

Figure 1. Resolution Test Chart
Resolution Test Chart

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ABSTRACT

Designed as an annotated guide, this preliminary catalog highlights and describes 30 promising library projects in 10 states that were originally funded under the Library Services and Construction Act. The description of each program includes a one or two paragraph description and information on users, facilities required, financial requirements, and evaluation procedures. Criteria for replication of the project are listed, including staffing and training requirements. A list of services offered by the project library and the name and address of a contact person complete the listing. A subject index is included. (PF)

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LIBRARY PROGRAMS
WORTH KNOWING ABOUT

Preliminary Edition

June 1976

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NATIONAL INSTITUTE OF
EDUCATION

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PREFACE

This preliminary catalog highlights and describes a number of promising library projects that were originally funded by the U.S. Office of Education and State Library Administrative Agencies under the Library Services and Construction Act.

Designed as an annotated guide, this catalog supplies useful knowledge of current library programs from a sampling of ten states. It contains a diverse group of projects that are meeting the challenges and demands of today's users in equally as many diverse ways. The intention is to suggest creative new approaches that other libraries might wish to try. Librarians are encouraged to examine the entire booklet to identify strategies that might be useful in meeting a local need or opportunity.

Publication of this sourcebook launches a concentrated effort to disseminate information about worthy library programs and thereby further extend the capabilities of libraries throughout the country to serve the public.

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LIBRARY PROGRAMS WORTH KNOWING ABOUT was largely written by staffs of the various projects described in the following pages. Without their full and willing cooperation, these descriptions could never have been generated. However, the reader is cautioned that some errors may have crept into the text due to the limited time available for checking the various entries. We would appreciate receiving corrections, comments, and suggestions for improvement of future editions of this sourcebook. Correspondence may be directed to: State and Public Library Services Branch, Office of Libraries and Learning Resources, 7th and D Streets, S.W., Room 3124, Washington, D.C. 20202.

* * *

The work reported herein was performed pursuant to a Contract from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Contract # 300-75-0402

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• Description:

A joint venture between the public library and the independent school district for establishment of ABE learning centers in library branches and the Central building. The project assists adults with less than a high school education to: acquire English as a second language, acquire basic career, reading and learning skills, prepare for a G.E.D. test and develop the habit of library use for self realization. Terminals link two of the centers to televised instruction.

Instructors and aides assist students in programmed instruction through the use of learning machines (hardware), software and workbooks. Brochures advertising the service are distributed widely and public service announcements are made frequently.

• Users:

Clients over 16 years of age, primarily high school dropouts, largely black and adults learning English as a second language with Spanish the native tongue--also Vietnamese, Greeks, Arabs.

• Facilities/Materials Required:

Study carrels, Hoffman machine kits, System 80 and kits, "talking alphabet," Study Mates filmstrips, Language Master Kit, record player, tape recorder, EDL controlled reader and kit, storage cabinet, table and chairs, high interest/low vocabulary books, career and vocational books and non-book media (filmstrips, film, cassettes).

Learning Center is placed off main traffic areas but as an integral part of the public service area to benefit from the library environment, approximately 300 square feet.

• Descriptors:

Adult Basic Education, Career Education, Audio-Visual

• Financial Requirements:

Start-up costs including equipment and salaries was \$6,808 for a nine months (school) year, with \$3,872 for salaries for 5 days, 4 hours per day provided by the Independent School District. Library expenditures were \$5,000 initially for appropriate hard and soft cover and a/v materials including "transitional" subject matter and level. Within three years at \$5,000, adequate additional resources were acquired. Desirable to include initial \$15,000 outlay.

• Evaluation:

This joint school/library venture has significantly increased awareness in the community of library services and their effectiveness as an instrument for self-development, particularly among the economically and culturally deprived. The library environment is conducive to learning, and the combined attention to individual needs by instructors and librarians provide high-level motivation for learning and continuing library use by students. At any given time during the year, a minimum of 500 students are progressing at their own rate to receive basic education and employment. Success is judged by the school on basis of number of students per instructional hour. For continuation of a Center, each instructor must have 5 students per instructional hour. The fact that the school increased, on its own, from the original two to five demonstrates the success.

CRITERIA FOR REPLICATION:

- General Criteria:

Attitude of involvement by public service staff, need for school program of ABE and desire by school administration to establish centers in library. Acceptance by library's governing authority and a citizen committee to involve adults needing the service.

- Staffing and Training Requirements:

No additional library staff required, but desire to give individual attention to student needs in making the transition of the student from functional illiterate (at worst) to library user is essential. The instructional staff is trained and employed by the school, and daily communication between these people and library staff is necessary.

SERVICES OFFERED BY PROJECT LIBRARY:

- Project Materials:

Student progress reports, publicity brochures, spot announcements, statement of objectives and measurements, records of G.E.D. tests passed, records of employment following instruction, records of library cards issued and materials circulated.

- Demonstration/visitation:

Four branch libraries and Central Building, five days per week, four hours per day (hours may vary from site to site). Call for current information on hours.

- Training capability:

None needed for librarians.

- CONTACT:

Mabel J. Fischer (Mrs. T. C.)
Director
Fort Worth Public Library
Ninth & Throckmorton Streets
Fort Worth, Texas 76102
(817) 335-4781

● Description:

The project aims (1) to bring live theater to children who might otherwise not have the opportunity to view it, (2) to stimulate children's imaginations and interests in the arts, and (3) to associate libraries with exciting aural and visual activities to supplement the traditional book collection. Performances of children's plays (minimal props, but fantastic costumes and much audience participation) were presented in libraries and schools across an 8-parish area.

● Users:

Children from ages 5-11.

● Facilities/Materials Required:

"Stage area," not necessarily a formal stage, at least 10' by 10', with area nearby for audience to sit. Also area for performers to change costumes and put on make-up. The less distinction there is between stage area and audience area, the better. Branch libraries and school gyms, for example, are acceptable.

● Descriptors:

Children Services
Arts and humanities

● Financial Requirements:

Library system contracted with local college theater group to develop productions for fee of \$75 for each performance. (At least ten performances are given for each play, for minimum outlay of \$750.) Handouts (photo-offset) given credits to players and play itself cost additional \$20.

● Evaluation:

This project has been the single most popular project of the Green Gold Library System since the project started in 1972. Children consistently fill branch libraries where performances are held. Each production reaches about 3,000 children for costs as low as 25¢ per child.

CRITERIA FOR REPLICATION:

• General Criteria:

Audience of children who do not normally have access to live theater.

• Staffing and Training Requirements:

Staff member willing to coordinate performance dates, times, and places.

SERVICES OFFERED BY PROJECT LIBRARY:

• Project Materials:

News, radio and TV releases to publicize program; small off-set handouts giving credit to players and play itself. (Props costumes, make-up provided by college players as part of fee for performing.)

• Demonstration/visitation:

Visitation by appointment.
Consultation by phone or mail.

• Training capability:

Consultation by phone, mail, or visitation at location below.

• CONTACT:

Bill Drewett, Director
Green Gold Library System
400 Edwards Street
Shreveport, LA 71101

• Description:

Florida established the goal of making all the books and materials in the state more readily available to the citizens of Florida. An objective of this goal was the creation of a union catalog of Florida's library holdings. COMCAT's primary task was the conversion of 100% of the monographic title holdings of each of five resource center libraries. Its secondary task was to convert as many additional titles as possible from the university holdings with the time and money available. A third task was to provide a base for future expansion of the union catalog and to insure the ongoing currency of the catalog.

As a result of this project, 1,403,983 title records were converted to computer readable form through use of the on-line services of the Ohio College Library Center (OCLC). When sorted and merged, these condensed to a union catalog of 639,026 titles with 1,233,322 locations listed.

• Users:

Florida State Library, four largest public libraries and ten largest academic libraries utilize the catalog to serve their clientele by Interlibrary Loan as well as serving the entire state through the Florida Interlibrary Loan Network.

• Facilities/Materials Required:

- * Data Base access
- * 2,000 square feet of space
- * 30-50 computer terminals on line to Data Base
- * Microfilm of target library shelflists
- * 30-50 microfilm readers
- * 3-6 microfilm reader-printers
- * National Union Catalog

• Descriptors:

- * Library networks
- * Interlibrary cooperation

• Financial Requirements:

Administration & Personnel	\$600,000
Computer services	200,000
Equipment	111,000
Other	30,000
	<hr/>
	\$941,000

• Evaluation:

- * 1,403,983 records converted within contract time limit
- * All retrospective holdings of four public libraries and State Library converted
- * 20% of records of ten academic libraries converted
- * Union Catalog on Microfiche distributed to network participants

CRITERIA FOR REPLICATION:

● General Criteria:

- * Administrative support
- * Data Base and Computer expertise
- * Data Base access
- * Participant concurrence and commitment
- * Keyboard labor pool
- * Adequate funding
- * Patience, tolerance and a will to succeed

● Staffing and Training Requirements:

- * Project Director
- * Work Supervisor
- * 6-8 Shift Leaders
- * 80-120 Terminal Operators
- * Considerable Administrative support from parent organization

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Florida COMCAT: A Report on Florida's Union Catalog Project.
by John Claytor. Available for loan.

● Demonstration/visitation:

Conversion site no longer in operation.

COMCAT Microfiche available from State Library of Florida.

● Training capability:

Project Director available for consultation on negotiated basis.

● CONTACT:

John Claytor
Administrative Assistant, Computer Systems
Orlando Public Library
10 N. Rosalind
Orlando, Fla. 32801
(305) 425-4694

• Description:

Several books pertaining to the hearing impaired were placed in 30 New Mexico Public Libraries, in the 6 State Library Bookmobiles that serve isolated areas, and in 5 satellite New Mexico School for the Deaf Pre-Schools scattered around the state. The primary goal of this project was to ultimately benefit New Mexico School for the Deaf students by making easily available, material that will help their families adjust to and accept their handicap. A bibliography is given to parents of children receiving audiological testing at New Mexico School for the Deaf and bibliographies are also placed in other audiological testing centers throughout the state. Locations of libraries where the books may be borrowed are also listed on the bibliography.

• Users:

Clients include families of deaf children and anyone in the general public that has an interest in learning more about the implications of deafness.

• Facilities/Materials Required:

Material was placed within regular collections of public libraries. Included were sign language books, material with tips on ways families can assist in speech and language development, and coverage of psychological implications of this much misunderstood handicap. One book was particularly aimed at the hearing siblings of deaf children.

• Descriptors:

Physically handicapped
Outreach (families of deaf)
Institutionalized

• Financial Requirements:

The collection of seven titles were approximately \$32.

• Evaluation:

Responses from participating librarians indicate varied degrees of interest--largely dependent upon number of deaf within a community. There is always a keen interest in sign language books.

CRITERIA FOR REPLICATION:

● General Criteria:

A need for information about a minority group--the physically handicapped.

● Staffing and Training Requirements:

Selection was made by a professional librarian familiar with materials pertaining to the hearing impaired. Aid in distribution was given by New Mexico State Library personnel.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Bibliography of selected materials is available free upon request.

● Demonstration/visitation:

Consultation by telephone or mail.

● Training capability:

● CONTACT:

Mrs. Ann Bennett, Librarian
New Mexico School for the Deaf
1060 Cerrillos Road
Santa Fe, New Mexico 87501
(505) 982-1721

● Description:

ENLITE aims to provide library service at individual and group living quarters of older adults with the target group of economically disadvantaged and socially isolated. Visits are made once or twice a month. Library materials are selected for individuals, delivered, and picked up by ENLITE staff. Mailing service supplements between-visit needs for some patrons.

Special events and programs of interest to older adults are also offered at the library and to group homes. Programs included genealogy workshops, literature reviews, films, and income tax assistance and training. Older adults serve as resource persons for children's interest groups, mothers' discussion seminars, and adult literature groups.

● Users:

Older adults in individual and group living quarters. Shut-ins and socially isolated older adults.

● Facilities/Materials Required:

Office space and equipment for professional and clerical staff
Telephone, large print typewriter, mailing facilities
Large print books, magazines, cassettes, cassette players
Lighted magnified readers: portable and stationary for circulation and library use

● Descriptors:

Outreach
Aging (Senior Citizens)
Homebound

● Financial Requirements:

Staff and materials to initiate the project: \$22,255.

Staff and materials to continue project at a reduced level: \$12,000 annual.

● Evaluation:

Individual interest and circulation records were maintained. The contacts by staff and outreach service created a renewed interest and enthusiasm for reading and library activities among this segment of the population.

No other new program initiated by the Library has received as much positive feedback. The outreach service also had the effect of generating new interest among the older adults in coming to the library.

The interaction of older adults with children and younger adults has been stimulating for all involved.

CRITERIA FOR REPLICATION:

● General Criteria:

Older adults, especially those economically disadvantaged and socially isolated, who would benefit from library services and enrichment programs; community interest and resource persons.

● Staffing and Training Requirements:

One full-time (or part-time, if necessary) staff person qualified in reading guidance; one half-time clerical worker.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

*Monthly ENLITE Bulletin, sample copy available without charge
Interest inventory, sample available without charge
ENLITE bookmark, sample available without charge*

● Demonstration/visitation:

Visitation at Newton Public Library, 720 N. Oak, Newton, Kansas by appointment.

Consultation by telephone or mail.

● Training capability:

Consultive services and/or on-site visitations with staff.

● CONTACT:

*Dr. Neysa Eberhard, librarian
or
Marilyn Schmidt, Director
ENLITE*

*Newton Public Library
720 N. Oak
Newton, Kansas 67114*

(316) 283-2890

PROJECT: Gentle Nudge: A Statewide Stimulation for Early Childhood Programs in Public Libraries

● Description:

This project involves establishment grants and consultant assistance from the Oklahoma Department of Libraries to public libraries in the State. It is intended to stimulate expansion and innovation in services to preschool children and their parents by adding educational toys to the libraries' materials along with instruction in basic principles of early childhood development.

Grants are made to supplement local funds for the pilot program, but each grantee must indicate an intention to continue and to expand the initial program.

Recipients of grants are encouraged to use local resource people as volunteers to add depth and variety to the parent training programs.

● Users:

Public libraries interested in expanding services to preschool children and their parents through development of a program using educational toys and games.

● Facilities/Materials Required:

At the State Agency, normal office space for the Children's Specialist, file and shelf space for housing sample toys and materials. Space and other facilities for conducting workshops.

Grantees provide space to carry out local programs. The public library itself is usually the preferred location.

The 8 Basic Toys developed in the Far West Laboratory are used in the first phase of the project. The Far West "Loaner" set plus additional toys are recommended for expanded programs.

In most cases, the local library's collection of traditional materials needs to be enriched, as well as its collection of adult materials on early childhood development.

● Descriptors:

Preschoolers/Parenting Programs
Volunteers
Outreach

● Financial Requirements:

Depends upon number of potential grantees expected to take advantage of the opportunity, and the number of local projects it seems practical to supervise at one time. Approximate first year budget of \$12,000 could cover 10 grants of \$1,000, sample toys and books @ \$600, and \$1,400 for workshop and evaluation meetings.

● Evaluation:

An evaluation instrument is used by each participating library at the conclusion of its pilot program and a compilation of these reports provides an over-all evaluation for the total project.

All participating libraries have reflected their enthusiasm for the project, and their communities' support by repeating their programs several times since the initial project was concluded.

The State Agency considered the project successful enough to budget an increased amount for continuing the project a second year. The number of participating libraries has increased from 8 to 15.

CRITERIA FOR REPLICATION:

- General Criteria:

Strong philosophical as well as financial support for children's services in the State Library Agency. Funding capabilities within the current budget, with good prospect of continuing capability.

- Staffing and Training Requirements:

Full time specialist in Public Library Services to Children who is able to plan the project and act as a consultant to recipients of the grants. Clerical support to assist with preparation of materials and to handle correspondence.

Applicants for the grants are required to have at least one staff person spending the major part of each working day in children's services.

SERVICES OFFERED BY PROJECT LIBRARY:

- Project Materials:

Sample copies of grant application forms and guidelines for Project Gentle Nudge.

Sample copies of evaluation form.

Sample copies of materials prepared for use of grantees, e.g., bibliographies, lists of toys, criteria for selection of toys, lists of films, etc.

Examples of recommended toys are available for examination at the Oklahoma Department of Libraries.

- Demonstration/visitation:

Oklahoma Department of Libraries' Children's Services Consultant can act as a clearing house for visitors to the public libraries in Oklahoma where projects are being carried on. No visits to parent meetings may be made until after their 4th session.

- Training capability:

No formal ongoing group training is being carried on. Workshops and evaluation sessions for the participants in the project are scheduled as needed and could be audited by outside interested parties. Consultant available by appointment to discuss individual needs or opportunities.

- CONTACT:

Mary Ann Wentroth
Public Library Consultant for
Children's Services
Oklahoma Department of Libraries
200 N. E. 18
Oklahoma City, OK 73105
405-521-2502

• Description:

Services to disadvantaged persons in the 13-county North Central Iowa Region consist of Books-by-Mail, Spanish materials, audio-visual materials, and the Books-on-Wheels program. Persons in health care facilities, day care centers, and those who are not able to use their public libraries due to disability, distance, or inconvenience are served in various facets of the program.

• Users:

Migrants, low-income families, rural residents, emotionally disturbed, and the aging.

• Facilities/Materials Required:

Facilities and equipment: Bookmobile and Volkswagan minivan, garage, work area, desk, table, shelves.

Materials: Audio-visual (films, cassettes, educational kits), high interest, low vocabulary materials, Spanish books, cassettes, films, paperback books.

• Descriptors:

Outreach
Books-by-Mail
Bookmobile

• Financial Requirements:

Start-up costs \$19,000.
Bookmobiles were available.

• Evaluation:

Records kept indicate great need and response to the services provided. Various materials and number of patrons are tallied.

CRITERIA FOR REPLICATION:

● General Criteria:

Need for service to rural residents and those living in small towns without libraries, migrant workers, low-income families, children with learning disabilities, and other non-users.

Target group representatives need to be involved with planning and publicity.

● Staffing and Training Requirements:

One-half time coordinator, one-fourth time project worker, part-time driver, volunteers to help with mailing and book deliveries.

Coordinator - B.A.

Project worker - students work well.

Volunteers - seniors work well, persons at stops like to be involved also.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Lists of materials available (cassettes, films, kits, Spanish collection, paperbacks), brochure detailing services.

● Demonstration/visitation:

Location: NORTH CENTRAL REGIONAL LIBRARY SYSTEM, Mason City, Iowa 50401.

Visitation by appointment.

● Training capability:

Coordinator available for workshops and consultation.

● CONTACT:

Mary Loven, Grants Coordinator
NORTH CENTRAL REGIONAL LIBRARY
SYSTEM
225 Second Avenue, S.E.
Mason City, Iowa 50401
(515) 423-1101

● Description:

The project's purpose is to cultivate an appreciation for local history by preserving existing materials, gathering unpublished and privately owned materials, and by organizing and promoting the use of the total collection. The Heritage Project is the result of the library's 1) awareness of a growing need and concern among patrons for such a collection 2) realization that a good local history collection gives children and adults "roots" so badly needed in today's world 3) strong belief that local history opens up another avenue for library extension and informal adult education. In outlining the approach the library allowed staff time for searching out new materials, taking inventories of existing materials, reading room assistance, processing, and workshops for the director and patrons. The project is undergirded with support from local historical societies, genealogical groups, authors, Arkansas Library Commission, and interested patrons. These groups have helped in locating, compiling, indexing, and donating time and materials to the project.

● Users:

- 1) Students gr. 5-12
- 2) College students - undergraduate and graduate
- 3) Cub Scouts and High School Genealogy groups
- 4) Adults
- 5) Teachers
- 6) Genealogists, some from out-of-state.

● Facilities/Materials Required:

- 1) Library reading room with reading tables
- 2) Adequate shelving including some locked glass cases
- 3) Space for preparing materials
- 4) Audio-visual equipment including readers, reader-printer, 16mm, filmstrip, and slide projectors, and viewing screens
- 5) Microfilm
- 6) Laminator and copier for preserving and reproducing materials
- 7) News releases on a regular basis through local newspapers and radio

● Descriptors:

Arts and Humanities
 Oral History
 Information and Referral Centers

● Financial Requirements:

Initial book collection	\$3000.00
Books and materials yearly	\$1500.00
Microfilm yearly	\$ 500.00
Supplies yearly	\$ 250.00
Laminator	\$1699.50
Copier	\$1000.00
Reader	\$ 369.00
Reader-printer	\$ 995.00
Travel yearly	\$ 250.00
	\$9563.50

LSCA grant provided start-up cost.

● Evaluation:

- 1) Community has exhibited great pride and growing involvement in Heritage Room which is one result of project.
- 2) Response of clientele very enthusiastic - all ages plus non-users.
- 3) Visitor's register has section for comments.
- 4) Union list or inventory of all local history materials completed.
- 5) Microfilm, readers, and reader-printer available to general public for first time.
- 6) Four county newspapers on microfilm are now available.
- 7) Records kept show increased use.
- 8) Records kept showing gifts of materials, time donated, unfilled requests.
- 9) Follow-up studies made.
- 10) Scrapbook of news releases made as a visible summary of activities.
- 11) Spontaneous desire of people to help in development has been overwhelming.

CRITERIA FOR REPLICATION:

● General Criteria:

- 1) Staff development noted since staff members willingly visited Tennessee State Archives, Arkansas Room, U.C.A., Little Rock Public Library, Fort Smith Public Library, and Genealogical Workshops sponsored by Arkansas Genealogical Society.
- 2) Library willingness to release staff members for blocks of time for project development.
- 3) Library budgeting money annually on a continuing basis.
- 4) Radio, newspapers - cooperation is essential.
- 5) Interaction between community and library as different organizations give support.
- 6) Opportunity for library extension.
- 7) Counties and regions which have historical societies willing to support such a project.

● Staffing and Training Requirements:

- 1 library professional (B.S. + 18 hours library science), history background, strong interest in and knowledge of local area and state, devotes 50% time to project
- 1 clerical worker devotes 1/4 time to project bookkeeping is done in Regional Office (multi-county)

Central purchasing and processing of current materials by Arkansas Library Commission

Volunteers interested in researching and preservation of local materials.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

- 1) Bibliography of selected reading materials for guidelines in establishing local history collections.
- 2) Bibliographies of selected materials.
- 3) Atkins Bicentennial Project including Ark. Bibliography.
- 4) Bibliography of out of print Arkansas titles.
- 5) Copies of Heritage Project application written for LSCA grant.
- 6) Summary of activities in setting up Heritage Room and multi-county local history files.

● Demonstration/visitation:

Visitation by appointment.
Consultation by telephone or mail.
Consultants available for workshops.
Educational exhibits.

● Training capability:

On-site observation.
Workshop training on request.

● CONTACT:

Mrs. Katie Murdoch, Project Director
Ark. River Valley Regional Library
Dardanelle, Arkansas 72834

Telephone: (501) 229-4418

● Description:

Since 1948 the cooperative film circuit in Missouri has been the primary source of films used in Missouri's public libraries except the four large metropolitan libraries. In 1954 the film cooperative was incorporated as a non-profit organization and assumed the total administrative and handling costs, financed by member fees alone. Government of the cooperative is by the Board of Directors. An administrator and staff are responsible for carrying out the policies of the board and membership. Selection of the films has been the responsibility of the member libraries. The cooperative has spent consistently from 45% to 50% of total budget for new and replacement films but has not had sufficient financial resources to keep pace with replacement due to obsolescence, or to cover the broader range of films produced. To meet this problem a proposal to improve film resources and services in public libraries of the state, with an objective to strengthen and to expand the film collection of the Film Cooperative so that a wider variety and better quality of films would be available in the communities was developed.

● Users:

Any library user in the area served by member libraries.

● Facilities/Materials Required:

Membership in the cooperative is, and has been open to any library which wished to contract for the service.

At the start of the project, the MLFC had 35 member libraries using 53 paid packages of 14 films each on a monthly circuit. To insure that a library has film on hand at all times, a total of 70 packages or 980 films in all are scheduled. In addition 1,418 films were scheduled for spot booking, to be delivered by mail. Catalogs of both collections are printed and distributed to the membership. Two inspection machines with splicers, film racks, mailing cartons and office machinery constitute the equipment used for the operation. Bookings are made by mail and telephone.

● Descriptors:

Audio-Visual, Continuing Education, Arts and Humanities.

● Financial Requirements:

Start up costs were provided by membership fees throughout the years preceding the implementation of the present project. The present fee system is an amount on a pro-rata basis of one-half the fee based on each library's assessed valuation to the total and of one-half the fee based on each library's population. The sum of the two pro-rata shares applied to the annual budget would determine a library's fee.

● Evaluation:

Since the receipt of the materials grants, growth and expansion have been most evident. At the end of fiscal 1975/76 the MLFC has 42 members using 85 paid packages of 15 films each on a monthly circuit. This requires 110 packages or 1,650 films. For spot bookings, 1,900 films are used. In 1971/72 34% of the population was served by the cooperative. This figure increased by 1975/76 to 37% of the population. During this period the membership has doubled its financial support. The number of showings have increased from 46,000 to 65,000 over the same time span.

CRITERIA FOR REPLICATION:

● General Criteria:

A number of public libraries who individually do not have the financial resources to provide film collections now or in the foreseeable future.

● Staffing and Training Requirements:

One trained audio/visual librarian;
3½ clerical personnel who can be trained in film handling and care.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Sample contracts, forms and reports are available to groups interested in undertaking such a cooperative venture.

● Demonstration/visitation:

Site visitation by appointment only.

● Training capability:

On-site training through observation.

● CONTACT:

Mary McPherson, Administrator
Missouri Libraries Film Coop
15616 E. 24 Highway
Independence, MO. 64050
816-833-4234

● Description:

This center located in the Cedar Rapids Public Library serves as the Iowa Drug Abuse Authority's Resource clearinghouse for materials and information on drug abuse and related areas such as humanistic education, psychology, counseling, and youth services. Services are geared both toward educating the general public as to the history, effects, and legal aspects of substances and updating professionals on current strategies of substance abuse, prevention and treatment. In addition to responding to requests by telephone, letter, teletype, and visitation, the project staff travels throughout the state to set up displays and distribute materials at appropriate conferences and meetings.

● Users:

Drug and alcohol program personnel, educators, parents, health professionals, law professionals, social workers, and students from the State of Iowa.

● Facilities/Materials Required:

A medium sized office to house the project staff, various reference materials, pamphlets, and meet with interested patrons is necessary. The project also depends on access to a larger library system to catalog and shelve the materials. Materials distributed include books, cassette tapes, pamphlets, films, video tapes, film strips, and reprints.

● Descriptors:

Drug Abuse Education
Regional Resource Center
Audio-Visual

● Financial Requirements:

The project has been operating on an annual budget of \$15,000 to \$25,000. This includes approximately \$12,000 for salaries, \$5,000 for materials, \$2,000 for travel expenses, and \$2,000 for miscellaneous office expenses such as photocopying, postage, supplies, printing, etc.

● Evaluation:

A special evaluator has been hired each year to submit a written evaluation to the current funding agency. Also, by means of a newsletter, users of the service have been asked to rate the project annually. The staff maintains records of the number of requests, specific materials or services requested, and specific public served. All annual evaluations have been positive and recommended re-funding of the project. Questionnaire respondents have been 99% satisfied with the services received. The number of requests have increased from 865 for FY-74 to almost 2,500 for FY-76.

CRITERIA FOR REPLICATION:

● General Criteria:

Essential to the success of the project is a good relationship with state and local agencies that deal with drug abusers and potential drug abusers. Also, the means to keep in frequent communication with these and other interested persons throughout the state is important. A third important requirement would be for the library to have a strong collection of general reference materials at the project staff's disposal.

● Staffing and Training Requirements:

The project employs one staff member with a B.A. in Education and experience and course work in counseling, teaching, and librarianship. The present grant application requests funds for a 1/2 time clerical position which is felt to be very necessary.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Books and cassette tapes available for a three-week loan, films and video tapes available for a one-week loan. Single copies of pamphlets, bibliographies, and reprints, posters, and brochures are free.

- Demonstration/visitation:
Normal hours are 8:30-5:00, Monday-Friday. Advanced appointments are recommended. Main floor of Cedar Rapids Public Library (majority of books & cassette tapes located) is accessible to the general public:
Monday - 9:30 am - 9:00 pm
Tues./Weds./Fri. - 9:30 am-5:30 pm
Thursday - 12:00 noon - 9:00 pm
Saturday - 9:30 am - 5:00 pm
- Training capability:

Project staff is available for speaking to groups, setting up displays and other consultant services to any drug-related programs at no charge.

● CONTACT:

Craig Wunderlich, Project Director
Iowa Drug Abuse Information Center
Cedar Rapids Public Library
428 Third AV SE
Cedar Rapids IA - 52401
(319) 398-5123

PROJECT: LEARN A BUNCH AT LUNCH

● Description:

A weekly educational, recreational lunchtime program, Learn a Bunch at Lunch is designed to attract persons working in the downtown area to the Little Rock Public Library downtown. Participants eat sack lunches while listening to programs given by volunteer specialists. Books on the subject are displayed, and reading lists are given away. The Friends of the Library furnish free coffee, soft drinks and door prizes for each program. Programs are 35 minutes long.

Program topics have covered a wide range of interests, including crafts, investments, auto maintenance, canoeing, raising food in the city and weight control.

● Users:

This is directed primarily at workers in the downtown Little Rock area, but persons who are retired or don't work frequently attend.

● Facilities/Materials Required:

A library meeting room is necessary, and a slide projector and screen are desirable. General library collection is used for displays. Access to a duplicating machine or other printing process for printing flyers and book lists is needed.

● Descriptors:

Volunteers, continuing education (library clientele).

● Financial Requirements:

Cost is minimal if access is available to duplicating machine or other printing method and personnel is available to direct the program.

● Evaluation:

Increased community awareness of the library and a larger circulation of books in subject areas. Attendance shows a continuing interest in the programs.

FOR REPLICATION:

Criteria:

to attract more persons into
ary.

and Training Requirements:

f person with publicity skills
ne to coordinate the program
ontinuing basis; volunteer
rs to give programs on various
.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Samples of posters and
radio spot announcements
used to advertise project
available with self-addressed,
stamped envelopes.

● Demonstration/visitation:

Visitors welcome any time.
Consultation by telephone
or mail.

● Training capability:

None needed.

● CONTACT:

Susan Kleihauer
Community Affairs Coordinator
Central Arkansas Library
System
700 Louisiana
Little Rock, Arkansas 72201
(501) 374-7546

• Description:

The project aims to involve lonely senior citizens in regular weekly programs which offer information, entertainment, library services and companionship.

• Users:

Senior citizens and retired persons of all ethnic groups, particularly aiming at those who are non-active in civic undertakings, community life and library patronage.

• Facilities/Materials Required:

- a) Library meeting room which can be converted to an audio-visual room.
- b) 16 mm projector, audio-visual cabinet and projection screen.

These are supplemented by materials selected from the library collection relating to the program of the day.

• Descriptors:

Aging (senior citizens), Physically handicapped, including the blind, Continuing Education.

• Financial Requirements:

The LSCA grant was for \$ 1,000.00. A movie projector, screen, blackout shades, folding door and coffee cups were purchased. Continuation costs are negligible.

• Evaluation:

After five years library circulation for senior citizens has increased. The success of the program is demonstrated by the fact that at the end of each year the group, averaging 20 to 25 people each week, has voted enthusiastically to continue the program.

CRITERIA FOR REPLICATION:

● General Criteria:

Need for sponsorship by a local volunteer group, library staff attitude and support, input of target users, community interest, and City and library board endorsement.

● Staffing and Training Requirements:

1 to 3 library staff members, volunteer speakers, hospitality assistants. No special educational background or training beyond concern for older people is necessary.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

No special materials required beyond the library resources and the participants' contributions.

● Demonstration/visitation:

Project library visitation and demonstration during library hours.

● Training capability:

Consultation and advice available, but no training is necessary.

● CONTACT:

(Mrs.) Betty Lloyd, Librarian
LEISURE HOUR
Arthur Johnson Memorial
Library
244 Cook Avenue
Raton, New Mexico 87740
(505) 445-9711

PROJECT: Library Service for Persons with Limited English Speaking Ability

● Description:

The aim of the project is to introduce persons with limited English speaking ability to public library services and to increase the participants' knowledge and understanding of the English language and American cultural patterns through the use of books, audio-visual materials, Learning Centers, and special programs. The project is a cooperative effort of the Nashville Public Library and the Metropolitan Board of Education's Adult Basic Education, English as a Second Language Program (ESL). Activities in the public library branches include English classes, conducted by ESL teachers, and Learning Centers established for independent learning.

● Users:

Clients include persons of all ages who are learning English as a second language.

● Facilities/Materials Required:

A library meeting room, blackboards, tables and chairs are necessary for class meetings. Each Learning Center is equipped with shelving, wet carrels, tape recorders, record players, headphones, and specially selected materials for independent learning of the English language, along with recreational and vocational materials.

● Descriptors:

Bicultural/Bilingual, Adult Basic Education, Independent Learning

● Financial Requirements:

Start-up cost for the initial purchase of equipment and materials was \$15,000. Initially the library staff salary has been furnished by the public library's regular budget and teacher's salary by the Adult Basic Education Program of the Metropolitan School System.

● Evaluation:

The project has shown that the non-English speaking segment of the community were not using the public library prior to enrollment in the ESL classes. Due to the encouragement of the ESL teachers and librarians, the majority of ESL students have acquired library cards and are using the facilities. In addition, the students have brought members of their families to the library. Statistics, selected case histories, and questionnaires will be used to determine the impact of this project on the participants and their families as they adjust to life in the United States.

CRITERIA FOR REPLICATION:

• General Criteria:

Persons with limited English-speaking ability who have need of this individual and group library program. Requires complete library staff involvement and support, and assistance from the local school system.

• Staffing and Training Requirements:

One full-time librarian with background in education to act as coordinator of the project; one clerk-typist; four paraprofessionals to assist with children's programs; full cooperation of all library staff participating in the program (This staff can be trained through a series of workshops).

SERVICES OFFERED BY PROJECT LIBRARY:

• Project Materials:

Project kit is now in preparation consisting of bibliographies and other related materials.

• Demonstration/visitation:

Visitation by appointment only. Consultation by telephone or mail.

• Training capability:

On-site training through observation of ongoing program and consultation with staff.

• CONTACT:

Claudia Schauman, Adult Basic Education Coordinator
Public Library of Nashville and Davidson County
P.O. Box 5685
Nashville, TN 37208
(615) 255-5263

● Description:

The Mail-a-book service was developed to encourage people without public library service to enjoy reading by providing them with access to a mail-order library of entertaining and educational books. Catalogs are mailed to every household without public library service, listing the collection available at the North Central Kansas Library System. The book stock of duplicate titles is set at 3 copies of each of the 800 titles. There are no charges for the books and the postage expenses are paid for by the system.

● Users:

Participants include rural and non-users located within the seven counties of the system.

● Facilities/Materials Required:

The book collection of the North Central Library System is employed and supplemented by the acquisition of duplicate titles. The materials are sent to the participants via the mail service.

● Descriptors:

Book-By-Mail, Outreach

● Financial Requirements:

Start-up costs for production of catalogs (16,000) was \$1,812.80. Two supplements to the catalog (3,000 ea.) amounted to \$360.00. Supplementary copies of titles amounted to \$3,174.00. Postage and handling for catalogs and books (out and back) amounted to \$3,633.00. Postage for mailing books out and back averaged 10¢ a book. Salaries for personnel for a year amounted to \$2,442.00.

● Evaluation:

This service has increased the percentage of rural area users of public libraries. The first six months of the project showed that ten percent of the households sent catalogs would become active users of the mail-order book service. These participants would borrow between 2½ and 3 books a family per month. The requests aided the library staff in determining what type of books would best serve their patrons. Certain subject areas received more demand than others. The library was able to fill requests in seven basic subject areas.

CRITERIA FOR REPLICATION:

• General Criteria:

Rural area residents without access to a public library.

• Staffing and Training Requirements:

This project utilized the staff of the North Central Kansas Library System which helped to off-set some of the personnel cost.

SERVICES OFFERED BY PROJECT LIBRARY:

• Project Materials:

Mail-a-book Catalog, available free to those persons located within the seven county rural area.

• Demonstration/visitation:

Occasional special subject listings were mailed. Use encouragement and project progress reports were printed in local newspapers and bulletins.

• Training capability:

Consultant available at system headquarters.

• CONTACT:

Margaret Gates
North Central Kansas Library System
Juliette & Poyntz
Manhattan, Kansas 66502

• Description:

The project aims to introduce disadvantaged children (pre-primary and elementary age level) to public library services and to involve the parents of those children, in so far as possible, to: 1) motivate the child's learning and reading readiness capabilities and 2) promote family usage of library services. Librarians and library personnel provide children with programs that introduce them to books and non-print media in three one-hour sessions (by age group) held bi-weekly on the media-mobile to promote parent usage of print and non-print media.

The project aimed in the evening hours to work with Adult Basic Education classes designed for under-educated adults living in rural areas who were without awareness of or access to adult basic education.

• Users:

Pre-primary and elementary age children, their parents and under-educated adults.

• Facilities/Materials Required:

A media-mobile van is necessary. A general library collection and materials, supplemented with specially selected materials for the children, such as visuals, toys and instructional game kits. Give-away Easy Read books were utilized. Regulation Adult Basic Education materials suitable to the classes being taught were used.

• Descriptors:

Children's Services
Adult Basic Education
Outreach (Economically disadvantaged, etc.)

• Financial Requirements:

Start up cost for initial purchase of van and equipment, staff salaries and materials was \$50,000.

Continuation costs, annually, approximate \$20,000

• Evaluation:

Records were maintained to chart the use of the project participants. These records showed that 200 children utilized the project programs per week. In addition, the use of the media-mobile increased circulation on the bookmobile on an average of 40% per stop. In some instances the increase was as high 300%.

CRITERIA FOR REPLICATION:

• General Criteria:

Disadvantaged children and their parents who need this individual type of program to support their initial utilization of library materials and facilities.

Caution: Although this program could be rated successful in the rural areas in which it was employed, it is felt that far greater success could be met if the project were designed to meet the needs of a metropolitan area where the participants could walk to the media-mobile. In rural areas, it was found that distance made it impossible for many of those for whom the program was designed to take advantage of the project activities.

• Staffing and Training Requirements:

One full-time librarian skilled in children's library services, one full-time driver-library assistant who could assist in the execution of the programming.

The Adult Basic Education aspect of the program required a qualified instructor and a part-time driver.

SERVICES OFFERED BY PROJECT LIBRARY:

• Project Materials:

Easy-Read books, nature and craft materials, films, film-strips, puppets, etc.
Published schedule of visits.

• Demonstration/visitation:

Visitation by pre-arranged published schedule. Also, by appointment for special events.

• Training capability:

On-site training through observation of ongoing project activities.

• CONTACT:

Gene Martin, Director
Daniel Boone Regional Library
P.O. Box 1267
Columbia, Missouri 65201

● Description:

The project provides a circulating collection of books, pamphlets, records and cassettes, tools, and other print and non-print material directed toward the immediate and practical needs of neighborhood residents. Further, the Center gives specialized information and referral service to the Model City community; special programs of educational and informational value and recreation or leisure time activities; and gives the community a channel for publicity and feedback between local service agencies and the public library.

Special programs are aimed at undereducated adults, low income individuals, unemployed, and senior citizens. The library provides active job referral, housing lists, and other information designed to meet the necessary needs of the above groups.

● Users:

Undereducated adults, low income persons, unemployed, senior citizens, children, and all other users in the community.

● Facilities/Materials Required:

A visible building that is easily accessible with adequate parking space is essential. A separate meeting room is also necessary for the library building. Equipment needed includes study tables, audio-visual equipment, telephone (with multiple lines), and the usual library furnishings.

Access to materials at other libraries is essential to augment the existing collection. A subject speciality such as a black literature collection is important.

● Descriptors:

Information and Referral Centers, Outreach, Continuing Education.

● Financial Requirements:

Start-up cost was approximately \$30,000 for salaries, equipment and materials collection. Presently, a budget of \$50,000 annually is required for the on-going project.

● Evaluation:

Statistics for the project show a continuing upward trend. Reference and informational use surpassed our original goals and active follow-up indicates a high percentage of satisfaction. Circulation of materials has more than doubled since the first year of the project. Attendance at special programs has also been high and feedback again indicates that the neighborhood is well pleased. Use of the meeting room is heavy with four to five groups using the room equipment each week. Publicity has been facilitated by a monthly newsletter and use of local newspapers, radio and T.V. However, more publicity is always desired.

CRITERIA FOR REPLICATION:

● General Criteria:

Need to start with assessment of needs by a survey of residents, input of local boards, agencies, groups and interested parties. Staff should be carefully selected from the community as far as possible and attention given to those with strong service orientation.

● Staffing and Training Requirements:

A Staff of three full-time; one 3/4-time; one 1/2-time and three part-time persons are required to maintain this project. Work load is also helped by cooperation with other agencies. For example, their staff may put together a program for the library.

Emphasis should be placed on knowledge of the community. A library orientation and training session should be set up as soon as possible.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Full range of library services are available at no charge including information and referral. Special emphasis is placed on how-to-do-it material and black literature. A well balanced collection is also maintained.

● Demonstration/visitation:

The library is located in the heart of the Model City area (one of six prime service areas in the city). It is open to the public 60 hours per week.

● Training capability:

On-site training available on use of the library and use of neighborhood resources.

● CONTACT:

Dan Bakke, Project Director
Mid City Library Information Center
Des Moines Public Library
1305 University Avenue
Des Moines, Iowa 50314
(515) 283-4070

● Description:

Workshops and Institutes sponsored by the Missouri State Library as part of the In-Service Training Program have provided numerous opportunities over the years to library personnel in Missouri libraries. Prior to 1975, four types of workshops and institutes were held:

- I. August Institutes for non-professional staff on library science topics and subject areas. (1964-1975)
- II. Administrative Librarians Institutes on library management, expanded library services, and subject areas. (1958-1972)
- III. Area Workshops for non-professional staff. (1962-1972)
- IV. Trustees Conferences and Workshops. (1959-1973)

In 1975, the Summer Institutes were opened to library administrators and full-time library staff (professional and non-professional) of all types of libraries and to members of public library boards of trustees. The institutes had formerly been open only to personnel of public libraries. One of the program's goals is to increase cooperation between libraries by enabling library staff members from various parts of the state and from various types of libraries to meet and work with one another in a positive, non-threatening atmosphere.

● Users:

From 12-88 participants have attended different institutes. Non-professional public library staff members, public library administrators, public library trustees, and now all interested staff and board members from all types of libraries.

● Facilities/Materials Required:

Meeting rooms and living accommodations for participants for 6 days.

● Descriptors:

Continuing Education
Outreach
Interlibrary Cooperation

● Financial Requirements:

Participants pay travel expenses; State library pays expenses for: Speakers, Program materials, Meeting facilities, Living accommodations (dormitory).

● Evaluation:

By participants.
By planning committee.

CRITERIA FOR REPLICATION:

● General Criteria:

The Institutes have been offered on subjects in which librarians in the state have demonstrated an interest.

● Staffing and Training Requirements:

The Missouri State Library has been fortunate to be able to draw upon the training and expertise of the faculty of the School of Library and Informational Science, University of Missouri; other departments of the University of Missouri; Stephens College; and Columbia College as well as officials and staff of Missouri State Government. Speakers from these local sources as well as some invited from other areas of the country have minimized the necessity of additional training of staff members of the Missouri State Library. Primarily our involvement is in facilitating involvement of the librarians of the state in planning and active participation in the institutes, assessing needs, identifying topics and sub-topics, and selecting speakers and materials.

Therefore, our basic staff requirement is at least one person skilled in identifying needs and workshop planning techniques, familiar enough with librarians in the state to be able to facilitate broad-based participation, and familiar enough with resources to assist in selecting speakers and materials.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Varies from year to year. Always include different media in presentation.

● Demonstration/visitation:

Occasionally used when appropriate to subject.

● Training capability:

Consultation in planning area workshops, institutes, etc.

● CONTACT:

Andrea Hawkins
Coordinator of Library Resources
Missouri State Library
308 East High Street
Jefferson City, Missouri 65101

● Description:

The project aims to provide library service and a social area for the residents of the 5th ward of Boone, Iowa. A staff member with long experience is in charge of the place and the old people relate well to her. Even some children make use of the books. Programs and games are scheduled for Friday. On Tuesday and Thursday crafts are worked on. A community meal is served (pot luck) every third Friday.

The project serves the aged and some middle-aged women interested in crafts. A very few children come in after school for a few minutes, but the place closes at 4 p.m.

● Users:

More than just the residents of the 5th ward have used the library and the social area.

● Facilities/Materials Required:

Telephone, TV., Refrigerator, gas stove, and TWX available through parent library.

● Descriptors:

Aging (Senior Citizens)
Outreach (Economically disadvantaged, Low-income, Migrants, Native Americans)

● Financial Requirements:

In this, the third year, the last amount was \$3,250 which will not be enough to carry through 1976; the city council cut \$3,250 from the parent library budget. No fees to users except craft materials.

● Evaluation:

Greatly increased the outreach of the parent library. Social stimulus to the area as the staff participates in the annual celebration of the oldest part of the town. Reference has increased. Programs on the third Fridays have included everything from a blind folksinger to mining and railroad pictures and lectures.

CRITERIA FOR REPLICATION:

● General Criteria:

Book program tied in with meals-on-wheels and home care (in this case, provided from the office in the nearby Courthouse). Needs include a social area in the vicinity and a book supply source.

● Staffing and Training Requirements:

Veteran staff member from parent library and a custodian working 16 hours a month.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Program notices.
Craft materials.

● Demonstration/visitation:

Inquires should call ahead if they wish to investigate the program.

● Training capability:

Staff are available to answer questions.

● CONTACT:

Dorothea Fitzgerald, Director
Old Settlers Lib
Ericson Public Library
702 Greene Street
Boone, Iowa 50036
(515) 432-3727

● Description:

The Parent/Child Toy Lending Library and Family Center are symbiotic units which encourage parent involvement in the development of early childhood learning experience. The Toy Lending section is a modification of the 1971 program designed by the Far West Laboratory for Educational Research and Development, adapted to our Public Library's local needs. From it evolved the Family Center. Together they have a three-fold purpose: 1) to promote young family use of the Public Library through a multi-media approach, 2) to encourage creative use of Library materials by parents and other child-oriented adults, and 3) to effect a long-term change in the school drop-out rate.

● Users:

Pre-school children, parents, nursery and child care center personnel.

● Facilities/Materials Required:

A library meeting room to hold 5 adult toy lending classes. At these sessions a film and a series of 8 filmstrips with projectors are needed, as are the Parent Manuals on the use of the learning toys. Picture books which reinforce the basic concepts taught are checked out to the parents with each toy. The final session introduces other materials found in the Family Center as a general follow-up to broader aspects of child rearing opportunities.

● Descriptors:

Pre-schoolers/Parenting Programs, Children's Services, Outreach.

● Financial Requirements:

In 1973 our Toy Lending Library began with the purchase of prepared filmstrips, manuals for parents and librarians, and film rental. The toys were made according to Far West Laboratory for Educational Research and Development by volunteers using scrap materials. Total outlay was \$150. With modification and expansion, books, commercially made toys, a film and projector were funded for \$732.84.

● Evaluation:

Of necessity, a prospective roster of future enrollees is kept for the Toy Lending Classes. Now some parents are borrowing the toys for a second pre-school child in the family. Side benefits are the lasting new approach that parents learn in dealing with the child, and an attitudinal one; that learning together can be fun! The Family Center serves as a lively source of practical information and inspiration.

CRITERIA FOR REPLICATION:

● General Criteria:

Pre-school children, ages 3 to 5, lacking opportunity for other kindergarten or nursery school experience.

● Staffing and Training Requirements:

One full-time librarian with experience in teaching and/or in children's library services. One trained volunteer (library can train) to assist with equipment and charging out loaned materials.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Write for paperback handbook: A Guide to Securing and Installing the Parent/Child Toy Lending Library as produced by the Far West Laboratory for Educational Research and Development, 1972. For sale by the Superintendent of Documents U.S. Government Printing Office, Washington, D.C. 20402. Price \$1.50

Bibliography of recent additions to the Family Center is available for the asking, by including a self-addressed, stamped envelope.

● Demonstration/visitation:

Visitation by appointment only. Consultation by telephone or mail.

● Training capability:

On-site training through observation.

● CONTACT:

Mrs. Ruth M. Wuori, Librarian
Clovis-Carver Public Library
4th and Mitchell
Clovis, New Mexico 88101
(505) 769-1973

● Description:

The project is a statewide program to stimulate the reading interests of handicapped young people (ages 5-14) through an annual promotional effort using letters booklists and publicity. A central theme is chosen each year. In 1976 it is "Happy Birthday, America!" with all communications carrying out this theme. The young people's librarian conducts an outreach campaign, visiting schools for visually and physically handicapped youngsters. (Projections for the future include contact through educational television.) Children are required to read three books to receive a certificate which is given out statewide with the regular public library programs or by direct mail. (In 1976 we are anticipating a summer bicentennial "Birthday" party.)

● Users:

Young people ages 5-14 who cannot read or use conventional printed materials as a result of physical limitations (visually impaired, physically handicapped, and learning disabled).

● Facilities/Materials Required:

A regional library for the Blind and Physically Handicapped is required. Materials involved consist of letters to the children, letters to the public and school librarians along with other professionals, a bibliography on the program's theme (in 1976, we are using Freedom 76, a Library of Congress bibliography supplemented at the regional level), and reading certificates in braille and large print. Other items may be those required for a party at the local public library/regional library.

● Descriptors:

Children's Services; Physically Handicapped, including Blind; and Homebound.

● Financial Requirements:

Mailing of materials to the Blind is postage free. Cost includes stationary, multilith masters, professional and clerical time, volunteer time, and postage on letters mailed to professionals. Cost of party to be considered but not included here. Total cost: \$73.52.

● Evaluation:

With mainstreaming, many of our young people are now more active in other programs such as summer camps. However, we have maintained an average following of about 100 participants each year. Of these we reach an average of 25 new readers per summer.

CRITERIA FOR REPLICATION:

● General Criteria:

A regional Department for the Blind and Physically Handicapped; young people with a visual or physical handicap who have time for summer reading; cooperation of various state agencies, local public libraries, schools, and news media to help promote the program and reach new young readers; a Young People's Librarian skilled in children's services and public relations.

● Staffing and Training Requirements:

One Young People's Librarian skilled in children's library service; a Supervisor for advice and experience of past years to provide continuity and expertise to the program; Technical assistant for bibliographic control; several clerical assistants for typing, duplication, and mailing; Brailist for transcription of braille reading certificate; and professionals associated with other agencies for publicity and aid in locating eligibles not yet registered.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Information packet including letters, brochures, and suggested news releases.
Log book on loan.
Louisiana recordings/braille.

● Demonstration/visitation:

Louisiana State Library 8:00 a.m. to 4:30 p.m. Appointments preferred.

● Training capability:

Instruction by mail. Personal appointments on site. Group talks.

● CONTACT:

Brenda Faul
Young People's Librarian
Louisiana State Library
Department for the Blind and
Physically Handicapped
P. O. Box 131
Baton Rouge, LA 70821

● Description:

The project aims to prepare children for entry into formalized education by fostering the development of the logical thinking process in children as well as to provide training sessions for parents who are actively involved in the program. Activities are geared to aid growth in creativity, social participation, manual dexterity, reading readiness, listening skills, math skills, language expression, perceptual skills, and interest in books.

● Users:

Preschool four and five year old children and their parents.

● Facilities/Materials Required:

A library meeting room with blackout capability for film showing. Children's book collection, puppets, flannel board, arts and crafts materials, educational games, puzzles, blocks, doll house kitchen center, household items, films, cassettes, previewers, records, and language master.

● Descriptors:

Preschoolers/Parenting Programs

● Financial Requirements:

Preschool readiness program began with a grant of \$2,800. The program, however, could be initiated with as little as \$800 excluding the cost of library resources and facilities.

● Evaluation:

The program has proven to be highly successful in terms of children's performance and development as reflected by the Goodenough Draw A Man pre and post tests, librarian's observations, parents' questionnaire and children's and parent's remarks. A sampling of parents to ascertain their children's progress in their first year of school revealed that the preschool program had been a decided plus factor in their social and educational development. The success of this program is also reflected in the number of preschool parents who enrolled other children in their family who were eligible and in their recommendations to friends. Many of the participants became regular library users in their continued use long after the program ended. This early exposure to libraries seemed in most cases to have imparted an indelible impression to the youngsters of the public library as a pleasant experience.

CRITERIA FOR REPLICATION:

● General Criteria:

Four and five year old preschoolers and their parents. Preference is given to those youngsters who have had no kindergarten experience.

● Staffing and Training Requirements:

One full time librarian skilled in children's services and child development. The ratio of parents involved in the program was one adult to two children.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Bibliography of specially selected materials plus an outline of activities and programs available for \$1.00.

● Demonstration/visitation:

Visitation by appointment only.

Albuquerque Public Libraries
Esperanza Branch

● Training capability:

Consultation by telephone--
mail correspondence would
be limited. Any travel would
have to include expenses
plus consultation fees.

● CONTACT:

Norma Bobotis, Project Director
Esperanza Branch Library
5600 Esperanza Drive
Albuquerque, N.M. 87105
(505) 766-7899

● Description:

The Reach Out and Grow (ROG) project aims to serve as a resource center for the disadvantaged including the mentally and physically handicapped population in Clay County and the immediate surrounding counties. There are approximately 5,000 people in this area that fall into this educationally, socio-economically and culturally deprived category. All groups are provided with film presentations and informational needs such as: books (including large print) records, and cassettes. The shut-ins are provided with a homebound delivery of library materials. Weekly story hours are conducted for the mentally handicapped and the economically disadvantaged children.

● Users:

Residents of nursing homes, retirement centers, and apartments for the aged; the Homebound; Headstart; and several groups of mentally handicapped ranging from children through adult.

● Facilities/Materials Required:

Telephone, meeting room, typewriter, inter-library loans, mail, State Library Commission, film catalog services, nursing home lounges and resident home lounges, general library collection, and special materials including puzzles, games, and A-V kits.

● Descriptors:

Aging (Senior Citizens)
Children's Services
Homebound

● Financial Requirements:

Initial start-up costs including cost of staff, materials, and equipment \$23,775.

Continuation cost per year approximately \$10,000. Cost depends largely on the library's salary structures. Total staff time after initial start up period about 30 hours per week.

● Evaluation:

The purpose of ROG was to reach a segment of the non user community. Through this project those who formerly did not use or were restricted in their use of the library have become users. Statistics are kept on the number of programs and the attendance at each as well as the circulation of materials.

Controls are being developed to measure the number of reference questions directly related to the project.

CRITERIA FOR REPLICATION:

● General Criteria:

The educational, recreational, and information needs of the aged, economically disadvantaged and mentally and physically handicapped.

● Staffing and Training Requirements:

One full-time librarian skilled in cataloguing and reference work. One full-time children's librarian skilled in library services and selecting materials for programming.

One part-time project coordinator who works well with all types of people. One full-time secretary trained in all types of processing skills.

Volunteer speakers from community agencies to give presentations on various topics.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Large print books; subject area books; records; cassettes; cassette players; magazines subscriptions; pamphlets; film and overhead projectors; filmstrips; puzzles; and an annotated bibliography of specially selected materials.

● Demonstration/visitation:

Visitations and demonstration
Visitations and demonstrations
are scheduled.

● Training capability:

Consultation by telephone, mail,
or through consultant services
on-site training.

● CONTACT:

John Houlahan, Project Director
Spencer Public Library
21 East Third Street
Spencer, Iowa 51301
(712) 262-2960

● Description:

This project was aimed at teaching reading to the functionally illiterate adult through the combined efforts of Right to Read, the library, and adult basic education.

Involvement included professional library staff, reading specialists, reading tutors, adult basic education teachers, ABE consultants, and users.

Services provided by project included:

1. Reading instruction, both one-to-one and small group.
2. In-service training for library staff and consultants in ABE and teaching reading to functionally illiterate adults.
3. A quantity of literacy materials, adult-oriented easy materials in the library and a collection of professional books.
4. Library space and reading tutors for instruction of reading both day and evening.
5. Reading instruction in homes, churches, community centers, or any available space.
6. Avenues and encouragement for enrolling in ABE and GED classes.

● Users:

Adult functionally illiterates and their families.
Unemployed or under-employed persons.
Unskilled or semi-skilled workers.

● Facilities/Materials Required:

1. Meeting space (library, homes, community center, church).
2. Blackboard
3. Adult-oriented materials, on various levels, in substantial quantity and variety for teachers and students.
4. Audio-visual equipment very useful, not mandatory.

● Descriptors:

Adult Basic Education
Right to Read

● Financial Requirements:

Start-up cost for initial purchase of materials and reading tutors was a \$40,000 grant from Right to Read. Consultation and staff development, throughout the project, were provided by Arkansas Library Commission professional staff (LSCA); Dept. of Education, Adult Education Section; and University of Arkansas, Division of Continuing Education.

● Evaluation:

1. Entry of adults into ABE and GED programs.
2. Records maintained to chart progress of individuals showed gain.
3. Further evaluation showed employment gained through upgrading reading skills.
4. Awareness created in functionally illiterate that library can serve them.
5. Community reading centers established.
6. Adult literacy materials in 10 little libraries.
7. Strong professional collection at headquarters in ABE and reading.
8. Favorable attitudinal change of communities toward library. Adult reading program appreciated by employers such as hospital administrators and county government.

CRITERIA FOR REPLICATION:

● General Criteria:

1. Recognition of adult illiteracy
2. Commitment on part of library to pursue literacy program
3. Consultants in adult basic education
4. Consultants in reading instruction
5. Space, equipment, materials for tutors and participants
6. Advisory council
7. Sharing of funds
8. Efficient and dedicated staff
9. Cooperation of newspapers, radio, churches, and community organizations
10. Cooperation of state, county, and local government agencies

● Staffing and Training Requirements:

One 1/2 time project director
One 1/2 time secretary - materials specialist
One 1/2 time shipping clerk
Minimum of three consultants including a library professional in service to the disadvantaged, a reading specialist, and an adult basic education specialist.

All personnel in contact with this program must have an awareness of the functionally illiterate adult. Workshops in ABE, 10 hours minimum; reading instruction, 10 hours minimum; selection of appropriate materials, 10 hours minimum.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Free:

Send S.A.S. envelope 8 1/2 x 11
Selected Bibliography of Professional Material
Understanding is Beautiful - A Bibliography of Black Literature
Jobs in Your Future - Career Bibliography
R2R Handout
Laubach Literacy flyer

For \$1.00 plus S.A.S. 8 1/2 x 11 envelope:
Evaluation and Summary of Project

● Demonstration/visitation:

Examination center of all materials on site. Visitation by appointment. Consultation by phone or mail.

● Training capability:

On-site training display of material for students, consultants, and tutors. Trainers available at \$50 per day plus travel in Arkansas; \$100 per day plus travel outside of Arkansas.

● CONTACT:

Mrs. Katharine Keathley, Project
Director
Ark. River Valley Regional Library
Dardanelle, Arkansas 72834

Telephone: (501) 229-4418

● Description:

3D, a cooperative Library Learning Center Project in three Dallas Public Library System Branch Libraries pooling the resources of Dallas Public Library, Dallas Independent School District, Dallas County Community College District and KERA-TV/Channel 13, is serving undereducated adults from ABE through college level.

Goals were to create a non-threatening adult learning environment in a public library where special equipment, materials, and personnel would be available to guide the undereducated adult to self-direct and pace his own learning and to incorporate guidance and information on career and alternate community learning opportunities into the general learning process with recognition of the total library as a learning resource.

● Users:

Any educationally disadvantaged adult who has the need and desire to enhance his life coping skills for purposes of job opportunities or enrichment. 88% of the users were new to the library.

● Facilities/Materials Required:

Per Learning Center:

1 TV monitor and video cassette player
1 computer terminal, phone and porte with access to an on-line computer

Materials--consummable workbooks, tape/print kits, video cassettes, programmed tape/filmstrips, slide/tapes, flash cards, signs, pocket calculators, etc.

Carrells--at least 2, earphones listening station

Tables and chairs

Telephone

Space

● Descriptors:

Independent Learning

Audio-Visual (Film, Cassettes, Radio, TV, Cable TV, Videotape)

Adult Basic Education

● Financial Requirements:

\$5,000--year's rental of 2 computer terminals and computer access components at one Center \$4,000-\$5,000 per Center--video/cassette player/monitors and other hardware.

\$20,000+--facilitator/guidance staff--resource pooling.

\$10,000--other hardware/software. The concept lends itself to the possibility of alternate staffing with volunteers and minimal materials support.

● Evaluation:

Independent learning can and does begin to function at the lowest learning levels.

The need for more evaluation of and experimentation with computer assisted instruction is definitely indicated. This project demonstrated community needs so great that it brought in more people than staff and space available could handle.

Replication endeavors would possibly need to be more selective in group levels served and sophistication of offerings.

CRITERIA FOR REPLICATION:

● General Criteria:

A good continuing publicity program until word-of-mouth referral begins. Strong program of community agency contacts. A demographic needs assessment.

In general each institution must be able to function with maximum flexibility and commitment to strengthen support services to enable the learner to function independently.

A strong commitment of library administration and staff to work with personnel from coordinating agencies is required.

Ability to react with constructive change in meeting new learner needs and to encourage and respond to awakening community interest and needs is paramount.

● Staffing and Training Requirements:

- 1 Librarian Director--half time
- 1 Clerk/Secretary--half time
- 1 Guidance Associate
- 3 Facilitator/Teachers
- 3 Work Study/Student Guidance Assistants

Dallas Independent School District ABE/GED facilitator/teachers and Dallas County Community College District guidance associate were trained by coordinators from each agency.

Orientation to the Dallas Public Library System was done by library staff.

Continuing training by 3D Librarian Director to library philosophy of learning facilitation vs. individualized instruction and guidance to open community options vs. limited source direction.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

GED Information Booklet
Preparing for the GED Tests
Financial Aid Information Booklet

On Your Way

Free--one copy of each;
limited number available.

● Demonstration/visitation:

Consultation by telephone or mail.

● Training capability:

Consultation available for travel fee.

● CONTACT:

Jean Brooks, Project Director
Dallas Public Library
1954 Commerce Street
Dallas, Texas 75201
(214) 748-9071

PROJECT: Sharing Literature with Children

● Description:

"Sharing Literature with Children," the number one service of the Children's Department of the Orlando Public Library, is designed to provide positive literature experiences for ALL the children in the library district through adults in the community. The staff conducts workshops ranging in length from 30 minutes to three hours, to instruct participants in the art of storytelling, the importance of reading books to children, the techniques of making simple puppets and flannel board materials to aid in sharing stories, and the values of using stories which are well-produced in a variety of audio-visual formats. The staff takes the workshops out into the community with each agency receiving its own tailor-made program.

● Users:

Adults in community agencies, organizations, and institutions are the direct recipients who in turn work with children from infancy through preteens.

● Facilities/Materials Required:

No library space is required since the workshops are held out of the library at the facilities of the agencies involved. The library must have an adequate supply of resources to circulate to participants.

● Descriptors:

Children's Services, Outreach, Preschoolers/Parenting Programs.

● Financial Requirements:

Dependent upon the priority given it by the individual library. If it is begun on a limited basis, existing staff with existing resources can carry on the program. If greater emphasis is placed on the program, additional staff will be necessary.

● Evaluation:

A formal study conducted by Florida Technological University showed only positive responses. More people use books with children and use the library after they have participated in a workshop.

CRITERIA FOR REPLICATION:

General Criteria:

Staff trained to teach storytelling and related activities to adults in the community.

Staffing and Training Requirements:

Flexible depending upon how extensively the library wants to develop the program.

SERVICES OFFERED BY PROJECT LIBRARY:

● **Project Materials:**

A manual of instructions for storytelling and puppetry including bibliographies (available for \$2.00)
A film, "Sharing Literature with Children," which describes the program (available for \$195.00).
A film "What's Great About Books," designed for parent education available late 1976.

● **Demonstration/visitation:**

Visitation by appointment.
Consultation by arrangement.

● **Training capability:**

Consultant services, workshops, on-site training.

● **CONTACT:**

Carolyn Sue Peterson
Head, Children's Department
Orlando Public Library
10 N. Rosalind
Orlando, Fla. 32801
(305) 425-4694

● Description:

The Network is designed to make available area-wide interlibrary loan and reference services to all libraries and all individuals in Southwest Missouri. It provides area-wide coordination of library service and development of new programs. The Network provides a means for bibliographic control of resources through such devices as union catalogs, union lists, communication links, etc. The Network aims to provide an additional Resource Library in Missouri which will coordinate resources in the area making them available for residents of Missouri. The Network includes nineteen counties covering 12,164 square miles.

● Users:

Residents of Southwest Missouri.

● Facilities/Materials Required:

The Central Library of the Springfield-Greene County Library is used as the headquarters of the Network. Thus, the 254,000 volume collection housed in this building and the branch collections are used extensively. Bibliographic tools are used there and at the library at Southwest Missouri State University. An employee travels daily to this academic library and to Drury College in Springfield to search for materials to fill requests. Thus, an automobile is needed for transportation. Communication is done via telephone, TWX, radio phone, and the mail. Desks for the employees and a typewriter are needed.

● Descriptors:

Interlibrary Cooperation,
Library Networks

● Financial Requirements:

Operating budget of \$24,500 for fiscal 1976-1977. Part of this amount is LSCA funding and part is pledged by the participating libraries. In addition, \$5,000 is used to employ a part-time bibliographer for one year. Also, a position for Network Coordinator has been funded for \$17,500 a year for a two-year period. This amount includes salary, travel expenses, and fringe benefits.

● Evaluation:

The demands on the Network have increased to the point where more staff time is required. Reference service requests have doubled since the Network was initiated. Interlibrary loan transactions have increased substantially with many more being filled from area sources than was formerly the case. Participation in the in-service training programs offered by the Network have increased dramatically and the programs have become much more sophisticated with university and college teaching staff involved.

CRITERIA FOR REPLICATION:

● General Criteria:

There must be a geographic area where smaller libraries can benefit from the availability of resources provided by larger libraries of various types. It is through the cooperation of public, academic, school, and special libraries that all agencies concerned can profit.

● Staffing and Training Requirements:

Permanent staff consists of one full-time clerk and one full-time assistant with a college degree. Training can be done within the headquarters of the library. A one year part-time position exists currently for a professional bibliographer. A two-year position has just been funded for a professional librarian to act as Network Coordinator. This Coordinator will work closely with the Missouri State Library in evaluating and expanding networking in Missouri.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

"By-Laws: Southwest Missouri Library Network" and Special Resources of Southwest Missouri Libraries (now being updated).

● Demonstration/visitation:

Observation and visitation by appointment only.

● Training capability:

Observation and explanation at the site.

● CONTACT:

Everett Sanders, Coordinator
Southwest Missouri Library Network
Springfield-Greene County Library
MPO Box 737
Springfield, Missouri 65801
(417) 869-4621

• Description:

The Project provides library services to Physically Handicapped and Blind persons in the 13-county region. Emphasis is on large print books, magnifiers, books-by-mail, and audio-visual materials for service to handicapped persons residing in health care facilities, persons visually handicapped, those unable to use their public library due to disability, distance, or inconvenient hours. Referrals to the Iowa Commission for the Blind are also made.

• Users:

Physically Handicapped and Blind persons, mentally handicapped, and senior citizens.

• Facilities/Materials Required:

Facilities and equipment: Bookmobile and Volkswagon minivan, garage, room, desk and work table for preparation of materials, shelves.

Materials: large print books, audio-visual (films, cassettes), paperback books.

• Descriptors:

Physically Handicapped and Blind
Bookmobile
Institutionalized

• Financial Requirements:

Start-up costs included \$17,000.
Bookmobiles were already available.

• Evaluation:

Records are kept determining the circulation figures for the various cassettes, books, films, etc. These records indicate a great need for the services provided. Another indication of the success of the project is the personal testimony of users, who speak highly of the service.

CRITERIA FOR REPLICATION:

● General Criteria:

Need for outreach services to nursing homes, retirement centers, Handicap Village, county homes, and other non-users. Local support and publicity are necessary for continuation of service. Also, users must be utilized in planning in order to insure support for future proposals.

● Staffing and Training Requirements:

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Lists of materials available (large print books, magnifiers, old-time radio cassettes, films, books-on-cassettes, paperback books for mailing), brochure detailing service.

● Demonstration/visitation:

Location: NORTH CENTRAL REGIONAL LIBRARY SYSTEM, Mason City, Iowa.

Visitation by appointment.

● Training capability:

Coordinator available for workshops and consultation.

● CONTACT:

Mary Loven, Grants Coordinator
NORTH CENTRAL REGIONAL LIBRARY
SYSTEM
225 Second Avenue, S.E.
Mason City, Iowa 50401
(515) 423-1101

● Description:

Symphony for seniors is a cooperative project of the Green Gold Library System and the Shreveport Symphony. The aim of the project is to bring free professional-quality musical performances to persons 60 or older in the 8-parish area served by Green Gold. Many of these senior adults live in areas where such performances would never be offered; others ordinarily cannot afford to attend performances because of the normally high cost. String and woodwind quartet performances were held in each parish, and a single opera performance was held in Shreveport, with carpooling and busing encouraged in cooperation with area churches and aging agencies.

● Users:

Senior adults (60 or older).

● Facilities/Materials Required:

Stage areas for ensemble performances (branch libraries, community-owned theaters, church properties, etc., were all used by Green Gold libraries), audience area with seating programs listing performers and music to be performed. The Shreveport Symphony provided performers, instruments, sheet music, etc.

● Descriptors:

Aging (Senior Citizens)
Arts and humanities

● Financial Requirements:

\$1,500 grant for Louisiana State Arts Council, with matching and in-kind services of Shreveport Symphony in neighborhood of \$8,330. Library System donated \$150 for duplication of programs and publicity flyers plus substantial staff time.

● Evaluation:

Attendance at quartet performances has ranged from 20 to 120 and has suffered on occasion from such mundane matters as bad weather. Attendance at opera performance during both years of project was between 1,000 and 1,200--evidence of substantial interest. Comments from those persons attending has without fail been favorable and has urged continuing the program.

CRITERIA FOR REPLICATION:

● General Criteria:

Senior adult audience with interest in classically oriented music.

Substantial good will and commitment from Symphony orchestra and its governing board to make program economically feasible.

● Staffing and Training Requirements:

Good will and commitment in time for one staff member to coordinate project together with Symphony orchestra manager. Could be absorbed into a full-time staff member's work load.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

Programs, flyers, news releases to publicize the program.

● Demonstration/visitation:

Visitation by appointment. Consultation by phone or mail.

● Training capability:

Consultation by phone or mail, or visitation at address below.

● CONTACT:

Bill Drewett, Director
Green Gold Library System
400 Edwards Street
Shreveport, LA 71101
(318) 221-0101

• Description:

The project was created to provide paperback reading materials to isolated West Texas area, rural residents. Twelve small towns and the City of El Paso occupy a 30,000+ square mile region. Distances to local libraries can be as much as a day's drive for some residents. The paperbacks are loaned for a one month period to those requesting, from a catalogue of listed titles. The catalogue contains both English and Spanish materials and instructions are printed in both languages. Postage is paid in both directions, there are no fines. Little book loss has been experienced.

• Users:

Rural residents of system area.
English and Spanish are the predominant languages.

• Facilities/Materials Required:

Well distributed assortment of English language paperbacks in the categories Fiction, Non-Fiction, Best Sellers, Young People Children. (May use commercial service.) Comparable selection of Spanish paperbacks in same categories. Novelas, No-Novelsca, etc., 400 square feet of floor space to hold collection of 4,500 paperback titles. Two work tables with chairs for staff. Ten ranges of 6 lineal ft. shelving, 8 ft. in height. Need access to printing service and Spanish materials for self produced Spanish section and Bilingual cover. Extra large stapler for binding catalogue. Postage scale and meter desirable. 4,000 jiffy bag mailers in two sizes for large and small paperback formats. Printed labels for mail and for return. Daily package transportation to Post Office necessary. Bulk mail permit highly desirable. Typewriter and table or desk. Adding machine or calculator. File cabinet. Secretarial chair. Usual office supplies.

• Descriptors:

Books By Mail
Bilingual/Bicultural
System Development

• Financial Requirements:

Salaries, books and materials and Operating Expenses for a program serving about 35,000 people totals \$26,000. No space rental costs are reflected. The initial year of operation will require additional \$5,000 in equipment and shelving costs.

• Evaluation:

The projected circulation for the program during FY1975 was 6,000. It circulated over 8,000 books for a success rate of 125%. Numerous cards and letters have also indicated its success with the public. A survey questionnaire was also used to measure response to the program.

CRITERIA FOR REPLICATION:

• General Criteria:

Support of any group even remotely affected is very helpful. This project was initiated with its first year as a trial in order to study the effect on local library circulation. This was an expressed concern from System member libraries. The System Advisory Council supported the program strongly from the start. The trial year proved that circulation grew in every local library with only two exceptions. Service to shut ins could benefit from retiree groups' support. Users generally sell themselves on the program.

• Staffing and Training Requirements:

1½ staff members per 25,000 target audience or 5,000 collection. Our one and one half are clerical staff. The System Coordinator serves as Project Director devoting about 1/5 time during the initial year. This was reduced to 10% for the following year. Professional guidance is needed during selection, policy setting and decision making sessions, but most other activities are clerical in nature. Typing skills, the ability to compose simple correspondence, to file, and to record statistics are necessary for clerical staff. The project director may need experience in monitoring progress of the program, administering personnel and the skills of a professional librarian in selection activities. Public appearances may require good ability to communicate, comfortable style with audiences.

SERVICES OFFERED BY PROJECT LIBRARY:

• Project Materials:

Copy of the current year's catalogue at no cost. Copy of proposal document will include billing for xerox charges.

• Demonstration/visitation:

Texas Trans-Pecos Library System
Office
El Paso Major Resource Center
501 N. Oregon
El Paso, Texas 79901

• Training capability:

Consultant services for assessment of program needs, preparation of proposal or program - \$150 per day + travel and per diem. (Includes selection aids, staff training.) Workshops at your location to train (fees as above) staff or to promote program acceptance. On site training - by arrangement with System Coordinator (no charge - all expenses must be absorbed by trainee.

• CONTACT: Includes field trip to local sources of Spanish materials.)

Mrs. Marilyn L. Hinshaw
System Coordinator
Texas Trans Pecos Library System
501 N. Oregon
El Paso, Texas 79901

Telephone (915) 544-6772

● Description:

The project aims to extend library services to groups of senior citizens and pre-school children in designated areas of Fort Worth, whose lack of mobility generally precludes their using a fixed-location library.

Librarians conduct one program a month (45 minutes long) for each group, usually using A-V materials; furnish transportation for those in two branch areas and transport materials and services to central city patrons in bookmobile; provide training and resource materials to increase the expertise of those working with pre-school and Senior Citizens groups.

● Users:

Pre-school and senior citizen groups in defined target areas. Groups also defined economically, e.g., federally-funded or non-profit agencies.

● Facilities/Materials Required:

Combined office and A-V storage room in branches plus an area in branch where A-V programming can be carried out.

24 feet bookmobile and facilities in day care and senior citizen centers.

Office/A-V storage area in extension department.

Specially selected print materials, films, filmstrips, cassettes and A-V equipment.

● Descriptors:

Outreach
Aging/Children's Services
Audio-Visual

● Financial Requirements:

Start up cost: \$7.88 per person served-figured on first quarter figures. Start up cost which includes transportation for the first quarter of our second year: \$6.54. Overall average cost per person has been \$5.68 excluding the cost of basic library resources already available.

Total equipment budget \$28,871.
Total materials budget \$42,400.
July '74 through August '76.

● Evaluation:

Records were kept at the direction of the State Library. Number of each age group and minority group attendance; number and type of programs; and circulation figures for both print and non-print materials. Cooperating community agencies will evaluate the program's effectiveness for their clients. Interview with Senior Citizens and pre-school children by third party to evaluate their awareness of the library's services. A cost comparison of service outside the branches will be made by the project staff.

CRITERIA FOR REPLICATION:

● General Criteria:

Disadvantaged children (under 6) and Senior Citizens (over 60) who need transportation to the library or need the library brought to them. Target areas were chosen because of their minority and/or low-income characteristics.

● Staffing and Training Requirements:

Program operates with 1 director and 1 clerk typist; 3 librarians (1 in each of 2 branches and 1 in extension department); 1 full-time and 2 part-time equipment operators.

Director coordinates Outreach activities with other agencies serving these groups; directs public relations and volunteer activities; compiles reports and budgetary matters; arranges workshops; supervises clerk and assists with programming.

Program could operate without director with branch and extension department heads taking over those duties and clerical help could be furnished by regular department clerks.

Librarians skilled in children's and elderly services; use of A-V materials and equipment; and programming techniques.

SERVICES OFFERED BY PROJECT LIBRARY:

● Project Materials:

A twenty-five minute slide-tape program will be available for loan after August 31, 1976.

Bibliographies of selected materials including 16 mm films. A sample available upon request.

● Demonstration/visitation:

Visitation by appointment only. Observation of program before July 31, 1976.

Program terminates on August 31, 1976. Consultation by telephone or mail before August 31, 1976.

● Training capability:

Workshops for pre-school and senior citizen group staff; consultation with staff before August 1. After August 31 staff will be available on a free lance consulting basis. (Fee \$6.00 per hour plus expenses.)

● CONTACT:

Mary Harding, Program Director
Outreach Program
615 Texas Street
Fort Worth, Texas 76102
(817) 335-4781 Ext. 51

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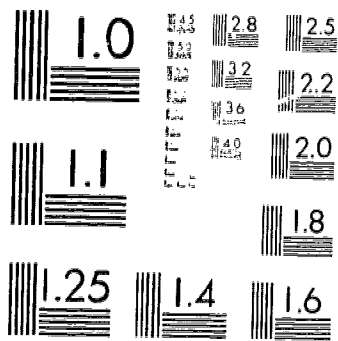
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ABSTRACT

The educational patterns of individuals who have used library resources in Allegheny County, Pennsylvania for independent learning projects on a continuing basis were studied. The tendency of respondents was to use a combination of all four major types of resources for information and planning: (1) self as resource; (2) non-human resources, such as library materials; (3) another person, such as a librarian; and (4) a group. The findings of this study appeared to have implications for such helping professions as librarianship. The role of the librarian as learning consultant could be developed around the psychology of actual learning patterns rather than developing from the way instructors teach or librarians train laymen in library use. (Author/PF)

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LEARNING PATTERNS OF LIBRARIAN CLIENTS

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LEARNING PATTERNS OF LIBRARIAN CLIENTS

Abstract

The number of adult learners in the world independently conducting learning projects is estimated in the millions. The public library in the United States, and elsewhere, is a prime support site for such adults. This first approach studies in depth the selflearning and educational patterns of individuals who have used library resources on a continuing basis among selected respondents (N-128) from the library service outlets of Allegheny County (Metropolitan Pittsburgh).

The elements and patterns of self planned learning employed among these respondents are similar to findings of other survey research in independent learning projects. The content of learning projects emerges from real-life negotiations and ranges across the transactional environment. Motivation, as the behavioral reciprocal of content, is not necessarily limited to inferred hidden persuaders. Episodic behavior varies in length of time around function: consulting people; browsing, searching; viewing, listening, reading. But, induced by motivations similar to those found in other surveys, episodes are linked together to form sequential learning projects exceeding the minimum definition of seven hours spread over three days.

The tendency of respondents was to use a combination of all four major types of resources for information and planning: self as resource; non-human resource (e.g. library materials); another person (e.g. a librarian); or a group. The findings of this study appear to have implications for such helping professions as librarianship. The role of librarian as learning consultant could be developed around the psychology of actual learning patterns rather than stem from the way instructors teach or librarians train laymen in library use.

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ONE

CITIZENS AS LEARNERS

The planning of sequential learning appears to be a complex and delicate set of tasks for many individuals. Several of the arrangements which have to be done and the decisions to be made are difficult because the learner is operating in an area that is new. In few, if any instances does the learner sit down at the beginning of a learning project and plan a detailed strategy for the entire enterprise.

Sometimes a person will approach another individual such as a friend, acquaintance or possibly a family member looking for help even when s/he does not specifically know what really is needed or even wanted. The intention may be to find out what kind of help, if any, this source could provide. Or, it may be that the learner needs someone to talk out some ideas in verbal form and hear what they sound like.

Help with planning (and with subject matter) comes from many resources, not just from one or two individuals or objects and other non-human resources. A certain chronological sequence of events seems to be fairly common in the process of seeking help; and Figure 1 is as close to a "flow-chart" as it is possible to come. The following elements appear to be developmental steps in the behavioral cycle of the help-seeking process, especially when the learner completes the project and achieves personal satisfaction:

Develops a general awareness of the need for help out of some transactional situation.

Becomes fairly specific about just what is needed as a result of articulating the associated feelings.

Selects particular resources partly through serendipity and partly after seeking advice.

Decides how to approach individual resources as well as how to obtain specific information and planning assistance.

Takes some action which tends to place a hold on the future and produce satisfying personal results.

To a perfectionist, it may seem that people "ought" to be able to plan better than they do in undertaking a learning project. This may have been the case in the classical world of objective knowledge where subject categories can be arranged with balanced symmetry. But in the real world of the late 20th century, the planning which does occur despite the odds against it seems to be a noteworthy achievement and a credit to the remarkable potentiation of the human individual. In any event, the following elements observed in the considerable survey research already completed are listed in summary format:

Most people undertake at least one or two self-planned learning projects a year in order to satisfy a personal interest, have something informative to communicate to others, or meet some action oriented imperative (solve a problem).

A great deal of random activity is generated in, and by the individual person as s/he responds to, and attempts to overcome socioenvironmental imperatives.

Motivations as behavioral competencies engender satisfaction and enhance the individual's self-worth in spite of what otherwise appears to be an increasingly complex and overwhelming sociocultural environment.

Patrons who use libraries learn in the same way as do the other self-learners in the population who do not use libraries -- in individually developmental steps at variance with organized knowledge.

Learning resources include everything in the environment which either can stimulate and focus individual awareness or provide informative data for planning and developing a project.

The environmental set of the person in a self-planned learning project is so strong that individuals have difficulty exploiting a subject oriented resource environment with facility and ease.

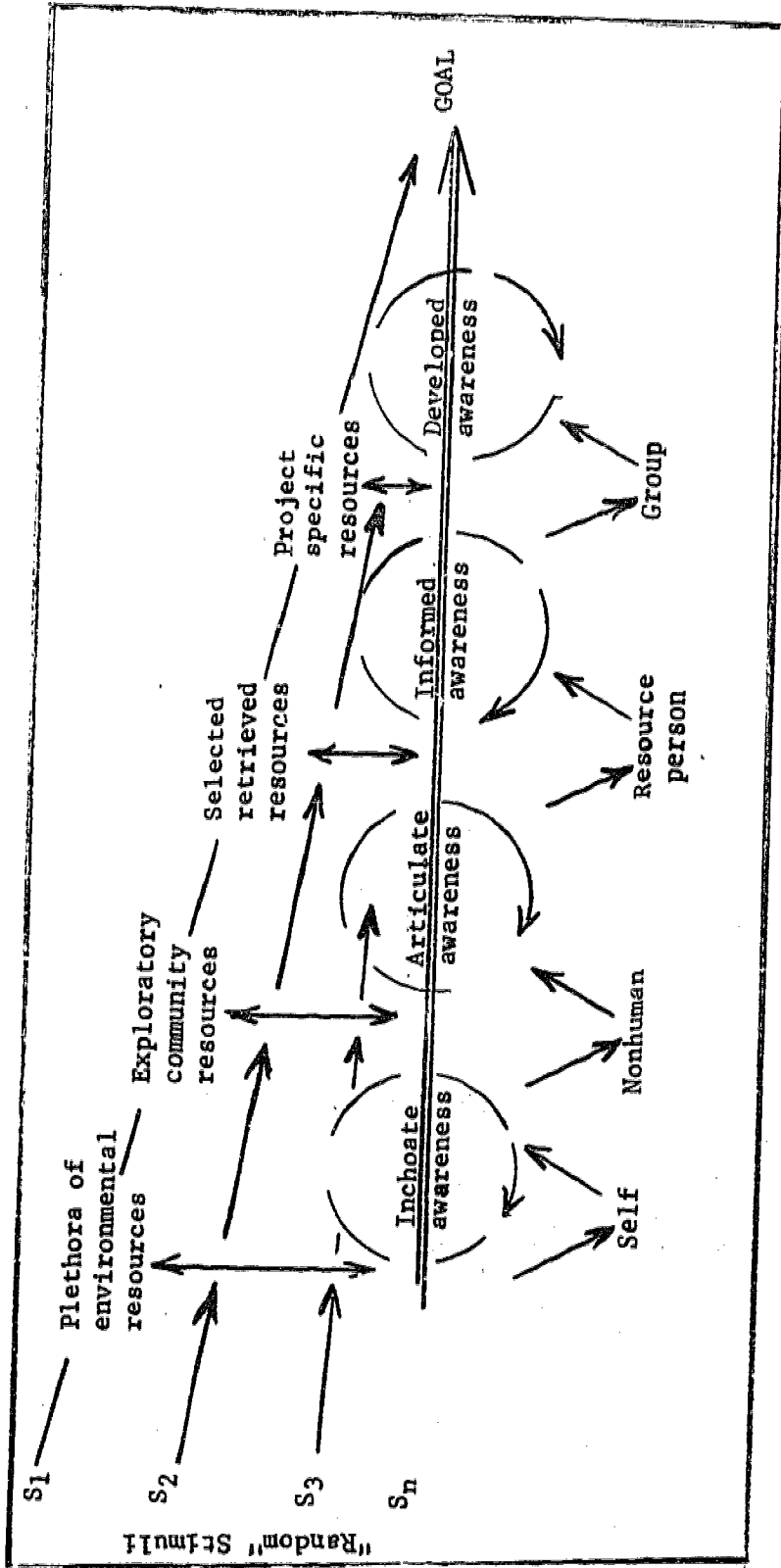


Figure 1. Project Awareness and Selfcontrol

The data on behavior have been collected from what people say they do in a self-learning mode. The patterns in this behavior have been identified in the findings of several research studies. This present study has reconfirmed the fact that self-learners do not necessarily develop their independent learning projects along the lines of the abstract subject categories of library collections. Instead, there is presumed to be a closer relationship between an orientation to learning interests and the totality of real life concerns within which any one individual is immersed.

Even those persons who use libraries do not plan to meet their needs on the basis of how librarians analyze content, nor index and store it for retrieval, such as the model of employing classification as a method of thinking. Instead the actual learning habits and patterns of respondents have to be studied in the manner in which they naturally process information in episodes and then eventually link these episodes into sequential learning projects.

The function and interrelation of episodes have been considered to be evidence of significant behavior in previous surveys of independent learning projects. Data of this nature were collected in this study in order to determine whether the learning patterns of respondents who use libraries are different from independent learners in the general population. In terms of the number of projects and the time spent on the one topic being surveyed, the findings of this study are comparable to previous surveys with only one exception.

Previous researchers have reported a single distribution in duration of episodic behavior with mode and mean points. However in this study, the respondent reported that "it depends." Apparently, an information processing episode is shorter than a study episode in a learning project. In any event, episodic behavior varies by function and context:

Consulting people	10-25 minutes
Browsing, searching	20-45 minutes
Reading, viewing, listening	30-120 minutes and often more

This report finds that the independent learning projects of library patrons do not differ to any great extent from self-learning projects conducted under other auspices, and that the librarian/information specialists' clients do not differ from other self-learners who do not use library and information centers. As a result, it is hoped that a basis can be established for a psychology of interpersonal and developmental information processing over time as distinct from the developmental tasks/values approach upon which so much of the traditional service patterns of the librarian/information specialist are based.

In various studies of the independent learner, the role of the resource helper such as the librarian/information specialist has been investigated only obliquely as it is perceived by the respondent. Primary attention is given to the patterns in which respondents employ a variety of resources both human and nonhuman in developing self-learning projects. It should also be noted that studies of self-planned learning are not limited to the library user survey in the traditional sense where the distribution of subject interests in a population serves as a guide in eventually deploying the infrastructure resources of a network system.

TWO

STIMULUS CONDITIONS

The behavior of a person within his world can be seen as a specific transaction with particular and concrete phenomena in a real situation whether sociocultural or environmental. The imperatives of daily life are processes and procedures which place the independent learner as well as every person under constant pressure to adapt and master environmental and cultural situations relevant to survival and progress in living.

The environment whether a natural or created endeavor is taken to be the context of learning in real life. The environment is the area within which communicative behavior occurs between two or more human entities. These enactments are the every day interpersonal dramas which constantly occur among individuals, groups or organizations. The dramatic interface is negotiative in nature as the actor-participants try to do business with the situations within which they are involved such as :

Self-transactions consist of looking at or developing one's self in any aspect. The "natural laws" of self behavior include motivation, feeling and valuing processes and ways of subjecting one's own ideas and decisions to deliberate analysis and evaluation.

Interpersonal transactions consist of interacting with other persons who are also governed by the same kinds of laws that govern the self, but from their own centers of concern and interest. By empathy-thinking we identify their concerns and interests and learn how those concerns affect their behaviors in various situations.

Institutional transactions with the social structures of public opinion, beliefs, customs, language, laws, organizations which are governed by the interplay of the human ideas and feelings of those who make them up. In turn they have effects on the ideas and feelings of people and are internalized as the basic "laws" of behavior.

Physical and nonverbal transactions aimed at using or adjusting to natural and biological laws, in which the phenomena are raw materials, animals, plants, machines, physical goods.

Message transactions in which the individual negotiates with written, recorded and stored materials of knowledge as well as with the verbal or ephemeral resources more widely dispersed throughout the community. The competencies required here include not only retrieval skill in index space, but also the ability to evaluate the congruence of a subject with its referent.

From the context of the individual, the patron apprehends these transactional areas through perception. Under some stimulus set, the perception may at first be vague and uniquely informal. Initially, the stimuli are undifferentiated and may produce a vague uneasiness or interest. But the fact of the matter remains: the individual not only responds to stimuli but also uses them as resources for increasing his competence in controlling both the self and the environment. The psychological term "stimulus" is almost equivalent to the "surprise" value of data as considered in information theory.

What may be of little interest to one person may be highly pertinent to another. In a similar vein, a stimulus to one person may of necessity have to be concrete; to another it may have to be more intellectual and abstract. As the individual person articulates the situational context of need or intent, the stimuli become increasingly differentiated into opportunities and constraints. The thrust or vector in a cycle of behavior is towards cognitive control regardless of how emotionally disturbed the individual may have been under the initial stimulus set.

The range of socio-cultural and environmental conditions which can serve as stimuli to human entities may indeed be limitless. The respondents in the survey research which has been done appear to be no different from other human beings. The following statements may be taken as examples which are common to the human experience:

Television programs such as the English and American historical series influence a person's attitudes.

Specialty radio programs such as those of the western and classical stations in Pittsburgh even though they may be tuned in out of habit.

Part-time volunteering such as contributions to Junior Achievement raise imperatives for the volunteers.

News events in the daily papers and on television or radio talk shows influence the person's desire for more information.

Passtime reading and browsing in bookstores and libraries cause people to pay attention even though an intent to learn has not yet developed.

Personal record collection acquisitions lead to the reading of biographies and further information about composers and performers.

Subscriptions to one or more special-audience magazines may lead to further activities.

Friendly conversations may precipitate follow-up behavior even though the original desire may have been for relaxation.

Health problems, or a death in the family can lead to continuing preventative measures.

Outdoor life may lead to a subtle and pervasive interest in the quality of environmental conditions.

Once stimulated, episodic behavior is an observable way of describing the response of people to stimuli which cause them to pay attention. An episode is a definable period of time held together by similarity of intent, by the activity itself or the sequence of ideas and actions which occur in it. Each episode can be remembered as having a beginning and end, and range in length of time from 15 or 20 minutes to two hours or more. Any given human being might get involved in any number of such episodic occurrences as the following every day:

Conversations, reading, television, radio, movies, drama, and travel influence the person's information and attitudes even though they may be motivated by immediate pleasure, habit, sociality, or a desire for relaxation and entertainment.

Observing the world around them help people learn even when the intent to learn is not as strong as other motivations such as curiosity or desire for immediate enjoyment of art, sports events, or other common events in the everyday environment.

Home repair, running a meeting or supervising children may be the primary motivation for certain activities and have some by-product of acquired knowledge and skill.

Marriage partner, joining a group, or participating in a neighborhood project may produce some changes in participants. Unintended occurrences such as embarrassing moments or traffic accident may influence behavior.

Environmental influences can be pervasive, including the people with whom one interacts, the appearance and resources of city or town, the political climate, the expectations and norms of society and employer.

Whether any of these episodic initiators will ever lead into learning projects is quite another question. In real life, the individual mulls them over in mind. They may lie dormant for weeks while the strength of their interest dissipates if the stimulus is not reinforced. A person is not likely to be changed by one occurrence or by the reading of one book. If, however, the individual has been under siege as it were from several stimuli, s/he may be induced or motivated to become involved with episodic information processing in the following behavioral steps:

Naming and describing an area not only separates it from other areas but allows the individual to concentrate, screen out interference and in general "get a handle" on things.

Analyzing the referent situation into constraints and opportunities helps the learner to get going without coming up immediately with a full-blown statement of the topic, or problems of interest.

Free associations, not inhibited by outside expectations allows the individual to "play around" with any variety of if-then "taxonomies" about the nature, effects and conclusions implied by her/his concern.

Overt questions, tasks or "shopping" lists of things to do indicate that the learner is ready to "go public" about her/his project and talk with other people about it.

Blueprint emerges from "going public" including articulations about wants (goals) and activities which in practice remain undifferentiated.

Satisfaction occurs when the learner tries something out and finds that feedback is favorable where feedback is largely nonverbal, supported perhaps by a brief word of appreciation, or where feedback is just a feeling of "that's enough."

Improved communication skills can help the client not only to articulate more effectively but also to perceive that articulation is essential to the learning process. Greater learning and thus more satisfaction can occur when the client is led to examine his own experience. The ability to articulate, whether orally or in outline format, requires the organization of various parts into more coherent wholes which help accomplish some purpose. Articulation helps to facilitate learning by engendering information processing in the individual at the neurological, sensory, perceptual, and conceptual levels.

THREE

EPISODE LINKING MOTIVATIONS

Human behavior may be random, but it is more often organized into an episode when confronted with the surprise value of information. No person is exempt from the cycle of adaptive behavior when confronted with a concern or interest. Learning may of course occur in episodic behavior; but at other times, the client may want to be encouraged to achieve deeper satisfaction in these efforts in sequential learning projects. In those instances, episodes are linked together in sequence to achieve a more underlying purpose or to satisfy a more pervasive interest. Such a linkage may not occur immediately but develop over a period of time.

The linking together of episodes into patterns of related activities requires both motivation and planning. The individual may or may not always be deliberately aware of these components. The cut-off point in practice may be difficult to establish but there is a point beyond which the individual does not presently have the motivation to go. A particular interest may be lost in the welter of other episodes which demand immediate attention. The individual may return and pick up the interest again, or s/he may be motivated to do so in some encounter with a friend, an acquaintance or perhaps a sensitive and perceptive helping professional.

The findings of survey research and the literature of independent learning give considerable attention to the motivations or reasons why an individual may want to link motivations together. Instead of focusing on a feeling of tension or incompleteness in one episode, the individual may become interested in several related episodes usually spread over a period of time. If reasons can be specified for undertaking a project, then these are related to the articulated reasons for ceasing work on it. When a person does not have a clear picture of what s/he wants to learn or a definite goal to guide some desired behavior change, it is motivations like the following which help to carry the person beyond uncertainty:

The "cause," including women's rights and interests, as well as black culture and history lead to action-oriented learning projects. It is interesting to note that in these instances a wide range of resources were sought.

Personal satisfaction including the development of self-confidence, better interpersonal relations and skills grew out of such stimulus conditions as leafing through "Psychology Today."

Being well informed enough to share information with other people may be a more socially approved sublimation of the urge to gossip but in one instance at least a husband was helped to communicate better with his wife.

The desire to see the end results or use the finished product featured as a strong episode linking motivation to some respondents.

Satisfaction in reading when everyone else is asleep and because a book is started there is an urge to want to finish it.

Impending travel outside the country, close relations working overseas, or traveling on a reduced budget was related to a desire for knowledge.

Inflation and the cost of living lead some people to a concerted attempt to be more self-sufficient through gardening or better nutrition on a reduced budget.

Boredom may be intense enough to promote a search for the creative use of leisure time.

Self-esteem of the person with self-learner status may offset the frustration an individual feels with the confusing deviations of group processes.

Reading activity may be an end in itself particularly with those who still resist mass media communication.

It ought to be clear from the above examples that there is little if any relation between these episode linking motivations and the so called psychic probings which arouse so much aversion in the minds

of some professional resource specialists. It is hard to imagine that a conversation about any of the above motivations could be offensive to anyone. No one in their right senses could directly criticize the articulation of the unexamined assumptions underlying these client motivators because of the fear that such a "frontal" approach would be a "scary" experience to the average citizen.

Human beings behave in real ways that cannot always be theoretically defined. A case in point may be taken from the various speculations about the motivations which drive behavior. If one took the literature at face value, it would seem that the motivators are discrete drives which if triggered will have direct results. Observable behavior on the other hand, suggests that while motivation may be obvious, the resulting behavior may be extremely complex. Such a statement seems a paradox, but unless a person is aware of and can discuss motivation, the potential for learning may remain latent.

At the least, the approach to articulated motivations may help to offset the almost universal tendency to stereotype and pre judge people: this person is goal oriented; that person is activity oriented; another one is content oriented. How can any real human being avoid having all of these orientations? Surely any learner has a goal, an activity and a content, albeit perhaps not all at the same moment of time. It is obviously just as useful for healthy people as it may be for others to articulate motives and to define goals as they seek to satisfy their information needs.

An orientation to the observable behavior of wholly functioning human entities would seem to include a variety of activities in dynamic combinations which may be deduced from the processes involved. Process does have one advantage in that its observable characteristics can be discussed and changed if necessary to meet the circumstances. Consequently, the following characteristics of motivation in process appear to be closer to the transactional nature of real life than to any particular "psychological" types of individuals:

Concern and Interest Satisfaction: A person may look forward to learning episodes because they satisfy curiosity about something, or discover answers to particular questions. Underision, ambiguity, and doubt or unhappiness may be reduced. Self-esteem or even impressing others may also result.

Content Enjoyment and Satisfaction: Learning content provides pleasure by answering curiosity and thus in the process finding it interesting, fascinating and stimulating. Practically anything can be enjoyable to one of the communicator functions which present numerous stimuli and data and which serve as effective motivators.

Skill Enjoyment and Satisfaction: This may come from practice rather than from learning content. The learner may be trying to improve golf, singing in a local opera, acting in neighborhood plays, building a hot-line center, or participating effectively in a group. The "reasons" for such enjoyment may be for fun, to feel great, or the challenge of something new and different.

Process Enjoyment and Satisfaction may offer a considerable number of enjoyable and mentally stimulating experiences. A "significant other" such as a friend or intimate may be impressed by the learning activities.

Learning Completion or the desire to finish apparently urge some people, for example, to complete the reading of a book. Indeed, some people feel the need to complete any sort of task or project they have started. In the past librarians have built circulation figures around such an urge.

Extraneous Satisfactions are benefits that could just as easily be obtained through other activities. These benefits are not closely related to the activity of learning or to the particular knowledge and skill. Some people find in the learning environment a meaning which has no necessary connection at all with the stated purpose of the activity.

Such motivators are not some set of hidden persuaders over which the communications elite exert some esoteric and malevolent force. Any or all of them can be initiated in a real human being as a result of some quite common and ubiquitous initiators. In other words, a learning project may be considered as a recurrent process of synthesizing surprising data whose output is behavior in order to have a sustained effect on the environment. This effect, as yet in the form of prediction and at first wish-fulfilling or even stochastic, may eventually become a product. But it is before all else an integration -- a synthesis of what has been seen (perceived and processed) before becoming something new and fairly complete as output.

Cycles of behavior are dynamic within episodes (natural spans of attention) and among episodes while these are being combined into self-developed learning projects. Thus, a person who undertakes learning engages in developing a sequential relationship with the environment in at least three developmental modes:

1. What is taking place? One can tell that a client has selected an area of interest when s/he names it. Selecting, differentiating and patterning constitute the data gathering and examination mode.

Initially, the person engaged in processing information is clarifying a picture of some aspect of his world. This person intuitively asks: "What am I selecting as an area of interest? What questions do I have? What patterns do I see?" By answering these kind of questions, s/he gathers basic data, and begins to fill in the gaps in personal knowledge.

This first step is a linguistically intransitive approach to the nature of an area of concern. It may provide a description of a subject or its relation to another employing definitions, examples or comparisons. On another level it is comparable to the historical and descriptive studies which examine what has been or what currently is, such as case studies and survey research.

2. Why is it taking place? Comprehension develops when explanations are sought. In analyzing something, the client looks for cause-effect; the relation of data to assumptions about values, roles, themes, principles; and an evaluative frame of reference.

The human organism, secondly, adds meaning to what it sees by looking at the causes and effects, and by relating explicit data to less obvious facts and concepts. The individual asks, "Why did these things come about? How can I use these perceptions? What other ideas change the meaning of my initial observations?" The individual increases personal understanding by interrelating things. This person connects perceptions with personal values and experiences.

The orientation here is a transitive approach to the cause-effect relationship existing between a subject and its object. By means of analysis (or analytical/interpretative studies on another level) the person endeavors to identify the effect of environment on constraints and opportunities in some problem situation.

3. What would happen if...? Integration and output occur when principles are applied by testing and demonstration. A whole new set of skills or a creative new work may emerge as output from the learning project.

Thirdly, the human organism creates a new picture. By combining static patterns and dynamic relationships a new "structure" is built -- a new arrangement of facts and ideas. Hopefully, this new synthesis informs the person about what to do in the future; what could be done that was not obvious beforehand; how knowledge can be supplied in order to increase the effectiveness of some output response to the world. Thus such an individual asks: "What are my conclusions? What can I predict? What can I create?"

This linguistically subjunctive approach requires a synthesis of basic data and the assumptions about cause and effect in order to predict outcomes. Integrations of new knowledge and interpretations are formulated to influence change processes. Experimental research which systematically tests hypotheses is characteristic of this thinking mode on a more formal level.

These three steps may be taken to constitute a model of the way information is processed linguistically and thus behaviorally. As a second order model it is closely related to, and derived from the patterns in which any informative stimulus is processed by the human adaptive control organism. Based upon such carefully formulated derivations from the "absolute syntax" of thinking, the information processing professions of media, library and information science have not only built classification schemes but have also developed services around the general learning modalities:

Consultation wherein individuals are motivated toward self help by articulating and describing a context, analyzing and organizing situational components, as well as synthesizing and predicting results.

Retrieval access in short term mode whereby information is discovered in a group of related materials even though supportive data does not come from any single source.

Continuing experiences which devolve around the traditional educational responses of reading, viewing and listening as well as newer modes of real life involvement.

Mass communication as the articulation of community concerns and as the orchestration of the collective response to problems embedded in human entities.

Motivation research has had a checkered existence and it is impossible to follow up all of its ramifications. For the purposes of real life learning projects, motivation is considered to comprise observable patterns of response to environmental stimuli. These patterns are obviously overt to the individual and to those with whom s/he is involved. For practical purposes, the emphasis desirably shifts away from such covert motivators as the so called "hidden persuaders."

If people spend time learning, they usually do so because of some "environmental" influence:

Some people like being involved, i.e. the process itself is enjoyable.

Some people like to get results, i.e. they want to achieve a goal(s).

Some people like to acquire knowledge, i.e. they just want to know more about the subject.

If people terminate a learning project, they usually do so for one or all of three reasons:

They are satisfied (satiated) with the amount of knowledge or skills learned.

Their enthusiasm for the project has begun to wane or has evaporated.

Their new knowledge or skill has impressed or benefited all those they wanted to influence with it.

Table 1. Behaviors and Motivations

FOUR

PLANNING AND EXECUTING

Learning in real life is closely related to the environment out of which it grows in an organic and developmental manner. Humans learn to respond effectively to other people, objects and events around them by using selective perception and differentiation, forming patterns or concepts and seeing relationships, as well as organizing information into outcome competencies or products. In other words, the individual articulates perceptions, analyzes situations for opportunities and constraints, and maximizes desirable relationships with retrieved data in order to produce some outcome which enhances self-esteem or impacts favorably on the environment.

Several factors can be identified which facilitate independent learning, including engagement (arousal of interest), competence to deal with new information, the use of ideas to organize that information and to apply it to some concrete real life situation. In the process, new competencies are built by observing and receiving "instruction" from environmental imperatives; by making trial performances before adjusting to feedback; and by growing more flexible and independent. The patron reduces "random" activity and discovers the information and competence to plan an entire learning sequence. The choice of a particular resource seems to be based to a considerable extent on emotional or nonrational considerations, at least initially.

The planning and developing of sequential learning episodes can be a complex and difficult set of tasks. For in a new field, how can the individual know what resources are most useful? How can s/he predict the emotional blocks, the required skills and other problems that may arise later in the project? Only rarely will a self-learner sit down at the beginning of a project and in a single episode deliberately plan a detailed strategy for the entire effort. It is much more likely, as shown by survey research that the individual will get involved with a number of negotiations whose place in the proposed sequence may be initially only dimly perceived.

With ears cocked to a deeply felt motivation, the individual begins to articulate that need while keeping the environment under surveillance for possible leads. These leads become the sources from which planning help and information are sought in what only retrospectively can be seen as a sequential process. Thus, learning projects are essentially transactional in nature throughout a process which combines persuasion and problem solving.

On the basis of findings from survey research, it is possible to group the resources for planning and execution into four categories as well as a combination represented by the library as a latent learning system. However useful this grouping may be for the purpose of analysis, it should be remembered that in real life, continuing learners may be negotiating with one or all of these types one after another if not in some instances almost concurrently. In any event, these major transactional areas appear to constitute the whole cohort of resources to a patron involved in real life contexts.

(1) Self-Learners: In many instances, learners retain the major responsibility for day-to-day planning and decision making. A learner tries to detect specific errors in current knowledge, or specific weaknesses in current skill or style. This person studies her own particular needs and decides on the criteria to be used in selecting a particular resource. Such an individual also gathers information on the advantages, weaknesses, accessibility, level and suitability of certain resources or activities. The following statements are characteristic of independent self-planning:

Grabs books off the shelves of a bookstore or library and selects by publishing date, table of contents, index and in a rapid reading those titles which seem literate and substantive.

Rapid reads contents and uses footnotes for related references until the information begins to repeat itself.

Browses in newstands and then follows up at the card catalog in the library, then browses at shelves selecting on the basis of "maturity" and recency.

Keep my eyes and ears open while involved with television, newspaper articles or conversations; one book leads to another as I browse on the library shelves and take notes.

Recent pamphlets or magazine articles more up to date than books are coupled with sources among my friends who are more creative than library help.

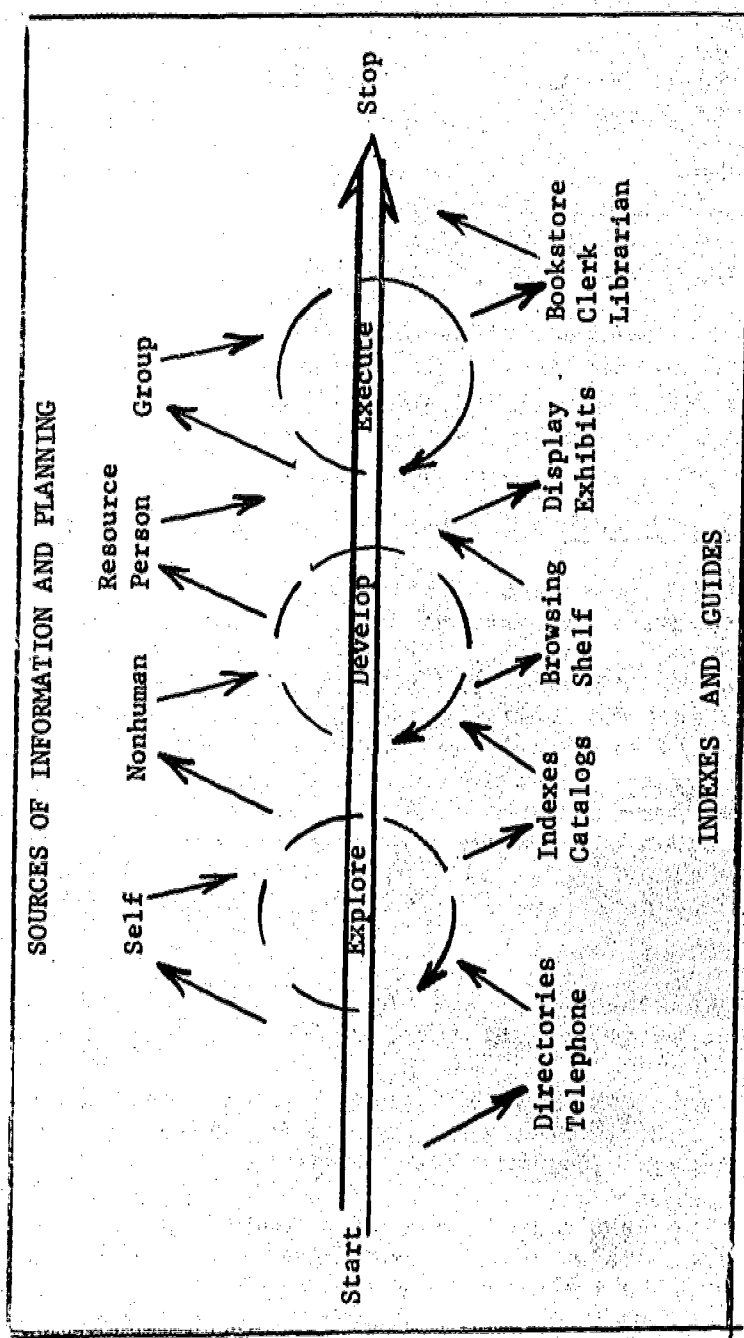


Figure 2. Independent Selfplanned Learning

(2) Non-Human Resources: On some occasions, much of the detailed direction regarding what to learn or do in each episode comes from some object or nonhuman resource. Recording, a series of television programs, a set of programmed instruction materials, a workbook or other printed materials can provide a blueprint for change. At other times, the learner may find a set of directions in one kit that will lead to other closely related episodes such as the following examples:

Unless one reads just for the sake of it, then not many books perhaps, 4 or 5, were used and supplemented by other sources.

Programmed text on how to run a meeting was bought with outlines for reading and discussion which suggested other books that my wife borrowed from the library.

Being retired I visit museums and bookstores and either pick up leaflets or write to many places for information.

Kit on how to install a fireplace was purchased and I wrote to the manufacturer for more information about heating conservation.

Nature walks help me to observe the environment and give me example of abuses to follow up on with readings and audiovisual materials.

Television program "Washington in Review" is a regular source of information and a guide to what to look for in magazines.

Bookstore is preferable to the library because it is easier to find recent material and when bought I can write in them or tear them apart and do not have to take them back.

Specialized magazines on Melville and Shakespeare give me all the information I need for our discussion group.

(3) Human Resources: The planning or deciding on details may come from another person who helps the learner in a one-to-one situation as a human resource who can provide guidance and advice. There is a need for this kind of helper to fill the gap between the individual's level of competence and the skills necessary to access appropriate resources. Learners may know the sort of person they need or the kind of knowledge such a person will have, but they are not often able to think of some particular individual who has the competence to help. They are clear about their needs, but cannot think of an acquaintance who will fit those requirements. As a result of trial and error, certain persons are discovered who seem to be able to supply the help that is needed:

Friend gave me a book which started me off before going to books and magazine articles; other friends helped me get information on nutrition and food.

IRS toll-free phone got me started and friends who knew of my interest recommended documents and articles.

Practical work of camping showed me what I had to know; my friends helped as well as magazine articles and books.

Ophthalmologist who tested my eyes suggested some readings to overcome embarrassment at wearing bifocals and then I tested it out among my friends.

Curator was a helpful resource when I talked to him during and after a visit to the museum.

Community resource people helped me to lay out and develop the topic before researching my ideas to see if they match knowledge.

County agent tested a soil sample and on the basis of results gave me several pamphlets to read.

People piggy-backing from one to another after I find one or two people in the phone yellow pages.

Specialists located in Who's Who in Science that I write or phone or on occasion visit them.

Neighbor next door is a gardening freak and put me onto newspaper articles, television programs and even books.

(4) Group Resources: Sometimes learners attend a group or conference. In this instance, the group (or its leader) may decide many of the activities and some varying amounts of subject matter from one session to the next. It should be noted that classroom courses for academic credit are eliminated from the scope of this type of survey research. The groups being considered here are less formal which means they are more of a resource, which suggests and guides, rather than holding the participant to a detailed syllabus. Informal group meetings can help the learner estimate the current level of personal knowledge or the progress being made in acquiring some skill as indicated by the following types of response:

Investment club requires group planning even though there is still a lot of individual follow through.

Animal care and welfare group plans out an outline program for the year which the program secretary follows.

Toastmasters makes it necessary for me to survey a lot of information to use while I am learning to speak on my feet.

Drama club responsibilities require me to dig up a lot of things and use them in producing a play.

Professional association meetings occur on a monthly basis, and the concerns are spelled out in related meeting agendas.

Course at the Recreation Department helped me to learn to play and develop tennis playing as well as in selecting the proper equipment.

The help-seeking process is not always rational and straightforward in a logically programmed manner. Sometimes the learner takes a certain step without thinking it through. Often a learner receives unexpected help from some resource. He may seek one kind of help and obtain several others in addition. Sometimes he does not even seek the resource in the first place; he may happen to notice a book in the browsing collection, or may bump into some relevant person. As soon as he sees the resource and particularly when he becomes familiar with it, he may realize that it can help.

5. Service Patterns as Learning System: One of the purposes of this study was to determine whether people using library resources, learned in the same way as do others identified by previous survey research. It has been found that independent learners who use libraries do their self-planned learning in similarly pronounced patterns as do other independent learners. So strong are these learning elements and patterns that they carry over in the patron's expectations for library use. Indeed, there appears to be a curious mixture of attraction to the library as well as a dissatisfaction with its resources.

The resources of the library as a learning center are apparently only partially being exploited. Independent self-planners do not rely totally on any one resource such as lectures or a programmed text. Rather they use a variety of sources. While several may have described the library as being helpful, no one gave the impression that the library actually led them into new heights of

learning -- perhaps through browsing, certainly not through the helping role of the librarian. The following statements may be more suggestive of what the librarian could do than what is actually being done:

Card catalog helps me locate information by and about author's books; then I look up news and reviews and sometimes buy books without worrying about return.

Branch books were all read easily and then I had to go downtown to the business branch for more.

Librarian is questioned about the indexes and good books on the topic; catalog is a last resource.

Card catalog gives a set of similar numbers for me to use in browsing every lunch hour; then the table of contents and the index help me decide what to read.

Browsing in the cookbook section gives me some good ideas which I follow-up in natural food catalogs and magazine indexes to make my ideas more specific.

Depend on the librarian's recommendations for about a dozen books; then I used some government documents, newspaper clippings and the picture file.

Librarian took two books from the closed shelf which thrilled me; never used catalog, but librarian ordered some books from central.

Not conscious of planning, but I walked into the library and followed my nose to get an overview through the browsing areas, periodical indexes and the encyclopedias for background.

Librarian taught me how to use the reference sources and the bibliographies which lead to other sources.

Never use the card catalog; the librarian always gets the material for me even though you have to bring the books back before I completed the hobby project.

Use the children's section for a quick general knowledge about a new subject; then I browse on the shelves and eventually ask a librarian.

Card catalog is of no use; only the librarian can point out the real areas such as the reference books for quick answers.

Spend every Saturday morning; my ideas lie dormant until I go browsing at the library to activate them.

Library is right across the street from my home where I get into discussions with other regular users and follow up by reviewing the shelves and the new magazines.

Librarians are apparently perceived, based on reported use patterns, as being helpful when one needs to unlock the "secrets" of indexes, card catalog or shelf location. None of the persons interviewed reported ever using or even thinking of having librarians help them think out (i.e. describe, analyze and diagnose) their need for information. Perhaps librarians can give this kind of help; patrons at least do not perceive them as having this capacity.

Those who use libraries extensively may not surprisingly turn out to be the methodical plodders. Several respondents indicated that the library could be used as a place for serious research, but not as an idea center or environmental stimulus for the creative planning of learning projects. All respondents had used the library although perhaps not as often as the recruiting libraries may have thought. Their expectations for it were very low -- to find an interested librarian who seems to care would to many be the height of service expected. In most cases the library was only one source in a continuum of sources used; and in several others the library was of no help or very little help for a particular learning project.

Since those interviewed were selected because they are library patrons, it might well cause one to wonder what the expectations of the man-on-the-street would be of library service. The pattern of how the library was used seemed to be that whenever possible, the respondents preferred to find their own material. Whether this was because of a need to be independent or because of the formidable nature of the librarian was not easily ascertained. As one interviewer noted: "People are extraordinarily patient with the library, delighted when it does produce something; not surprised at all when it doesn't."

FIVE

PROFESSIONAL RECOMMENDATIONS

Since the respondents in this report were all library users, it may be that their self-independence was in part a product of that library use. The library has traditionally been whatever the patron wants to make of it, if indeed that individual bothers to use it at all. The respondents in this study did not consider themselves limited to any one particular source. In other words, they saw themselves as self-learners employing whatever resources and methods seemed to be necessary in the dynamics of a developing learning project. However, in the face of all of the decisions required, one may well wonder why any individual continues to pursue recurrent self education.

In some instances, respondents initially seemed to be little better in ability than children and youth in identifying and in following up on a topic in a directly planned and organized manner. In other words, there was a considerable period of what seemed like random motion until they had "made up their minds." Making up one's mind apparently is in deciding how a felt need is relevant enough to spend time on it. Instead of being random, it is a process of successive approximations by means of which the individual becomes more formally aware of what s/he is doing.

Systems Level Professional Response: The imperative for developing a learning project grows out of the transactional nature of the situation and the fact that satisfaction is but a transitional state for any adaptive control organism. The individual is "compelled" to activity both by his needs and his interests: he is motivated to participate and to continue by his nature as a psychological organism. On the basis of the findings of survey research listed on various pages of this report, it is possible to sketch in only a few recommendations which may be considered by professional media, library and information science:

Place staff inservice training in a framework of continuing education aimed at developing librarians who are themselves at least as "expert" in self-planned learning as the patrons they serve.

Promote a behavioral approach to (adult) learning by including an interviewing practicum in staff inservice training programs .

Re-examine the traditional methods of "training laymen in library use," or conforming patrons to classified knowledge, in relation to a learning "psychology" of independent study.

Develop and focus public relations on the librarian as a learning consultant in order to realize more effectively the profession's traditional philosophy of service to individuals.

Identify all community resources for information and learning, and organize access to them around behavioral principles such that the transition to subject classified resource does not appear so formidable to the average person.

Revamp library architecture so as to ease and thus enrich the entry transition from the outside to the inside world with more environmentally concrete referents such as nonverbal and audiovisual messages.

Expand administrative and supervisory liaison such that policy matters articulate the emerging sociocultural expectations of all citizens rather than the flow diagrams and PERT charts based on traditional "standards" and institutional status.

Recommendations such as these are scarcely uniquely original; they have been made on a number of occasions. Regardless of how much they may be needed, they will not be implemented until the role of the professional person is based on the "psychology" of the individual patron. Unfortunately, it has been difficult to define the literature of psychology in terms which are operationally acceptable to practicing librarians. Now, however, this overt behavioral approach to self-planned learning offers a unique opportunity for the profession to develop a helping relationship based in the innate learning processes of the individual.

Episodic Professional Response: In the context of a role as counselor consultant, librarians could help the patron to consider the every day situation from which the personal concern or interest emerged. These interests or concerns could be examined for immediate antecedents and possible consequences in order to identify the constraints to be overcome and the opportunities to be realized. In so doing, the librarian would operate on two levels of needed interpersonal encounter: one to solve the immediate need of the patron for congruence between his visceral state and an informed state; and the larger goal to develop a total personality as outlined in the communicative aims of the agency, as well as in the communications profession as a whole.

Activating recall and conception or symbolization is probably the most helpful and the least controlling method that the learning consultant can employ with a patron. The method consists of stimulating a patron to recall perceptions already possessed and which are relevant to the problem under discussion, and to think about those perceptions and what they mean to his value system and cognitive map. The professional consultant can respond employing the following steps which are reciprocal to the behavioral cycle aroused when the stimulus conditions impinge on the client:

Arouse and sustain attention by eliciting a description from the patron of the context of his problems.

Insure recall of previously acquired knowledge by identifying and analyzing constraints and opportunities in his problem context.

Guide learning and conceptual development by relating opportunity cues to audiovisual and verbal materials.

Provide feedback on the patron's developing ideas by negotiating one or more retrieval strategies.

Encourage changes in the patron's behavior through the application of newly acquired information relevant to his problem and its context.

Assess outcomes of changed behavior through some form of measurement and evaluation.

The only way to know, understand and service the patron is through the conversational mode in what is known as the developmental interview. Since talk is the very basis of the interview,

the librarian should deliberately see to it that the patron does most of the talking and most of the deciding of what will be talked about. Genuine listening is hard work and requires that the librarian be alert to all the verbal and nonverbal cues which occur in the cooperative endeavor of making conversational "sense."

Interviewing involves the hearing of the way things are being said, the tones used, the expressions and gestures employed. The following tracking behaviors may help the librarian think about the components in the behavioral cycle as he responds to the patron in a professional manner:

Encourage the patron to articulate his own concern and listen for a considerable period of time without commenting.

Usually wait during silences for the patron to respond; do not interrupt, or overtalk or rush the pace of the interview.

Remain alert to problems or difficulties other than the ones mentioned by the patron; follow abrupt shifts in topic and tie these into a common theme.

Respond with an economy of words; ask clear and relevant questions without resorting to a catalog of "standard" ones.

Use a wide variety of leads to help the patron talk about his situation; phrase questions in an openended manner.

Where pertinent, restate content of patrons statements, and endeavor to reflect feelings of the patron; making summaries or interpretations of patron statements in tentative ways which invite patron feedback.

The dynamics of interviewing is a form of content analysis and consists of a succession of hypotheses as to what is taking place in the cognitive and affective domains of the patron. As nonverbal and verbal changes appear to occur, inferences are made by the librarian in an effort to make his response more pertinent and significant to the illformed expressions of the patron of his own needs and interests.

The resource files may have to be addressed with all of the formality required by the indexing and classification schemes, but the "document" drops have to be content analyzed from the client viewpoint:

Is there evidence in the material combinations that client interest and need to know can be engendered by that representation of the content in the relevant primary message system?

Is there evidence in the material combination that the environmental context of the client or one of similar impact includes the relevant transactional areas?

Is there evidence that contextual opportunities and constraints similar to those of the client are expressed in terms of what others have thought and done which can be realistically modeled by the client?

The use of content analysis for client purposes requires a re-orientation of the professional person from a preoccupation with authors and their communications to a primary and almost exclusive concern for the evidence of client concerns and interests, if any, in the resource under consideration for use. Unfortunately, the patron is all too often stopped short in his transactional problem-solving approach because of the librarian's orientation to subject knowledge. On the basis of findings from survey research, the information or materials required are all too often just "dumped on his lap," as it were, rather than being introduced step by step as the patron goes through a real cycle of behavior.

Sequential Professional Response: A learning project may develop around an almost unlimited number of concerns or interests and any combination of them. Despite the vast array of content which has the possibility of being absorbing to anyone, individuals tend to sustain any approach to the environment in patterns of negotiation. Negotiation may occur in episodic response to any situation where the stimuli are strong enough; but it is sustained in those areas which have a more pervasive influence over the individual. Sequential response is facilitated by employing the following three modes:

Select a topic: Articulate an area of interest and its referant transactional contexts; describe and clarify it through differentiating it from other areas and specifying its relevant subparts such as opportunities and constraints.

Select a topic: Describing and naming an area of interest or concern separates it from other related processes and content. Thus the learner can concentrate energy, exercise choice and screen out other lines of inquiry that would fragment his energy. This may initially be a process of free association which identifies the components that at a later point can be organized into patterns of behavior.

Listing subparts of an area helps to generate a range of more specific alternatives without having to synthesize an entire statement of a problem. This differentiation among areas serves to sharpen the focus. By asking a learner to clarify points of meaning, the consultant asks him to try out his defining and describing skills, working from general levels to more and more varied and specific ones.

What may otherwise remain a static interest can be made dynamic by transforming the subareas into specific tasks, issues and possibly questions. Questions are also curiosity-provokers. Issues create suspense particularly if they are perceived as controversial by the learner. Which side will win, or which system is better? Issues and questions which challenge the imagination are more likely to sustain interest than a rather vague intent to "study something" or to "gain experience." They clearly imply a blueprint for involvement.

Organize a Topic: Group the articulated and analyzed parts into relational patterns and integrate a goal statement; translate the patterns into "engagers" (questions, issues, tasks) such as goal-oriented statements that clearly imply a beginning point, a sense of direction, and an end.

Organize a Topic: The listing of subareas can be a lengthy process, just as the reporting of observations or experiences by a writer in a journal or a book can be an exhausting data-collecting exercise. Organizing lists of data according to common elements or major themes can make many details more manageable. One way of doing this in an operational manner consistent with the transactional negotiations of real life is to group subparts under four headings: (1) the nature of the concern, (2) the effects of environment on the concern, (3) the effects of social attitudes on, and (4) conclusions about what should be done, by the individual and others who may have to be persuaded to become involved.

This conceptual scheme suggests creative endeavors which can represent the most challenging mode of learning. This model implies that some knowledge of "what others have done" and "how new ideas can be related to traditional practices" be integrated as foundations for creativity. Plans can be expanded to include varied but complementary activities, according to the imagination and inclination of learner and consultant, and according to how much previous experience the individual has had.

Evaluate and Complete a Topic: Make decisions and conduct activities to achieve specific goals; compare and contrast (i.e. test) goals with activities to determine level of performances as well as personal and peer group satisfaction.

Evaluate and Complete a Topic: It is important to differentiate between the product of synthesis; and the process of synthesizing or examination. The substance of this mode is the seeing and developing of a new picture. It differs from the clarification of static realities (naming and describing what "is") and from making dynamic connections (explaining "why"). When a learner is synthesizing, he is involved in a process of reorganizing, integrating, concluding and predicting. It is a creative development and the results may be new to him. He looks at his observations or data, analyses relationships, and says "So what?" What is the conclusion? What can I predict?

SIX

INTERVIEW PROCESS

To most respondents, the term "learning project" seemed to be much too formal to describe the continual information gathering and digesting which they enjoyed doing naturally. All respondents apparently have a natural enthusiasm in talking about their efforts to learn. They are pleased when professional people are willing to listen to their developing plans and the problems encountered in undertaking a project which gives them considerable satisfaction. Obviously the anticipated impression made on others cannot be ignored as a strong component in the decision to pursue self-planned learning.

On the basis of the reactions of the interviewers, it would appear that the interviewing process could be for librarians an adjunct at least, if not a major component in the inservice training for client services. It would give them a hands-on experience in how real people actually learn, not how the theoreticians say they do. It would also help them to reconceptualize more concretely the subject categories with which they are constantly involved, and overcome an occupational hazard -- the failure either to identify or to become immersed in the referent base of the subject concepts rooted in their classification and indexing schemes.

After the interviews were complete and all of the data had been collected, the principal investigator held a conference with each of the interviewers. They had been carefully trained in both the process of interviewing and in the purposes and design of the study. Therefore, it was thought that they would have some points of significance to contribute. The following may serve as examples of this reflection:

Learners' projects seem very practical. They want to build something, or raise kids, or play some sport. At first

they seem defensive about their planning. They do it in some way or another, but they have a hard time saying what all the steps are.

While all the subjects are independent learners per se, many of my interviewees relied heavily on expert advice with very structured material. My guess would be about 30% were structured as opposed to 55% non-structured with the remaining subjects alternating or taking advantage of both structured and non-structured materials.

Of the interviews I conducted it seemed that people who undertake learning projects are largely self-motivated. They may be introduced to the skill or subject by a friend. But it is doubtful that the friend talked them into getting involved. Most adult learners seemed to have a problem with time; that is they lead busy lives and seem to thrive on periods of relative inactivity when they tend to pile up a new interest.

Most people interviewed seemed to be self planners -- that is they did not rely totally on lectures or a programmed text. Rather they used a variety of sources. While several described the library as being very helpful, no one gave the impression that the library actually led them into new heights of learning -- unless through browsing, certainly not through the helping role. Apparently there is little awareness of the episodic nature of learning projects on the part of librarians, and a cynic might say that it will require a good deal of re-education of existing staff as well as a new approach to teaching adult service in library schools to effectively incorporate the client's approach.

Interviewing was a revelation to me. I think I got a whole new perspective on how people learn by themselves. People have so many sides when you get them talking about what they like to do. The word "learning project" sounded scary to most of them until they began to talk about it in their own way.

In some cases, the learning project is primarily associated with problem solving (i.e. purchased dog; need to train). Very few of the people I talked with saw their interest as pure "escape." Even the escapist could usually relate the project to some life long interest, e.g. "My interest in Sherlock Holmes has improved my knowledge of late 19th century England."

I did not find anyone who had not started out with one goal in mind and later revised, modified the goal -- although certainly many wished that more information were available on certain subjects. Again people are extraordinarily patient with the library, delighted when it does produce something; not surprised at all when it doesn't.

Why can't we interview people who don't use libraries. This kind of interviewing could help us give better service to people. When we really get into people's learning, its not just a list of activities. They really do think about how to get what they want.

The "quick learner" should not be disregarded; he may be fast, but not superficial. I suspect there are many and, in fact, would go so far as to say that those who do use libraries in depth may tend to be methodical plodders. My interviews certainly showed that the library was seen as a place for serious research, but not as an idea center or stimulus for creative planning of learning projects.

Real closeness developed in the interview and they shared something like an adventure. I really see how people need some help, any kind of help that doesn't turn them off. Most people have a thing about the librarian, almost like a love-hate for her sitting back there behind the desk like a sphinx.

Most interviewees had used the library. Their expectations for it were very low. For many, any interested librarian who seemed to care would be the height of service expected. In most cases the library was only one source in a continuum of sources used, and in many cases the library was of no help or very little help for a particular learning project.

The pattern of library use seemed to be that whenever possible, patrons preferred to find their own material whether this is because of a need to be independent or because of the formidable nature of the librarian was not easily ascertained. I suspect a little of both. Many patrons find the card catalog difficult to use -- particularly difficult when 2 systems (Dewey and LC) are employed at once.

From these interviews, the interviewers seemed to develop a new perspective on human learning behavior. Instead of seeing it as teacher-oriented situations, they observed that in a self-planned project the learner does it -- setting objectives, deciding on or choosing resources, finding resources, evaluating progress and dealing with problems that come up. Obviously, no real life learning

project is ever as neat as these few words may seem to imply. Yet in the process, the interviewers did appear to develop a certain tolerance and even patience in listening with a "third ear" to what the respondent really wanted to say.

The interviewers also developed some sophistication in internalizing the interview schedule and thus increasing their flexibility in the interview itself. The combination of pretest interview and comparison of written report with the audiotape record proved to be an effective method of training. What started as a methodological procedure turned out to be a demonstration of the value of a mini-practicum for training purposes. It was only after the interviews were completed that the interviewers recognized this development of their personal competencies.

Librarians may initially be resistant to the counseling interview approach to professional service. But, there are emerging community imperatives to which traditional service cannot respond. The present study is a functional extension of a great deal of survey research; and the process of internalization of the method through a mini-practicum could be a desirable form of inservice training. Once rapport has been established with respondents and the learning project fairly well identified, the librarian interviewer might want to ask some other questions. How has this library been helpful to you? Suppose there was an ideal librarian, how could s/he have helped you?

The most important thing to do is to help people choose the things needed for learning; help them with what to learn and with how. All too often librarians have fallen into the same trap as educators. Instead of facilitating the actual learning itself, educators run courses. They do not help participants with the planning, they do all the planning. Librarians have been the same. They say, "Here are the materials you can use in learning; come and get them!"

Eventually the role of learning consultant may become more widely acceptable among librarians. Broader based consultants will help people sort out and plan their learning projects. Probably they will start with a modified form of the survey questionnaire we have been taking about and develop a helping "conversation" around other points which remain embedded in the instrument. The helping professional will look at patterns, identify the gaps, and facilitate the learning that emerges.

The final interview schedule may appear to be a rather brief and simple instrument. But it was designed this way as a communication device, and after the interviewers had been trained and led through the process which cumulated in this final schedule. Anything more complicated could have hampered the interviewers and certainly would

have confused the respondents. In fact the interviewers were instructed to keep a very simple structure in mind, (though sophisticated in its implications), should the appearance of the interview instrument seem to inhibit the respondent: 1) Why did you get started? 2) What helped you develop the project? 3) How did you know when to stop?

INTERVIEW GUIDE

We are interested in listing the things you have tried to learn during the past year. Perhaps you have tried to get some information or knowledge, or tried to gain new skills and improve old ones, or tried to increase your sensitivity and understanding of people.

Can you think of any efforts like this that you have made during the past 12 months? Can you recall any time that you tried to learn something by reading a book, pamphlet, brochure? When you read newspapers or magazines, do you read certain topics or sections because you want to remember the content?

Have you tried to learn anything from material from a library? From workbooks or programmed instruction? From an encyclopedia or other reference work? Have you learned anything from documentaries or courses on television? From TV news or some other TV programs? From radio? In a theatre?

Have there been any topics or areas that you have tried to learn about from your friends or other people? Have you tried to learn from conversations? Or from asking questions? From a neighbor? From a bartender? From a barber?

Have you learned anything at all from a medical doctor? From a lawyer? From a financial or tax adviser? From a social worker? From a coach? From a private teacher? From a specialist or expert?

WHAT LED YOU TO GET STARTED?

Now I want to find out a bit more about your efforts to learn. Let's begin with one of your recent learning projects? What made you want to take up that topic?

How many hours did you spend at your actual efforts to learn this (knowledge or skill)? Of all the time spent learning, how many hours did you spend at planning and preparing for that learning?

HOW DID YOU DO THE LEARNING?

How did you go about learning this _____ (subject or skill)? What did you do . . . ?

Please include all the steps that you spent in deciding about the learning, planning the learning , and preparing and arranging for it.

This can include such questions as: deciding whether to proceed with the learning --- deciding what to learn --- deciding how to learn --- deciding where to get help --- seeking advice about these decisions (from other people or from printed materials) --- traveling to some learning activities, such as a meeting or practice session or library --- arranging appropriate conditions for learning --- obtaining that book or reaching that person.

Have you used library resources? How have such resources been useful?

1. On many occasions, learners retain the major responsibility for day-to-day planning and decision-making. How did you decide just what detailed subject matter to learn next, and what activities and resources to use next?

What steps did you take in doing so? Literature search? Card catalog? Follow up?

2. On other occasions, much of the detailed direction regarding what to learn or do in each episode comes from some object (a nonhuman resource). How did you use, say recordings, a series of television programs, a set of programmed instruction materials, a workbook or other printed materials, a language lab? Perhaps browsing on library shelves? Indexes and reference books?

Did you follow such a program or materials? Did they tell you what to do next? What else did you do? Follow up?

3. At times, the planning or deciding on details may come from one other person who helps the learner in a one-to-one situation (a human resource). How did you get advice from other people? What did the librarian do in helping you?

What else did you do? Follow up?

4. Sometimes learners may attend a group or conference. How did you let the group (or its leader) decide the activities and detailed subject matter from one session to the next?

What else did you do? Follow up?

HOW DID YOU KNOW WHEN TO STOP?

Which of the following answers describes your learning project as this time:

(_____) NOT VERY ACTIVE --- that is, you have dropped it or completed it, or you have set it aside for a while (or are you spending much less time at it now than you were before);

(_____) DEFINITELY ACTIVE -- that is, are you definitely continuing this learning effort right now? Are you spending about as much time as ever at it?

1. Please think for a moment about how much knowledge, information, and understanding you gained as a result of this one learning project -- or think about how much your skills and habits improved -- or how much your attitudes or sensitivity changed. Would you say that altogether:

(_____) you learned a large amount or changed a great deal;

(_____) you were about halfway between (A) and (C); or

(_____) you just changed or learned a little.

2. How enthusiastic have you been about having this knowledge and skill?

(_____) very enthusiastic;

(_____) quite enthusiastic or fairly enthusiastic;

(_____) not especially enthusiastic

3. Let's set aside your own benefits for a moment, and look at any benefits for other people. Your new knowledge and skill might have been of some benefit to your family, your friends and relatives, your boss, your company or organization, your field, or even to people who live in other places.

To what extent did the knowledge and skill you gained provide some benefit to people other than yourself?

() to a fairly large extent;

() medium (about halfway)

() only to a small extent

SEVEN

METHODOLOGICAL NOTES

The study upon which this report is partly based was designed to investigate the behavior and motives of independent self-learners in the planning and designing of their own individual learning projects. Reader services librarians in the central city and adjacent suburbs were asked to identify individuals who fit the definition of a continuing self-learner, namely an individual who uses library resources to plan and carry out an independent project. Such a project is a sequential learning experience on a topic chosen by the learner who may or may not be directly assisted by a librarian in using library and/or other resources.

The focus of this study was upon the independent self-learner, and on the librarian only to the extent that the self-learner perceived librarian-assistance to be useful. Although the nature of the study precluded any formal sampling procedure, the librarians were asked to make an effort to secure as diverse a group of cases as possible. Each selected independent learner was interviewed in depth about one or more independent learning projects undertaken in the past 9-12 months. The most recently completed project received the major emphasis in the interview. As a definition for the purpose of the study, planned and sustained attention to one topic was taken to include seven hours spread over three days as the minimum for a learning project.

A briefing sheet was prepared in cooperation with the librarians as the basis for initial contact with library clients; and additional orientation was provided on an individual basis. The cooperation of the patron was obtained to serve as a respondent to be interviewed. Respondents were contacted by the interviewers and arrangements made to schedule the interview. The interviews were conducted in a private setting, minimizing interruptions, and where portable recording equipment could be employed. While the length of the interviews varied, the typical interview averaged about one hour in length.

Brief protocol materials were distributed ahead of time to the subjects in order to articulate the idea of continuing education through use of library sources which included both staff and materials. A briefing sheet described in a general manner the way in which the interview was to be conducted and indicated the general nature of the questions that would be asked. This first statement was sent in advance to those who agreed to be interviewed. These items thereby served as devices to avoid or reduce tension, to diminish explanations at the interview itself, and to stimulate the respondents to think about the subject on which they were being interviewed.

An interview instrument was developed and tested in a pilot sample of the continuing self-learners. The instrument was examined for clarity and comprehensiveness by specialists in instrument construction and in continuing education. Instrument development occurred in three phases: a listing of the components within categories as abstracted from the literature of research findings about independent learning projects; the transformation of research findings into data and pattern-gathering items; the interview guide as it appears in section six of this report.

With structural outline in mind, the interviewers were surprisingly flexible in helping the respondent describe the patterns and details of the individual learning project. By coupling these considerations with an understanding of the framework out of which it was developed, the interviewers were able to organize their notes taken in the interview. Since about one-half of the interviews were audiotaped, the investigator had a solid base upon which to compare subsequent reports with actual interviews.

The research advisory committee recommended that more than the two interviewers be employed which had been planned for in the original proposal. Given thorough orientation and training, the reports of several interviewers were considered to be more likely to include all the elements required by the survey. It was considered likely that in this way more information would be obtained suggestive of additional hypotheses not considered at the initiation of the survey.

In order to ensure comparable results, the interviewers were not only trained to administer the instrument but also involved in the process of developing it. In addition to the training sessions, pilot interviews were conducted and recorded verbatim on audiotape and in summary narrative format by the interviewer. The narrative report was compared by the project investigator with the audio record as a check on the summary report. Since each of the interviewers was involved in this stated training experience, the final reports of each survey interview were considered highly reliable as data reporting devices.

The 128 interviews upon which this study is partially based were in most instances conducted in the library service outlet nearest the respondents home. A few were held in the subjects home. Some others were

scheduled in offices of the Graduate School of Library and Information Sciences, University of Pittsburgh, particularly with respondents who used the Bookmobile and some of those from the suburbs around Pittsburgh but well within Allegheny County.

The interview setting was as relaxed as possible. The average interview was about an hour, although the range was from twenty-five minutes to one and a quarter hours. A brief preliminary conversation was held to establish rapport and to answer any questions which may have emerged since the initial telephone call scheduling the interview. The subject was encouraged to talk freely while the interviewer saw to it that the "agenda" or points in the research schedule were dealt with.

Interviewers were encouraged to take brief notes during the interview not only to insure accuracy of report writing but also as a communication device to assure the respondent that the interviewer was carefully following her/his learning project. In as many instances as permitted by respondents, the entire interview was audio recorded to provide the indepth data base required by this study.

A brief informal conversation often took place after each interview drew naturally to a close in order to determine whether there might be something else of interest to be added to the interview. A note was made of those who wished to have a summary version of the report on the project. Finally, after the respondent departed, the interviewer reviewed the notes taken during the interview.

In preparing for an indepth analysis of the patterns of independent learning projects, the principal investigator read the report of each interview. Initially, an effort was made to resist comparisons as attention was focused on the report from each individual respondent. All the cases were then read again with the themes for analysis in mind. In general, the themes corresponded to the questions of the interview schedule. Depending on response, some questions could be combined into a single theme and others were rearranged or discarded as unproductive for that particular interview.

As each case was analyzed, relevant items concerning each theme were recorded from wherever they might appear in the interview. Direct statements from the interviewer's report were used to illustrate the range of elements in each theme. Since the general purpose of this study was to determine whether librarian clients develop independent learning in the same way as other people, it should be noted that all of the themes except one are comparable to the categories employed in other surveys. The final one however dealt with the usefulness of library resources and may be considered as the singular contribution of this study.

Allegheny County Library Service Outlets
Nearest to Respondent Residence

Allegheny Regional Library	Lawrenceville Branch (CLP)
Beechview Branch (CLP)	Monroeville Public Library
Bethel Park Public Library	Mt. Lebanon Public Library
Bookmobile Route (CLP)	Mt. Washington Branch (CLP)
Brookline Branch (CLP)	Northland Public Library
Business (Downtown) Branch (CLP)	Penn Hills Library
Carnegie Free Library McKeesport	Pleasant Hills Library
Carrick Branch (CLP)	Sewickley Public Library
Central Departments & Services (CLP)	Sheridan Branch (CLP)
Clairton Public Library	South Side Branch (CLP)
Community Library of Castle Shannon	Squirrel Hill Branch (CLP)
East Liberty Branch (CLP)	Upper St. Clair Township Library
Hazelwood Branch (CLP)	West End Branch (CLP)
Homewood Branch (CLP)	Woods Run Branch (CLP)
Knoxville Branch (CLP)	Wylie Avenue Branch (CLP)
	(CLP: Carnegie Library of Pittsburgh)



In conclusion, the study was an indepth investigation of how individuals go about planning an independent learning project and using resources to conduct that project to completion. As a precedent in library/information science research, the study has made a start on a line of investigation proposed several years ago (Asheim 1957) but not until now given serious attention by the profession: how does the individual learn? And, how are library resources employed in self-learning patterns?

Suggested Readings

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