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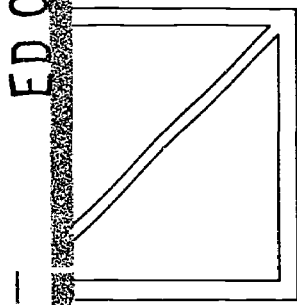
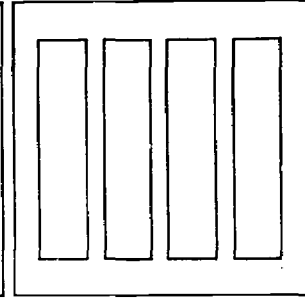
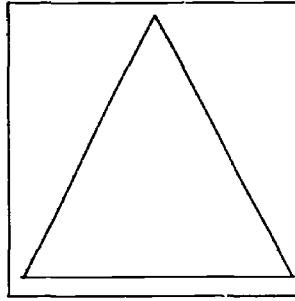
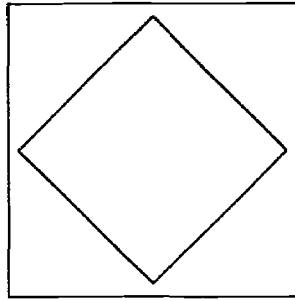
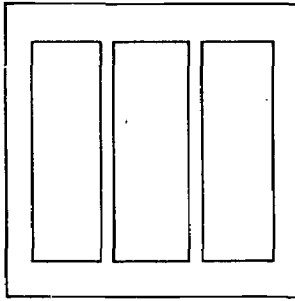
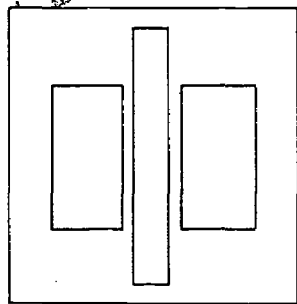
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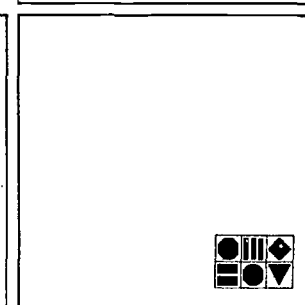
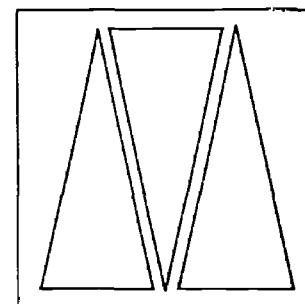
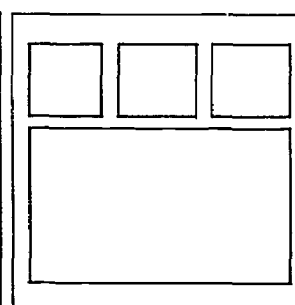
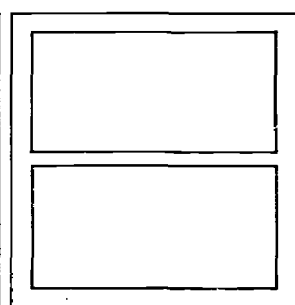
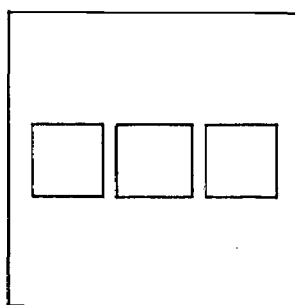
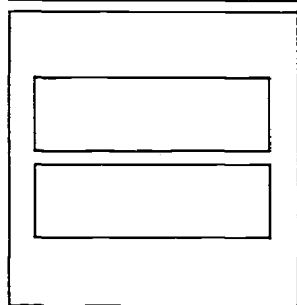
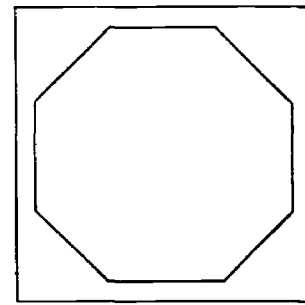
ABSTRACT

Eleven library systems throughout the country have been developing detailed plans for offering services to the adult independent learner. Each system organized a planning and evaluation task force, composed of library administrators and representatives from library staffs who were to be responsible for developing the service plans. The development of detailed plans was scheduled to take place over a one-year period with the assistance of the national office. This document presents summary statements prepared by participating project libraries regarding their proposed programs of service. The program summaries provide some insight into the different forms of service for the adult self-directed learner that are possible in a variety of public library settings. Libraries reporting here are: Atlanta, Denver, Enoch Pratt (Baltimore, Md.), Woodbridge (N.J.), Miami-Dade, Portland (Maine), St. Louis, Salt Lake City, Tulsa City-County, and Cleveland. (Author/LS)

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Program Summaries of the Participating Project Libraries



000 787

THE OFFICE OF LIBRARY INDEPENDENT STUDY AND GUIDANCE PROJECTS



COLLEGE ENTRANCE EXAMINATION BOARD
888 Seventh Avenue
New York, New York 10019



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Program Summaries
of the
Participating Project Libraries

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

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Office of Library Independent Study and Guidance Projects
College Entrance Examination Board
888 Seventh Avenue, New York, New York 10019
June 1974

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Introduction

The Office of Library Independent Study and Guidance Projects is a national effort to demonstrate ways in which public libraries' existing resources can be used for meeting the needs of adult independent learners. The basic aim of the project is to assist public libraries to become learning centers for adults whose learning styles and interests are generally not compatible with the constraints imposed by traditional educational delivery systems. Designing new services in public libraries to support and encourage adults in becoming self-directed in their learning is a major strategy of the project for achieving its purpose.

During the past year, eleven library systems throughout the country have been developing detailed plans for offering services to the adult independent learner. Each system organized a planning and evaluation task force, composed of library administrators and representatives from library staffs, which was to be responsible for developing the service plans. The development of detailed plans was scheduled to take place over a one-year period with the assistance of the national office. At the end of this time each library was expected to have a plan which would be ready for pilot testing. This document presents summary statements prepared by the participating project libraries regarding their proposed programs of service. The program summaries provide some insight into the different forms of service for the adult self-directed learner that are possible in a variety of public library settings.

The national project is jointly funded by the Council on Library Resources, the National Endowment for the Humanities, the Division of Library Programs (U. S. Office of Education), and the College Entrance Examination Board.

Jose Orlando Toro, Director
Office of Library Independent Study
and Guidance Projects

Atlanta Public Library: Independent Learning Project

The grand design for the Atlanta Public Library's independent learning project is to meet the learning needs of the community. Through the project the Atlanta Public Library will seek to serve as the community center for assisting, facilitating, and encouraging independent learners in meeting their learning needs in the areas of career awareness and subject or special interest development. This library service will be directed toward those who want to take part in an unstructured, self-directed learning project.

The planned service model will consist of two components. The first component will be a learner consulting service to assist the independent learner in educational planning. The learner consulting service will be incorporated into our central library and selected branches by September 1974. This service will become system-wide by the end of 1975. The learner consultants (librarians) and independent learners will meet in personal interviews. These interviews will be conducted on an individual basis and will be prearranged by the prospective independent learner who will make an appointment with the learner consultant. A file of pertinent information will be kept on each independent learner's project.

The second component of the service model will be a clearinghouse and referral service to be provided to any independent learner needing such service. The clearinghouse and referral service will include the following: a list of contact persons and their phone numbers for each educational institution located in the Atlanta community, a list of local educational institutions that give academic credit under the CLEP or University Without Walls programs, a list of all the adult education programs and courses that are offered throughout the Atlanta area, and a calendar of educational events (films, lectures, plays, etc.) that are going on in the surrounding community. The clearinghouse and referral service will be an expansion of the existing Atlanta Public Library Neighborhood Information Center referral service which is currently in operation at the central library and two branches.

The Atlanta Public Library recognizes the necessity for building up its material resources in order to effectively implement the independent learning project. Accordingly, the library will adjust its book collection to include the appropriate educational materials, expand the nonprint collection and compile subject bibliographies, reading lists, study guides, and a directory of the subject or special interest areas in which our staff members have a particular awareness or knowledge.

The initial training phase of the project was concluded in May 1974. Professional staff members representing the subject departments of the central library and most of our branches attended all-day workshops conducted by resource people provided by the Office of Library Independent Study and Guidance Projects. These training sessions were extremely interesting and informative. The summer months will be used for continued in-service training of our staff (both professional and nonprofessional), evaluating the collection, preparing reading lists and study guides, and publicizing the new program.

The administration and staff of the Atlanta Public Library are looking forward to September when this new service will be available to the public. We are grateful to the Office of Library Independent Study and Guidance Projects for giving us the opportunity to participate in this exciting and innovative project.

Denver Public Library: On Your Own

The concept of the independent learning project was readily adopted by the Denver Public Library as an element of our service policy, supportive of the three major functions of the Denver Public Library. These functions are to provide information needed by citizens of Denver in their daily lives, to encourage and facilitate self-directed learning, and to enhance the quality of life for Denver citizens.

Because of the nature of the independent learning concept, services provided under this label have become an extension of existing library services. Extending existing services encompasses: (1) a more thorough understanding of the library patron, a more personal approach; (2) a more thorough and detailed service to the patron (an extensive learning project rather than a single answer reference question); (3) development of resource aids for the independent learner (annotated bibliographies, pathfinders, study guides, etc.); (4) development of reader's advisory service; (5) development of an active and relevant referral service; (6) development of cooperative services involving agencies outside the library that pertain to the independent learner.

The intended audience of the Denver Public Library's independent learning service, labeled "On Your Own," is the general public. The general public includes all ages, all races, all people. Depending on the particular patron, service can be extended to children, young adults, adults, and elderly people. One common factor that must be present in any population reached is motivation. Again, because of the nature of the independent learning project, the specific population to be reached is not restricted.

The initial date of availability of services was when the Denver Public Library was established. In December 1972, previously established programs (College-Level Examination Program, Great Books Program, Right to Read) were formally included under the label On Your Own. Time Alive!, a unique independent study program which the Denver Public Library publicly introduced in April 1974, has also become part of On Your Own.

Individual patron service is scheduled to be publicly introduced in January 1975. This introduction will include publicity concerning how library functions relate to independent study. Public awareness is crucial to understanding what is available through the public library.

Public awareness is the primary goal of the On Your Own service. Public awareness leads to cognizance of what is available through the public library. This, in turn, leads to use of the library and use of the library includes involvement in services offered by the library. The goal of independent learning service is in essence the goal of the public library.

Enoch Pratt Free Library (Baltimore, Md.): Independent Study Program

The Enoch Pratt Free Library is concentrating its independent study program on helping adults who are not in high school who want to study independently in order to get college credit either through CLEP or through an external degree program. Our role will be providing materials, making referrals, and giving guidance in skilled reading in greater depth than we have given it previously. We also see an extensive publicity campaign as an important factor in the success of the program.

Five branch libraries, Edmondson, Govans, Hamilton, Herring Run, and Northwood, have been designated as "adult-learning centers," and a librarian from each of these branches has been involved during the fall, winter, and spring of 1973-74 in a training program to learn how to help adults who want to undertake independent study. One librarian from each of the subject departments at the central library has also participated. Following sessions with the national faculty of the Office of Library Independent Study and Guidance Projects, this group has participated in a series of discussions on books and booklists that can be useful to independent adult learners in preparing for the various CLEP examinations.

In addition to the five branch "adult-learning centers," we intend to provide materials and guidance to adults who for whatever reason cannot come to the library. Materials will be sent through our books-by-mail service, and guidance will be given by telephone and correspondence. We believe there may be adults who want to participate but who cannot come to the library because they work a "swing shift" or they are homebound. This part of the program will be especially dependent on widespread publicity.

Each of the branches designated as adult-learning centers has been considering where and how interviews with potential adult independent learners can best be conducted. While we expect that whenever possible the interview will take place when the person first comes to the branch, it may be necessary or desirable to make an appointment for a time convenient for both the independent learner and the librarian. Each branch is reserving its meeting room for certain times so that it will be available for adults participating in the program to meet each other and share their problems and successes.

In order to be able to refer interested adults to institutions of higher learning we intend to establish personal communication with appropriate individuals in each of the colleges and universities in the area. With

their help we expect to compile files of information about each institution's policy regarding CLEP and other forms of nontraditional education, including the name of the individual that independent adult learners can contact for further information about that institution.

Because publicity is so important to the success of the program, the chief of public relations has been involved from the beginning in planning and advising on program development. We have tried to inform all staff members through presentations at various staff meetings and articles in the Staff Reporter, and this effort will be continued. We expect to make profitable use of the materials being developed for the national public relations campaign, and we want to capitalize on its use of "know how" in any local publicity. In fact, we are at present trying to devise an attractive and descriptive name for our program using the term "know how."

We are in the process of developing measures by which we expect to carry on continuous evaluation of the program and make changes where indicated. Some of these items can be measured in figures--number of adults identified as independent learners, number of interviews, frequency of use of meeting rooms by adult learners, number of participants taking CLEP exams successfully, etc. We also expect to conduct surveys of participants' satisfaction.

So far, we are on schedule and the training program has been completed. During the summer we expect to complete contacts with colleges and universities in the area for the development of the information files for the program. We want to have our publicity, staff, and collections ready to launch the program in September 1974.

Free Public Library of Woodbridge (Woodbridge, N. J.): Independent Learning Project

In the past when we have worked with patrons involved in self-directed learning, our involvement has been primarily focused on individual information transactions rather than on extended learning projects. The library now envisions continual involvement of the staff with individual patrons throughout the life of a learning project. It is the extended nature of such a commitment that defines this project within our total program of services.

The library proposes to assist the independent learner in planning and carrying out his educational goals by:

1. Helping the learner make decisions about his educational goals, and helping him plan the sequence of his learning project.
2. Providing the needed learning materials, and space and equipment for their use.

3. Guiding the learner in the use of library materials.
4. Providing a data bank of learning opportunities for adults.
5. Acting as a referral service to put independent learners in touch with appropriate agencies for continuing education and counseling.

Our timetable indicates the introduction of selected services to a limited target audience in the fall of 1974, and full scale implementation in January 1975.

Miami-Dade Public Library System: Independent Library Study

The Miami-Dade Public Library System feels very strongly that its participation in the library independent study project will be a major force in helping the system develop the staff, materials, and organization to meet the new challenges of adult learning.

To begin the planning of an overall design for the project, the Miami-Dade System established an internal planning council. Council members are representative of broad areas of interest in the system, and include branch library supervisor, head of adult services, traveling libraries coordinator, branch librarians, Spanish librarians, black librarians. The library director, assistant director, and head of community relations sit in when possible.

To provide a background for planning, invited staff members have been attending a series of seminars conducted by the national faculty. Staff trained by the national faculty will, in turn, train other staff members. Plans will be developed under the broad goal of the national effort, but will be tailored to the needs and interests of the Miami area.

Various projects now being developed by the planning council include:

1. Generating interest in and enthusiasm for the program through training and publicity, both within the library and outside it.
2. Making recommendations to the book selection committee in the selection of multimedia materials and other items that will enhance the independent learning process.
3. Establishing a clearinghouse of all activities available in the county for adult learners. This will be based on extensive files that are already available.
4. Appointing a full-time project coordinator.

5. Establishing a central physical set-up for adult learning in the public services area with a trained staff member manning it.
6. Establishing a centralized referral program in connection with the appropriate community agencies.
7. Establishing a collaborative community planning council.

Projects 1 and 2 are under way. By fall of 1974, projects 3, 4, and 5 should be in operation and a start made on 6 and 7. Involving staff members at all levels in planning will be a key factor in the program's success.

Portland Public Library (Portland, Maine): Community Center for Lifetime Learning

It is the grand design of the Portland Public Library to be a community center for lifetime learning. We see this goal as one in which the library can be a positive force for community improvement. It would allow us to include our present services and many new ones--from cable TV and computers to library-sponsored forums on community problems. For the community center for lifetime learning, existing library services will be available to meet the needs of a distinct group--adult self-directed learners. We expect this project to help gain community and political support for a new central library.

Our goal is to design services that will alert adults to individual learning opportunities and facilitate the self-directed learning of adults. We expect to achieve this through a series of planned phases over the next three years. We will begin with a modest pilot period from July to December 1974, before starting full service in January 1975. We think it is important to start now to strengthen the educational role of the library so that the community will know why the community learning center concept is important to include in the program of services for the new central library.

There are two important aspects to our philosophy: (1) belief in the value of working with community groups and institutions in a collaborative mode; (2) voluntary participation of both librarians and librarian assistants in the planning and evaluation group (which serves as a demonstration of participatory management), training workshops, and implementing services.

There are several possible groups of self-directed adults with whom we might work, including those who wish to study: (1) for credit--external degree, CLEP or other examinations, nontraditional study through institutions such as Goddard College or community colleges, correspondence courses; (2) for vocational/occupational improvement or change; (3) for personal fulfillment--recreation, retirement, personal growth, leisure; (4) for solving personal life-problems--child rearing, financial crisis, family living. We are particularly interested in the learning needs of women, the unemployed or underemployed, the handicapped, and the aging. We have defined a self-

directed adult as one who has assumed an adult role and has defined his own goals regardless of chronological age.

The services we are planning to offer build on existing strengths of the library in reference and information, reader's advisory, and outreach services. The learner's advisory service will be composed of staff members who have knowledge of learning patterns of adults, interviewing, assessment of needs, decision-making and educational planning, and selection and use of study materials. The team will include staff members from all departments serving adults who will be released from other duties so that they can move about the library to provide assistance at points of contact most natural and comfortable for the patron. We will begin with the central library and one branch, but we feel that some, if not all, of the services can be offered at branches, in the bookmobile, and on outreach visits. Elements of the service will include the following: friendly encouragement of learners; helping learners clarify their learning needs and interests; assistance in using the card catalog and other library resources; assistance in selection and use of study materials from the Portland Public Library collection or obtained from interlibrary loan, appropriate to the learner's reading ability, educational attainments, preferred style of learning, etc.; access to information about education opportunities; preparation of individualized reading and study guides to help the learner organize his study; referral to personnel at local education institutions who can further assist the learner; referral to other human resources in the community who can assist the learner in his project; follow-up of services provided by Portland Public Library and of referrals outside the library to evaluate the usefulness of services provided for the learner.

An educational opportunities clearinghouse and referral service will provide adults with information on and referral to formal and informal courses at schools and colleges, agencies, and community groups; human resources; examining and certification bodies; external degree programs and other non-traditional study programs. We are working to facilitate a two-way referral service, including follow-up, with community agencies.

We will improve the learning environment by providing: space for reading, study, listening, and viewing print and nonprint materials; good lighting; access to a wide range of print and audiovisual materials and equipment for individuals or small groups of independent learners; comfortable seating and a variety of writing surfaces. We are also considering the possibility of interfiling juvenile nonfiction into the general card catalog.

We will incorporate the concepts of the adult independent learning project into the building program for the new central library building. We are working with the city planning department, city planning board, library building committee, and with the library consultant to interpret the concepts of the community center for lifetime learning into programs and services. This is an ongoing process that we hope will be completed in three years.

St. Louis Public Library: Live and Learn

In 1971 when the St. Louis Public Library became the St. Louis metropolitan area information center for the College-Level Examination Program it began a special program for adult learners. This program, though narrow in scope, has successfully provided information to the public about CLEP including the requirements and acceptance of CLEP exams in education institutions in the area. It was soon realized that providing information was not enough. Persons interested in credit by examination had individual problems and questions and needed help and counsel. It also became evident that many people were involved in learning activities for which they did not want college credit. In both of these instances, the library staff did not have adequate training and library resources were inadequate. The public image of the public library did not include the concept of specific service to the adult independent learner.

In discussion with College Entrance Examination Board staff, a concept of the public library as a learning center for adults began to emerge. The St. Louis Public Library participated in planning and training programs of the Office of Library Independent Study and Guidance Projects. From these training and planning sessions the present Live and Learn program was developed.

The basic goal of the St. Louis Public Library is to provide more learning opportunities and options to adults and encourage independent growth and self-renewal. It is the intention of the library to develop and promote services that will alert more adults to individual learning opportunities, cooperate with community agencies and institutions to develop and exploit adult options, improve adults' chances of reaching sustained learning goals, increase library staff awareness of the adult learner, and encourage independent growth and self-renewal through access to nontraditional study.

At present the St. Louis Public Library is continuing to act as a regional clearinghouse for CLEP information. The library provides space, advice, publicity, and resources for people interested in and preparing to take the examinations. In addition the library will serve as a CLEP testing center (a first for a public library) and will offer CLEP preparation workshops in cooperation with Forest Park Community College. Several branches in the system now provide information for adults about courses and programs offered at Forest Park Community College and provide an advisory and referral service to the college.

Plans for the future call for the development of a comprehensive data bank of educational and learning opportunities and resources in the metropolitan St. Louis area. This data bank will initially be provided on microfiche and eventually will be stored in computer. Multimedia resources for adult learners will be acquired and/or developed and resources will be available for purchase by the independent learner. Additional staff training is being planned for professional, paraprofessional, and clerical staff.

The Live and Learn program at the St. Louis Public Library was helped significantly by the Nontraditional Community College Project of the Junior College District of St. Louis. This project conducted a survey of adult educational needs in the metropolitan St. Louis area. An evaluation of this study will permit the St. Louis Public Library to address itself to specific target groups in the metropolitan area. The Nontraditional Community College Project is also doing a survey of educational resources in the metropolitan area which will provide a base for the development of the educational opportunity and resources data bank to be used for referral purposes as part of the Live and Learn program.

Salt Lake City Public Library: Adult Independent Learner Project

The Salt Lake City Public Library's adult independent learner program began as an alternative to traditional means of continuing one's education. The library was primarily concerned with the individual who was intimidated, fed up, turned off, financially strapped, or otherwise uninterested in formal institutionalized education, but who still needed help in realizing a learning goal--whether for job advancement, intellectual satisfaction, self-esteem, psychological need, or just pure pleasure. For these reasons we defined an "adult independent learner" as (1) an individual whose library-related project is not designed and/or controlled by a formal education institution, (2) an individual with at least a grammar school education but not affiliated with a high school, who has assumed an adult role in society (such as marriage or self-support), and (3) an individual whose learning project consists of at least three meetings between himself and a member of the library staff who is acting as his learner consultant, and a minimum of seven hours of learning activity conducted solely by himself.

With these definitions in mind, we designed a program for the adult independent learner with the following objectives:

1. To provide assistance for the adult independent learner for planning and carrying out his learning goals by: (a) developing a staff of learning consultants with expertise in adult independent learning who will provide assistance through interviewing, guidance, educational planning, materials selection, referral services, and evaluation; (b) helping the independent learner define and outline his learning project and formulate his goals and objectives and plan to meet them in specific ways and by specified times; (c) helping the learner realize his goal and evaluate his project; (d) providing a referral service; and (e) offering support, encouragement, and reinforcement to assist the learner while completing his or her project.
2. To provide a collection of materials necessary to the successful operation of the independent study project.

3. To provide supportive services and activities by: (a) providing an environment conducive to independent learning; and (b) promoting and publicizing the independent study program and collecting data in order to evaluate the usefulness of each publicity project.
4. To maintain a continuous process of program planning and evaluation of the independent learning program.

Throughout the tedious yet satisfying process of planning--originating, evaluating, refining, re-evaluating--we tried to keep uppermost in our minds the service we would offer to meet the needs of individual learners, and to prepare the library's staff as well as the library itself to respond to these needs. We plan to begin offering this service to adult independent learners in October 1974, in conjunction with the tenth anniversary celebration of the Salt Lake City Public Library.

Tulsa City-County Library: Self-Directed Learning through the Public Library

During 1973-74 the Tulsa City-County Library system has been involved in a process of remodeling its approach to those individuals who seek guidance in establishing independent programs for learning. We use the term remodeling because in many ways independent learning isn't a totally new concept to librarians. It is a chance for us to use our skills and knowledge as librarians differently, to guide a person in a learning situation which offers alternatives to traditional library resources by providing information on up-to-date community activities in which the learner might wish to participate. In other words, this service will acquaint an individual with the learning possibilities both inside and outside the library, with other individuals in the community or with groups.

The exact form this service will take is being designed by a planning group with input from other librarians who have been through "learning sessions" with resource people provided by the national office at the College Entrance Examination Board, and additional sessions led by our own library staff. The staff of the national office has given much thought to the concept of self-directed learning. They have chosen resource people from various disciplines and areas of the country to lead workshops in "understanding the adult learner," "decision-making," "needs assessment and interviewing," and "use of resources for adult learners."

Preconceived ideas concerning the role of a librarian and the responsibility we have as professionals to individual patrons have been brought into question through these workshops. They have severely tested our patience, tempers, ability to listen, and adaptability to change. The planning group has struggled with how to structure a service which would balance the potential in our system with the realistic constraints involved. "Planning" and "evaluation," once just words, now suggest a much fuller concept.

Tulsa City-County Library has decided to enter into a pilot project in five libraries within the system in order to avoid a dictum of "The Peter Principle"--"If you don't know where you're going, you will probably end up somewhere else." The target group of potential learners will be those persons interested in learning for reasons of vocational improvement--advancement or change. The pilot implementation will run from September through December 1974. Continual evaluation will be carried on during this time period. In January, the complete evaluation will point up needed changes or modifications in the service by attempting to answer the following questions: "Are there really any self-directed learners out there?" "Can we define a self-directed learner?" "Is such a focus necessary?" "Do we have appropriate resources?" "Is the staff confident and helpful?" "Are referrals to other agencies helpful?"

Much depends on this pilot project. We intend to see where we're going before we end up somewhere else. If we actually end up somewhere else, it will happen as a result of some real information and feedback.

Our plan for the future includes:

1. Overlapping another pilot project or two with different target groups and different libraries within our system with the intent of providing this service to any self-directed learner no matter what his learning interest.
2. Developing a system of continual training and updating for library staff. At the moment, this presents the biggest challenge for the planning group.

We hope the independent learning program will continue to bring people to the library for advice, information, encouragement, and other help. The success or failure of the experiment depends largely on the library staff's ability to know where they are going at all times.

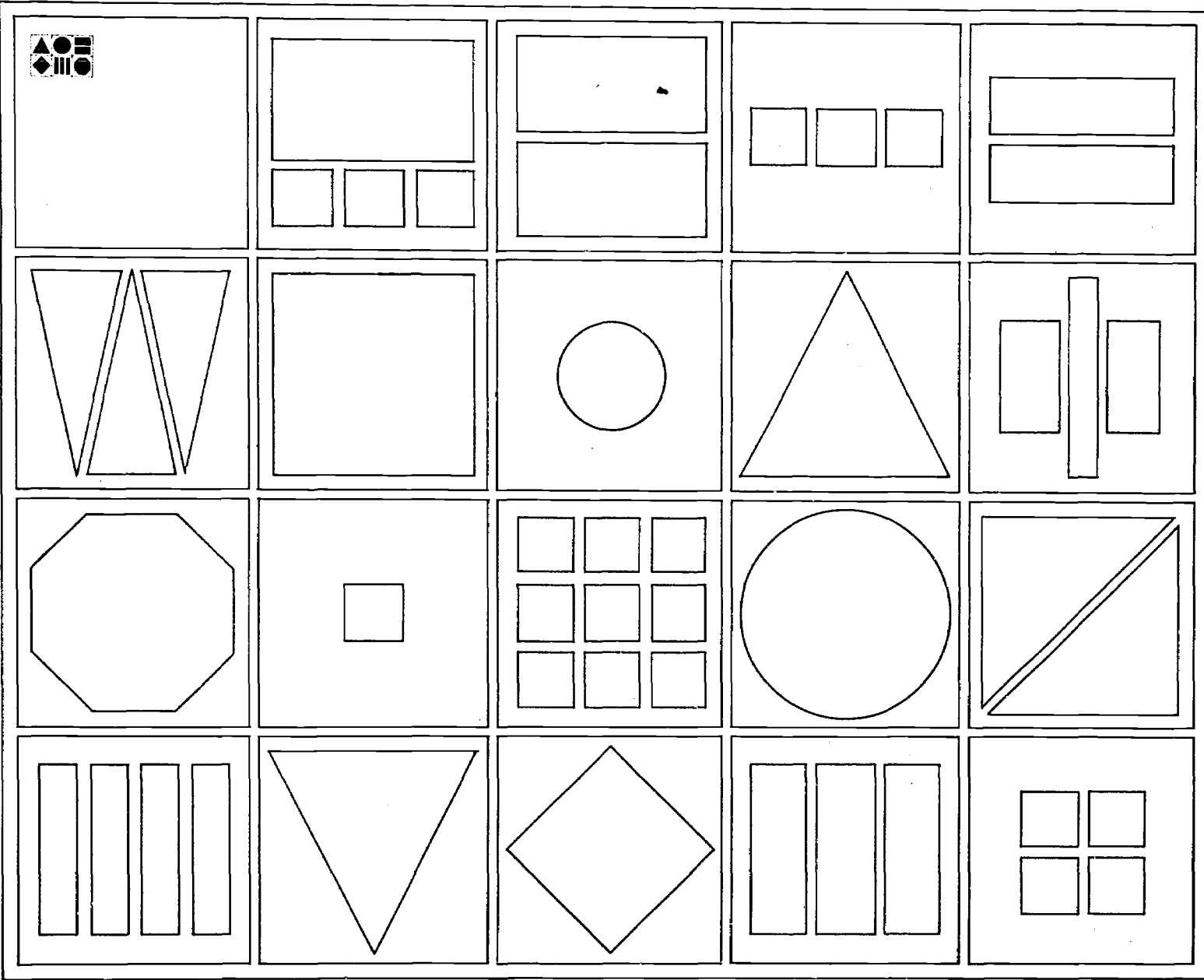
Cleveland Public Library: Independent Study Program Preliminary Plans

The Cleveland Public Library will embark on a long-term program to improve and coordinate services for adult students. The program will focus on the needs of the adult engaged in independent study and on information concerning educational opportunities for adults in both formal and informal programs. Initial efforts will be concentrated in four areas:

1. Educational information. The services of the present education desk will be expanded to have a better record of credit and noncredit courses (including informal classes and correspondence courses) that are available locally and nationally. Expanded telephone service and publication of selected information will permit greater publicity of this information

for the public and the branch libraries. In cooperation with the Cleveland Board of Education and the Cleveland Commission on Higher Education, funds will be sought for a special public information desk in this area.

2. Collection guides. The library will prepare printed introductions to reference materials and basic study materials in various subject areas. These guides will also be used for collections in branches and to identify some of the specialized works available only at the main library.
3. Staff training. A continuing program of training and information will prepare branch and main library staff to provide assistance to the adult independent learner. The library network established to support the independent learner will emphasize easy and frequent referral to various locations, collections, and subject specialists within the library system that can best serve an individual study program.
4. Degree program consortium. The library will continue to cooperate with the Cleveland Commission on Higher Education in developing an external degree program. It is expected that the library will house the offices of this program.



The Office of Library Independent Study and Guidance Projects is an activity of the College Entrance Examination Board, a nonprofit organization that provides tests and other educational services for students, schools, and colleges. The membership is composed of more than 2000 colleges, schools, school systems, and education associations. Representatives of the members serve on committees that consider the Board's programs and participate in the determination of its policies and activities.



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