brighten up the environment.
3. Wall-to-wall acoustical flooring would greatly reduce noise and make the area more attractive.
4. Teachers' resource area needs to be clearly marked; textbooks and supplemental materials shelved by discipline.

5. Large labels are needed on all shelves, i.e., Reference, Easy Reading, etc. A large Dewey Decimal Classification chart should be purchased and conspicuously displayed, and a guide to using the card catalog should be placed on top of the card catalog. (All can be purchased from any library supply house such as Gaylord, Demco, Highsmith, etc.)

6. Magazine section needs to be labeled by title of magazine and provisions made for storage of back issues. Only current issues should be on the rack.

7. Wall decorations, possibly made by students, should be considered.

Location and Layout:

1. A great deal of thought and planning has obviously gone into this. When the internal organization is complete along with library arrangement, this will be a most attractive library/media center.

Media Equipment Needed:

1. Suggest that study carrels be equipped with the following equipment for use in the library by individual students: headphones, record player, sound/filmstrip projector, rear projection screen (small), filmstrip viewer, super 8mm loop projector, carousel slide projector.

2. Since library aide has shown great natural ability for using super 8mm camera, the purchase of one might be considered for use by both aide and students in developing special audio-visual materials. This would also entail purchase of a projector and 8mm splicer.

SERVICES AND PROGRAMMING (How to make or break a library/media center)

Students have been given copies of the following material:

Case, Robert N. Criteria of Excellence Checklist

Darling, Richard, IMC-Library Services

Gaver, Mary V. Library Activities Checklist for Elementary School Libraries

Martin, Betty. "Suggestions for the Media Specialist and His Role in the Instructional Program and Promoting the Use of the School Library Media Center."

Further work will be done on programming and services during summer sessions. It is strongly suggested that each trainee first work with her principal and then the staff to draw up a list of services and programs for fiscal year 1975, plus objectives for the future, taking into consideration costs and personnel time involved.

1. Regular classes which are not library-related should meet elsewhere, thus freeing space for library instruction, class projects depending on library materials, storytelling, etc.
2. Displays should be changed weekly (a large bulletin board is needed for this purpose). Such displays should promote reading and other library activities.
3. Short book lists, annotated, should be distributed at least monthly to spark students' interest in reading.
4. Teachers should be informed on a regular basis of all new materials added to the collection; also, information regarding new materials available for purchase should be distributed to appropriate staff members as it arrives in the library.
5. Special storytelling hours should be planned for younger students. These may include hand puppets, audio-visual materials and acting out of stories.
6. Library instruction should be given to students on a cooperatively planned basis, preferably so that it fits in with the curriculum. All students need to know the location of materials and how to check out materials. Older students can learn the use of the card catalog and can begin to learn research methods as they are relevant to curriculum.
7. "ADD YOUR OWN" -- Many other services may be needed or requested by your staff.

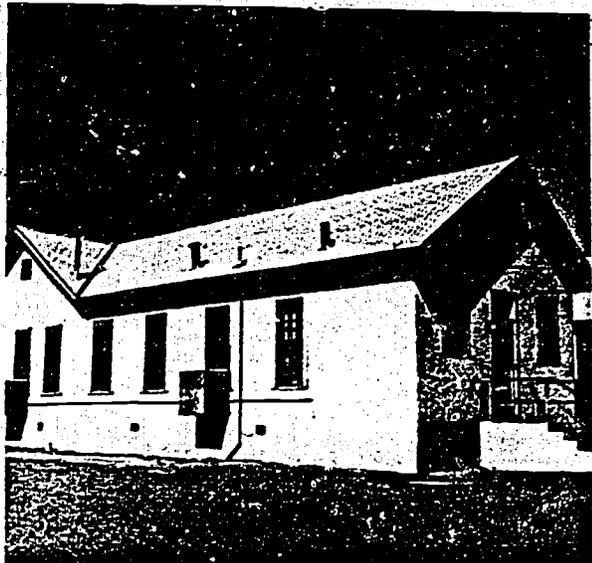
PROFESSIONAL TOOLS NEEDED

1. Children's Books in Print
2. Sears List of Subject Headings, 10th ed.
3. Dewey Decimal Classification, 10th ed.
4. School Library Journal
5. Guide to Reference Books
6. School Library Media Center Procedures (Demco, \$2.50)

NOTE: The trainee was given publication information in October, 1973.



San Felipe



For the doubtful this school is proof positive that encouragement of personal growth by the principal does indeed result in the formation of professional attitudes. The project participant at San Felipe is well on her way toward an Associate of Arts degree, and there is little doubt that she will complete it.

Not only has she been encouraged to pursue college courses, but also to attend meetings of professional associations such as the New Mexico Library Association Conference. Additionally, she was given the authority to select and order a large number of materials for the library this spring, which allowed her to apply what she had learned in the selection course and gain understanding of the entire acquisition process.

She has done a great deal of storytelling, has set up book displays and bulletin boards, has been imaginative in her approach to reader guidance, and, by spring, noted with satisfaction that the younger children were able to read.

Since only grades K-3 attend this particular day school, the collection is heavy on easy-to-read books and is the strongest collection of any of the project schools. Although the collection had been assembled in a large, pleasant, carpeted room, the only attempts to organize it had been made by untrained personnel. Some indexing had been done by author and title, and card catalog sets which had come in with preprocessed books had been filed in an unorthodox manner without having call numbers or subject headings typed in or had simply been dumped in boxes. A large number of books had not been processed or cataloged at all.

The first priority established during field visits was the re-organization of the collection. The entire collection had to be shifted and arranged into sections such as easy reading, fiction, Indian collection, reference, short stories, biography and by Dewey Decimal Classification number. All catalog cards had to be pulled back into sets, checked for completeness, shelf list cards separated and call numbers and added entries typed in. Because this was a large collection, this was a lengthy, involved process.

The Instructor and trainee attempted to do an inventory in January so that books could be accessioned and those bought with Title funds could be marked. However, at that time so many volumes were uncataloged that accuracy was impossible. The emphasis was shifted back to working on catalog cards and classifying, processing and cataloging. By the end of the field visits, there were still approximately two hundred volumes needing work. It is hoped that the trainee will be able to complete such internal organization before school re-opens in the fall.

The trainee had one student assistant who worked with her daily and will again have an assistant next fall. Throughout the year, in addition to the tedious job of re-organization, she circulated materials, worked with target Title I pupils, made special materials such as bookmarks with very attractive Indian designs, and was assigned to other classrooms as well. She had also distributed materials to the health clinic, including xeroxed copies of health posters to be used as coloring books.

Among the trainee's objectives are to extend the library back to a folding door divider and have another light switch installed so that the area beyond the folding doors can be used to show films without having to switch off the lights in the library area. She also hopes to expand the collection through the addition of more non-book materials, would like to have more time to collect resource materials for teachers, and hopes to establish dry mounting and laminating services.

Since the principal hopes to have the trainee work full time in the library next year and will undoubtedly see to it that 1740 funds are earmarked as needed, a steady growth of programming, services, collection and equipment seems inevitable. This principal has been super-supportive in this situation and the strongest backer of the Title II-B Institute as a whole.

SUGGESTIONS FOR FURTHER IMPROVEMENT OF DAY SCHOOL LIBRARY/ MEDIA CENTERS

Field visits ended with the close of the semester on May 18, 1974, but it is hoped that this will mark not the end, but the beginning of growth for all the day school library/media centers and their staffs. Individual critiques for each school, prepared by the Project Instructor, may serve as guidelines for further improvement of collections, facilities and services.

NAME OF SCHOOL: SAN FELIPE DAY SCHOOL

INTERNAL ORGANIZATION

Cataloging and Technical Processing:

1. A complete inventory should be taken at the end of each school year, checking each book against shelf list cards in order to ascertain (a) which books are not cataloged, (b) exact number of books in collection and each section of collection, (c) what books were lost, and (d) exact number of books purchased with special funding (Title I or II). (It takes two people to do an inventory efficiently.)
2. Commercial catalog cards should be purchased for uncataloged books in the collection. (Most sets cost 35¢, which is much less expensive than doing original cataloging.)
3. Work still remains to be done on the card catalog. Shelf list cards have been filed by call number and arranged in sections, as the books appear on the shelves, and placed in a separate drawer in the card catalog. However, other cards still need work, such as call numbers and subject headings, and inter-filing alphabetically by top line (ALA Filing Rules) is not yet complete.
4. Many of the uncataloged books still need labels, circulation cards and pockets, etc. (A systematic plan for technical processing needs to be developed and written out so that students and other aides might assist in this time-consuming task.)
5. Processing materials such as a school library property stamp, an accession stamp, plastic backing for books and circulation supplies are needed.
6. Non-book materials should be listed, the list circulated to staff, and later cataloged as time allows.

Circulation:

1. Circulation policies for students and staff should be written out. A poster showing students how to check out materials should be placed at the circulation counter.

Collection:

1. Collection is quite good and especially strong in the "easy reading" category. New reference materials needed are an up-to-date World Book and Compton's Precyclopedia, atlas, almanac, and elementary level dictionary. Social science, history, literature -- especially poetry and Indian collections -- should be strengthened. More non-book materials for use by individual students need to be added, such as super 8mm film loops, sound filmstrips, recordings, etc.

2. Since 1740 funds have been allotted in the 1406 and 1407 categories, it might be assumed that steady funding will be continued so that a strong collection can be built.

3. Suggest that a selection policy be adopted and a selection committee, including the library aide, be established as soon as possible. This committee could preview non-book materials prior to purchase and review requests from the "want" list at least twice a year. (Staff should be given supplies of "want" cards, which can be purchased from any library supply house. Their requests, along with selections made by the library aide, can be kept on file to be reviewed by the library committee.)

4. N.I.E.A. questionnaire results for San Felipe might be used as a guide in shaping your collection to fit needs.

PHYSICAL FACILITIES

Library Furniture and Library Arrangement:

1. Strongly suggest that library area be enlarged to extend as far as the folding door dividers and that a separate light switch be installed so that lights in the area beyond the folding door can be turned off to view films without turning off the library lights.

2. Additional library shelving is needed; also, additional section needs to be added to the card catalog.

3. Suggest the addition of bright colored chairs or bean bags or even large cushions.

4. Suggest adding at least four individual study carrels ("wet" type).

5. Suggest that area beyond the folding door dividers be utilized as a media area and that only multi-media items be stored there with office supplies relocated. Multi-media items should be clearly marked by subject.

6. Library needs labeling: labels on shelves clearly marking sections (Reference, Easy Reading, Fiction, Biography, Short

Stories, 100's-900's); large Dewey Decimal Classification chart; guide to using the card catalog (all can be purchased from library supply houses).

7. Library needs a magazine rack. This should be labeled by title of magazine and only current issues should be on the rack. Back issues should be stored separately.

Location and Layout:

1. Time, money and thought have gone into this facility. The only suggestions are those listed above in the section on Library Furniture and Library Arrangement.

Media Equipment Needed:

1. Suggest that study carrels be equipped with the following for use in the library by individual students: headphones, record player, sound/filmstrip projector, rear projection screen (small), filmstrip viewer, super 8mm loop projector, carousel slide projector.

2. Some thought might be given to adding a dry mount press, Thermofax machine and other production equipment to the area beyond the folding door dividers so that teachers and possibly students could develop some of their own audiovisual materials.

SERVICES AND PROGRAMMING

Students have been given copies of the following:

Case, Robert N. Criteria of Excellence Checklist

Darling, Richard. IMC-Library Services

Gaver, Mary V. Library Activities Checklist for Elementary School Libraries

Martin, Betty. "Suggestions for the Media Specialist and His Role in the Instructional Program and Promoting the Use of the School Library Media Center."

Further work will be done on programming and services during summer sessions. It is strongly suggested that each trainee first work with her principal and then the staff to draw up a list of services and programs for fiscal year 1975 plus objectives for the future, taking into consideration costs and personnel time involved.

1. Regular classes which are not library-related should meet elsewhere, thus freeing space for library instruction, class projects depending on library materials, storytelling, etc.

2. Displays should be changed weekly (a large bulletin board is needed for this purpose). Such displays should promote reading and other library activities. Your library has a bulletin board, but displays should be changed frequently.

3. Short, annotated book lists should be distributed at least monthly to spark students' interest in reading.

4. Teachers should be informed on a regular basis of all new materials added to the collection; also, information regarding new materials available for purchase should be distributed to appropriate staff members as it arrives in the library.

5. Although storytelling is done, it should be implemented with hand puppets, audio-visual materials and acting out of stories.

6. Some library instruction should be given to students, even though grades stop at K-3. All students need to know the location of materials and how to check out materials.

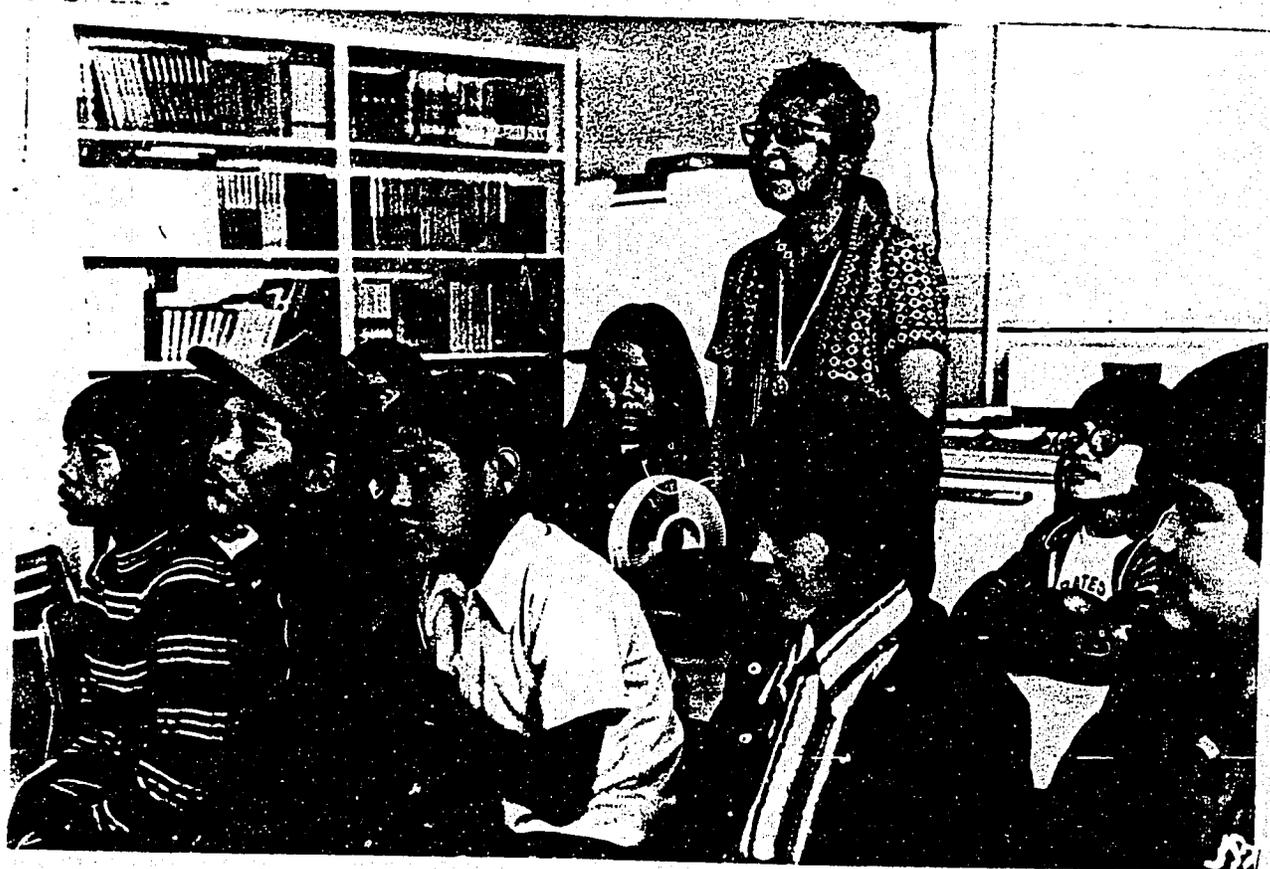
7. "ADD YOUR OWN" -- Many other services may be needed or requested by your staff.

PROFESSIONAL TOOLS NEEDED

1. Sears List of Subject Headings, 10th ed.
2. Dewey Decimal Classification, 10th ed.
3. School Library Media Center Procedures (Democ, \$2.50)



San Idefonso



Small, neglected San Ildefonso really had no library collection at all except a few books, mostly donations from Save the Children Federation, which were shelved among textbook materials in a multi-purpose room. Selection of a trainee here was somewhat slow, apparently because of some divisions within the pueblo.

The first order of business was to separate library books from textbooks, weed out some outdated materials, and place Title I materials in a separate section. Next, many library books which had been in classrooms were returned to the library. However, because the multi-purpose room was just that -- used for many activities -- it became apparent that a library area would have to be sectioned off.

With the assistance of the acting principal at the time, special shelving was constructed with two sections placed on casters. When necessary for a large group film showing, this shelving is rolled back. The Instructor and the trainee painted all shelving in bright orange and apple green colors while the carpenter painted Indian designs on the top of the rolling sections.

Next, a filing cabinet, typewriter and stand, and library supplies were acquired and the trainee began the arduous task of processing and classifying books. As soon as some had been labeled, pocketed and carded, circulation of the books began. By the end of the field work, all titles had been classified and nearly all were processed. Unfortunately, most remain to be cataloged, and it is hoped that funds will be made available to purchase catalog card sets.

This project participant, oldest of the trainee group, has shown great creative ability. Her fine recording voice and active imagination combined to create a charming re-telling of "Coyote and the Ducks" on a cassette tape, part of which was in Tewa. She also did a near-perfect set of slides of the San Ildefonso Feast Day for the school, and her sound/slide set on San Ildefonso for the Audiovisual Methods course project is something from which professionals might learn.

As an example of her abilities, after scanning Mary O'Neill's poetry in color book, Hailstones and Halibut Bones, she wrote the following:

Fascination in Colors

Look around, colors, here and
there and above.
In plants and animals and
people and the heavens.
In everything around us.
Colors to be heard,
Colors to be seen.
Colors to smell,
Colors to touch.

One of the hopes of the day school staff is to have a photographic darkroom installed in the near future. If this becomes a reality this trainee would have much to contribute for, while she needs more knowledge of the technicalities of f-stop and shutter speed adjustments, she has worked in a darkroom and has an unerring eye for artistic composition in photography.

As a joint effort the trainee, the former acting principal, the Title Coordinator for Northern Pueblos Agency and the Project Instructor wrote a Title II grant proposal which was funded. Subsequently, the trainee, with the assistance of another aide,

Kathy Sanchez, selected \$3,000 in preprocessed library books. With the arrival of this new material, the collection will be greatly strengthened. Some excellent donations from Los Alamos and White Rock have also been received. Additional, immediate needs are in the areas of non-book and reference materials.

The future of this library is still in question. At this time, it is not known whether or not the trainee will be hired, even on a part-time basis, for the coming school year. Also, even though the trainee, other librarians and at least some staff members favor re-location of the library to another room, there is resistance to such a move. It can only be hoped that the day school staff and the community feel strongly enough about this year's progress to insist that the library program be continued.

SUGGESTIONS FOR FURTHER IMPROVEMENT OF DAY SCHOOL LIBRARY/ MEDIA CENTERS

Field visits ended with the close of the semester on May 18, 1974, but it is hoped that this will mark not the end, but the beginning of growth for all the day school library/media centers and their staffs. Individual critiques for each school, prepared by the Project Instructor, may serve as guidelines for further improvement of collections, facilities and services.

NAME OF SCHOOL: SAN ILDEFONSO DAY SCHOOL

INTERNAL ORGANIZATION

Cataloging and Technical Processing:

1. At the beginning of the school year, none of the books in the collection was cataloged. Most were not classified, neither were they labeled, nor did they have circulation cards and pockets. All of the classification is now complete and most have cards and pockets. However, all need catalog cards. These should be purchased from a commercial source (usually 35¢ per set) which is much more economical than attempting to do original cataloging. Original cataloging can be done for those for which commercial cards are not available.

2. After catalog cards are purchased, all must be marked with call numbers, some may need to have titles or subject headings typed in, and shelf list cards must be separated and marked with accession numbers, number of copies of the title. Shelf list cards must then be filed in a separate drawer by call number, as the books appear on the shelf, and the remainder of the cards must be interfiled alphabetically by top line (according to ALA Filing Rules).

3. When this has been accomplished, a complete inventory should be done and subsequently done at the end of each school year, checking each book against shelf list cards in order to ascertain (a) which books are not cataloged, (b) exact number of books in collection and each section of the collection, (c) what books were lost, and (d) exact number of books purchased with special funding (Title I or II). Two people should be assigned to do inventory.

4. Many of the uncataloged books need labels, circulation cards, pockets and date due slips. All will have to be accessioned later. (A systematic plan for technical processing needs to be written out so that students and other aides might assist in this time-consuming chore.)

Circulation:

1. Circulation policies for students and staff should be written out. A poster showing students how to check out materials should be placed at the circulation tray.

Collection:

1. A \$3,000 influx of Title II funds will boost this collection. However, in order to build a strong collection, a steady, even if small, stream of 1740 funds in the 1406, 1407 and 1409 categories needs to flow into this library. The reference section is especially weak and an up-to-date World Book and Compton's Precyclopedia, along with an atlas, an almanac and elementary dictionaries, would be a start. All other sections need to be expanded and updated. Non-book materials for use by individual students or small groups of students should be added, such as sound filmstrips, recordings and super 8mm film loops.

2. Suggest that a selection policy be adopted and a selection committee, including the library aide, be established as soon as possible. This committee could preview non-book materials prior to purchase and review requests from the "want" list at least twice a year. (Staff should be given supplies of "want" cards which can be purchased from any library supply house; a small supply is currently on hand in the library. Their requests, along with selections made by the library aide, can be kept on file to be reviewed by the library committee.)

3. N.I.E.A. questionnaire results for San Ildefonso might be used as a guide in shaping your collection to fit needs.

PHYSICAL FACILITIES

Library Furniture and Library Arrangement:

1. Library arrangement is curtailed by its present location in a multi-purpose room. However, some special shelving on casters has been built and all shelving painted in bright and cheerful colors. This has helped to define the library area as well as to make it more attractive.

2. A small card catalog should be purchased. (Suggest plastic and wood laminate type.)

3. A small, secretarial desk (to hold typewriter) should be furnished for the library aide.

4. Study carrels (housed in another room) might be painted and utilized.

5. Bright colored "Polywog" type chairs or bean bags might be added.

6. Library is in dire need of clear labeling in organized sections, i.e., Reference, 100's-900's, Indian Collection, Biography, Short Stories, Easy Reading, Fiction. Labels can be purchased or made using poster board and Pres-type letters.

7. Dewey Decimal Classification chart and guide to using card catalog should be purchased (inexpensive and available from library supply houses).

8. Wall-to-wall acoustical carpeting would cut noise and make area more attractive.

Location and Layout:

1. Another, separate room located in the same building, but to the east of the multi-purpose room has been suggested as a better location by the aide, by the Instructor, by two librarians from Los Alamos, and by two evaluators from the National Indian Education Association Library Project. Meanwhile, the library remains in the multi-purpose room, where its use is often in conflict with other activities.

Media Equipment Needed:

1. If the library could be relocated in the room mentioned above and study carrels there utilized, they might be equipped with the following for use in the library by individual students: headphones, record player, sound/filmstrip projector, rear projection screen (small), filmstrip viewer, super 8mm loop projector, carousel slide projector.

2. Some consideration has been given to establishing a darkroom between the multi-purpose room and the "east" room mentioned above. It is hoped that this becomes an actuality, especially since the library aide has demonstrated considerable ability in photography and can aid staff and students in this area.

3. Some thought might be given to adding a dry mount press, Thermofax machine and other production equipment either at this school or at NPA Office so that teachers and possibly students could develop special audio-visual materials.

SERVICES AND PROGRAMMING

Students have been given copies of the following:

- Case, Robert H. Criteria of Excellence Checklist
 Darling, Richard. IMC-Library Services
 Gaver, Mary V. Library Activities Checklist for Elementary School Libraries
 Martin, Betty. "Suggestions for the Media Specialist and His Role in the Instructional Program and Promoting the Use of the School Library Media Center."

Further work will be done on programming and services during summer sessions. It is strongly suggested that each trainee first work with her principal (in this case, possibly the NPA Acting Education Director) and then the staff to draw up a list

of services and programs for fiscal year 1975, plus objectives for the future, taking into consideration costs and personnel time involved.

1. Regular classes which are not library-related should meet elsewhere, thus freeing space for library instruction, class projects depending on library materials, storytelling, etc.

2. Displays should be changed weekly (a large bulletin board is needed for this purpose). Such displays should promote reading and other library activities.

3. Short, annotated book lists should be distributed at least monthly to spark students' interest in reading.

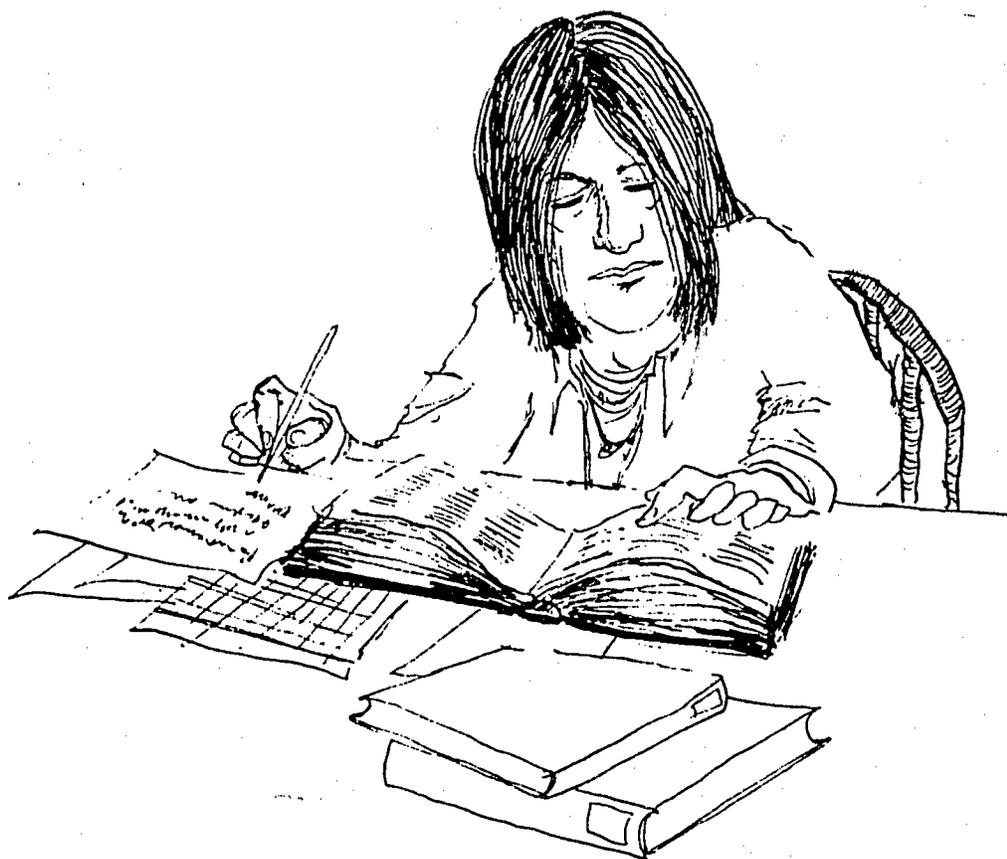
4. Special storytelling hours should be planned for younger students. These may include hand puppets, audio-visual materials and acting out of stories.

5. Teachers should be informed on a regular basis of all new materials added to the collection.

6. "ADD YOUR OWN" -- Many, many other services are possible, depending upon needs and wants of your staff and students.

PROFESSIONAL TOOLS NEEDED

1. Sears List of Subject Headings, 10th ed.
2. School Library Media Center Procedures (Demco, \$2.50) -- recent and excellent.



San Juan



In spite of several setbacks, there has been nothing but progress at San Juan for this school's library started at point zero. Last year, the school received Title II funding from which former staff member Alicia Vigil did an outstanding job of selecting a beginning collection of books.

The first problem here was in finding a person interested in the training proposed by the Title II-B Institute. Finally, a very competent Title I teacher aide was selected. Next came the problem of finding enough space in a good location. The principal gave up the anteroom of his office to solve this. Since absolutely no shelving nor money was available, the next obvious concern was where to put the books. At this time, as it happened, Northern Pueblos Agency was closing its warehouse. After permission was given, the principal and a maintenance man took a pickup truck to the warehouse, tore out shelving and brought the lumber to San Juan after sharing some of it with Santa Clara Day School.

Accessioning and property stamping of books and sorting of catalog card sets had begun when a crisis situation developed with the serious illness of the trainee. In and out of the hospital from November through March, she nevertheless managed to attend nearly all classes and did a considerable amount of work in the library in February and March, even though she was on a leave without pay status.

During January and February the acting principal requested and was given assistance in the selection of library materials ordered with 1740 funds. Also at this time, stacks were built

and painted and the principal's office was moved to a much smaller area, formerly used as an adult education office. This gave the library a room for reading and reference work and magazine storage.

The Instructor weeded out a large collection of donated books and continued technical processing during the time of the trainee's illness. As she became stronger, the trainee completed processing of all but the donated books, finished all work on the catalog cards, filed the cards and painted a large storage cabinet and the card catalog. Working together, the Instructor and trainee moved the shelving into place, placed the books on the shelves and labeled each area. Working together and separately, the trainee and Instructor finished classifying all donated books to be added to the collection and cataloged several. Some cataloging and processing remains to be done.

In late April the regular principal returned to the school and the trainee was sent back to the classroom. It was decided at the school not to open the library facility until the next school year. Both the Project Director and Instructor discussed the situation with the principal and hope that a satisfactory balance between classroom duties and library programming can be worked out with the trainee for the coming school year.

Time will be needed for technical processing of materials ordered by the acting principal when they arrive. Additional time should be spent in conference over the setting up of a self-circulating system, library instruction and services to be offered. Without adequate time, materials and money, it is

possible that this beginning will become no more than a static, unused collection.

With support and interest from the principal and staff, this trainee's intelligence and enthusiasm will build the present start into an active library/media center. The trainee met her objectives for this year, with the exception of actually circulating books. Among services she hopes to begin as soon as possible are dry mounting and laminating of instructional materials for staff members.

It is hoped that the support for this facility will outweigh this year's difficulties. Specific recommendations and suggestions are outlined in the following pages.

SUGGESTIONS FOR FURTHER IMPROVEMENT OF DAY SCHOOL LIBRARY/MEDIA CENTERS

Field visits ended with the close of the semester on May 18, 1974, but it is hoped that this will mark not the end, but the beginning of growth for all day school library/media centers and their staffs. Individual critiques for each school, prepared by the Project Instructor, may serve as guidelines for further improvement of collections, facilities and services.

NAME OF SCHOOL: SAN JUAN DAY SCHOOL

INTERNAL ORGANIZATION

Cataloging and Technical Processing:

1. Books ordered during the last fiscal year with Title II funds have been completely processed and cards are in the card catalog. Processing and cataloging remains to be done on donated books although all have been classified.

2. Books ordered with regular funds during this fiscal year will need to be properly stamped and accessioned, and catalog cards coming with the new books will have to be worked on (separating shelf list cards, typing in call numbers and titles and subject headings as needed, etc.).

3. A systematic plan for technical processing needs to be developed and written out so that students and other aides might assist in the time-consuming task of checking in new materials, property stamping, accessioning, putting in cards, pockets, date due slips, etc.

4. A numbering machine for accessioning needs to be purchased.

5. A complete inventory should be taken at the end of each school year, checking each book against shelf list cards in order to ascertain (a) which books are not cataloged, (b) exact number of books in collection and each section of collection, (c) what books were lost, and (d) exact number of books purchased with special funding (Title I or II). It takes two people to do an inventory efficiently.

Circulation:

1. Circulation policies for students and staff should be written out. A poster showing students how to check out materials should be placed by the circulation tray.

Collection:

1. Selection done last year with Title II funds was quite good, so that this beginning library has some good titles in each section. Reference works were not ordered last year, and it is hoped that they were ordered this spring, since the library lacks junior encyclopedias such as World Book or Compton's Precyclopedia as well as an atlas, almanac and elementary level dictionaries. Non-book materials for use by individual students need to be added as soon as possible so that students have access to recordings, filmstrips, sound/filmstrips, super 8mm film loops, etc.

2. With steady funding (1740) in the 1406, 1407 and 1409 categories each year, this collection can become an excellent one.

3. N.I.E.A. questionnaire results for San Juan might be used as a guide in shaping your collection to fit staff and student needs and wants.

4. Suggest that a selection policy be adopted and a selection committee, including the library aide, be established as soon as possible. This committee could preview non-book materials prior to purchase and review requests from the "want" list at least twice a year. (Staff should be given supplies of "want" cards, which may be purchased from any library supply house. Their requests, along with selections made by the library aide, can be kept on file to be reviewed by the library committee.)

PHYSICAL FACILITIES

1. Specially built and brightly painted shelving is adequate and attractive. Library reading tables and brightly colored chairs need to be purchased. Some consideration might also be given to the purchase of "Polywog" type chairs and bean bags.

2. Another card catalog section should be added to the present card catalog, which is only four drawers.

3. Suggest adding at least four individual study carrels ("wet" type) in reading room.

4. Library needs labeling: labels on shelves; clearly marking sections (Easy Reading, Fiction, Reference, 100's-900's, Indian Collection, Biography, Short Stories), large Dewey Decimal Classification chart, guide to using the card catalog. (All can be purchased inexpensively from library supply houses.)

5. Magazine rack should be labeled with titles of magazines and current issues only should be placed on it with other provision being made for storage of back issues.

6. If a professional section for staff is planned, it should be clearly labeled as such and probably should be located in the reading room.

7. Wall-to-wall acoustical flooring (carpet) would reduce noise and greatly enhance the entire area.

Location and Layout:

1. Location is central and layout is as convenient as possible working within the architectural confines of the building. Lighting, however, is poor.

Media Equipment Needed:

1. Suggest that study carrels, if purchased or built, be equipped with the following for use in the library by individual students: headphones, record player, tape recorder (bolted to each carrel), sound/filmstrip projector, rear projection screen (small), filmstrip viewer, super 8mm loop projector, carousel slide projector.

2. A tacking iron is needed for the present dry mount press. Some thought might be given to purchase of a Thermofax machine for making transparencies (and other copies) as well as to other production equipment so that teachers and students can develop special audiovisual materials.

SERVICES AND PROGRAMMING

Students have been given copies of the following:

Case, Robert N. Criteria of Excellence Checklist

Darling, Richard. IMC-Library Services

Gaver, Mary V. Library Activities Checklist for Elementary School Libraries

Martin, Betty. "Suggestions for the Media Specialist and His Role in the Instructional Program and Promoting the Use of the School Library Media Center."

Further work will be done on programming and services during summer session. It is strongly suggested that each trainee first work with her principal and then the staff to draw up a list of services and programs for fiscal year 1975 plus objectives for the future, taking into consideration costs and personnel time involved.

1. Regular classes which are not library-related should meet elsewhere, thus freeing space for library instruction, class projects depending on library materials, storytelling, etc.

2. Displays should be changed weekly on the large bulletin board in the library. Such displays should promote reading and other library activities.

3. Short, annotated book lists should be distributed at least monthly to spark students' interest in reading.

4. Teachers should be informed on a regular basis of all new materials added to the collection; also, information regarding new materials available for purchase should be distributed to appropriate staff members as it arrives in the library.

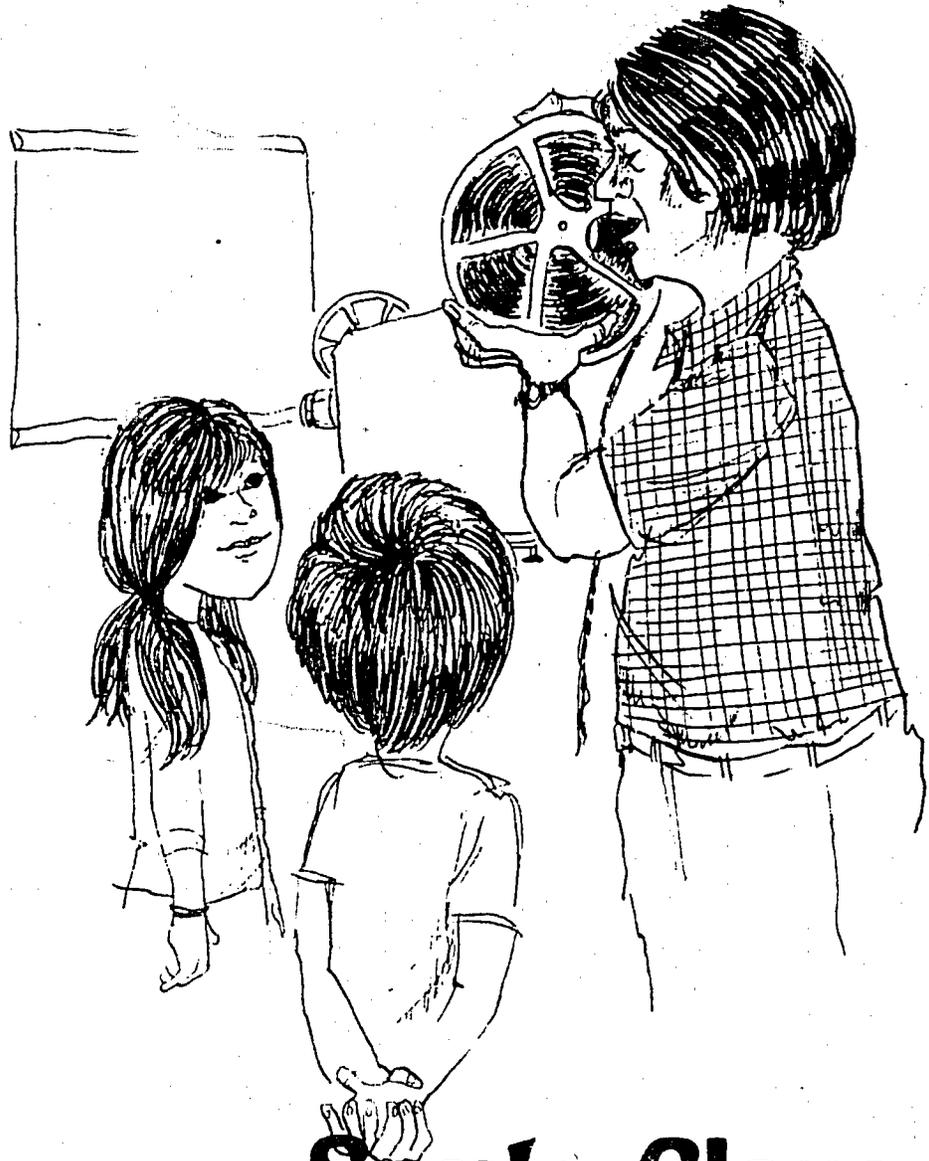
5. Although storytelling can be done with books only, it should be implemented with hand puppets, audio-visual materials and acting out of stories. Regular hours should be planned for younger students.

6. Library instruction should be given to students on a cooperatively planned basis, preferably so that it fits in with curriculum. All students need to know the location of materials and how to check out materials. Older students can learn the use of the card catalog and can begin to learn research methods as they are relevant to curriculum.

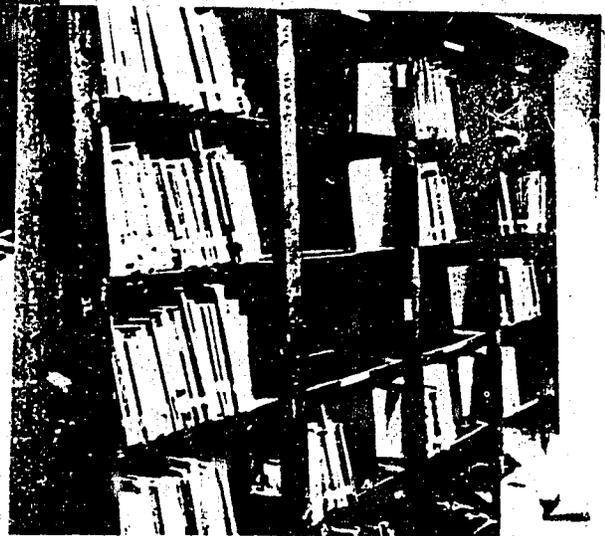
7. "ADD YOUR OWN" -- Many other services may be needed or requested by your staff.

PROFESSIONAL TOOLS NEEDED

1. Sears List of Subject Headings, 10th ed.
2. School Library Media Center Procedures (Demco, \$2.50)



Santa Clara



A frantic phone call to the Instructor from the trainee on October 11, 1973, marked the demise of what was a fairly good library facility at Santa Clara. Most of the books in it had been ordered preprocessed, using Title II funds, about two years previously. Before the bulldozers moved in, books had been sorted, shelves labeled and work on catalog cards begun.

As the building was being torn down to make way for a new classroom, books, cards and shelving were removed to another building, in which it was not possible to work because of lack of heating and lighting.

At this point it was agreed to have the trainee work on the organization of a large classroom collection, as well as to help teach students how to make photograms, dry mount photographs and videotape. She was also used in other classrooms as an aide and, additionally, coached the boys' touch football team.

Working with the Instructor and fifth and sixth grade students, the trainee set up a one-card system for the classroom collection and began classifying, carding, pocketing and labeling of the books. She also did considerable darkroom work and dry mounting and taught several students the rudiments of videotaping. She successfully videotaped a day-long art workshop in which Maria Wolff's Indian students and Mary Lu Denning's "Anglo" students from Piñon Elementary at White Rock participated, as well as producing a videotape of the school's Christmas program which was presented at the Santa Clara Community Center.

After Christmas vacation work on the classroom collection ceased because of an altercation between the trainee and the classroom teacher which, unfortunately, was never resolved. The trainee was informed that the library would soon be located in a house which was being renovated and, later, that it would be put in a large, centrally located classroom along with a teachers' resource center. Neither materialized, but, finally, in February a very small space which had been the principal's office was designated as the library. Some shelving was placed in the closet-like cubicle along with the pre-processed books, some donated books and text materials. Eventually the catalog cards were found and a typewriter supplied.

Once again books were sorted and shelves labeled. Textbook materials and inappropriate donations were sorted out and processing began on books which had not been preprocessed. Although hampered by poor lighting conditions and a leaky gas heater, the trainee completed labels for most of the collection as well as finishing most of the classification. Work on catalog card sets was not completed.

During spring semester the trainee was assigned by the principal for storytelling hours twice a week in classrooms. This program appeared to be quite well received, and the trainee seemed to enjoy it. However, her discouragement with other working conditions grew until she resigned her position two weeks before the end of the semester.

What the future holds for this collection is quite uncertain. The trainee plans to return to college in the fall and continue

work toward a B.A. in education. She is very capable in both audio-visual and library areas, but shows a preference for the former. She could become an excellent media specialist with further time and training.

Both the principal and staff at this school are forward looking and innovative. The principal hopes to hire a media specialist to develop an active IMC and has applied for funding. The school has excellent darkroom facilities and adequate equipment. A much larger book collection as well as extensive non-book materials are needed. Some 1740 funding was given to the library and the trainee had the opportunity to order materials, most of which were in the reference category. In spite of the present situation, it appears that an IMC will become a reality, but, as always, it will require qualified personnel, space, furniture, equipment, and time and funding to build a strong collection.

SUGGESTIONS FOR FURTHER IMPROVEMENT OF DAY SCHOOL LIBRARY/MEDIA CENTERS

Field visits ended with the close of the semester on May 18, 1974, but it is hoped that this will mark not the end, but the beginning of growth for all day school library/media centers and their staffs. Individual critiques for each school, prepared by the Project Instructor, may serve as guidelines for further improvement of collections, facilities and services.

NAME OF SCHOOL: SANTA CLARA DAY SCHOOL

INTERNAL ORGANIZATION

Cataloging and Technical Processing:

1. Catalog cards for those books in the collection which were pre-processed were pulled back into sets. Each set needs to be marked with call number and any titles or subject headings not printed on cards needs to be typed in. Shelf list cards need to be separated and have accession numbers marked on them as books are accessioned; also price (if known) and number of copies of any given title. All cards are still in sets in metal card file.
2. Although nearly all books are classified and most are labeled, many need to be property stamped with the school name, accessioned and processing finished with circulation cards, pockets and date due slips.
3. Uncataloged, donated books need complete processing and cataloging. (It is suggested that commercial card sets be purchased for all possible titles; cost is about 35¢ per set. This is more economical than attempting to do original cataloging.)
4. A systematic plan for technical processing needs to be written out so that students and other aides might assist in the time-consuming chore of checking in new materials, property stamping, accessioning, putting in cards, pockets, date due slips, etc. (Even pre-processed books have to be property stamped, accessioned, and cards sorted and filed.)
5. A numbering machine for accessioning needs to be purchased.
6. A complete inventory should be taken at the end of each school year, checking each book against shelf list cards in order to ascertain (a) which books are not cataloged, (b) exact number of books in collection and in each section of collection, (c) what books were lost and (d) exact number of books purchased with special funding (Title I or II). (Takes two people to do an inventory efficiently.) Suggest that an inventory be done next year at your school.

Circulation:

1. Circulation policies for students and staff should be written out. A self-circulating system can be set up with the aid of staff and a poster showing students how to check out materials should be placed by the circulation tray.

Collection:

1. Collection is small, weak and totally inadequate for a school this size. Without regular 1740 funding each year in the 1406, 1407 and 1409 categories, a strong collection cannot be built. Apparently the last influx of funds was under Title II some three years ago. There are no reference books, very few "easy reading" books and all sections are in great need of well selected, up-to-date materials. Additionally, what few books there are seem to be pirated on a fairly regular basis by staff members. They then remain in classrooms. While classroom collections are a fine idea, with a library collection this weak they become a problem. (Some 1740 monies were expended this year. It is hoped that this will be continued.)

2. Suggest that a selection policy be adopted and a selection committee, including library personnel to be hired, be established as soon as possible. This committee could preview non-book materials prior to purchase and review requests from the "want" list at least twice a year. (Staff should be given supplies of "want" cards which may be purchased from any library supply house. Their requests, along with selections made by the media specialist, can be kept on file to be reviewed by the library committee.)

3. N.I.E.A. questionnaire results for Santa Clara might be used as a guide in shaping your collection to fit staff and student needs and wants.

PHYSICAL FACILITIES

Library Furniture and Library Arrangement:

1. Since the library is at point 0, there's nowhere to go but up. Within the present closet-like facility, the only possibility is adding a few brightly colored chairs or bean bags and some attractive posters on the wall.

Location and Layout:

1. Present facility is completely inadequate. Not only is it far, far too small, but lighting is inadequate and the gas heater leaks. No further progress can be made, except in completion of processing and cataloging of the present collection, until a larger room is made available.

2. Location is central, however, and if another room can be found in the same building, it would be a good location.

Media Equipment Needed:

1. If a larger facility is found, study carrels ("wet" type) should be added and equipped with the following for student use: headphones, record player, tape recorder (bolt to carrel), sound/filmstrip projector, rear projection screen (small), filmstrip viewer, super 8mm loop projector, carousel slide projector.

2. Some thought might be given to purchase of a Thermofax machine for making transparencies (as well as other copies). Generally, this school is well equipped, but does lack this capability.

SERVICES AND PROGRAMMING

This year's trainees were given copies of the following:

- Case, Robert N. Criteria of Excellence Checklist
 Darling, Richard. IMC-Library Services
 Gaver, Mary V. Library Activities Checklist for Elementary School Libraries
 Martin, Betty. "Suggestions for the Media Specialist and His Role in the Instructional Program and Promoting the Use of the School Library Media Center."

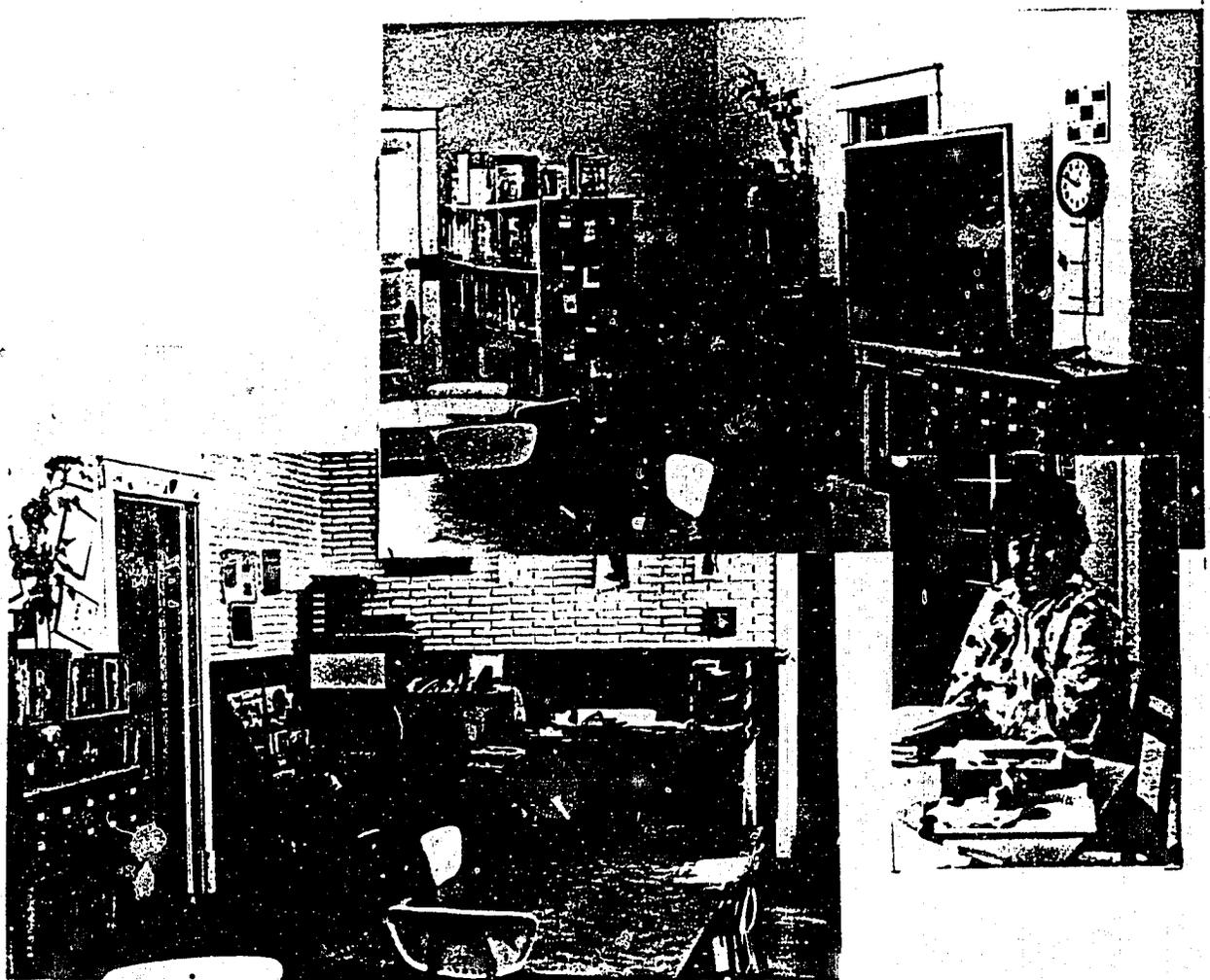
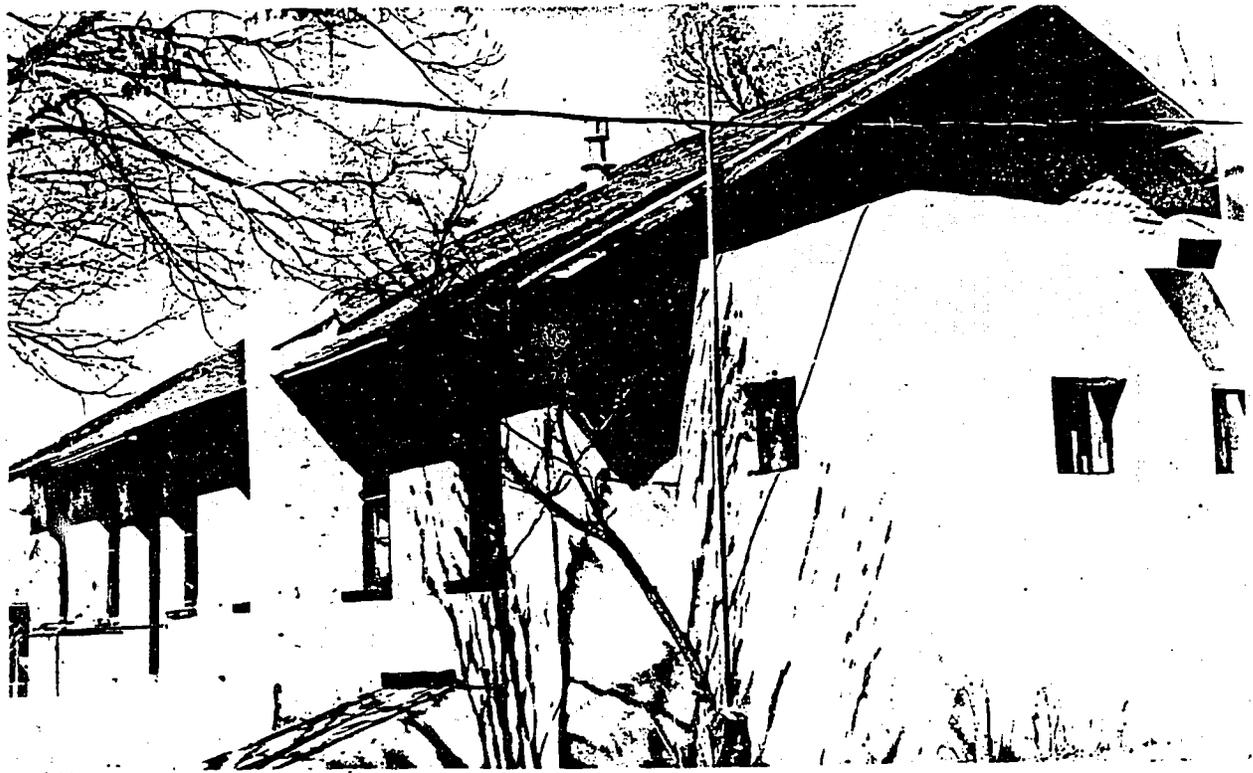
Since the trainee at Santa Clara will not be returning and the school hopes to hire a professional media specialist, listing possible programs and services -- there are dozens of possibilities -- does not seem to be in order. However, it is strongly suggested that the media specialist first work with the principal and then jointly with the principal and the staff to draw up a list of services and programs for fiscal year 1975, plus objectives for the future, taking into consideration costs and personnel time involved.

PROFESSIONAL TOOLS NEEDED

1. Sears List of Subject Headings, 10th ed.
2. School Library Media Center Procedures (Demco, \$2.50)



Taos



Taos Day School Library, along with Isleta and Santa Clara, is not one of the Title II-B Institute's success stories. The outcome might have been considerably different if the para-professional who is in charge of the library had agreed to come into the program. Although she does not hold a degree and has little, if any, course work in library science, she did not wish further training even though it was recommended by several people. Instead, another aide was hired to work with her while being enrolled in the training program.

The library itself seems to be well-organized, and since no new materials had been ordered for some time, there was no technical processing or cataloging to be done. At the beginning of the project the two aides seemed to work well together, creating displays and working on programming ideas such as having children illustrate stories.

During the early field visits the aide in charge asked for some specific suggestions in order to gain more support from the staff as well as for recommendations for general library improvement. The Instructor and aides discussed ideas freely at the outset. The first hint of things to follow came when a teacher delivered a lengthy dissertation on what should be taught as a part of the Institute, insisting that penmanship was of prime importance. It developed that the aide in charge of the library was a Title I employee who was working with this staff member's "target" students.

Later the aide in charge of the library asked what specific tasks the trainee should be doing. The Instructor outlined these

in general terms, not wishing to tell this para-professional how to run her library. In retrospect it appears that a conference with the principal, the Title I aide, the trainee and the Instructor during which specific guidelines would have been written out would have been a better approach. Although such a conference might have curtailed the Title I aide's autonomy, it might have prevented later confrontations.

As the trainee gained some skills the other aide did not have and carried through projects, such as videotaping the school's Christmas program, the situation apparently became threatening. The aide contacted two people at the University of New Mexico, but not the Director of the project, asking to become a trainee. Under the terms of the project, it was not possible to include her in the training program.

The situation between the two aides continued to deteriorate. On February 12, 1974, the Instructor had a long phone conversation with the principal outlining the problem and possible solutions. On the next field visit the principal and Instructor discussed the conflict further. One solution suggested by the Instructor was a temporary transfer of the trainee to San Juan Day School, since there was much work to be done in that library and the aide was ill. However, the principal seemed reluctant to take that action. Neither did he call both aides for a meeting together to resolve differences.

The next field visits were taken up with the storyboarding of a videotape the trainee wished to do on the Taos Silversmith Project. Because things had come to a complete impasse, the

final two field visits were cancelled and that time spent in other schools who needed and wanted assistance. Regular NPA classes were held at Taos on April 8 and May 6, despite what might be termed a cool atmosphere.

Because of the lack of cooperation between the two Indian aides, nothing was accomplished at this school during the spring semester Practicum. It might be noted that such rivalry, corrosive as it is, does exist in Indian communities where unemployment is high and opportunities few. Just before the end of school the trainee was transferred by the principal as an instructional aide in another area. There is a possibility that the trainee will move to Denver. If not, she may be rehired as an instructional aide, but not a library aide.

This library needs to have regular, steady 1740 funding. The para-professional in charge should be paid from 1740 funding and should be encouraged to take courses in administration, which would include services and programming as well as at least one course in audiovisual methods or production of instructional materials. With more financial and moral support from the school, the discontent and frustration which negated project efforts might never have existed.

SUGGESTIONS FOR FURTHER IMPROVEMENT OF DAY SCHOOL LIBRARY/MEDIA CENTERS

Field visits ended with the close of the semester on May 18, 1974, but it is hoped that this will mark not the end, but the beginning of growth for all day school library/media centers and their staffs. Individual critiques for each school, prepared by the Project Instructor, may serve as guidelines for further improvement of collections, facilities and services.

NAME OF SCHOOL: TAOS DAY SCHOOL

INTERNAL ORGANIZATION

Cataloging and Technical Processing:

1. Since this was the only project school which already had a library aide, the Instructor and the trainee did not work on any cataloging or technical processing at Taos. The aide stated that all cataloging and processing had been completed, and this appears to be the case.
2. Suggest: that all books and AV materials in the future be ordered preprocessed. Although preprocessed materials still require property stamping and accessioning, plus sorting and filing of catalog cards and shelf list cards, the cost is considerably less than that of original cataloging and processing.
3. Also suggest that a systematic plan for technical processing be written out so that students and other aides might assist in this time-consuming chore. A recent and excellent guide to such procedures is contained in School Library Media Center Procedures (Demco, \$2.50).
4. If this is not already being done, a complete inventory should be taken at the end of each school year, checking each book against shelf list cards in order to ascertain (a) which books are not cataloged, (b) exact number of books in collection and in each section of collection, (c) what books were lost, and (d) exact number of books purchased with special funding (Title I or II). It takes two people to do inventory efficiently.

Circulation:

1. If not already written out, circulation policies for students and staff should be. A poster showing students how to check out materials might be placed at the circulation desk.

Collection:

1. This collection, in order to be kept vital and up to date, needs a steady, if small, flow of 1740 monies in the 1406, 1407 and 1409 categories. Apparently the last large amount of funding came via Title II some years ago. This is not adequate for a school this size.
2. A strong attempt should be made to receive up-to-date publishers' catalogs. The Taos Day School Library will also be placed on the mailing list of the New Mexico State Library "Hitchhiker" which includes bibliographies prepared at the Examination Center for Children's Books at the State Library.
3. Suggest that a selection policy be adopted and a selection committee, including the library aide, be established as soon as possible. This committee could preview non-book materials prior to purchase and review requests from the "want" list at least twice a year. (Staff should be given supplies of "want" cards which may be purchased from any library supply house. Their requests, along with selections made by the library aide, can be kept on file to be reviewed by the library committee.)
4. It is time for this library to move into more non-book materials, not just filmstrips, but recordings, slides, transparencies, sound/filmstrips, super 8mm loop films, etc.
5. N.I.E.A. questionnaire results for Taos might be used as a guide in shaping your collection to fit staff and student needs and wants.

PHYSICAL FACILITIES

Library Furniture and Library Arrangement:

1. Suggest that at least four "wet" study carrels be built or purchased.
2. Wall-to-wall acoustical flooring (carpet) at least in the main reading room would greatly reduce noise and make this area more attractive.
3. Suggest considering the purchase of some bright colored bean bags or "Polywog" chairs to make the area more inviting and cheerful.
4. Present arrangement is logical and about the best possible within the architectural confines of the building.

Location and Layout:

1. Location is not as central as desirable.
2. Inside of building needs to be completely repainted. Lighting is terrible; foot candles are probably equal to that of a cellar.

Media Equipment Needed:

1. Suggest equipping study carrels with headphones, record player, tape recorder (bolt to carrel), sound/filmstrip projector, rear projection screen (small), filmstrip viewer, super 8mm loop projector, carousel slide projector.
2. Dry mount press should be repaired and tacking iron for it purchased so that materials can be prepared for staff.

SERVICES AND PROGRAMMING

This year's trainees were given copies of the following:

- Case, Robert N. Criteria of Excellence Checklist
 Darling, Richard. IMC-Library Services
 Gaver, Mary V. Library Activities Checklist for Elementary School Libraries
 Martin, Betty. "Suggestions for the Media Specialist and His Role in the Instructional Program and Promoting the Use of the School Library Media Center."

Since the trainee has not shared this information with the library aide it is suggested that the principal request the trainee to give him the above material, which can be thermofaxed and given to the library aide. It is strongly suggested that the library aide work first with her principal and then jointly with principal and staff to draw up a list of services and programs for fiscal year 1975, plus objectives for the future, taking into consideration costs and personnel time involved.

1. Regular classes which are not library-related should meet elsewhere, thus freeing space for library instruction, class projects depending on library materials, storytelling, etc.
2. Although special storytelling hours are already planned for younger students, more time might be given to using hand puppets, audio-visual materials and acting out of stories.
3. Library instruction should be given to students on a cooperatively planned basis, preferably so that it fits in with curriculum. All students need to know the location of materials and how to check out materials. Older students can learn the use of the card catalog and can begin to learn research methods as they are relevant to curriculum. Under the present system, the library aide has regularly scheduled classes without the cooperation of staff. This keeps her constantly busy searching for ideas. Instead, if a history class is working on a project, then library activities should be planned around it, i.e., showing students what materials they will need, what subject headings to check, what sections of DDC to check, etc. This gives library instruction purpose and form. Without it, it becomes "something apart" and instruction cannot be effective.

4. Displays should be changed weekly. Such displays should promote reading and other library activities.

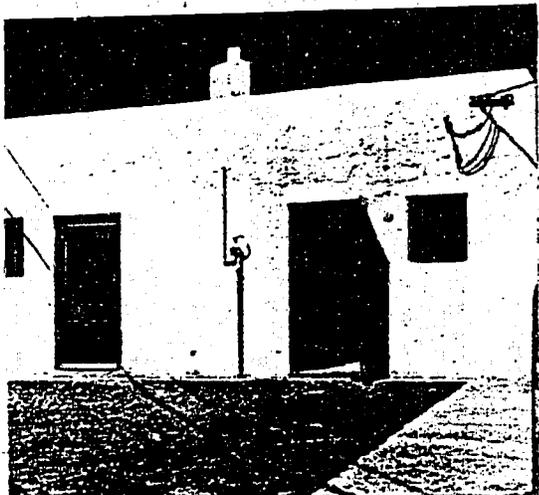
5. Short, annotated book lists should be prepared at least monthly to spark students' interest in reading.

6. Teachers should be informed on a regular basis of all new materials added to the library. Also, information regarding new materials available for purchase should be distributed to appropriate staff members as it arrives in the library.

7. "ADD YOUR OWN" -- There are dozens of other possibilities, depending on the needs and wishes of your staff and students, plus the amount of time the library aide is given. (The library aide should be hired under regular, not Title, funds.)



Zia



1 Look for a 

2 Take  from the 

3 Sign your name.

4 Let aide stamp your 

5 Give the  to the aide.



With more imagination than money, plus hard work by the trainee and positive support by the principal, an unorganized collection in a dimly-lit, cramped room has grown into a pleasant, two-room facility which houses specially designed learning games, several book-cassette sets, and AV equipment, along with books.

Encouraged by her principal, this attractive, creative and well-organized trainee is working toward an Associate of Arts degree, has attended workshops and conferences, including the New Mexico State Library Association Conference, and is developing a collection of Indian materials consisting, at present, mainly of photographs and cassette recordings.

Before the beginning of the school year an attempt had been made to organize the collection, but, unfortunately, with no professional assistance. Field work began with the re-organization of the collection. The trainee followed through by steadily working on classification and processing. By the end of the semester, books were being circulated. Since the trainee also had classroom duties, other aides were assigned to help her with processing so that, by the end of the field visits, all books had been classified and processed. Although catalog cards for the preprocessed books were available and a certain amount of original cataloging has been done, the majority of the titles remain uncataloged. The principal approved ordering sets of catalog cards, but the order was cancelled at the agency level.

During the course of the year library supplies, professional tools and equipment were ordered, allowing the trainee to set up

the library efficiently. Additional shelving was built, rugs were added and, in February, the area was remodeled to include an additional room.

The trainee designed a large poster illustrating for very young students how one checks out a book and also used a "key to the library" theme to encourage reading as well as to keep reading records. Each student has his or her name on a large paper key kept on a key ring. As they check out books, they write down the titles on their keys. The theme is further carried out by two large keys over the doorway which read "Books are keys to wisdom's treasures" and "Books are gates to lands of pleasure."

Among the most popular storytelling aids are the book-cassettes, most of which are traditional fairy tales. As the children listen to the recording, they look at the words and pictures in the book. Parents also check out the book-cassette sets along with cassette players. Before long, the children put the sounds and words together and begin to read.

The development of learning games has been greatly aided by the work of Mary Ross at Southern Pueblos Agency, along with the Zia Day School reading specialist. Promotion of these materials to the parents has involved the entire school, including the trainee.

This trainee is community-minded and hopes to include some adult resources at the day school library or to be able to help in the establishment of a community library. There is a collection of books in the community, donated largely through the efforts

of Aileen and Erik Bromberg two years ago. The trainee has approached the pueblo Governor on the subject, but no action has been taken as yet.

Among other projects of the trainee this year were the submission of a selection policy for school board approval and inviting parents to an "open house" in the library on April 30, 1974, during which she explained especially the learning games and book-cassette sets.

Seeing interest and support increase as this trainee made the most of what she had to work with has been enormously satisfying as well as an object lesson in how to gain support for library/media centers. From all indications, this library will continue to grow and improve through the combined efforts of the trainee, principal and staff.

SUGGESTIONS FOR FURTHER IMPROVEMENT OF DAY SCHOOL LIBRARY/MEDIA CENTERS

Field visits ended with the close of the semester on May 18, 1974, but it is hoped that this will mark not the end, but the beginning of growth for all day school library/media centers and their staffs. Individual critiques for each school, prepared by the Project Instructor, may serve as guidelines for further improvement of collections, facilities and services.

NAME OF SCHOOL: ZIA DAY SCHOOL

INTERNAL ORGANIZATION

Cataloging and Technical Processing:

1. At the beginning of the school year none of the books in the collection had been correctly processed or cataloged. All books have now been labeled and have circulation cards, pockets and date due slips. Additionally, all are classified.
2. Although there are a few commercial catalog cards available in the library for those titles which were ordered preprocessed, most books do not have catalog card sets. Since these can be ordered at 35¢ per set, it is strongly recommended that sets be ordered for all titles for which commercial cards are available. The remainder will require original cataloging. (Purchasing sets is much more economical than original cataloging.) As catalog card sets are prepared, books need to be accessioned (or re-accessioned) with accession numbers also being placed on shelf list cards. Shelf list cards will also show number of copies of each title, plus price if known, and special funding, if any (Title I or II) used to purchase the title.
3. Shelf list cards need to be filed by call number and the remainder of the cards alphabetically by top line (according to ALA Filing Rules) in the card catalog.
4. Suggest that a systematic plan for technical processing be written out so that students and other aides might assist in this time-consuming chore. A recent and excellent guide to such techniques is contained in School Library Media Center Procedures (Deirco, \$2.50).
5. Before the beginning of the next school year and after cataloging is complete, a complete inventory should be taken, and subsequently taken at the end of each school year, checking each book against shelf list cards in order to ascertain (a) which books are not cataloged, if any, (b) exact number of books in collection and in each section of collection, (c) what books were lost, and (d) exact number of books purchased with special funding (Title I or II). It takes two people to do inventory efficiently.

Circulation:

1. Circulation policies for students and staff should be written out. The cleverly designed poster showing young students how to check out books is very helpful.

Collection:

1. The weakest area of the present collection is the reference section. Up-to-date encyclopedias such as World Book and Compton's Precyclopedia are needed, along with an atlas, almanac and elementary dictionaries. If a steady flow of 1740 monies in the 1406, 1407 and 1409 categories can be continued, this will grow into a fine collection.

2. Acquisition of non-book materials and development of games and kits should be continued.

3. Although a selection policy was adopted by the school board, strongly suggest that a selection committee, including the library aide, be established as soon as possible. This committee could preview non-book materials prior to purchase and review requests from the "want" list at least twice a year. (Staff should be given supplies of "want" cards. Their requests, along with selections made by the library aide, can be kept on file to be reviewed by the library committee.)

4. H.I.E.A. questionnaire results for Zia might be used as a guide in shaping your collection to fit staff and student needs and wants.

PHYSICAL FACILITIES

Library Furniture and Library Arrangement:

1. Suggest that at least two "wet" carrels be built or purchased.

2. Suggest considering the purchase of some bright colored bean bags or "Polywog" chairs to make the area more inviting and cheerful.

3. Present arrangement is logical and about the best possible within the architectural constrictions of the building. Wall decorations might help in the new room.

4. Magazine rack needs to be labeled by title of magazine and provisions made for storage of back issues. Only current issues should be on the rack.

5. Suggest purchasing from a library supply house a large Dewey Decimal Classification chart and a guide to using the card catalog.

Location and Layout:

1. Both seem adequate, especially since an additional room was given to the library.
2. Recommend completely painting the inside of the library, painting shelving and adding more lights (lighting is very poor in the room in which the collection is shelved).

Media Equipment Needed:

1. Suggest equipping study carrels with at least some of the following (or utilizing what is already available in the school): headphones; record player; tape recorder (bolt to carrel); sound/filmstrip projector; rear projection screen (small); filmstrip viewer; super 8mm loop projector; carousel slide projector.

SERVICES AND PROGRAMMING

Library aides have been given copies of the following:

- Case, Robert N. Criteria of Excellence Checklist
 Darling, Richard. IMC-Library Services
 Gaver, Mary V. Library Activities Checklist for Elementary School Libraries
 Martin, Betty. "Suggestions for the Media Specialist and His Role in the Instructional Program and Promoting the Use of the School Library Media Center."

Further work will be done on programming and services during the summer session. It is strongly suggested that each trainee first work with her principal and then jointly with the principal and staff to draw up a list of services and programs for fiscal year 1975, plus objectives for the future, taking into consideration costs and personnel time involved.

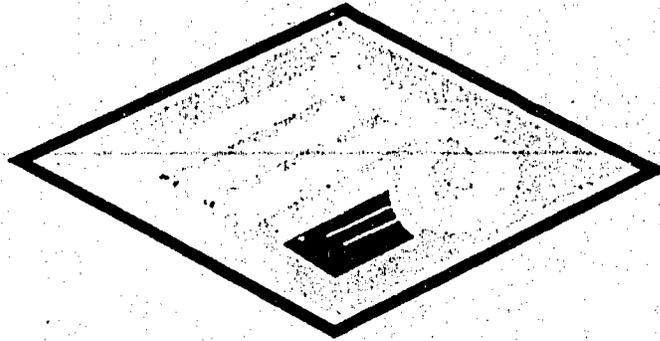
1. Regular classes which are not library-related should meet elsewhere, thus freeing space for library instruction, class projects depending on library materials, storytelling, etc.
2. Displays should be changed weekly. (Library could use a large bulletin board for this purpose.) Such displays should promote reading and other library activities.
3. Short, annotated book lists should be distributed at least monthly to increase students' interest in reading.
4. Teachers should be informed on a regular basis of all new materials added to the collection; also, information regarding new materials available for purchase should be distributed to appropriate staff members as it arrives in the library.

5. Special storytelling hours planned for younger students might include hand puppets, audio-visual materials, and acting out of stories.

6. Library instruction should be given to students on a cooperatively planned basis, preferably so that it fits in with curriculum. All students need to know the location of materials and how to check out materials. Older students can learn the use of the card catalog and can begin to learn research methods as they are relevant to the curriculum.

7. "ADD YOUR OWN" -- Dozens of other services or programs are possible and should be tailored to the needs and wants of staff and students.

Outside Evaluation



EVALUATION OF
TRAINING LIBRARY AIDES IN PUEBLO INDIAN SCHOOLS

An Institute Funded By:
U. S. Office of Education
Division of Library Programs
Under
Title II, Part B, Higher Education Act of 1965

Evaluators:
Lee Antell
Charles Townley

EVALUATION FORMAT

I. Administration

A. Were staff, including Director, Instructor, and Secretary hired?

Yes X No

Institute staff were hired for the period of August 20, 1973 to August 20, 1974. Staff includes: Lotsee Smith, Project Director; Janet Naumer, Instructor; and Diane Starcevich, Secretary. The following salary savings were effected in personnel:

(1) reduced secretary salary	\$1080.00
(2) 1/5 Instructor salary for summer	<u>\$ 600.00</u>
	\$1680.00

Budget Allocation \$26,740.00 Expenditure \$25,060.00

B. Did the staff have sufficient expertise and experience required to conduct the project?

Yes X No

List relevant experience

Project Director - Lotsee Smith
M.L.S. University of Oklahoma
Ph.D. University of Oklahoma (Educational Media - Pending)

Assistant Professor, University of New Mexico
Department of Education (Library Science) 1972-

Instructor - Janet Naumer
M.L.S. Denver University
Director, Institute of American Indian Arts
Library, 1969-1973

Secretary - Diane Starcevich
2 years college
Secretarial Training

C. Is there evidence that the staff functioned as an organizational unit with adequate coordination and communication to effectively implement the institute?

Yes X No _____ Source Correspondence & Observation

Give a brief description of staff functions and inter-relatedness.

Staff Functions

Director

1. Liaison among the University, the Bureau of Indian Affairs, and the BIA Day Schools.
2. Coordinate Institute activities
3. Supervise instructional component
4. Evaluate the progress of the students

Instructor

1. Teach two courses per semester
2. Supervise practicum
3. Assist each trainee in developing local facilities, collections, and services
4. Provide counselling for each participant

Secretary

1. Routine office procedures
2. Typing correspondence and instructional materials
3. File maintenance

Comment

Each staff member functions well in her individually identified responsibilities. More than adequate coordination has been achieved among project personnel. This has allowed for effective implementation of the institute without personnel problems. The evaluation indicates that exemplary coordination might result if some of the following points are implemented.

1. The director and instructor develop a closer relationship in the instructional component. In this way, the director can have full supervision of the instructional program and the instructor can be assured of institute support.
2. As the participants' advocate to the University and the Bureau of Indian Affairs, the Director should have

the opportunity to get in the field more often to meet with the participants. This will require more travel for the director.

3. The instructor should continue to be flexible in scheduling the practicum to reflect local needs and capacities. Both the students and the instructor must try to meet for the full period required in the proposal.

D. Is there evidence of sufficient planning and programming by institute staff to allow for efficient operation?

Yes X No

Summarize project schedule.

Project Schedule

August 20-September 15, 1973

Recruitment and Enrollment

Fall Semester

Lib. Sc. 432	Production of Instructional Materials	3 hours
Lib. Sc. 437	Selection of Materials for Libraries and Media Centers	3 hours
E.F. 300	Practicum (on the job training)	3 hours

Spring Semester

Lib. Sc. 427	Classification and Cataloging	3 hours
Lib. Sc. 431	Audiovisual methods	3 hours
E.F. 310	Practicum (on the job training)	3 hours

Summer Session

Lib. Sc. 351	Problems	3 hours
Lib. Sc. 429	Workshop	3 hours

Further evidence of competent curriculum planning includes:

- (1) a complete and detailed set of daily calendars, lesson plans and learning materials.
- (2) an ability to plan around the fuel shortage without disruption in a project that requires more than 500 miles/week travel.
- (3) regular class attendance by participants.
- (4) participant interest as expressed in evaluation and interviews remained high.

E. Did the staff develop necessary relationships with community people and Bureau of Indian Affairs personnel which facilitated implementation of the institute?

Bureau of Indian Affairs Yes X No

Institute staff have successfully stimulated a significant degree of support from the BIA for this institute. One of the keys to this institute's success has been the high degree of BIA involvement in providing facilities, resources, and selecting personnel. On occasion, particularly at Isleta, lack of cooperation has hindered full implementation of the institute.

Community People Yes No X

Little emphasis has been put on developing support in the community for the institute. Governors, councils, and education committees have not been informed of the nature and goals of the project. The community has not been included in planning the institute. Aside from a small survey sample of 10 adults, no active community input has been sought. Some of the governors have asked the project for assistance in initiating community libraries or principals have involved the community, but by and large involvement has been minimal.

Had the proposal or the staff involved itself in developing community support, two aspects of the institute might have been improved: (1) lack of support on the part of some BIA personnel could have been dealt with by community officials i.e. the Tribal Council and the School Board, and (2) community interest and support would insure a high long term priority for library and information services.

F. Was sufficient equipment obtained to enable efficient institute operations?

Yes _____ No X

Budget Allocation \$357.00 Expenditure \$363.00

Equipment for this project is very insufficient. In a project of this nature, where media emphasis is high and where participants are widely dispersed for good cause, more equipment is necessary. Each participant should have regular and unimpeded access to equipment required for coursework. In this case, participants were restricted by a lack of media creation equipment, including: video units, still and motion picture cameras, audio tape units, and dry mount presses. Unlike most urban situations this equipment is not available elsewhere in the community. It must be provided by the institute or project. If the Division of Library Programs feels unjustified in allowing purchase of this equipment, sufficient funds must be provided to allow for rent or leasing.

Project personnel are to be congratulated for attempting to make do in this situation.

G. Were adequate supplies provided to enable efficient institute operation?

Yes X No _____

Sufficient supplies were apparent in all locations.

Budget Allocation \$2,200.00 Expenditure \$1,348.00
estimate \$2,200.00

H. Were the space needs and facilities used by the institute sufficient?

Yes X No X

Comment:

Space for the institute is restricted, but useful. It is located in the University of New Mexico Learning Center in Albuquerque. Thus, equipment and materials for institute use are very accessible. This, to a large extent, overcomes cramped space.

Individual participant training space varies in each local situation. In a few places, such as San Juan and San Felipe, the BIA day schools have made available very adequate space consisting of one or more rooms, for school library services. In most situations, space is inadequate and usually inferior. Isleta shares a room with a loud computer teaching device. This should be sound-proofed or other space should be provided. At San Ildefonso, the library shares a room with kitchen equipment, while a most suitable space with an outside entrance is unused. At

Santa Clara, the library is located in an oversized closet. Ventilation and lighting are inadequate. Provision for moving this facility and gathering classroom collections together into the library must be devised.

In most cases, library equipment and materials are spartan in the extreme. The BIA has been miserly with these in the past and will likely continue to be until the provisions of the Bromberg Report are implemented. Both staff and participants have done an excellent job in making these facilities, their equipment, and materials as useable and inviting as possible. Further improvements in materials can be anticipated where participants are allowed to become more active in selecting materials.

I. Were funds provided for transportation?

Yes X No

Adequate funds were provided for staff travel. Due to the fuel crisis, these will be strained, but sufficient. No funds were provided for participant travel. In this type of project, where participants are widely scattered, such funds would be very useful to allow for occasional meetings of participants to exchange ideas and concerns and to allow for attendance at professional meetings. As mentioned in I.C. additional local travel funds would help the institute director become more involved in participant advocacy.

Budget Allocation \$3,280.00 Expenditure \$2,257.52
estimate 3,507.52

II. Students

A. Were the required number of students recruited for the institute?

Yes X No Number 8

One of the most successful factors in the institute has been retention of all eight original participants.

List Students and their Pueblo.

Pauline Panana
Zia Pueblo

Cordelia Romero
San Felipe Pueblo

Kella Maes
San Juan Pueblo

Mella Roybal
San Ildefonso Pueblo

Mildred Naranjo
Santa Clara Pueblo

Sophie Sanchez
Isleta Pueblo

Ernestine Romero
Taos Pueblo

Mildred Shendo
Jemez Pueblo

Briefly describe the selection process.

Participants were selected by local BIA day school personnel. The only institute requirements were that they be Indian and high school graduates. All participants are women, all but one is over 21. Most have families. All were or became school employees, on a part time basis.

B. Were students placed in library situations for the required practicum and on the job experience (10 hours/week)?

Yes 7 No 3

In all but three locations participants were assigned to the library ten or more hours per week. Most principals were most cooperative in providing this time.

Describe and give rationale for exceptions.

Mildred Shendo at Jemez Pueblo did not begin her practicum until January, due to the total lack of a library facility. Compensatory training was given in the spring semester.

Kella Maes at San Juan Pueblo was transferred from the library to the classroom by school personnel. No rationale was given, except that she was needed in the classroom. The principal decided not to open the school library during this academic year.

Sophie Sanchez at Isleta Pueblo was placed under the supervision of the reading teacher. No provision was made by the school principal to give her time for the practicum. She is to have the month of June to organize the library collection.

C. Were stipends provided for the students?

Yes X No

Expenditures for stipends were lower due to fewer dependents per participant than anticipated.

Budget Allocation \$21,200.00 Expenditure \$20,360.00

D. Are students to be continued in para-professional library positions next year?

Yes 6 No 2

Six of the participants will continue to be employed by the school next year. The amount of time they will devote to the library will not be decided until school budgets are approved in July. All want to devote full time to providing library services. Many of the principals are requesting funds from the 1740 program to enable participants to devote full time to the library. The lack of a firm BIA policy supporting school library facilities, personnel, and resources, is a definite problem in determining continuity.

Describe and give rationale for those who are not continuing as para-professional librarians.

Ernestine Romero of Taos Pueblo will be moving with her husband to a new job in Colorado. Mildred Naranjo will be returning to school at Northern Arizona University as a full time student.

E. Will students receive an Associate of Arts diploma at the completion of the institute?

Yes 3 No 5

Describe and give anticipated date of completion for those who will not receive the degree.

Kella Maes, Sophie Sanchez, Cordelia Romero, and Mildred Naranjo are continuing to the B.A. diploma. Ernestine Romero is leaving the state and will be unable to complete the course. Mella Roybal, at the age of 60, has no interest in completing the course.

III. Program

A. Was 24 hours of course work provided for Institute participants?

Yes X No _____

Describe course work content.

See I.D.

B. Was course content closely related to perceived user information needs?

Yes X No _____

Describe how user needs study was integrated into the curriculum.

Initial planning for the institute emphasized two areas: media creation and use as well as library organization and selection skills. In part this is due to the necessity of conforming to courses previously established by the university. In all cases, the instructor has altered the course content to meet the needs and abilities of the students and the local school situations. The evaluators were told that the summer course would center on children's literature and programming. This course will also take into account user needs as identified in the survey.

C. Did the on-site method of teaching and the practicum enhance the effectiveness of the Institute?

Yes X No

In what ways?

Two methods of teaching were used. In the Southern Agency participants came to the University of New Mexico campus on Saturday mornings. This was the most central point. In the Northern Agency classes were rotated among the schools so that each participant had class in her own pueblo once a month. Both methods appear to have worked well. Absences were very low. Student evaluations show high interest.

The practicum was even more useful on site. In addition to reaching the goal of on-the-job experience, the practicum also improved the quality of library services available to the schools. In effect both the participants and the institute received two for the price of one.

The most effective aspect of the on-site method in the evaluators' opinion is that it allows the participant to remain in a supportive, Indian environment. It does not force the participant or her family to relocate in an alien, non-Indian university environment. The evaluators believe that this is one of the major factors in developing participant self-confidence. This opinion is verified by the fact that all eight original participants will complete the institute.

D.. What cognitive skills were acquired by participants?

Acquisition of Materials and Equipment

Competencies acquired:

1. The ability to plan a systematic procedure of acquiring materials and equipment.
2. The ability to determine appropriate sources for purchasing, renting or obtaining free materials and equipment.

3. The ability to maintain records relating to ordering, receiving, and paying.

4. The ability to perform simplified cataloging to facilitate storage and retrieval.

Selection of Materials and Equipment

Competencies acquired:

1. The ability to identify appropriate sources to be used in the selection of materials and equipment.

2. The ability to name appropriate criteria to be used in the selection of material and equipment.

3. Given an individual or curricular need, the ability to select appropriate material to meet that need.

4. The ability to describe the characteristics of various media.

5. The ability to devise a systematic procedure for collecting order information.

6. The ability to coordinate previewing, selecting and evaluating of materials and equipment.

Utilization

1. The ability to use appropriately and effectively the various types of materials and equipment.

a. The ability to select a particular form of media to achieve a particular curricular goal.

Evaluating Materials and Equipment

Competencies acquired:

1. The ability to determine the specific objectives for evaluation.

2. The ability to determine appropriate criteria for evaluating individual items and to design a format for recording evaluations based on the criteria.

3. The ability to establish procedures for evaluating items.

Production of Materials

Competencies acquired:

1. The ability to use a dry mount press for mounting or laminating materials.
2. The ability to produce overhead transparencies using a variety of methods demonstrating the necessary skills in lettering, design and coloring.
3. The ability to produce a good quality audio recording (both cassette and reel to reel) and to synchronize it with a slide set.
4. The ability to produce good quality, appropriate slides to be used with an instructional unit.
5. The ability to produce and edit super 8mm film.
6. The ability to plan and produce a video recording.

Equipment Operation

Competencies learned:

1. The ability to operate a 16mm film projector, 8mm projector, a filmstrip projector, a slide projector, an overhead projector, a video tape recorder, a TV camera, a 35mm camera, a super 8mm camera, a tape recorder - both reel to reel and cassette.

Maintenance and Repair

Competencies learned:

1. The ability to replace bulbs in various types of equipment.
2. The ability to clean the various types of equipment such as 16mm projector and filmstrip projector.

E. What evidence do participants show of change in the affective domain?

- | | |
|--|------------|
| 1. Percentage of class attendance | <u>90%</u> |
| 2. Average test score | <u>85%</u> |
| 3. Number of outside events participated in: | |
| NM Education Assn. Annual Conference | <u>X</u> |
| NMLA Annual Conference | <u>X</u> |
| American Library Association | <u>X</u> |
| 4. Participant turn over | <u>0</u> |

F. What evidence is there that the Library Institute has positively affected the individual school and community?

No objective or attitudinal studies of school and community reaction to the institute has been undertaken. Nonetheless, the evaluators have observed a number of positive results which have been achieved as a result of the institute.

1. New or improved library services are now available to the students and staff of eight pueblo day schools.

2. The use of local residents' as participants in on-site training has resulted in a higher than normal acceptance of library programs by students.

3. Student and staff interest in and use of learning materials have increased during the course of the institute.

4. In some of the pueblos, the governors have requested institute assistance in establishing community libraries. Several of the schools are considering opening their library to the community.

5. Most of the schools are requesting supplementary funding from the BIA to continue library programs in the next fiscal year. Unfortunately such funding will remain temporary until such time as the BIA is willing to fund library services on a regular basis.

IV. Internal Evaluation

What evidence is there of internal evaluation?

A. Community/School informational needs study.

Comprehensive informational needs surveys, based on the NIEA Library Project Survey, were administered to the students and staffs of participants' schools. This data has been analyzed and will be used by the instructor in the summer workshops.

B. Student Evaluation of project.

Student evaluations of coursework and the institute in general were made. The results indicate that the participants are highly pleased with the program. The evaluators found that participants regarded the institute as successful. Their individual self-concept and commitment to libraries are further evidence of their regard for the institute.

C. Staff Evaluation of student performance.

Institute staff have taken pains to carefully evaluate each participant's progress each semester. Letters are sent to each participant outlining the strengths and weaknesses of their performance as well as a letter grade. The instructor also kept a short list of comments on student reaction to each class presentation.

D. Principals' evaluation of student.

The principals' evaluations were quite uneven. While most appeared objective in trying to measure the student's ability, training, effect on school program, etc., one at San Ildefonso was vindictive. The range of evaluations among the principals limit this method's usefulness as an evaluation tool.

E. Examination and grades.

Examinations were conducted in each course and evaluations were made on each practicum. From these and class participation grades were assigned by the instructor. The typical G.P.A. for the participants is 3.0 on a 4.0 scale. This indicates a significant success ratio.

F. Informal Evaluation.

Informal evaluation of the institute was conducted by the director and instructor on a continuing basis. The director met occasionally with students and worked with university and agency personnel. The instructor worked closely with students and local school personnel.

V. Other

A. Special Concerns

The primary special concern of this project is to encourage the development of the participant as a role model. In this the institute was successful. All participants have developed the self-confidence required to function effectively as para-professional librarians. Further, they seem willing and anxious to use this expertise effectively in the school and the community. Most of all the students and the community accept their role and request assistance accordingly.

B. External Constraints:

1. Instability of the Bureau of Indian Affairs administration in the area of education, both in the central office in Washington, D.C. and in the reservation field offices has hampered the project. The position of director of education for the BIA has been vacant for a period of two years. A large number of agency personnel in the areas of administration are serving only in an acting capacity.
2. There is presently no substantial Bureau of Indian Affairs commitment for improved library service to all BIA schools.
3. There is no BIA policy for libraries.
4. There is no BIA policy for materials selection.
5. There is a need to focus on the total communities information concerns in the areas of housing, water, co-ops, Title I programs, PTA, Johnson O'Malley programs, and Title IV programs.
6. The fuel crisis was successfully circumvented by staff changes in schedule.

C. Strengths:

1. The proposal recognized the needs and capacities of the pueblos and their schools. It indicated a high degree of perception and experience on the part of the writer.
2. The training program gives the participants the selected skills which are very useful in their local situation and reflect local needs. Students have achieved almost all the competencies outlined in the training plan. This innovative program has already served as a model for other organizations involved in training Indian people as librarians.
3. The on-site method of training has been very successful. Participants, many of whom would otherwise be unable to receive this training, have been trained in a supportive local environment. The participants are able to apply their skills immediately in a local situation. The school and the community can see directly the positive results of the training through improved or new services. The success of on-site training is reflected in 100% participant retention, improved or new services, and school and community interest and commitment.

4. The quality of the institute staff is excellent. Both the project director and the instructor have experience with, and the trust of, Indian people. They have handled their responsibilities in an exemplary manner. Their ability to cope with day to day extenuations present in this innovative institute deserves high praise.

5. Participants have developed positive attitudes towards library and information services. They are functioning well as library specialists in positions of responsibility. In doing so they are positive role models for the students and the community. Further, some participants are working with the community and meeting their library and information needs.

D. Recommendations:

1. Communication must be improved in all phases of the project. The first concern is that communication be improved between all eight participants in the institute. It is suggested that a weekly newsletter be implemented with each participant writing one brief paragraph and submit it to the central office. There the newsletter can be reproduced and circulated to all eight participants in their respective sites.

2. Communication and contact between project director and participants should be improved. This can be accomplished by more frequent visits to the site by the project director, by expanded telephone conversations, and written correspondence between the director and the participants in the institute.

3. Communication between the project director and the instructor can be improved. It is suggested that more time and thought be given to the planning and development of project strategies. Closer supervision of the instructor by the project director should be considered so that major problems (Isleta questionnaire) will be circumvented.

4. Communication between the project people and tribal councils should be improved. It is suggested that the director, the instructor, and their respective aides make it a point to make a presentation to the local tribal council concerning the Library Institute. In this fashion, the council will gain an awareness of the project, will gain an awareness of what the program is attempting to do, and thus can be well informed for those times when the council's support is necessary for program improvement.

5. Communication between the project people and school boards should be improved. A presentation should be made by the same people to the respective school boards. The school board can gain an awareness of the program, and can thus be in a position to provide school board support at such times when it becomes necessary. Also the communication should be improved between the project and the respective school faculties to provide a better library awareness. If the library aide is to function in a capacity to assist the school faculties in the selection of materials, then a new awareness should be gained by that faculty to facilitate the cooperation between that faculty and the library project.
6. Communication should be improved between the project and the entire community at each respective site. When a program attempts to meet the needs of a community, and the community has no prior experience in what that program can provide, a concerted effort must be made to gain a community awareness of what the library is, and what the library can provide.
7. A more substantial commitment on the part of the Bureau of Indian Affairs administrators must be gained. Prior to the start of a program, detailed cooperation and necessary assistance should be outlined by the project staff and agreed to the Bureau of Indian Affairs administrators, not only in the central office, but in each respective school. Meetings with all affected BIA administrators present are suggested.
8. More consideration should be given to the distance and transportation difficulties of the instructor in trying to serve the project sites. The situation now calls for a great deal of travel by the instructor and it is suggested that in another project, future schools that are chosen be in a closer proximity to each other.
9. Additional course content on community participation and community development should be added prior to the institute completion. We are interested in gaining involvement by the entire community and some instructional guidance should be provided to the students on how this might be accommodated.
10. For future projects pre- and post-institute formal surveys to determine the extent to which community information needs were identified and met, should be undertaken. Thus, the staff can gain some measurement on the success of the program in these two areas.
11. When participants are selected in the future, stronger consideration should be given to those participants who have already demonstrated a commitment to continue to reside in their present village.

12. For future institutes, stronger consideration should be given to participants of both sexes.

Bureau of Indian Affairs Considerations

For future institutes involving the Bureau of Indian Affairs, a more detailed written agreement must be reached with the B.I.A. personnel outlining concerns in the following areas:

1. The space in the building which will be allowed strictly for library usage.
2. The equipment provided the library aides so that a more hands-on approach can be facilitated.
3. The materials and supplies which will be made available to the library aide during the program.
4. A detailed schedule of student release time to be spent strictly for library purposes.
5. The Bureau of Indian Affairs should make it its policy to hire the library aides on a full time basis once the training program has been completed.
6. For the duration of the institute the Bureau of Indian Affairs should hire a library services coordinator for the agency involved.
7. The Bureau of Indian Affairs building principals be given a standard form and instructions to evaluate the library participants' progress and performance.

Summary:

The Institute to Train Library Aides for Eight Pueblos has been an overwhelming success. The goals that were outlined in the original proposal have largely been met, and the problems that have been cited within this evaluation have been in part largely due to external forces which were beyond the control of the library project staff. The program has met the criteria that was originally written. By far the greatest achievement of the project is that this program has created a successful model for training Indian library aides which can be applied to virtually any Indian community throughout the United States. This model will be of tremendous help in the future and will provide a basis for programs which will follow in the years to come.

**Evaluation Of
Training Library Aides In Pueblo Indian Schools**

Leadership Training Institute Site Visit Report

Submitted By

**Bene L. Durant
Field Coordinator**

Leadership Training Institute Site Visit Report
"Training Library Aides in Pueblo Indian Schools"
University of New Mexico - Albuquerque, New Mexico
Site Visit Dates: February 25-26, 1974

PROBLEM:

It is a sad historical fact that the Bureau of Indian Affairs day schools in the Pueblos (reservations) have lacked adequate libraries and library services. This is due in part to the lack of trained library personnel. College level educational opportunities for Pueblo residents have been limited due to the low level of previous education, geographic isolation, economic, and other prohibitive factors. (See attached descriptions of four Pueblos.) This institute is designed to help alleviate this problem by providing on-site library-media training to eight Indians.

PEOPLE:

The students selected for this institute are employed as teacher aides in the BIA schools. In addition, they have all completed or are currently enrolled in general education courses and/or electives through the University Extension Division. They are women ranging in age from 19 to 60; only one is single - the others are married and have dependent children. (See attached opening day report.)

PLAN:

The eight Pueblos represented are geographically divided into the Northern and Southern Agencies (four aides each) of the BIA. Classes for students in the Northern Pueblos are taught at each school on a rotating basis. Part of each class period is spent in cataloging and classifying the collection at that particular school. The instructor, Janet Naumer, and the students share in this activity which has a two fold effect -- it serves as a practical learning experience and also expedites time in the processing and accessibility of library materials. Students from the Southern Pueblos are taught on Saturdays (also by

Ms. Naumer) at the University in Albuquerque. In addition to her formal teaching duties (two courses per semester) Ms. Naumer also spends time during the week at the schools with each student. In this capacity she gives individualized instruction, helps in organizing the library, and when necessary, conferring with the principal. The library-media training consists of nine credit hours each for the spring and fall semester and six for the summer session, for a total of 24 credit hours.

MODIFICATIONS:

During the past fall semester classes were held once a week. Due to the energy crisis and the distance to be traveled by the students and Ms. Naumer, classes are now held every other week for one full day instead of a half day.

Ms. Naumer will not be available for the summer session. It is crucial that a new instructor with her expertise be hired to complete this phase of the training.

PERCEPTIONS:

Director: (Lotsee Smith) Major concern is the lack of professional supervision for the students after the institute is completed. Although their training is for library aides, they will function as librarians.

Instructor: (Janet Naumer) Main problem is cooperation from the Pueblo school principals in supplying necessary equipment and materials to support the training program and the school library.

-- Use of a University car would have been helpful but it has to be returned to the campus each night. (Ms. Naumer uses her own car.)

-- Students, on the whole, are doing a

good job -- both in their course work and in organizing their libraries.

Students: Most of the student comments were supportive of the institute in general, the instructor, and the director. There were a few specific comments, however:

Several of the students from the Southern Pueblos expressed a desire to attend classes at their Pueblos (like students in the Northern Pueblos) instead of at the University. They don't particularly like having to give up their Saturdays since they all have family responsibilities. Also, by meeting at the Pueblos, they can help each other in problem solving.

Another comment was that Ms. Naumer is "spreading herself too thin" -- the time she spends on site often is not long enough to accomplish very much.

LTI Field Coordinator:

All of the students I met were interesting people but one in particular is especially noteworthy. She is 60 years old. After I observed her in class, talked with her, and briefly visited her library, her interest, enthusiasm, energy, and creativity belied her chronological years. She was really a joy to behold!

RESULTS:

1. Students are already organizing library-media collections in their schools and are providing related services.
2. In some Pueblos, community libraries are being developed. Some already exist; others are in the planning stages.

3. Students who complete the training will have earned the AA degree (all credits are transferable to a BA degree).
4. Upon completion of the degree, students will be eligible for state certification.

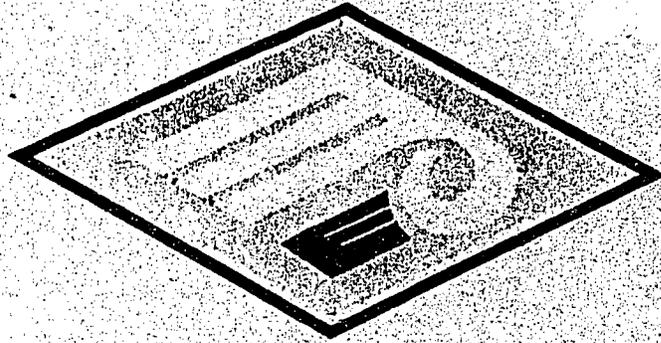
RECOMMENDATIONS:

Instructor: If on-site training programs like this are to continue, a media van equipped with all the necessary reference and teaching materials, would be useful. Although the University gives full support to the institute in theory, in fact there are many problems with the use of University equipment for on-site training.

Director: Like the University, the BIA lends support to the institute, but that varies widely among the individuals involved. Within the organizational structure of the BIA there is no library specialist. There should be such a person at either the national or agency level with full responsibility and authority for the organization of libraries in the Pueblo schools.

Bené L. Durant
Field Coordinator
Leadership Training Institute

Appendix



NAMES AND ADDRESSES OF PARTICIPANTS.

<u>Name and Address</u>	<u>No. of Dependents</u>
Kella Maes Box 914 San Juan Pueblo, NM 87560	2
Mildred Naranjo Box 1149 Española, NM 87532	0
Ernestine Romero Box 326 Taos, NM 87571	2
Mella M. Roybal Route 5, Box 298 Santa Fe, NM 87501	1
Mildred Shendo Jemez Day School P. O. Box 179 Jemez Pueblo, NM 87024	2
Pauline Panana Zia Day School P. O. Box 13 San Ysidro, NM 87053	2
Cordelia Romero San Felipe Day School San Felipe Pueblo Algodones, NM 87001	2
Sofia Sanchez Isleta Day School P. O. Box 771 Isleta, NM 87022	2

SELECTED MEMORANDA AND CORRESPONDENCE

A few of these items have been included to give the reader an insight into some of the kinds of problems and situations that occurred.

MEMORANDUM

TO: Library Trainees, Principals, and Staff (Isleta, Jemez, San Felipe, San Ildefonso, San Juan, Santa Clara, Taos, and Zia)

FROM: Lotsee Smith, Institute Director, and Janet Naumer, Institute Instructor

SUBJECT: Title II-B (Higher Education Act, P.L. 89-329, as amended)
INSTITUTE FOR TRAINING LIBRARY AIDES IN PUEBLO INDIAN SCHOOLS

The primary objective of this year-long Institute is to train eight Native American library aides so that they can function effectively in library media centers and become resource people for each day school as well as each pueblo.

Courses to be taught are:

Fall Semester '73 (Aug. 27-Dec. 21)	3 hrs.
Lib. Sc. 432 Production of Instructional Materials	
Lib. Sc. 437 Selection of Materials for Libraries and Media Centers	3 hrs.
E.F. 300 Practicum (on the job training)	3 hrs.
Spring Semester '74 (Jan. 21-May 18)	
Lib. Sc. 427 Classification and Cataloging	3 hrs.
Lib. Sc. 431 Audiovisual Methods	3 hrs.
E.F. 310 Practicum (on the job training)	3 hrs.
Summer Session '74 (June 3-July 26)	
Lib. Sc. 351 Problems	3 hrs.
Lib. Sc. 429 Workshop	3 hrs.
	<u>24 hrs.</u>
TOTAL CREDIT HOURS:	

Here are some of the ways we hope to be of service to each teaching staff during the Institute:

Provide materials on loan from the University of New Mexico Instructional Materials Center.

Develop specialized materials for your use (transparencies, slides, recordings, etc.)

Borrow collections from the Institute of American Indian Arts, the N.M. State Library, and other sources.

Begin developing collections of local materials

Keep you informed of new materials (and supply preview materials)

The following pages will give you a clearer idea of training objectives.

OBJECTIVES OF LIBRARY AID TRAINING PROGRAM

Acquisition of Materials and Equipment

Competencies to be acquired:

1. The ability to plan a systematic procedure of acquiring materials and equipment.
2. The ability to determine appropriate sources for purchasing, renting or obtaining free materials and equipment.
3. The ability to maintain records relating to ordering, receiving and paying.
4. The ability to perform simplified cataloging to facilitate storage and retrieval.

Selection of Materials and Equipment

Competencies to be acquired:

1. The ability to identify appropriate sources to be used in the selection of materials and equipment.
2. The ability to name appropriate criteria to be used in the selection of material and equipment.
3. Given an individual or curricular need, the ability to select appropriate material to meet that need.
4. The ability to describe the characteristics of various media.
5. The ability to devise a systematic procedure for collecting order information.
6. The ability to coordinate previewing, selecting and evaluating of materials and equipment.

Utilization

Competencies to be acquired:

1. The ability to use appropriately and effectively the various types of materials and equipment.
 - a. The ability to select a particular form of media to achieve a particular curricular goal.

Evaluating Materials and Equipment

Competencies to be acquired:

1. The ability to determine the specific objectives for evaluation.
2. The ability to determine appropriate criteria for evaluating individual items and to design a format for recording evaluations based on the criteria.
3. The ability to establish procedures for evaluating items.

Production of Materials

Competencies to be acquired:

1. The ability to use a dry mount press for mounting or laminating materials.
2. The ability to produce overhead transparencies using a variety of methods demonstrating the necessary skills in lettering, design and coloring.
3. The ability to produce a good quality audio recording (both cassette and reel to reel) and to synchronize it with a slide set.
4. The ability to produce good quality, appropriate slides to be used with an instructional unit.
5. The ability to produce and edit super 8mm film.
6. The ability to plan and produce a video recording.

Equipment Operation

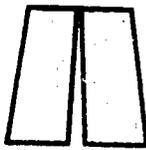
Competencies to be learned:

1. The ability to operate a 16mm film projector, 8mm projector, a filmstrip projector, a slide projector, an overhead projector, a video tape recorder, a TV camera, a 35mm camera, a super 8mm camera, a tape recorder--both reel to reel and cassette.

Maintenance and Repair

Competencies to be learned:

1. The ability to replace bulbs in various types of equipment.
2. The ability to clean the various types of equipment such as 16mm projector and filmstrip projector.



THE UNIVERSITY OF NEW MEXICO □ ALBUQUERQUE, NEW MEXICO 87131
COLLEGE OF EDUCATION □
TELEPHONE 505: 277-3004

November 5, 1973

Dear Library Aides:

I am pleased that I finally got to meet all of the library trainees and I want to tell you that I believe the project is going well. Mrs. Naumer is doing an exceptionally fine job as instructor and I think we can all consider ourselves "lucky" that she decided to accept the position of instructor with this project. She tells me that some of you have a real talent for this field which of course I'm glad to learn.

I am concerned that some of you have missed some classes. Since the one day a week session is the equivalent of three regular class sessions it is really a serious matter when you miss one. Absenteeism will very likely adversely affect your grades which is something I'm sure none of us want. University regulations state that a student with excessive absences may be dropped from a course with a grade of F. In addition to this aspect, is the fact that Mrs. Naumer does do a lot of planning and work to make your classes as meaningful as possible and it is very discouraging to her when only half the class shows up. There is simply not time to repeat the instruction and so those who are not present will simply "miss out".

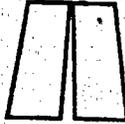
Though your stipends are not immense, they do come to about \$55.00 a week which I think does make it worth your while to come to class. What you save by not having to pay tuition should more than pay for your car expense.

If you are ill (as some of you have been) or have some emergency which does prevent your attending class, do try to call Mrs. Naumer at 757-6294. Saturday mornings she can be reached at 277-3004.

I do hope you'll make every effort to attend classes. I'll be looking forward to getting to visit you in your schools and seeing you implement what you've learned!

Until later,


Lotsee Smith, Director
Library Aide Training Project



THE UNIVERSITY OF NEW MEXICO □ ALBUQUERQUE, NEW MEXICO 87131
COLLEGE OF EDUCATION □
TELEPHONE 505: 277-3004

November 8, 1973

Ms. Maxine Martinez
Zia Day School
Zia Pueblo, N.M.

Dear Ms. Martinez:

I am enclosing a copy of a letter which I am sending to each trainee in our Library Aide Training Project. Mrs. Naumer and I were both a little upset last week when 4 of the 8 trainees missed a class session. I want to emphasize the importance of class session attendance to them. Also for them to realize, as I am sure most of them do, that absenteeism is taken seriously. I am asking your support in this matter. Please "encourage" the aide to make every effort to attend. I think most of us would be very happy to be receiving \$55 a week, plus tuition, plus college credit hours in exchange for one day a week class attendance. What is really important is that when they miss a class they have really missed important information and skills that they may not be able to learn any other time.

A seeming lack of commitment on the part of a couple of aides and some lack of support for our effort at a couple of schools has convinced me that if improvement is not shown by the end of the semester, we may have to drop them (the school and the aide) and pick up others who have expressed a desire to become part of this training project. I sincerely hope this action does not become necessary.

Some of you and especially the two Agency Education Specialist, Clay Baker and Regie Rodriguez, have worked long and hard to assist me in getting this project going and, believe me, I do appreciate your efforts! I do believe that getting a trained library aide into each Pueblo Day School can do a lot to improve education programs for Pueblo children.

Most of you feel the same way, I am sure, because you have given us a lot of support and assistance whenever possible. We (Mrs. Naumer and myself) will try not to disappoint you and anticipate that you will have a very well trained library aide at the end of the project.

If you have any questions about the training program, please call either myself at 277-3004 (UNM) or (home phone) 294-6898 or Mrs. Naumer at 757-6294.

Please do help us out by "encouraging" your aide not to miss classes.

Sincerely,

Lotsee Smith
Lotsee Smith, Director
Library Training Institute

jvdg

Enclosure

141

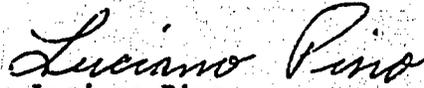
Zia Pueblo
San Ysidro, NewMexico
February 21, 1974

TO WHOM IT MAY CONCERN:

The project given to the Library Aide can not be carried out.
Our community does not permit any sort of photograping, sketching,
or taping songs, within the village.

. If another project could be given to her where photographing isn't
included, it would be appreciated.

Sincerely yours,



Luciano Pino
Governor, Pueblo of Zia

THE UNIVERSITY OF NEW MEXICO □ ALBUQUERQUE, NEW MEXICO 87131
COLLEGE OF EDUCATION □
TELEPHONE 505: 277-3004

March 6, 1974

Mr. Luciano Pino
Governor, Pueblo of Zia
Zia Pueblo
San Ysidro, New Mexico

Dear Mr. Pino:

Your memo regarding the library aide project has been forwarded to me.

I would first like to say that all the library aides were assigned the task of developing a media project but were given no specific subject by the instructor. The purpose of this assignment was to enable the aides to make use of the skills they had learned in the library/media classes.

Secondly, I would like to say, that none of us, the instructor, Ms. Naumer, myself, nor the aide, Ms. Panana meant to infringe on the privacy of your Pueblo. I certainly respect your right to prohibit photographing, taping and sketching. In no way did we intend to do something that was against Pueblo rules.

Thank you for your nice memo explaining your position I hope we're all straightened out now.

If you have any questions about this training program please let me know.

May I stop and see you next time I'm in Zia?

Sincerely,



Lotsee Smith
Project Director,
Library Training Institute

dms

THE UNIVERSITY OF NEW MEXICO

DATE: February 28, 1974

TO: Mr. Mansfield
Principal, Isleta Day School

FROM: Mrs. Janet N. Naumer
Instructor, Library Training Institute

SUBJECT: COMMENTS ON TRAINING PROGRAM

1. PRIMARY PURPOSE: As stated in the project proposal, the primary purpose of the training project is teaching library science and audio-visual courses to 8 Indian aides in Pueblo Day Schools. The aides, of course, were selected by BIA personnel and are under BIA supervision with the exception of the actual time they spend in classes at the University of New Mexico.
2. SECONDARY PURPOSE: This is to help establish and/or improve libraries in the 8 BIA Day Schools involved in the project.
3. PROBLEMS:
 - a. Supervision: While some problems have been reported in this area, this is primarily the responsibility of the principal. Trainees have been advised, repeatedly, in class of attitudes which are necessary to become professional.
 - b. Space and use of facility: Present circumstances seem prohibit a larger, less congested, and quieter area. However, classes are still being held regularly in the library which cramps the facility further and makes other activities such as library instruction or storytelling impossible.
 - c. Professional tools: Although, in October, 1973, schools were requested to purchase some essential library "tools" this library is still without: Books in Print or Children's Books in Print, latest edition of Abridged Dewey Decimal Classification System, Sear's List of Subject Headings and others. It is not possible to do an adequate job of selection without knowing what is in print. And, it is quite impossible to catalog without Dewey and Sears. Since there are many books in the collection that were ordered without catalog cards, this is a serious oversight.
 - d. Funding: Mrs. Lotsee Smith, Project Director, acquired Title II (ESEA) applications from Albuquerque Area Office and students were given copies February 9th. (Unfortunately we were not advised of the deadline by Area Office.) At any rate, at San Ildefonso, with group cooperation which included the trainee, we wrote a proposal which included questionnaire results. Apparently the deadline prohibited any such cooperation at Isleta. However, it would be very beneficial to the trainee if she could have some input into the selection of materials to be purchased for the library. If not, it would seem that the 400-level selection course taught last fall was extraneous. One list of suggestions was prepared by the Title II B Institute instructor and was given to each trainee. Mrs. Armijo currently has this list. An additional bibliography to consult would be the American Library Association's listing of recommended books for elementary school libraries.

SOLUTIONS: I don't have any. Without real commitment at the Day Schools, about all I can hope to do is teach classes to the best of my ability.



UNITED STATES
DEPARTMENT OF THE INTERIOR
BUREAU OF INDIAN AFFAIRS
Southern
PUEBLOS AGENCY
P. O. BOX 1667
1000 INDIAN SCHOOL ROAD, N. W.
ALBUQUERQUE, NEW MEXICO 87103

IN REPLY REFER TO:

EDUCATION

APR 22 1974

Mrs. Lotsee Smith
College of Education
Title II B Institute
University of New Mexico
Albuquerque, New Mexico 87106

Dear Mrs. Smith:

I had a conference with Mr. Francis Mansfield, Principal, Isleta Elementary School, this morning concerning the problems Mrs. Naumer experienced in her training with Sophie Sanchez at the school. We also discussed the questionnaire and the apparent "flap" created by Mrs. Naumer's analysis of the questionnaire.

I suggested that Mr. Mansfield meet with the teaching staff and discuss the questionnaire and Mrs. Naumer's analysis for the purpose of attempting to salvage something positive from the questionnaire and analysis rather than creating a negative situation.

I also suggested that Mr. Mansfield should submit requisitions for the reference books that Mrs. Naumer suggested that each school should have, such as the Dewey Decimal Classification, etc. Mr. Mansfield agreed that he would attend to this matter immediately.

I am concerned by statements by Mrs. Naumer in her letter to Mr. Mansfield dated March 26, 1974, that she is planning to decrease her scheduled time at Isleta. In my opinion, the Isleta situation should be cleared up, problems resolved, etc., and the training program for Sophie Sanchez should continue without interruption.

I believe that Mrs. Naumer may be under a misapprehension as to the relationship of Sophie Sanchez and her assignment in the school library and in Title I. I asked Mr. Mansfield if he had discussed Sophie's position description and assignment in the Title I program and he replied that he had not. This leads me to believe that communications between Mrs. Naumer and Mr. Mansfield were not always good. An example of the lack of communication is the manner in which Mrs. Naumer handled the questionnaire. She stated that Sophie Sanchez distributed, collected, and tallied the questionnaires and she did the interpretation and commentary. If Mrs. Naumer had consulted Mr. Mansfield prior to the distribution of the questionnaires and given him an opportunity to meet with the staff and discussed the questionnaire, I don't believe that the negative reaction by the staff would have resulted.

I firmly believe that your program has been a good one and that Mrs. Naumer has been conscientious in working with the aides. I especially appreciate her critique and suggestions for improving the Isleta School library. Therefore, I would like very much for communications to be re-established between Mr. Mansfield and Mrs. Naumer in an attempt to clarify misunderstandings and resolve identified problems. Your assistance in this matter will be appreciated.

I have instructed Mr. Mansfield to take the first step in writing Mrs. Naumer to accomplish the above.

Sincerely yours,

Clayton L. Barker
Education Programs Administrator

A.L.A. CONFERENCE

New York City

Some of the aides and staff attended the annual conference of the American Library Association held in New York City. They made two presentations in conjunction with the Arizona State University's Indian Training Institute. These presentations included a slide/tape produced by aide Mella Roybal. The audiences were highly complimentary of her creative work.

For many of the aides this event made a lasting impact, both professionally as well as personally. The opportunity to meet authors, illustrators and professional librarians, as well as viewing the immense amount of available print and non-print materials, gave the aides an entirely new perspective on librarianship. The "Big Apple" left its impression also. Upon returning, each aide wrote her reactions to the conference. One, that of Mella Roybal, is included in this report.

HELLA M. ROYBAL
PUERTO DE SAN ILDEFONSO

ALFA 1974 ANNUAL CONFERENCE N.Y.C.

A DREAM COME TRUE— WHERE BIG AND LITTLE PEOPLE MINGLE, US BEING THE LATTER, BUT I AM GRATEFUL THAT I WAS AMONG THE FORTUNATE TO GO AT ALL.

PEOPLE; EACH IN THEIR OWN PRIVATE COCOONS, ALWAYS IN A HURRY.— THERE MUST BE BLUE SKIES, GREEN MOUNTAINS, FRESH AIR, SURELY THEY MUST BE THERE SOMEWHERE.

TALL BUILDINGS, TRAINS OF CARS, HIGH COST OF EVERYTHING, PEOPLE WITH THEIR NOSES IN THE AIR, IS HOW I WILL REMEMBER NEW YORK CITY, ALONG WITH THE EVERLASTING NOISE.

ASIDE FROM THAT, WE DID CHARMED A WAITER IN THE WANDER ASTORIA LOUNGE, EVEN THO' HE MISTOOK US FOR HAWAIIANS AND PHILIPPINO INHABITANTS. HE TOLD US, HE AND HIS WIFE COMES OUT TO THE SOUTHWEST ON VACATIONS, SO THEY ARE GOING TO LOOK US UP, HOPE HE DOESN'T BELIEVE ANY OF THE BULL WE DISHED OUT TO HIM, OTHERS THO' WE WERE "MESS CAN'S" WHEN WE TOLD THEM WE WERE FROM NEW MEXICO. YOU ^{KNOW} THESE PRINCES, BELIEVE EVERYTHING YOU TELL THEM. SO MUCH FOR THAT.

READINGS BY THE AUTHORS [CHILDREN'S BOOK & AUTHORS FESTIVAL] HELD AT THE AUDITORIUM, DONNELL LIBRARY CENTER.

GETTING TO SEE MR. SCOTT O'DELL WAS MY HIGH POINT, BUT I GIVE HIM A "C" FOR HIS READING FROM HIS NEW BOOK CHILD OF FIRE FOR I ENJOYED THE OTHER TWO LADIES READING AND THEIR BOOK MUCH BETTER. THERE WAS

ELLEN RASKIN'S — FIGGS & PHANTOMS AND BETTY GREENE'S — PHILIP HALL LIKES ME, I RECKON MAYBE.

1/ Perhaps Mr. O'Dell's new book will be well received like
2/ his New Berry Award Winning book ISLAND OF THE BLUE DOLPHIN.
EVEN THIS BOOK I COULDN'T GET INTERESTED IN IT. NOT MY KIND OF A BOOK.

IN THAT ONE ROOM, WHERE I ALMOST FROZE. I HAD
TO GET OUT, SO I COULD THROW OUT. ALL I ~~SEY~~ CAN SAY
IS MORE POWER TO THE INDIANS FROM St Regis. AND
THAT MAN I COULD ~~WANT~~ ^{WANT} SCALPED HIM.

AS FOR THE EXHIBIT, I COULD HAVE SPEND A WHOLE
DAY AND STILL NOT SEE ALL. GOT A GREAT SATISFACTION
FROM IT ~~AND~~. SIGNED MY NAME SO MANY TIMES AT
BOTH EXHIBITIONS, MET MANY PEOPLE, EXCHANGED ADDRESSES,
AND I'M CURIOUS AS TO WHETHER A COUPLE KEEP THEIR
PROMISE ABOUT SENDING A SUBSCRIPTION OF THE NATIONAL
GEOGRAPHIC MAGAZINE TO OUR DAY SCHOOL, WHEN AND IF
THEY DO, THEY WILL GET THE INDIAN'S BLESSING.

CONCERNING THE TAPING, I MUST DISAGREE ON HOW
THE OTHERS FELT. I FEEL WE MUST BE OUTSPOKEN,
AND NOT SHY, TELL IT LIKE IT IS. FOR IT IS THROUGH
-THESE MEDIA'S THAT WE CAN MAKE OTHERS AWARE OF OUR
STRUGGLE, AND HOPES, LIBRARY WISE I MEAN. I DIDN'T
LIKE BEING TELEVISED EITHER, THO THIS EPISODE MADE
ME REALIZED I NEED LESSONS IN PUBLIC SPEAKING.

I AM SORRY THAT — WELL WE WERE IN THE
WRONG MEETING ROOM. IT WAS OUR FAULT.

SIGHT SEEING — Circle Line Cruise. AROUND MANHATTAN
ISLAND WAS A RELAXING RIDE, IT GAVE ME A CHANCE TO REST, HA!
FRIDAY, WE GOT OVER FOR A CLOSE UP OF "THE LADY". WASN'T
WORTH IT. WHY DON'T THEY GIVE HER A GOOD WASHING
ESPECIALLY HER WINDOWS (CROWN)

I FELT LIKE THE SONG "ON A CLEAR DAY YOU CAN SEE FOREVER"
WHEN I VIEW THE SIGHTS FROM ATOP THE EMPIRE STATE OBSERVATORY.

3/ I wish we had ^{had} more time, cause we didn't get to visit ANY SCHOOL LIBRARIES

My ONE disappointment was THE MUSEUM OF THE AMERICAN INDIAN, LOCATED WAY OUT IN THE SLUMS (OR SO IT SEEM TO ME) YOU MIGHT KNOW, IT WOULD BE SITUATED WHERE IT IS. THE SET UP, THE ARRANGMENT, THE EVERYTHING LOOKS LIKE THEY JUST THREW THE MATERIALS AND LEFT IT WHERE IT FELL, NOT MUCH INFORMATION, NO CREDIT TO INDIAN TRIBES.

One pottery, just ONE (black) I recognized, AGAIN NO NAME, NOR WHERE IT WAS MADE. THAT IMITATION JEWELRY CERTAINLY DIDN'T BELONG THERE, THEY SHOULD SEND IT BACK TO J. PANS & Co.

DON'T GET ME WRONG, THE THINGS THEY HAD WAS RARE AND MAGNIFICENT. BUT THE WAY IT WAS DISPLAYED — WHAT I AM TRYING TO SAY IS — ANOTHER EXAMPLE OF NOT CARING — RELATING TO INDIANS ANYWAY I GOT A CHANCE TO RIDE ON THE SUBWAY, "Spooky"

I GOT MANY ENCOURAGING COMMENTS ON MY PROJECT BUT I FELT IT COULD HAVE USE SOME IMPROVING IN PRESENTING IT.

ALL IN ALL I WAS HAPPY TO SET MY FOOT ON NEW MEXICO SOIL. BETTER BELIEVE IT!

PEACE, M. M. ROYAL

THE "BIG APPLE"
A.L.A. CONFERENCE,
NEW YORK CITY



Looking like tourist and enjoying New York's fresh air, Cordelia, Mildred S., Lotsee, Pauline and Mella.



Where do we go next?
Kella, Mildred N.,
and Mella



A break from meetings -- taking a boat ride around Manhattan. L to R, Cordelia, husband Mike, Mildred S., Pauline, Lotsee, Mella and Kella.



Who, me? Pauline and Mildred S.

RECOMMENDED SUPPLIES AND SELECTION TOOLS

A list of these items, as prepared by Ms. Naumer, is included in the event that this report should ever serve the purpose of assisting small schools in implementing a library who have never had one.

LIBRARY/MEDIA SUPPLIES RECOMMENDED FOR PURCHASE BY BIA DAY SCHOOLS
 PARTICIPATING IN TITLE II B INSTITUTE FOR THE TRAINING OF INDIAN PARA-
 PROFESSIONALS (\$93.05)

Most of the BIA day schools seem to be lacking basic library/media supplies. The following is a minimum list for those libraries which have no supplies at all. Trainees in libraries which have been established longer should first check their supplies before ordering the following. (NOTE: SEVERAL LIBRARIES HAVE STOCKS OF CIRCULATION CARDS INTENDED FOR SEMI-AUTOMATED CHARGE SYSTEMS. THE TYPE OF CIRCULATION CARD LISTED BELOW WOULD BE MUCH MORE USEABLE.)

SUPPLY LIST

Order cards No. 101S, 500	\$1.90	p. 43
Magazine Charging Cards No. 135, 500 Cherry	\$2.55	p. 45
Book cards No. 45, 1000 med. wt., White	\$4.10	p. 46
Book cards No. 45, 500 med. wt., Blue	\$2.50	p. 46
Gummed Date Slips No. 3533, 3x5" 1000	\$2.75	p. 49
Catalog Cards, Permec, med. wt., No. 811, 1000	\$3.90	p. 53
Shelf list guide headings, No. 491-1	\$.90	p. 57
Catalog guides, plain, No. 3120	\$3.10	p. 57
Pressure Sensitive labels, 3/4 x 1/ 1/4, No. 343,1000	\$2.50	p. 65
Printed Shelf Labels, No. 437	\$.90	p. 84
Double coated tape for mounting labels, No. 278	\$2.20	p. 83
Mystik Tape Rolls, large, 3/4" wide (white, red, blue, black, brown, maroon or green)	\$3.15	p. 91
Transparent Book Tape, No. 1141, 2" width	\$2.80	p. 91
Micropore stamp pad, No. 2541, black	\$1.50	p. 98
Barid Dater, No. 3003	\$1.25	p. 99
Rubber stamps, No. 2532 (two line, school name, add.)	\$2.85	p. 99

Demco

Charging Trays, double (green, red, Gold or blue)	\$8.95ea.	p. 7
Vista foil, Plastic Laminate, 11x400 #22-8052	\$6.05	p. 24
ESEA Call Number Labels, 28-6890, 1000	\$3.90	p. 25
Demcote Clear Plastic Spray, 28-9780, 1	\$2.30	p. 25
Low Reinforced Book Pockets, Pregummed, plain 25-4250, 1000	\$8.65	p. 29
Angle Tab Charging Tray Guides, 34-6550 , 1	\$4.50	p. 53

Highsmith

Numbering Machine, Standard automatic, #11-210	\$16.95	p. 37
Ink Pads for numbering machine, 11-213	\$2.90	p. 37

\$93.05

Visible periodical Record Units
 None of the libraries has a good card catalog
 None has a book truck
 Lack of book ends

Would suggest, for temporary card catalogs (esp. for Z1a) 2-drawer economy card cabinet, No. 230 \$16.55 (Gaylord) p. 28

LIBRARY TOOLS RECOMMENDED FOR PURCHASE BY BIA DAY SCHOOLS PARTICIPATING
IN TITLE II B INSTITUTE FOR THE TRAINING OF INDIAN PARA-PROFESSIONALS
(\$105.88)

Because of a recognized lack of funds, the following is a minimum list of books which are "must" items in school libraries. These belong in the library rather than with the trainee. For this reason, we are recommending these for school purchase rather than personal purchase by the trainees. (NOTE: INSTITUTE REGULATIONS PROHIBIT OUR FURNISHING EACH SCHOOL WITH THESE ITEMS.)

American Library Association
50 East Huron Street
Chicago, Illinois 60611

- 3144-8 Non-Book Materials: The Organization of Integrated Collections
1st ed. Jean Riddle Weihs, Shirley Lewis, Janet MacDonald.
1973. \$6.50
- 0139-5 Periodicals for School Libraries; A Guide to Magazines,
Newspapers and periodical Indexes, rev. ed. Marian H. Scott,
comp. 1973. \$4.95
- ALA Rules for Filing Catalog Cards, 2ded., abridged. Pauline
A. Seely, ed. 1968. \$2.00
- 3001-8 Standards for School Media Programs. AASL, ALA and DAVI
1969. \$2.00
- Guides to Educational Media, 3rd ed. Margaret I. Rufsvold
and Carolyn Guss. 1971. \$2.50

R. R. Bowker Co.
Dept. C, PO-Box 1807
Ann Arbor, Michigan 48106
School Library Journal (Periodical, 9/yr., Sept.- May)
\$10.80 per yr.

R. R. Bowker Co.
1180 Avenue of the Americas
New York, New York 10036
Books in Print (2 volumes, Vol. 1-Authors, Vol. 2-Titles &
Publishers) 1973 ed. should be available in November, 1973.
Set: \$42.38

Claremont House
231 E. San Fernando Street
San Jose, California 95112
The Descriptive Cataloging of Library Materials. Shirley
Hopkinson. 1968. \$1.50

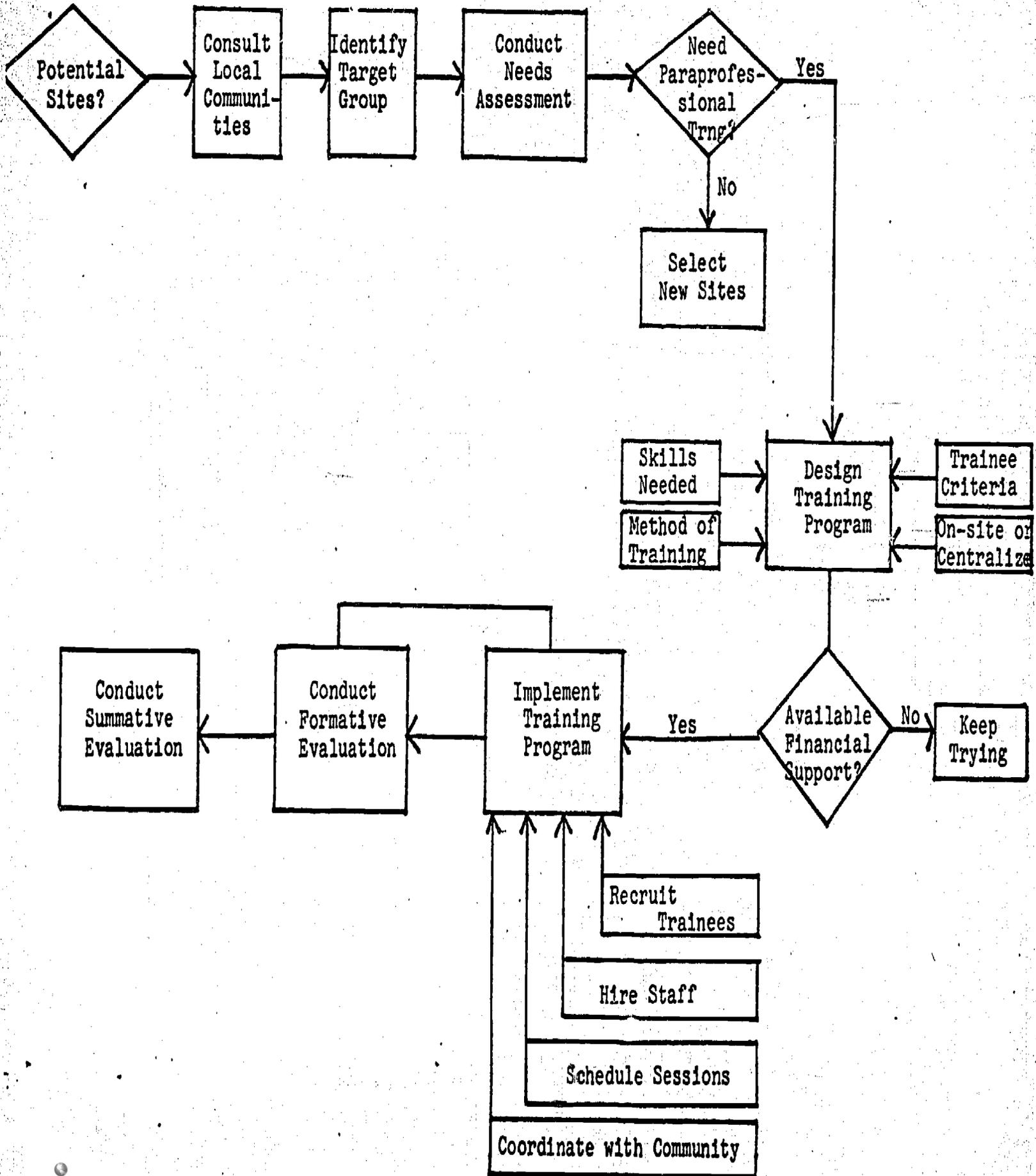
Forest Press, Inc.
85 Watervliet Avenue
Albany, New York 12206
Abridged Dewey Decimal Classification & Relative Index, 10th
ed., rev. 1972 \$12

National Audio Visual Association, Inc.
3150 Spring Street
Fairfax, Virginia 22030
1973-74 Audiovisual Equipment Directory. \$10

Enoch Pratt Free Library
400 Cathedral Street
Baltimore, Maryland 21201
Reference Books; A Brief Guide (most recent ed.) Mary Niell
Barton and Marion V. Bell \$1.25

H. W. Wilson Co.
950 University Avenue
Bronx, New York 10452
Sears List of Subject Headings. Barbara M. Westby, ed. 1972
\$10

A PARAPROFESSIONAL TRAINING MODEL





Learning about video taping with Jim Felts, SIPI.



Instructor, Janet Naumer



Pauline and Cordelia, Cataloging



Digging into those books!

INSTRUCTION



You just plug this into that and. . . .



Kella, Ernestine, Mildred N. and Mella enjoyed their "production."

PUBLICITY

The University of New Mexico's Public Relation office wrote two feature articles about the Institute after sending a reporter to make field visits. The articles were not only published in the local (Albuquerque and U.N.M.) papers, but were also sent to the wire services of the Associated Press, United Press International and eight other publications, including the Navajo Times, Wassaja and the Journal of American Indian Education.

The Institute was also publicized when two programs were presented at the annual American Library Association conference in New York City by the Director and aides. The Director also made a presentation at Arizona's 15th annual Indian Education Conference in Tempe.

In addition, several slides and a script were sent to the National Indian Education Association for inclusion in their filmstrip about Indian libraries. Other articles were printed in B.I.A. and tribal newsletters.

Numerous inquiries from persons across the nation concerning the project were responded to by the Director on a personal basis. This high level of attention seems to indicate an interest in duplicating the project.

ALBUQUERQUE AREA EDUCATION

PROFILE

BUREAU OF INDIAN AFFAIRS

MAY-JUNE 1974

VOL. IV NO. 5

LIBRARY/MEDIA SERVICES IMPROVING WITHIN PUEBLO SCHOOLS

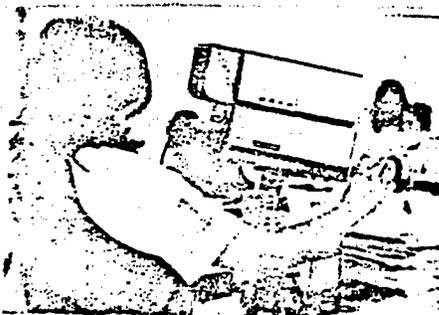
Better library/media service is coming for at least eight Pueblo schools as trainees near completion of a Title IIB (Higher Education Act, P.L. 89-329) Institute for training library aides.

Mrs. Janet N. Naumer, former librarian at the Institute of American Indian Arts, has been the instructor for the course which has been under the direction of Lotsee P. Smith, Assistant Professor, College of Education at the University of New Mexico. Participants of the program are: Paulina Panano, Zia; Kella Maes, San Juan; Mildred Naranjo, Santa Clara; Ernestine Romero, Taos; Cordella Romero, San Felipe; Mella Roybal, San Ildefonso; Sofia Sanchez, Isleta; and Mildred Shendo, Jemez.



Invaluable assistance has been given by BIA personnel. Shown here is Jim Felts, Director of the I.M.C. at S.I.P.I. Instructing trainees in the use of video equipment. Trainees are, l to r, Mildred Shendo, Sofia Sanchez, Cordella Romero, Pauline Panano, and Ernestine Romero.

Courses taught during the fall semester included production of instructional materials and selection of materials for libraries and media centers. Spring semester courses included cataloging and classification of materials and audio visual methods.



Mildred Naranjo videotapes an art day in session at Santa Clara.

Lotsee Smith has submitted a proposal for another training program to begin in August of this year (the current project expires in August). This program will concentrate more on the community cultural center concept and will include 20 trainees in BIA, community, public, and parochial school libraries in Zuni, Laguna, Ramah, Canoncito, and Acoma.

ALBUQUERQUE JOURNAL, Friday, June 8, 1973 C-3

\$81,720 Going To Indian Aid

From the Journal's Washington Bureau
WASHINGTON — Sen. Joseph M. Montoya, D-N.M., announced two federal grants totaling more than \$81,720 to the University of New Mexico to train faculty and administrators to deal with specific Indian student problems and to train eight Indian teacher aides in library media skills.

The first grant is for \$15,000 and will be used to train faculty and administrators to work with Indian student problems pertaining to the Indian culture, the role of the university in the Indian community, financial aid programs and native American studies programs, Sen. Montoya said.

Those who deal with admissions, housing and advising will also participate in this program, Sen. Montoya said.

The second grant for \$66,729 will be used to train eight pueblo Indian teacher aides in library media skills so they can work as librarians in eight pueblo day schools presently without library services, the senator said.

The Albuquerque Tribune, Wednesday, July 24, 1974

UNM helps staff Indian libraries

A University of New Mexico program is helping provide staff for libraries at two Navajo reservations and 11 Indian pueblos.

The federally funded program sends UNM library science instructors to the villages to train library aides in selecting and using equipment, cataloging books and helping meet the educational needs of their people.

Eight Pueblo women are completing the three-semester program this summer and 14 more trainees are being sought to start work this fall.

THE LIBRARY aide training institute is directed by Asst. Prof. Lotsee Smith of the UNM College of Education. Funds are provided by the U.S. Department of

Health, Education and Welfare.

Prof. Smith, member of the Comanche tribe, believes libraries can play a major part in meeting an Indian community's educational needs. But books aren't enough, she says — the libraries must be staffed by local residents trained in library skills and audio-visual techniques.

"LIBRARY SERVICES for the most part have been nonexistent" in western New Mexico, where many Indians live, Prof. Smith says.

But tribal officials and school principals in several Indian communities have acquired buildings and books, so the trainees have a good chance of finding jobs in their hometowns, she reports.



Cordelia Romero Reveals Joys of Reading to Children
Librarian Works with Youngsters at San Felipe Pueblo

Library Aide Program Trains Pueblo Residents

The only libraries known to the residents of most of New Mexico's Indian pueblos are the bookmobiles that make occasional stops. The picture will change shortly for 8000 residents of eight pueblos where library aides are being trained by the University of New Mexico.

The one-year training program, funded by Title II-

B of the Higher Education Act through the UNM College of Education, provides one aide to each of eight pueblos: Taos (Ernestine Romero), San Ildefonso (Mella Roybal), Jemez (Mildred Shendo), Santa Clara (Mildred Naranjo), San Felipe (Cordelia Romero), Isleta (Sophie Sanchez), San Juan (Kella Maes), and Zia (Pauline Panana). They range in age from 19 to 60.

THE PROGRAM is directed by Lotsee Smith, assistant professor of Educational Foundations, who is Comanche, with a Chicasaw and Cherokee heritage from her father. The instructor is Janet Naumer, former librarian at the Institute of American Indian Arts in Santa Fe.

While the aides' chief responsibility is to stock and operate the pueblos' elementary school libraries, they also hope to eventually provide library service to others through the development of community libraries.

"Many of the aides are mothers with young children and no means of transportation. This on-site training is one important way that UNM is reaching

out to those who otherwise would be denied a college education," Prof. Smith said.

Beside the obvious advantage a Pueblo Indian librarian who brings to the job in intimately knowing her culture, Prof. Smith believes there is another very real asset. "A person whose home is in the community is more likely to stay there and make a long-term contribution than would a trained outsider," she said. "These aides will have all earned 24 hours of college credit and be skilled in audio-visual techniques as well as in basic library procedures."



Ulassaja

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LIBRARY AIDE

TRAINING INSTITUTE

A grant for training eight library-media aides has been awarded to the University of New Mexico by the U.S. Office of Education, Bureau of Library Resources and funded by Title II B of the Higher Education Act of 1965. The project, developed and directed by UNM assistant Professor Lotsee Smith, is being implemented on-site in eight New Mexico Pueblo Day schools: (Taos, San Juan, Santa Clara, San Ildefonso, Jemez, San Felipe, Zia, Isleta).

The aides will earn a total of 24 hours of college credit and may be eligible for an Associate of Arts degree.

The instructor in the project is Janet Naumer, formerly librarian at the Institute of American Indian Arts in Santa Fe. She will also supervise a practicum in which she will assist the aide in the development and organization of the media center in each school.

The library-media courses will include development of materials by the Pueblo aides to meet the unique needs of each school. Acquisition of relevant Indian materials will be emphasized.

HITCHHIKER



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SEVEN COMPLETE INSTITUTE FOR TRAINING LIBRARY AIDES IN PUEBLO DAY SCHOOLS: The seven students earned 24 semester hours in library/media courses at the University of New Mexico. They are Mrs. Kella Maes of San Juan Pueblo, Miss Mildred Naranjo of Santa Clara Pueblo, Mrs. Pauline Panana of Zia Pueblo, Mrs. Cordelia Romero of San Felipe Pueblo, Mrs. Mella M. Roybal of San Ildefonso Pueblo, Mrs. Sofia Sanchez of Isleta Pueblo, and Mrs. Mildred Shendo of Jemez Pueblo. The institute was conducted by Project Director Lotsee P. Smith with Title II-B funds. The instructor Janet N. Naumer traveled to each of the pueblos--some 600 miles each week--to train the aides. Lotsee, Janet and six of the aides attended the ALA/NY conference in June. Two of the students, Mrs. Maes and Mrs. Roybal, are interested in obtaining positions outside their pueblos. Mildred Naranjo is going back to school (Northern Arizona at Flagstaff) to work on her B.A. The others have been retained by the BIA.