DOCUMENT RESUME

ED 094 681 IR 000 786

TITLE	The Role of Public Libraries in Supporting Adult Independent Learning: An Interim Assessment.
INSTITUTION	College Entrance Examination Board, New York, N.Y. Office of Library Independent Study and Guidance Projects.
PUB DATE	Jun 74
NOTE	154p.; For related document see IR 000 787
AVAILABLE FROM	College Entrance Examination Board, 888 Seventh Avenue, New York, N.Y. 10019
EDRS PRICE	MF-$0.75 HC-$7.80 PLUS POSTAGE
DESCRIPTORS	*External Degree Programs; *Independent Study; *Library Extension; Library Planning; *Library Programs; *Library Services; Library Surveys; National Programs; Study Guides
IDENTIFIERS	CLEP; *College Level Examination Program

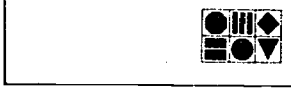
ABSTRACT

The College Level Examination Program (CLEP) is a credit by examination program offered by the College Entrance Examination Board (CEEB) as an alternative to formal college education for independent learners. In 1970 the CEEB began to work with public libraries in providing help to the independent learner who wished to participate in the CLEP program, and later expanded the program to other adults. The CEEB, the Council on Library Resources, the National Endowment for the Humanities, and the U.S. Office of Education are jointly funding the Office of Library Independent Study Projects (OLISP) of the CEEB. A pilot program of service to independent learners was implemented in a few libraries. Then 800 libraries and 1037 librarians were surveyed to find participants for the full scale program. With the help of seminars, workshops, and guidance from OLISP, the participating libraries have developed their adult independent learning programs, and will implement them after some further planning and testing. Appendixes include sample study guides and reading lists, library and librarian survey forms, and sample plans of participating libraries. (LS)

ED 094681

The Role of Public Libraries in Supporting Adult Independent Learning

An Interim Assessment



THE OFFICE OF LIBRARY INDEPENDENT STUDY AND GUIDANCE PROJECTS

982 000 786

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

ERIC

ED 094681

THE ROLE OF PUBLIC LIBRARIES IN SUPPORTING ADULT INDEPENDENT LEARNING: AN INTERIM ASSESSMENT

A Report of the
Office of Library Independent Study and Guidance Projects
College Entrance Examination Board
888 Seventh Avenue
New York, New York 10019

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

June 1974

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

College Entrance Examination Board

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

Copyright © 1974 by College Entrance Examination Board.

All rights reserved.

Printed in the United States of America.

ACKNOWLEDGMENTS

The design of a desired future is a risk-taking process. Decision makers and funding agencies that support untested concepts which promise the likelihood of favorable future outcomes expose their wisdom to public scrutiny and judgment. Planners and managers of this desired state are likewise challenged to be inventive and tolerant of a high degree of ambiguity in their work, and yet be publicly accountable for their results. The project staff, therefore, appreciates and acknowledges the contributions of the many individuals, agencies, and library systems that have lent their support and their resources to new concepts of service for the adult independent learner.

We acknowledge the leadership of the Council on Library Resources for providing the financial assistance and moving force required to successfully fund the project. The generous financial support of the National Endowment for the Humanities and the Division of Library Programs, U.S. Office of Education is also acknowledged.

Our special appreciation is extended to the management of the library systems that have pioneered in the development of the national effort, to the members of their Planning and Evaluation Task Forces who have worked hard in translating the sense of an idea into an operational set of services and to the librarians of these systems that have assisted and participated in the training workshops.

We are also very grateful to members of the National Faculty of the project whose various specialized skills and numerous talents contributed so much to the conceptualization and development of the national program.

Jose Orlando Toro, Director
Office of Library Independent Study
and Guidance Projects
College Entrance Examination Board

PREFACE

This report describes the historical development of a project aimed at involving public libraries in the design and implementation of individually tailored support services for adults engaged in or planning to engage in independent learning projects. During the first year, 1970-1971, the College Level Examination Program of the College Entrance Examination Board worked with three public library systems. The focus of this effort was the advertisement and distribution to the local community by the public library of informational materials characterizing the College Level Examination Program (CLEP) and the provision of follow-up information support services to adults interested in studying for one or more of the examinations. CLEP is a credit by examination program which is available to all independent learners and which is recognized by a large number of colleges and universities in the United States. In 1971, a more intensive program was initiated in a fourth public library. The primary objective of this effort was to examine more closely the educational planning needs of the independent learner preparing for a CLEP examination and the role of the public library in supporting those needs. This portion of the program was jointly sponsored over a two-year period by the Council on Library Resources, the National Endownment for the Humanities and the College Entrance Examination Board.

As the program began to expand and as each participating library system began to develop its own unique style of operation and problem solving, a need for some coordinating body at the national level was recognized. In July of 1972 the Office of Library Independent Study Projects was established for a three-year period as part of the College Entrance Examination Board to provide coordination for participating libraries. The work of this office was to involve encouraging additional library systems to participate, and to provide

participating libraries with guidance in system planning, staff training, advertisement of services and implementation of system plans. At this point, the target audience for the program was expanded beyond the CLEP group to include all adults learning independently of a formal education structure.

During the first year of Office operation an Advisory Council was formed. This council is made up of individuals with a concern for the development of learning communities. Council membership is composed of librarians, academicians, and business representatives.

The office is being jointly funded by the Council on Library Resources, the National Endowment for the Humanities, the Office of Education, Division of Library Programs and the College Entrance Examination Board.

TABLE OF CONTENTS

Section		Page
I.	INTRODUCTION	1
	A. Problem Statement	1
	B. Program Concept	2
	C. Program Overview	5
II.	PILOT TEST OF PROGRAM CONCEPT	11
	A. Pilot Operation	11
	1. Advertisement of CLEP Support Program	12
	2. Distribution of Materials on CLEP	12
	3. Information Support and Study Planning	13
	B. Pilot Test Results	14
	C. Discussion and Summary	17
III.	INITIAL STAGE IN THE DEVELOPMENT OF THE NATIONAL PROGRAM	19
	A. Problem Analysis	20
	B. Selection of Program Participants	28
	C. Seminars to Define Goals and Identify Services	30
	1. The National Goals Seminar	31
	2. The Model Development Seminar	34
	3. The New York State Seminar	35
IV.	PROGRAM DEVELOPMENT WITHIN THE INDIVIDUAL LIBRARIES	41
	A. Service Plan Development	41
	B. Characteristics of Workshop Participants	43
	C. Description of Workshops for Library Planners and Library Staff	44

TABLE OF CONTENTS (Continued)

Section			Page
	1.	Program Planning and Evaluation	45
	2.	Understanding the Adult Learner	47
	3.	Decision Making and Educational Planning	48
	4.	Interviewing and Need Diagnosis	50
	5.	Guiding the Learner in the Use of Study Materials	51
D.		Evaluation of Workshops	52
V.		FUTURE PLANS	59
A.		Development of Specific Training Plans	59
B.		Conduct of Communications Campaign	61
C.		Pilot Testing	62
D.		Implementation	64
E.		Examples of Proposed Programs of Service	64
	1.	Independent Learning Project - A Summary of the Proposed Program of Services for the Atlanta Public Library	65
	2.	Program Summary of the Salt Lake City Public Library's Adult Independent Learner Project	66
APPENDIX A		PHASE I: EXAMPLE READING LIST AND STUDY GUIDE	A-1
APPENDIX B		SURVEY QUESTIONNAIRES	B-1
APPENDIX C		EXAMPLE SERVICE PLANS PREPARED BY PARTICIPATING LIBRARIES	C-1

LIST OF FIGURES

Figure		Page
1	Interaction of Adult Services Librarian with Adult Learner	4
2	Phase II Approach	7
3	Characteristics of CLEP Inquirers	15
4	Levels of Specification	46

LIST OF TABLES

Table		Page
1	Library Users as Seen by Library Directors	24
2	Categories of Adults with Whom the Librarian Has the Most (and Second Most) Frequent Face-to-Face Transactions	24
3	Public Library Goals	25
4	Services the Library Does/Should Provide Regularly or Occasionally	27
5	Public Library Services for the Adult Independent Learner: Sample Plan	36
6	Changes in Level of Confidence for Each Service Category	57
7	Framework for Deriving Specific Training Plan	60

I. INTRODUCTION

A. Problem Statement

There are many adults of all ages in this country who are interested in gaining more skill and/or knowledge in a subject area. In a recent national survey of 3,900 adults, conducted under the auspices of the Educational Testing Service, 77% answered yes to the question "Is there anything in particular that you would like to know more about or would like to learn how to do better?" Some of these adults were pursuing their learning interests through a formalized educational structure such as college courses, evening classes, extension courses, private lessons and on-the-job training; some were pursuing their learning needs through independent study efforts; some were not engaged in any learning activities. The learning objectives or goals of adults interested in gaining skill and knowledge outside of a formal educational framework do not differ significantly from those adults enrolled in formal programs. In both instances some are interested in academic credit, some are interested in job advancement, some desire self-improvement through expanding their knowledge and understanding and some are working toward an immediate practical application such as planting a garden, building a room or fixing the plumbing. These two groups do differ, however, in the way they decide to pursue their learning objectives. The decision to work independently may result from several factors:

- A desire to set one's own learning pace.
- A desire to put an individual structure on the learning experience.
- A desire to employ one's own learning style.
- A lack of time to engage in a formal learning program.
- A lack of funds necessary for participating in formal programs.

In addition to the adults who are working in an independent, planned way to meet their learning objectives, there are many adults who have interests that

are not actively being pursued. In some cases this inactivity is a result of a lack of knowledge concerning the learning resources in their respective communities. Any adult who has a learning need and chooses not to satisfy that need through a formalized educational experience has not had available the educational planning and the information support services provided to individuals enrolled in a formal program.

B. Program Concept

The underlying concept of the program has been to interest public libraries in developing programs of service to support the learning and information needs of adults working or planning to work independently of a formal educational program. In the first program phase the concept was limited to one target group: adults interested in gaining academic credit for work and study accomplished outside of a college or university setting. Particular concern for these adults stemmed from a realization on the part of members of the CLEP staff that the public library could serve as a center for distributing information about the CLEP testing program to members of the community and further could aid in the development of study programs and in the provision of study materials to adults preparing for CLEP examinations on their own. The first two years of the program were devoted to the development and implementation of services to this group of adults by four public library systems and the CLEP staff. At the end of this time period Phase II of the program was initiated and the service concept was expanded to include all adults in the community who were learning independently of formal institutions. That is, any adult who for whatever reason, has an interest in independent study should be provided with individually tailored, focused support by the public library system in their community. In effect the public library would become the learning center for the community.

Within this service framework the role of the librarian working with adults is to serve as a link between the learning and information needs of the adult and

the resources of the library and the community which relate to those needs. This linking role is not a new concept for public service librarians, however, the provision of individually tailored support services to an adult through the developmental phases of an independent study project requires a more in-depth analysis of the adult's needs than is usually accomplished. Insuring that the link to the resources is meaningful and responsive to the need of the adult requires that the librarian and the adult work together to develop a shared understanding of the structure of the adult's project and the materials and services best suited to enhance the adult's learning experience. Figure 1 portrays the interactive relationship which occurs between the adult learner and the librarian as they work jointly on a project. The adult learner brings to this interaction learning goals and objectives, a level of background and experience in the subject(s) to be pursued and a set of attitudes towards how his learning project should be structured; the librarian comes into the interaction with a set of skills and knowledges in diagnosing information needs or requirements and in providing responsive information service. The first step which the librarian works on with the adult is describing the adult's objectives, project tasks and decision points. This step may involve the librarian in stimulating the adult to pursue a learning project, in helping the adult to clarify his learning objectives and in helping the adult plan a program of study to meet his learning objectives. Several work sessions may be needed to complete the first step. The description of objectives and project tasks developed in the first step provides a context for performing the second step which involves a delineation of the adult's learning and information needs; that is, a description of the support requirements for the adult's project. The third step is for the librarian or the librarian and the adult to translate the adult's needs into materials and services and to obtain these for the adult. Some of the services might include helping the adult select library materials, helping the adult identify relevant community resources and setting up

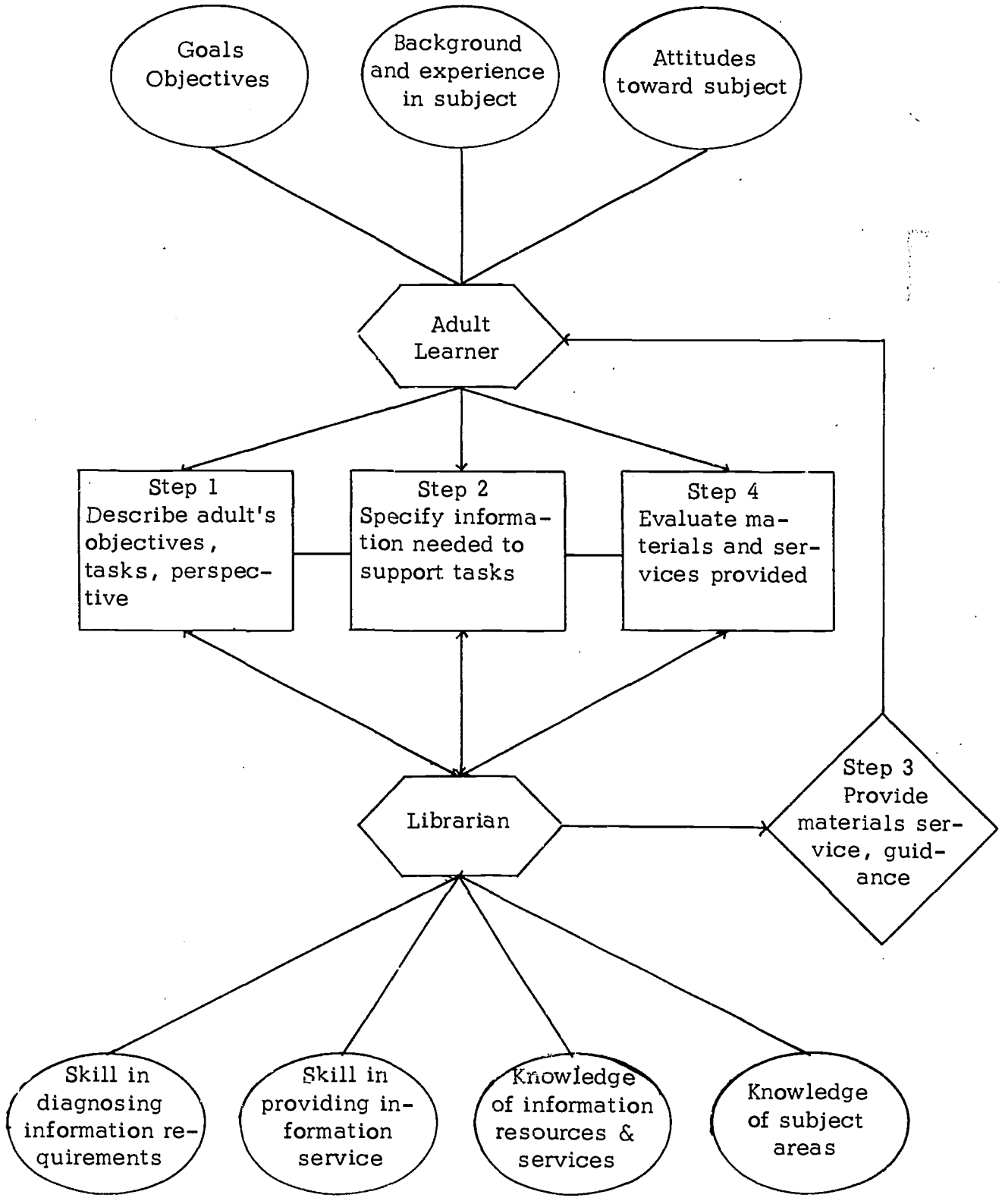


Figure 1. Interaction of Adult Services Librarian with Adult Learner

appointments, and providing the adult with the opportunity to work in a group with other independent learners pursuing similar goals and similar subject areas. In the final step the adult and the librarian evaluate the service provided in terms of its usefulness to the adult's learning project. This step is extremely important because it gives the librarian feedback on the adequacy of the service. If the service has been of marginal value or has not been of any use to the adult, the evaluation may lead to a clarification of the need and thus to the provision of a more responsive service in the future. As the adult's project progresses, the steps in the interactive process are repeated several times, each time with greater definition and refinement.

C. Program Overview

In the first program phase the approach was to interest a few public library systems, located near colleges or universities granting credit for CLEP examinations, in participating in a pilot effort to determine how the public library might serve as an information distribution and support service center for adults desiring to obtain credit by examination. Three library systems participated in the initial portion of this phase: The San Diego Public Library and five other members of the Serra Regional System began working in the program in May 1970; the Miami Public Library joined the program in January 1971; and the St. Louis Public Library became involved in September 1971. These libraries were provided with posters and pamphlets created by CLEP to explain to interested adults the characteristics of the examinations, the names of colleges granting credit in their area and the location of testing centers. Additionally, the libraries were encouraged to develop reading lists to be used by adults in preparing for the examinations and to aid interested adults in a program of study. An active radio, television and press campaign was conducted in each community to make the public aware of the new services being offered by their library. The results from these first three participants showed quite clearly that the library could serve as a highly

effective center for distributing information on the CLEP examinations to large numbers of adults. In September of 1971 the Dallas Public Library became involved in the program. This library was provided with funding for a two-year period to examine, in a systematic way, the role of the public library in providing support services to independent learners working for college credit. Their support program involved the development of study guides in 29 major subject areas. These guides were created with the cooperation of selected faculty members at Southern Methodist University. Over a two year period 6,000 study guides were distributed by the library and 191 CLEP examinations were taken. This discrepancy led the Dallas staff to the conclusion that the value of the study guide to the independent student should be re-evaluated. One possible explanation is that the study guides at Dallas were developed for general use in preparing for a CLEP examination; they were not individually tailored to the specific learning needs of each independent learner.

In September of 1972 the second project phase was initiated. The objective was to begin a national effort to involve libraries across the country in providing focused support services to all adult independent learners. The approach in Phase II involved a series of steps starting with a description of the existing situation in libraries, then comparing this description with the idealized system concept for supporting independent learning, and finally specifying the steps required to move from the existing system to the new concept of support. The model specifying the approach is shown in Figure 2.* As stated above, the first set of steps in the approach concern description and analysis of what exists and what is proposed. In order to describe what exists in public libraries in the way of service objectives and service delivery, a survey of 3,000 library administrators and 5,400 public service librarians was conducted. One important question in this survey concerned the relative

*This model was developed by T. Antoinette Ryan, University of Hawaii.

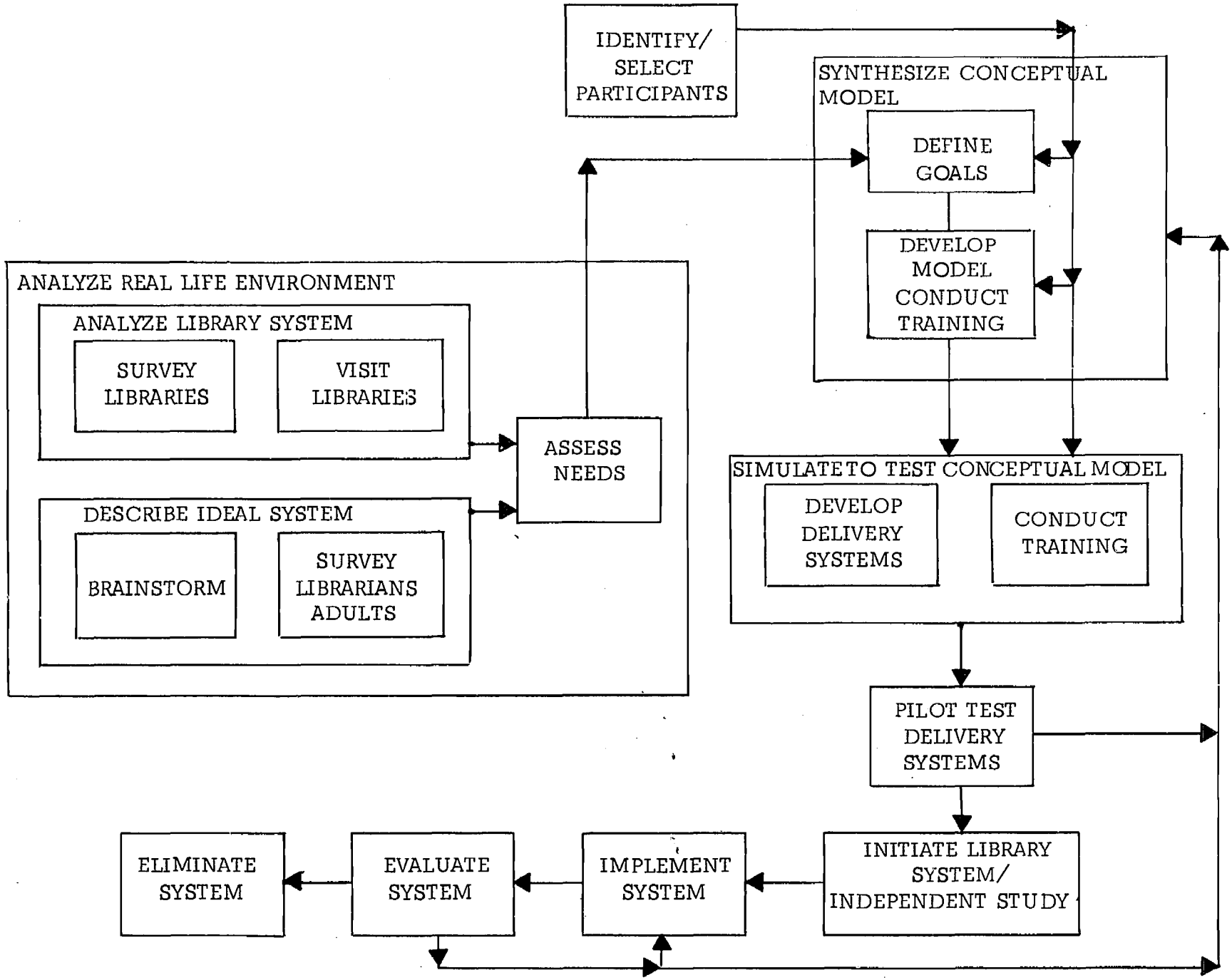


Figure 2. Phase II Approach

priority placed by libraries on service to adults. Additionally, interviews were conducted with a number of librarians from the Denver Public Library and from each of the four libraries participating in Phase I. Some of the information gained from these interviews served as inputs to describing existing library conditions and philosophies regarding the adult learner. In developing a description of the ideal system, that is, in describing what is proposed, two sources of information were employed: Brainstorming by project staff based on experiences gained through Phase I pilot operation, and interviews with librarians from Denver and the four Phase I libraries concerning how each would conceive of an idealized set of services for adult learners. Once the two systems were described, a comparison was made to determine the discrepancies. Essentially this comparison addressed the question: where are we and where do we need to go; what is already being done for the adult learner and how does that match with the concept of what should be accomplished. At the same time that the analysis and comparison work was being carried out, libraries were being selected to participate in the program. This selection was based on recommendations from the American Library Association and on degree of interest shown by libraries filling out survey forms. Also, libraries involved in Phase I was invited to participate.

The next step was to conduct a National Goals Seminar. This seminar was designed to examine the comparisons between the description of libraries and the characterization of an ideal system and to use this information in developing a goal or set of goals for the national program. The seminar was attended by representatives from libraries interested in program participation, by members of the business community, by academicians, by leaders of women's groups, by members of the Program Advisory Council and by Program staff and their consultants. As a result of this meeting a national goal was developed: the public library should be concerned with individual learning needs — to support self-directed learners and to seek ways to expand

opportunities for individuals seeking to pursue their own learning projects. In addition a list of services for achieving the goal was developed and the major training areas for library staff were identified. Following the National Goals Seminar each interested library was asked to make a signed commitment to the program. Committed libraries would receive aid from the National Office in program planning, in training librarians and in developing a publicity campaign. The resources to implement the program, however, would be provided by each individual library. The next step was the Model Development Seminar which was attended by two representatives from each of 12 libraries and by program staff and consultants. This seminar included some brief introductions to staff training workshops, a presentation on program planning and evaluation, three task force workshops on developing service models, and the development of initial system plans by each library. The seminar was followed by a one-year program of staff training by consultants employed by the National Office and by the development of service delivery systems by each library. The final steps in the approach include pilot testing of the delivery system, implementation of the system and system evaluation. These steps are planned for 1974-1975.

II. PILOT TEST OF PROGRAM CONCEPT

The first project phase grew out of a recognition on the part of CLEP staff members that adults working for academic credit outside of a formal educational structure did not have available to them the educational planning services provided to students enrolled in formal programs. The public library was selected as a logical provider of these services because it was a central information resource in the community and because it already advised many independent learners on the selection of reading materials. Focusing more attention and resources on the adult working for credit and setting up additional services to provide both information and guidance in the development of a study plan would only be an extension and expansion of the existing services offered by the library.

In order to test the feasibility of this concept, the CLEP staff decided to set up pilot project demonstrations to determine the effectiveness of the public library as an expanded support service facility for adults working towards credit by examination. The first library system to become involved was the San Diego Public Library and five other members of the Serra Regional Library System. Within the following year three other library systems entered the program: The Miami Public Library, the St. Louis Public Library and the Dallas Public Library. All of these libraries were located in large urban areas where colleges and universities were granting credit for CLEP examinations.

A. Pilot Operation

The pilot operation consisted of three basic elements. Advertising the library as an information and support center for adults interested in credit by examination, providing adults with information about the CLEP program, and offering information support and study planning services to adults who decided

to enter the program. Each of these elements will be discussed in the following sections.

1. Advertisement of CLEP Support Program

A publicity campaign in each city was planned jointly by members of CLEP and by representatives of the participating libraries. The project received extensive radio, television and press coverage. In San Diego, a librarian appeared on a television program and described the project. This was supplemented by periodic radio and television commercials, and by articles carried in local newspapers. In St. Louis, a member of the CLEP staff was interviewed about the program on both radio and television talk shows. Again follow up publicity was accomplished through radio and television commercials and by newspaper coverage. The advertisement campaign in Miami followed the same general pattern. For the Dallas project a part-time publicity manager was hired to promote the program to members of the community.

2. Distribution of Materials on CLEP

The CLEP staff provided the participating libraries with materials which described the CLEP program, the local colleges granting credit and the location of testing centers. These materials included information stands, posters, brochures, cards, copies of examinations, and sample questions. Each library distributed this information either through face-to-face contacts with interested adults or through telephone conversations. Many individuals making initial inquiries by telephone later came to the library to obtain further information. The librarians acting as distributors of information found that they spent a good deal of time explaining what independent study involved and how it related to the CLEP program. This was particularly necessary when the initial contact was made by telephone. Some of the librarians serving in this role actually took one or more of the CLEP examinations so that they would have a better feel for what was involved in the program.

In all of the library systems some central information distribution facility was established. For example, in Dallas the central library housed the Office of Library Independent Study Projects and the five participating branches each had a College Information Center which kept records of the number of inquiries made and the amount of material distributed.

3. Information Support and Study Planning

One of the services offered to the four library systems by the College Board, CLEP staff, was the conduct of orientation and training workshops for librarians and administrators who would be working in the program. St. Louis, Miami and Dallas took advantage of these workshops. The purpose was to acquaint the librarians with the objectives of the program and to provide them with general guidelines concerning their new support role as study program planners.

The principal service offered by the libraries was the development and provision of study aids. In San Diego, St. Louis, and Miami reading lists were developed by members of the library staff. These lists included materials held by the library which were considered to be of general use to an individual preparing for a CLEP examination. San Diego created four reading lists which were reviewed by professors at a local institution: Analysis and Interpretation of Literature, Western Civilization, American Government, Geology (see Appendix A for sample list). St. Louis developed general reading lists of introductory text books and expanded reading lists including relevant primary source materials in 27 subject areas covered by the CLEP examinations. In Dallas, faculty members at Southern Methodist University prepared study guides and suggested reading lists in each of the 27 subject areas. The purpose of the study guides was to provide the learner with an overview of the knowledge in a subject area. (See Appendix A for sample study guide.)

The Dallas library went further than the other libraries in offering service and in maintaining contact with interested independent learners. Workshops were offered to orient adults to the independent study projects and to

provide them with some guidance in how to study independently. Additionally, a series of workshops were held in each of 27 subject areas. These workshops were conducted by faculty members from Southern Methodist University. The format was question and answer and the purpose was to provide general aids to the study of a particular subject area. Sometimes these workshops were scheduled; on other occasions workshops would meet if six or more adults indicated the desire for a group session in the same subject area. Individual tutoring was also made available. All adults participating in the program were notified either through a postcard or through the Independent Study Project News. Circulars which also presented workshop schedules were made available in the central library and the five branches.

B. Pilot Test Results

The first two pilot elements, advertisement of the program and distribution of descriptive information about the program, achieved a high degree of success. The public broadcasts, the commercials and the press coverage led to a substantial number of inquiries from adults in each of the communities. In San Diego, Miami and St. Louis requests ranged from 1,000 to 2,000; in Dallas, 3,272* requests were received. A recent book** reporting the experiences and results of the Dallas Library presents a breakdown of their inquiries by sex, by employment, by level of education and by age. Figure 3 (a through d) shows the results. Briefly these figures indicate -

- The population of participants was largely female (74%).
- The population was generally employed (90% male; 65% female).
- The majority of the population had some formal education beyond the high school level (69%).
- The age of the population ranged from under 20 years to over 60 years. The largest number of participants was between the ages of 31 and 50 (59%).

*Dallas represents a 2-year period.

**Brooks, J. S., and Reich D. L. The Public Library in Non-Traditional Education.

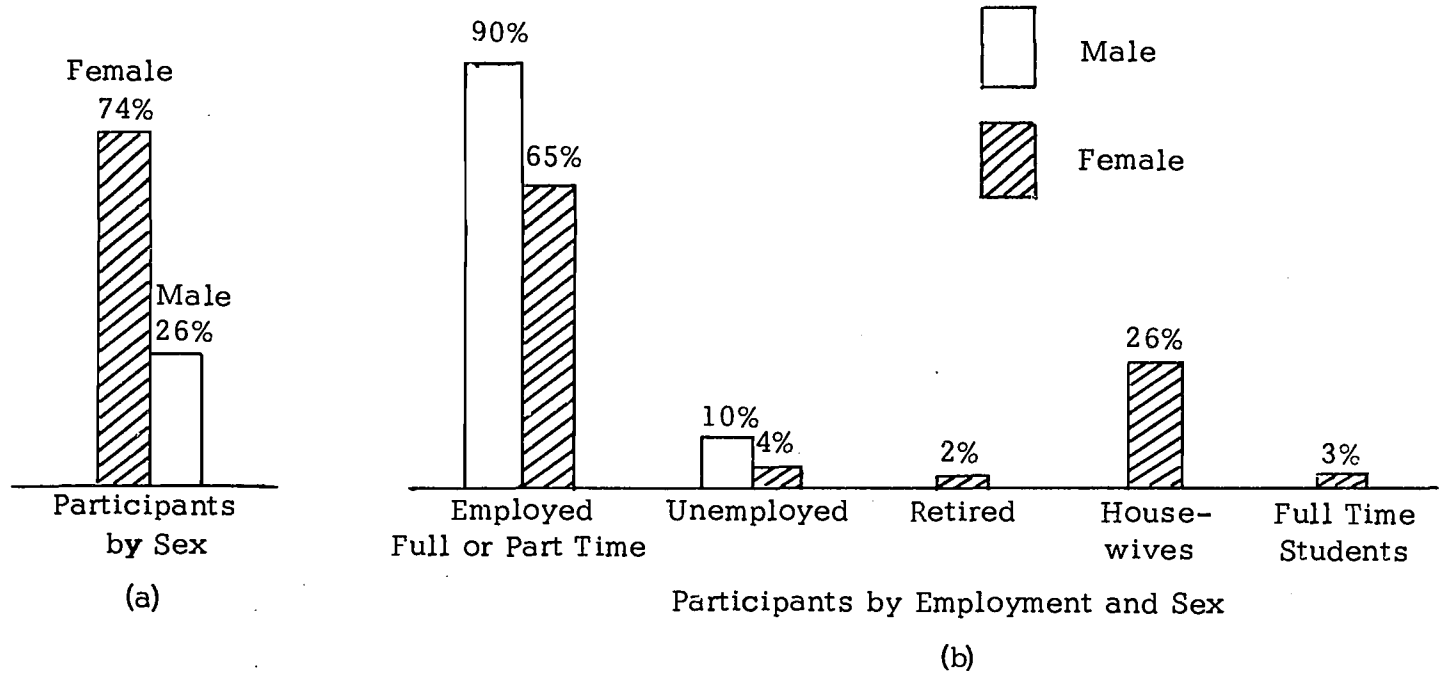
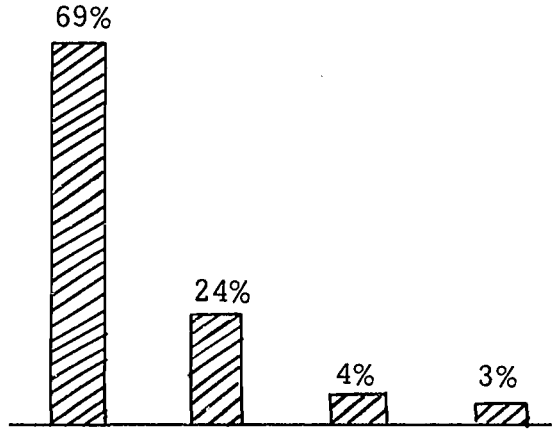
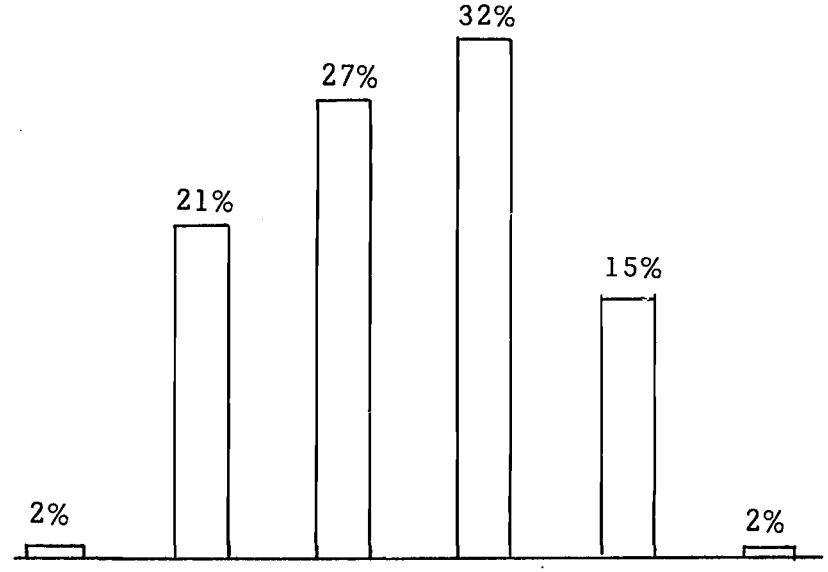


Figure 3. Characteristics of CLEP Inquirers (Page 1 of 2)



Participants
by Education Level

(c)



Participants by Age Groups

(d)

Figure 3. Characteristics of CLEP Inquirers (Page 2 of 2)

The results of the pilot operation in the area of support services to the independent learner were not as successful as had been hoped. In San Diego, St. Louis, and Miami only a small percentage of the inquirers made use of reading lists. In all three libraries no follow-up data were collected on program participants. The Dallas library, on the other hand, did keep careful records of materials provided to the learners and some follow-up information was obtained. Overall, 6,000 study guides and reading lists were provided to the 3,272 participants. It was found during the first year of the program that many adults misinterpreted these study guides and were overwhelmed with the amount of reading that was suggested; they thought they were supposed to complete all the reading listed rather than selecting those that might have been of most value to their study program. Based on this experience the original study guides were revised to include a general description of the subject, a section on how to study, and a reading list indicating level of difficulty and type of treatment (professional, popular). Although a large number of these guides were distributed only a small percentage of the participants returned to receive further assistance from the librarian. The workshops which were presented on 27 subjects were attended by 1,087 adults (many adults attended more than one workshop). The most highly attended workshops were in the area of Creative Writing. This series was closely followed in popularity by How to Study Effectively, Humanities, and Computers and Data Processing. The follow-up on the participants indicated that 191 CLEP examinations had been taken; this number represents only 3% of the study guides that were distributed.

C. Discussion and Summary

Three major findings resulted from the pilot demonstration projects. First, the public library can serve as an effective distribution center for information on the CLEP program. All four libraries were successful in promoting

the project through television, radio and the press. This publicity led to a large demand for information about the CLEP program from interested local citizens.

Second, more work is necessary to determine how the public library can provide needed support services in terms of informational materials and study plan development. The marginal success experienced by the service support element of the program may have resulted from several factors. These services were in the experimental stage; the tasks of the librarian and the procedures needed to implement those tasks were not clearly specified. This meant that each librarian involved in the program had to feel his way through the process and develop his own concept and definition of role. Also, in order to provide focused and meaningful support to a learner it is necessary to become involved in the learning process. The librarian must develop techniques for working in depth; for discovering the goals, the plans and the level of experience of the learner. Further, the study guides and the reading lists were developed on a set of external requirements, the knowledge that was needed to pass the test. Greater effectiveness might have been achieved if these guides and lists had been individually tailored to the specific needs of the learner. Finally, the adult's view of the library and the services offered may not have included the extent of support to be offered. In effect, the library has to change its image in the community if it hopes to become an active learning center. These factors point to the need for a clearer delineation of services and for staff training in the implementation of the services.

Third, all four of the library systems felt that they would have benefited from a more coordinated effort; an effort in which problems and progress could have been shared. Based on this feeling it was recommended that a National Office be established to coordinate activities of participating libraries.

III. INITIAL STAGE IN THE DEVELOPMENT OF THE NATIONAL PROGRAM

The second phase of the program began in July of 1972 with the establishment of the Office of Library Independent Study Projects at the College Entrance Examination Board. At that time, funding was provided to operate the Office and the National Program for three years.

The objective for this phase of the program was to launch a national effort to involve public libraries in the development and implementation of in-depth, focused support services for adults engaged in learning projects independent of any formal educational structure. The role of the National Office was to develop and implement a systematic plan to be carried out over a three-year period. The steps or tasks associated with this plan include:

- Describe the existing situation in libraries and compare this description with the ideal system for purposes of identifying gaps, for defining what needs to be done.
- Encourage public library systems to become involved in the program and to work toward developing focused services within the structure of their library and their community.
- Provide librarians with training and guidance in methods of program planning and evaluation.
- Provide librarians with workshops to supplement their existing skills and knowledges.
- Provide promotional materials and techniques for advertising services to the community.
- Assist libraries in developing pilot projects.
- Assist libraries in full-scale implementation of services.

This section of the report will focus on describing the efforts involved in identifying gaps between existing and desired services, encouraging involvement of public libraries in the program and specifying program goals and the services associated with accomplishing those goals.

A. Problem Analysis

The problem analysis involved a comparison between what existed in public libraries and what the program concept proposed in the way of service objectives, service delivery and staff training. There were four major factors which shaped the program concept. First, there was a recognition that adults working independently on learning projects needed an educational and informational support system which might be provided by the public library. Second, there were the results of the pilot demonstration in Phase I which indicated that adults in the community responded favorably to the library as an informational center for educational and learning opportunities. Third, there were results concerning service delivery aspects of the pilot demonstrations which indicated that librarians working in-depth with adults might need some additional structuring of their role, and might benefit from some supplementary training. Fourth, there were results from personal interviews conducted with librarians in the CLEP program which indicated an excitement in the idea of individualized support services, and which provided some delineation of what those support services should be. The majority of librarians interviewed felt that their jobs should involve extensive work with adult learners. Some of the statements made by these librarians indicated that certain conditions needed to exist to insure a successful program. These suggestions included:

- The philosophy of the library must be expanded to include guidance and counselling services. These services should be clearly specified and mechanisms should be developed for measuring their achievement.
- The development of a self-directed education program should involve participation by the whole library and the surrounding community.
- Training programs should be provided to library staff for the purposes of increasing confidence and interactional skills.

The description of current conditions in public libraries across the country was obtained from two questionnaires distributed in a national survey conducted

by the Office of Independent Study Projects. Many of the questions included in these questionnaires related to various elements of the program concept, such as the priority given service to independent adult learning, the services offered to the adult learner and, the training received by staff librarians. The first questionnaire was entitled Survey of Libraries; it contained 21 questions and was mailed to 3000 directors of public libraries with book budgets of $5,000 or more. This questionnaire covered the following areas (see Appendix B for complete questionnaire):

- Description of material budget, size of collection, composition of collection, facilities, staff size and characteristics and number of branches.
- Use of the collection in terms of types of materials and categories of users.
- Goals of the library and their relative priority (e.g., build the best possible collection, provide guidance service to adult learners).
- Criteria for assessing the library's effectiveness (circulation statistics, number of reference questions).
- Time spent by the adult service librarian in clerical work, reference, educational planning, community programs, etc.
- Type and frequency of training offered to professional staff (e.g., academic counseling, community relations, evaluative techniques) and the methods used in the training (e.g., closed circuit TV, tutorials, on-the-job training).
- Types of services offered to adults inside the library (e.g., book talks, tutorials, career guidance).

The second questionnaire, Survey of Librarians contained 18 questions and was mailed to 3000 librarians in main public libraries with book budgets in excess of $5,000 and to 2400 branch librarians. The purpose of this questionnaire was to assess the attitudes of librarians toward the proposed program concept. The following issues were addressed (see Appendix B for complete questionnaire).

- Educational background and number of years experience as a librarian.
- Characterization of the library in terms of population, budget, size of collection, number of branches.
- Goals that the library should have and their relative priority.
- Services that should be provided to adults inside the library.
- Activities that the library should participate in (e.g., debate on community issues, science fairs, art shows).
- Specific training received prior to and following the start of a career in librarianship (e.g., academic counseling, career guidance, building management); desired training.
- Methods of instruction which have proven most effective in the past (e.g., tutorials, on-the-job training).
- Present and desired distribution of time to library duties.
- Types of assistance most frequently provided to patrons and types of assistance that should be provided (e.g., directions to materials, selection of general reading, planning a program of study).
- Types of adult patrons and the relative frequency of contact with each type (e.g., adults engaged in independent educational activity, adult engaged in home related activity, etc.)
- Types of assistance that should be provided to an adult about to engage in an educational activity (e.g., helping adult identify personal values, helping adults develop strategies to achieve their personal goals.)

Questionnaires were completed and returned by 800 (27%) library directors and 1037 (21%) librarians. A brief analysis of these returns indicated that they were representative of the libraries included in the survey. The respondents represented libraries which served populations ranging from under 25,000 to over 100,000 individuals, and which held collections varying in size from less than 25,000 to more than 500,000 volumes. The printed material budgets of these libraries ran from $5,000 to in excess of $100,000 with 56% falling between $5,000 and $25,000 and 11% falling in the $100,000 and over category. With regard to the distribution of materials in their

library collections, 2% of the directors reported having predominantly fiction, 57% reported having predominantly non-fiction, and 41% reported an even division between fiction and non-fiction. A breakdown of the non-fiction category showed that the largest proportion of materials were in history/ bibliography, recreational/leisure reading, and poetry/drama. In addition to the material resources, library directors reported on a variety of equipment and facilities which were available to the public. These included, photo-copy machines, phonographs, projectors, microfilm/fiche readers, maps, cassette recorders, rooms for small group learning, study carrels, etc.

Characteristics of library users as perceived by the directors responding to the questionnaire is provided in Table 1. The percentages in this table are based on the number of directors who ranked each group as either their first, second or third heaviest library users. These percentages indicate that housewives are the heaviest users followed by college students and professional and business workers. Table 2 characterizes adult library users by the purpose of their library use as perceived by librarians. This table indicates that the most frequent face-to-face contact between librarian and adult is for the purpose of recreational and leisure activity (76%). This purpose is followed by home-related activity (66%), job-related activity (22%), independent educational activity (22%), and personal development (6%).

In the Survey of Libraries, library directors were asked to rank nine public library goals from most important to least important for their library. In the Survey of Librarians, public service librarians were asked to rank the same nine goals in terms of what they thought should be their degree of importance. Table 3 compares the results of the two groups. The percentages in this table are based on the number of directors and librarians who ranked each goal as first, second or third in importance. The results show almost total agreement in the priorities assigned by the two groups; the only shift in priority is that librarians assigned slightly more importance to playing an initiatory role in

Table 1. Library Users* as Seen by Library Directors

Housewives	89%
College Students	54
Professional and Business	45
Office Workers	30
Senior Citizens	25
Blue Collar Workers	16
Unemployed and Economically Disadvantaged	2
Agricultural Workers	2
Military	1
Adults for Whom English is a Second Language	**

*Categories of users ranked 1, 2 or 3 for usage.
**Less than 0.5 percent.

Table 2. Categories of Adults with Whom the Librarian Has the Most (and Second Most) Frequent Face-to-Face Transactions (Base = 1,037)

Adults engaged in recreation/leisure activity (e.g., mysteries, westerns, bestsellers, hobbies)	76%
Adults engaged in a home-related activity (e.g., gardening, home repairs, child care)	66
Adults engaged in a job-related activity	22
Adults (non-students) engaged in an educational activity (e.g., Great Books, history, literature)	22
Adults engaged in a personal development activity (e.g., public speaking, personality development, speed reading)	6

Table 3. Public Library Goals

	By Library Directors (Are now Goals)	By Adult Services Librarians (Should Be)
To serve the community as a center of reliable information	85%*	86%
To build the best possible collection and to organize it for ease of access	80	77
To motivate the public to use the library and to recognize its importance in their lives	58	58
To play an initiatory role, with other agencies and institutions, in identifying community needs and providing programs and services to meet those needs	19	26
To provide opportunity for recreation through use of literature, music, films, and other art forms	24	21
To support the educational, civic, and cultural activities of groups and organizations	13	10
To provide guidance services to adults engaged in or who intend to be engaged in an educational activity	7	8
To provide adults with individualized planned learning experiences	4	6
To provide local government officials with information and perform research as needed	3	2

*Received a rank of 1, 2 or 3 in importance.

identifying and providing programs for community needs than did library directors. Both directors and librarians indicated highest priority for serving the community as a center for reliable information. This goal was followed in importance by building the best possible collection and motivating the public to use the library. Very few of the respondents assigned high priorities to the goals relating to the provision of services for adult independent learning activities. Only 7% of the directors and 8% of the librarians gave a rank of "1", "2" or "3" to the goal of providing guidance services to adults engaging in educational activities; the goal of providing adults with individualized learning experiences received high rankings by only 4% of the directors and 3% of the librarians.

In the area of service provision, library directors were asked to indicate those services which were offered regularly or occasionally to adults by their libraries while librarians were asked to indicate those services they thought should be offered. Table 4 shows the results obtained from these two groups. It is interesting to note that in every service category listed, a higher percentage was obtained from the librarians; that is, librarians felt that more service should be offered across the board. In order to assess the relative priorities of the services, a rank order was assigned to each service as currently offered and as should be provided; the service category which had the highest percentage was assigned a rank of "1", the next highest percentage was ranked "2", etc. The rank order correlation resulting from a comparison between the existing and the desired was $r = .89$. This indicates that statistically there is a high positive relationship between the relative priority of provided services and of desired services. The only two service areas where large discrepancies appear are career guidance, which has a higher relative position in the existing service framework and scheduling readers consultation, which has a higher relative position in the desired service rankings. In general, services which were oriented specifically to the adult

Table 4. Services the Library Does/Should Provide Regularly or Occasionally

	Director (Does Provide)	Rank	Librarians (Should Provide)	Rank
Exhibits	79%	1.5	92%	4.5
Displays	79	1.5	93	2.5
Film programs	69	3.0	92	4.5
Book talks	50	4.0	96	1.0
Discussion groups	41	5.0	93	2.5
Lectures	39	6.0	87	6.0
Planned reading programs using mass-produced subject reading list	24	7.0	80	8.0
Exhibits for loan purposes	23	8.0	80	8.0
Career guidance	21	9.0	61	15.0
Concerts	19	10.0	79	10.0
Planned reading programs using individually adapted reading lists	15	11.0	77	11.0
Advice in designing program of independent study	13	12.5	71	13.0
Reading improvement program	13	12.5	73	12.0
Tape cassette instruction	11	14.0	69	14.0
Scheduled readers' consultations	7	15.0	80	8.0
Programmed instruction	6	16.0	48	17.0
Tutorials	4	17.5	35	18.0
Academic counseling	4	17.5	27	19.0
Closed-circuit TV or video tape instruction	3	19.0	54	16.0

independent learner were not emphasized either in the existing situation or in the desired service state.

With regard to training programs for library staff, directors were asked to indicate the subject/skill areas in which training was offered by the library or encouraged through outside sources; librarians were asked to respond to the same subject/skill areas in terms of the additional training they desired. In comparing these responses it was found that library directors put most emphasis on librarianship (circulation and reference), librarianship (technical services), and general library administration while librarians most desired additional training in community relations, outreach services to the disadvantaged and adult education. Neither the directors nor the librarians assigned much importance to the area of training for academic counselling.

It would appear from these questionnaire survey results, that the existing situation in the public library does not emphasize and is not geared to the provision of focused support services for adult independent learners. With very few exceptions, emphasis is placed on traditional goals, services and training areas both by libraries and by librarians. In order to develop a successful national program for providing individualized service to adult learners through the public library it will be necessary to re-orient existing attitudes and programs.

B. Selection of Program Participants

At the same time that the problem analysis step was being performed, the Office of Independent Study Projects was actively engaged in selecting public libraries to participate in the program. The principal selection criteria imposed by the Office were that the libraries be motivated to participate,

that they be interested in the development of innovative programs of service, and that they be risk takers.

One of the means for identifying potential participants was to obtain a list of recommended sites from officers of the American Library Association. Another source for identifying potential participants was the response from several libraries to the brochure "A Design for Learning in the Public Library." This brochure accompanied the questionnaires sent to librarians. A third source of participants was the libraries that had been involved in Phase I of the program. In addition to encouraging the interest of individual library systems throughout the country, the Office was also working to involve two state-wide systems: New York and New Jersey. Contacts were made by the Office with all libraries identified. In many cases a series of meetings was held to discuss the nature of the project and the characteristics required of the participants. After several months of groundwork and following the National Goals Seminar (described in the next section), twelve public libraries were invited to sign letters of commitment to the program. These agreements stated that the Office would provide guidance and training in program planning and evaluation, and in selected areas where library staff required upgrading of existing skill and knowledge in order to provide in-depth services to adult independent learners. Each library, however, would be responsible for developing their own plan for a service delivery system and would use their own resources to implement their plan. Once the plans were developed the Office would develop and fund a publicity campaign in each area. Eleven of the twelve libraries signed letters of commitment to the program. These libraries are listed below.

- Atlanta Public Library, Atlanta, Georgia.
- Cleveland Public Library, Cleveland, Ohio.

- Denver Public Library, Denver, Colorado.
- Enoch Pratt Public Library, Baltimore, Maryland.
- Miami-Dade Public Library, Miami, Florida.
- Portland Public Library, Portland, Maine.
- Salt Lake City Public Library, Salt Lake City, Utah.
- St. Louis Public Library, St. Louis, Missouri.
- Tulsa City County Library, Tulsa, Oklahoma.
- Free Public Library of Woodbridge, Woodbridge, New Jersey.*
- Worcester Public Library, Worcester, Massachusetts.

The twelfth library, Milwaukee Public Library, did not immediately sign the letter of commitment, however, they did participate in the National Seminars conducted by the Office. In addition to these individual systems, New York indicated an interest in participating on a state-wide basis.

C. Seminars to Define Goals and Identify Services

Three seminars were organized and sponsored by the Office of Independent Study Projects. The first seminar was the National Goals Seminar held at Wingspread in Racine, Wisconsin, in April of 1973. The purpose of this conference was to examine the discrepancies between the existing and proposed adult service systems for the public library and to develop a National Goal Statement that could be agreed upon by all participants. Conference attendance included representatives from 15 public library systems, leaders of women's groups, members of the business community, academicians, and National Office staff and their consultants. The second seminar was the Model Development Seminar which was held in June of 1973 at Glen Isle on the Platte, Bailey, Colorado. The purpose of this meeting was to initiate

*Selected as a demonstration model for the State of New Jersey.

the planning activities of the libraries who had committed themselves to program participation. Attendees included two representatives from each of the twelve libraries plus Office staff and their consultants. The third seminar was the New York State Seminar held in Sagamore, New York, in October of 1973. Participants included administrators from 18 library systems in New York, representatives from four of the public libraries in the National Program, and Office staff and their consultants.

1. The National Goals Seminar

As the first part of the National Goals Seminar, four papers were presented. The first paper* set the stage for the seminar by describing the implications of life-long learning activities in terms of the challenges presented to libraries and other community institutions. The principal point made by this speaker was that learning is a process which occurs in a number of contexts throughout the individual's life time and that the library can aid this process by forming effective links between the learner and the learning resources. The second paper** provided a description of the existing conditions in public libraries. The results from the two library surveys discussed earlier provided a major source of data for this presentation. Statistics were reported on library objectives, library services, allocation of personnel time, characteristics of patrons and types of in-house training. The general conclusion was that most libraries have a conservative, traditional philosophy of service which emphasizes the provision of materials and gives lowest priorities to user-related activities which involve educational considerations. Additionally, it was reported that most librarians do not have all the training necessary to

*Houle, C. O. Implications of a Learning Society.

**DeProspo, E. R. The "Real" World of Public Libraries: My World and Welcome to It.

pursue an in-depth working relationship with the independent learner. The third paper* presented a conceptual framework for the library as a community learning center. In this paper four philosophical views of a learning center were described. The most conservative position was the view of the library as a provider of requested materials or of information on specified topics of interest. The second view was that of a library which served in a collaborative role with local educational institutions. This collaboration would involve the library and the academic institution working together to create and support individually tailored independent study programs. In the third view, the library would enlarge its program to include guidance to adults in selecting subjects and in developing study plans, and the creation of a resource base responsive to the needs of independent learners in the community. The fourth and most liberal viewpoint envisioned the public library's role as an active member of a community task force, diagnosing community problems and creating library learning programs to examine and solve these problems. The final paper** discussed the resources of the public library and provided recommendations for transitioning from the existing condition to another level of service. The major conclusion was that the following year should be devoted to the development of service plans by each participating library and to the provision of training for library staff in selected skill and knowledge areas.

In the second part of the seminar, program participants were divided into four teams to discuss two questions.

- How can the community plan to transition from existing conditions to a learning society?
- What information is needed for the planning of a learning society?

*Monroe, M. E. A Conceptual Framework for the Public Library as a Community Learning Center for Independent Study.

**Hiatt, P. Resources for Public Library Support of Independent Learning.

The results of these team discussions lead to a National Goal Statement, the identification of services for achieving the goal and the specification of needed training. The goal agreed upon by seminar participants was that public libraries should work to support and enhance the learning activities of adults working independently. The services identified included:

- Helping the independent learner to specify both learning goals and the steps needed to reach those goals.
- Helping the learner plan a program of study.
- Providing the learner with methods for assessing his level of progress at various stages in his project.
- Guiding the learner in the selection and use of study materials.
- Bringing the learner into contact with agencies and individuals in the community that can support his learning needs.
- Providing the learner with information about educational events in the community which relate to his project.
- Making group learning sessions available in the library.
- Organizing the library facilities to encourage its use as a learning environment.

It was generally concluded by the seminar participants that each library should be responsible for planning and implementing its own service program for the independent learner; staff involvement was identified as a critical ingredient to the development of a successful program. It was also recognized that each library exists in a unique set of circumstances which will act to shape and constrain the plan. Thus, planning should be done in a framework of existing resources and should be responsive to needs of the surrounding population.

In the area of training, the librarian participants identified a need for guidance and direction in their program planning and evaluation activities. In addition, four other training areas were identified which specifically related to serving learning needs on an individual basis. These areas included: Understanding the Adult Learner, Decision Making and Educational Planning,

Interviewing Techniques, and Guiding the Learner in the Use of Study Materials.

2. The Model Development Seminar

The Model Development Seminar was held specifically for the twelve libraries who elected to participate in the program for the following year. The three purposes of this meeting were to discuss the proposed training program, to develop further specification of services to the independent learner, and to have each library create preliminary service plans.

In the first part of the seminar program project consultants presented summary descriptions of the training sessions they were planning to conduct for librarians who would be working with the adult independent learner. The three content areas covered in these descriptions were as follows: understanding the adult learner, the decision making process and why people learn, and guiding the learner in the use of study materials. The fourth area, interviewing, was not discussed as a consultant for this presentation had not yet been selected by the National Office. Following the training descriptions, library participants were invited to ask questions about and comment on the planned subject coverage.

The second part of the seminar focused on the elaboration of services identified during the National Goals Seminar. This portion of the program began with a discussion of the basic principles of program planning and evaluation, and how they apply to development activities in the public library setting. The program planning and evaluation model described in the presentation was used as a basis for the work accomplished during the remainder of the conference. Following the discussion of the planning material, participants were divided into three task forces. Each task force was asked to concentrate their descriptive efforts on one aspect of library service to the independent learner: Task Force I was responsible for examining the libraries' learning environment; Task Force II was to describe the development of an educational

clearinghouse and referral service; Task Force III worked on the development of learner advisory services which included educational planning, guiding the learner in the use of study materials, and study program scheduling. In developing their descriptions, each task force was asked to think in terms of the goals of the program, the setting of the program or where the program would operate, the tasks or steps required to achieve program goals, and the resources available for the implementation of each step.

Task Force I concentrated on the resources of the library and how they related to the creation of a learning environment. Their description included considerations of physical facilities, material resources and staff attitudes, skills and knowledges. Questions relating to the kind of environment needed by the learner and the kind of training needed by the librarian to provide this environment were also discussed. The work of Task Force II involved the delineation of steps associated with planning, testing, implementing and evaluating an educational referral service. A format was devised to indicate that in each step of the process consideration should be given to resources needed, constraints on library resources and alternative ways of obtaining resources outside the library. The efforts of Task Force III were directed toward specifying the objectives of the library with regard to the development of learners advisory service, and delineating the steps and resources needed to accomplish the objectives.

The third portion of the seminar program required the development of preliminary service plans by each of the participating libraries. These plans were developed in accordance with the planning and evaluation model. Table 5 shows one of the plans resulting from this effort.

3. The New York State Seminar

The purpose of this seminar was to discuss a state-wide approach to the support of adult independent learning through the public library. The planning and coordination activities were carried out by a committee appointed

Table 5. Public Library Services for the Adult Independent Learner: Sample Plan

GRAND DESIGN: To meet the independent learning needs of the community.

I. Goal - The Library shall provide the proper environment for effective independent learning.

Objective - The Library shall adjust collection to meet the needs independent learners.

Sub-objective - The Library shall obtain appropriate printed educational materials.

Sub-objective - The Library shall obtain appropriate educational materials from other media.

Objective - The Library shall provide physical facilities to meet the needs of the independent learner.

Sub-objective - The Library shall provide adequate space to accommodate the independent learner.

Sub-objective - The Library shall assign staff that is knowledgeable, accessible, and perceptive to meet the needs of the independent learner.

II. Goal - The Library shall offer an educational and informational clearinghouse and referral service. The informational clearinghouse and referral service will be immediately incorporated into the Neighborhood Information Centers. This service shall be developed at a later date throughout the system.

Objective - The Library shall direct the independent learner to other educational agencies that can help him pursue his learning project.

Sub-objective - The Library shall maintain a file of educational agencies and the services they offer that may aid the independent learner.

Sub-objective - The Library shall maintain personal contacts with these agencies in order to effectively guide the independent learner to the appropriate service.

Objective - The Library shall make potential independent learners aware of educational opportunities, experiences, and events currently available in the local community, as well as nationally available programs.

Table 5. Public Library Services for the Adult Independent Learner: Sample Plan (Continued)

Sub-objective - The Library shall make information concerning TV courses, lectures, films, plays, concerts, etc. available to the independent learner.

III. Goal - The Library shall provide an independent learner consulting service. This independent learning service will be incorporated into the Neighborhood Information Centers and the Reader Services Department of the Central Library. This service shall be developed at a later date throughout the system.

Objective - The Library Learning Consultants shall assist the independent learner in decision making and educational planning.

Sub-objective - The Library Learning Consultants shall employ interview techniques that enable them to better identify the needs of the independent learner.

Sub-objective - The Learning Consultant and independent learner shall establish rapport in order to jointly evolve an independent learning project.

Objective - The Library Learning Consultants shall guide the independent learner in the use of study materials.

Sub-objective - The Library Learning Consultants shall provide reading lists and/or study guides upon request of the independent learner.

Sub-objective - The Library Learning Consultants shall introduce the independent learner to printed educational materials (programmed texts, vocational and career guidance materials, textbooks, etc.)

Sub-objective - The Library Learning Consultants will assist the independent learner in the use of non-print educational materials (records, cassettes, microfilm, films, microfische, etc.)

by the State Department of Education, Division of Library Development. The specific conference outcomes outlined by this committee were:

- A recognition among participants that it is feasible to implement some facet of a library independent study program in almost any library setting.
- A commitment to participate in training sessions provided by the Office of Library Independent Study.
- A statement of existing and desired goals, conditions and services in New York State.
- A set of suggestions for developing cooperative efforts with community agencies.

Directors of twenty-two library systems in New York State were invited to select two to four individuals from their system to participate in the conference. Of those invited, eighteen library systems were represented. The participating libraries were of four types: a small library with one librarian, a library with an adult services librarian on the staff, a central or large library with specialized staff, and a library system. In addition to the New York State librarians, the conference was attended by individuals from four of the eleven libraries in the National group and by Program Office staff and their consultants.

Program goals and activities were outlined early in the conference. This was followed by descriptions of how a public library reaches the decision to plan for and provide new services for adult independent learners.*

In the second portion of the conference, the participants formed four task force groups to discuss the current and the desired position of the New York State libraries with regard to services for adult independent learners. Each task force had a leader (a New York State librarian), a resource person (a representative from one of the libraries in the national sample) and four

*These presentations were made by the Assistant Director of the Portland Public Library and by the Coordinator of Community Services of the Tulsa City-County Library System.

reporters (one from each type of library). All task force members were provided with a workbook to aid them in structuring their discussions. The first part of the workbook addressed issues concerning existing conditions in libraries; the second part dealt with desired conditions for providing services to adult independent learners.

The four groups reached a concensus statement of goals and implementing tasks. The desired goals were expressed as reaching and serving every potential adult learner, cooperating with other educational agencies, and providing the materials most likely to be used. It was recognized that implementation of these goals would require a number of tasks such as assessing community needs, developing a clearinghouse for educational and community information, setting up staff orientation and training programs, acquiring additional materials, and publizing the new role of the library. In addition, short and long-range implementation stages were described and critical training areas were identified. The staff training areas recommended to minimize the barriers between the learner and the materials include interviewing and advising, psychology of the adult learning process, decision making, guiding the adult learner in the use of study materials and assessing adult needs.

The results of this conference led to a series of organizational decisions with regard to how the state-wide program should proceed. First, the State was divided into three regional planning and training areas: New York City metropolitan region and two Upstate regions. The three training sites selected from these regions are New York City, Rochester and Schenectady. Second, the training effort was conceived around a team approach. Within this framework each library system would send a team of representatives (Adult Services Coordinator and four/five reference librarians) to receive training from consultants supplied by the National Office. These teams would then be responsible for organizing and presenting training programs for their staff based on the material discussed by the consultant. Third, the decision

was made throughout the State, to have the training workshop on Program Planning and Evaluation follow all the other orientation training sessions. Fourth, the State Library made a commitment to provide supplemental funding for library staff training and for the purchase of materials needed to support adult independent learning activities.

IV. PROGRAM DEVELOPMENT WITHIN THE INDIVIDUAL LIBRARIES

The second year of the National effort was devoted to accomplishing two objectives. The first objective involved the development of detailed plans by each of the eleven libraries in the national group for offering services to the adult independent learner. The second objective included the provision of guidance, orientation and training by the National Office both to librarians involved in the planning process and to librarians who would be engaged in implementing the service plans.

This section of the report will describe the service plan development activities, the general characteristics of librarians attending training workshops, the scheduling and content of the workshops and an evaluation of the orientation-training experience by service planners, by library staff participants and by workshop leaders supplied through the National Office.

A. Service Plan Development

Each library organized a planning group which was responsible for the further development and expansion of the service plans resulting from the Model Development Seminar. The planning groups were composed of library administrators and representatives from the library staff; in some cases members were appointed to the group, in other instances membership was on a voluntary basis.

Planning assistance was provided by the National Office in the form of one or more orientation and training sessions on Program Planning and Evaluation. These sessions presented principles of how to develop a plan and how to identify sources of data needed to evaluate services once they were put into operation. Additional input to the planning process was provided by the staff training workshops. The major functions of these workshops was to create further insight into the characteristics of the adult learner, how he makes decisions, how to aid him in his planning process and how to provide

him with individually tailored information services. For some libraries the planning and evaluation session was offered prior to the other training workshops and then again following the conduct of these workshops. In other cases planning and evaluation guidance was presented in the middle of or immediately following the other workshops. The sequence was left to the judgment of the individual library. In two instances regional planning and evaluation meetings were held which involved two or more participating libraries.

The development of detailed service plans was scheduled to take place over a one-year period. At the end of this time each library was expected to have a plan which would be ready for pilot testing. There were several questions which had to be considered in the planning process. First, who were the target groups in the community that should be provided with individualized service and what were their needs; should the library start selectively by focusing on one group or should they begin by providing service to all potential adult independent learners. Second, what services should be offered and when should they be initiated; should the library start with one area of highly focused service and then expand into the other areas or should they initiate all planned services at the same time. Third, what changes needed to be made in the existing structure of the library to allow for the provision of the new services in terms of material resources and personnel. Fourth, what specific training is needed for the library staff in order to insure positive attitudes and appropriate skill and knowledge levels to implement the planned service. Fifth, what steps needed to be taken to develop the new services, test them out,and integrate them into the existing framework of the library.

Some example plans are provided in Appendix C. In general these plans cover a wide range of alternatives. In some instances libraries have elected to begin pilot testing by offering a full range of services to a selected target

groups such as those adults seeking to advance in their jobs through independent study. In other instances libraries have decided to start by pilot testing one service or a selected set of services to all adult independent learners. In still other instances, the decision has been made to begin by offering a full set of services to all adult learners. In some of the plans services will be offered in the central library and in all the branches; other plans call for the selection of a few locations to begin the provision of service.

B. Characteristics of Workshop Participants

Each library selected from their staff a group of individuals referred to as adjunct faculty members. In many instances the adjunct faculty were also members of the planning group. The function of these individuals was (1) to oversee the four staff orientation workshops on the adult learner, the decision making process, the interviewing procedure and the provision of service; (2) to evaluate the content and method of these workshops and (3) to conduct follow-up sessions in each content area.

In the various libraries different methods were used for deciding who would participate in the workshops. In some libraries representation was required from the main departments of the central library and from each of the branches; in other libraries the participation was voluntary. Additionally, the background of participants and the work they did in the library differed from one library to another. Some libraries were interested in focusing the workshop presentations on staff members who would be working with adult learners, other libraries were interested in exposing their entire staff to the program. The participants ranged from highly experienced to new professionals to clerical and support staff; each of these groups brought a different set of expectations and perspectives to the workshop experience. Members of the planning group also attended the workshops when possible. The number of participants in any one workshop ranged from less than 10 to over 50.

The workshop participants had three major functions in the program. The first function was to upgrade their skill and knowledge in working with adult independent learners. That is, to incorporate the information provided in the workshops into their existing background and to use this new information to enhance their job performance. The second function of this group was to provide inputs to the planning group in terms of suggested services and the conditions and constraints associated with implementing those services. The third function was to provide evaluative feedback on each workshop regarding both content coverage and method of presentation.

C. Description of Workshops for Library Planners and Library Staff

A series of orientation and training workshops provided by the National Office was conducted at eleven libraries between October of 1973 and June of 1974. Although each library was free to select its own workshop sequence, the National Office did recommend a preferred sequence and timing schedule. The basic concept was to begin the training by an orientation session to all participants and a presentation on principles of planning and evaluation to members of the planning group. This would be followed by presentations to library staff members on Understanding the Adult Learner, the Decision Making Process and Educational Planning, Interviewing and Need Diagnosis, and Guiding the Learner in the Use of Study Materials. Most of the libraries followed the recommended sequence, however, some elected to re-arrange the order. In terms of workshop spacing, a one-month interval was suggested between the one-day workshops. It was felt that this interval would provide sufficient time for the librarians to accomplish the independent work suggested by the workshop leader and conduct their own follow-up sessions. Again, most libraries followed this recommendation, although two-week and six-week time intervals were also used.

The National Office planned to achieve three major objectives through the workshop presentations. The first objective was to provide the planning

group with skill in the use of the Program Planning and Evaluation Model. The second objective was to provide library administrators and staff with a general understanding of the factors involved in providing individualized in-depth services to the adult independent learner. It was felt that the provision of information about the character of the adult learner and about the process associated with supporting this learner would lead to a more effective planning process. Through this orientation, librarians would obtain a clearer picture of what was involved in the development and implementation of a service delivery system. This would provide a firmer basis for identifying short and long-term service objectives and for detailing the steps required to achieve these objectives. The third objective of the workshops was to provide library staff with additional skills and knowledges which would be of value in working with adult independent learners to plan programs of study and to provide focused information support. The following sections will briefly describe the material covered in each of the five workshops.

1. Program Planning and Evaluation

The purpose of the program planning and evaluation workshop was to provide a framework for moving from a statement of philosophy to a clearly identified action plan and for specifying the categories of information needed in the development and implementation of a selected action plan. In working from the general philosophy of the library down to an action plan,the planner must go through several levels of specification. The four levels of specificity treated in this presentation are shown in Figure 4. The statements used in this figure are simply to provide an example of the four levels. For any statement of library philosophy there are a number of goals, for any goal there are a number of objectives and for any objective there are alternative action plans. As the planner works through these levels of specification it is necessary for him to identify and evaluate the alternatives. The selection of an action plan then, requires a number of steps.

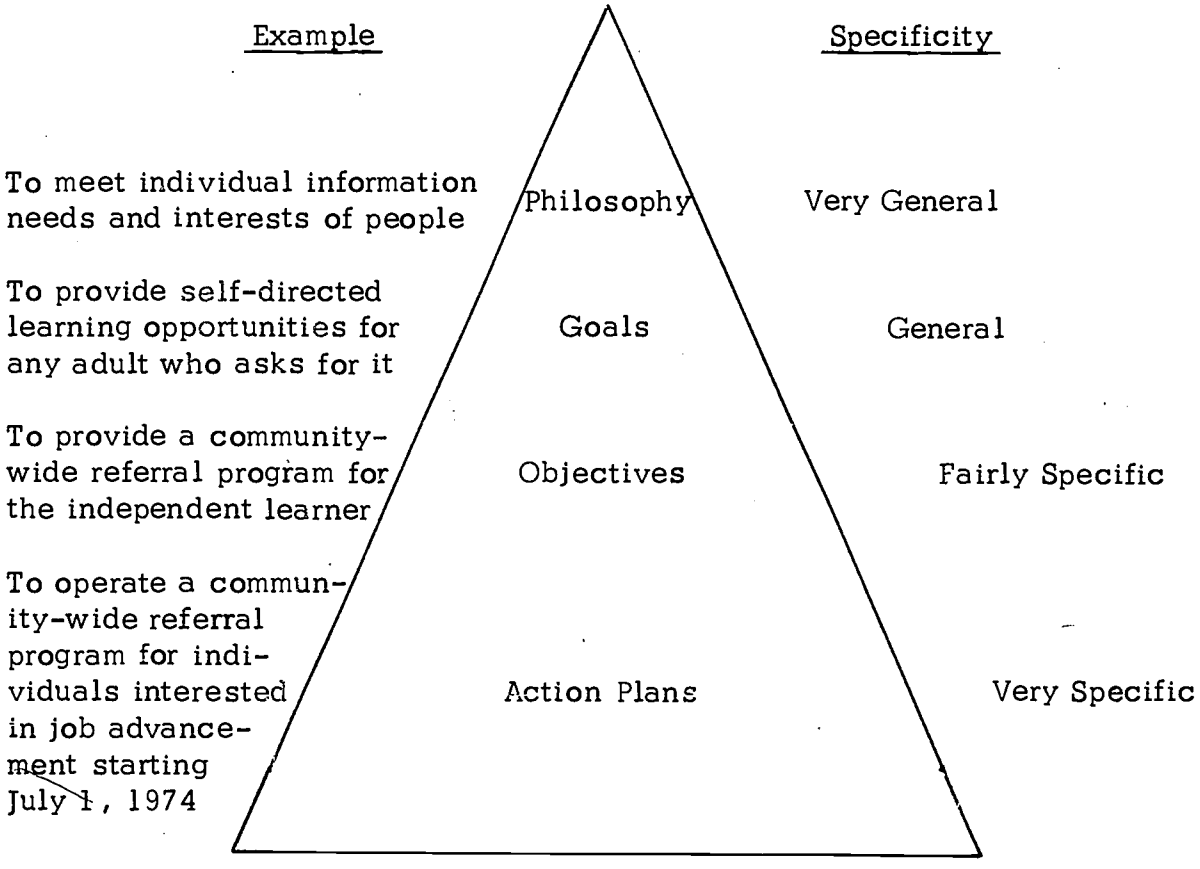


Figure 4. Levels of Specification

- Identify broad goals and objectives in terms of service to people. What are the needs the library wants to support?
- Assess current capacity of library to meet objectives.
- Establish criteria for measuring achievement of objectives.
- Identify alternative action plans to meet objectives.
- Identify resources and costs associated with each action plan.
- Select preferred action plan and identify basis for selection.

Once the action plan has been selected, the next set of steps is to design, develop and implement the plan. Throughout these steps various categories of information need to be collected for decision making purposes. The model

presented for this evaluative information collection procedure has four basic categories.

- Context: Information about the conditions under which the action plan will be implemented: Who are the users, what are their needs, what are the constraints in the library, what are conditions in the community, what changes in the satisfaction or performance of the user group are desired?
- Input: Information about strengths and weaknesses of alternative strategies for achieving specified action plan: Who will provide service, what are their attitudes and training, how much will it cost, what will be achieved, how long will it take, what facilities are needed, what facilities exist?
- Process: Information identifying strengths and weaknesses of strategy during implementation: How efficient is the process, what changes are needed?
- Product: Information about whether the action plan is succeeding: Who is using program, are they satisfied, do others desire the services, what are staff costs, what are material costs, what are procedures, are forms adequate?

Three procedural steps were identified for satisfying the information requirements in each evaluation category. First, is to delineate the questions to be answered and the information to be obtained. Second, is to devise a means for obtaining the needed information. Third, is to provide relevant information to the decision makers. All data that are collected, analyzed and summarized should relate to decisions that need to be made during planning, development and implementation. It is always important to ask the question: How will this information help? If a specific use of the information cannot be identified the information should not be collected.

The instructional methods employed in this workshop included discussion, working examples and planning exercises.

2. Understanding the Adult Learner

The purpose of this workshop was to provide librarians with a general characterization of the adult learner. It was hoped that this would

increase the librarians knowledge of how adults learn, what adults are interested in, and what categories of special needs might be associated with the adult learner. This knowledge and understanding is considered the first step towards building effective working relationships between librarians and adults pursuing independent learning programs. Specifically the workshop focused on:

- Increasing awareness of the types of adult learning activities and of the factors which motivate adults to involve themselves in independent study.
- Developing an understanding of the adult learner and how he differs from the child.
- Developing an awareness of the research literature on adult learning, adult interest and participation to learn, and changes in the adult through the life span.
- Increasing skill in diagnosing adult learning needs.
- Providing a description of the types of roles that might be played by the librarian and the adult as they work together on an independent study project.

The methods employed in this workshop included lecture, informal discussion of lecture topics and the presentation of case studies. The case studies were brief characterizations of adults who were potential candidates for independent learning projects. These characterizations included age, educational background, general personality traits, type of motivation, and a description of the individual's life situation. The task of the workshop participants was to diagnose the learning needs and to identify relevant materials and services for supporting these learning needs and for enhancing the learning process.

3. Decision Making and Educational Planning

The major objectives of this workshop were to describe the elements of the learning process, to identify the steps of the decision making process and show how these relate to the learning elements, and to provide librarians with skills in making decisions and in helping others make decisions.

The portion of the presentation devoted to describing the learning process focused on three elements. The first element is the motivation for learning which stems from a desire for change, a problem to solve, or a level of aspiration to achieve. The second learning process element is the actual learning experience which includes methods of learning, sources of learning and schedule of learning. The third element is success, which is a determination of whether the learning objectives were achieved. In each of these learning process elements there are a number of decisions to be made. Motivation deals with the decisions of what to learn and why; motivation includes decisions on establishing learning objectives. Experience is concerned with the decisions of how and where to learn; these are decisions which examine the alternative means for selecting learning methods, learning locations, etc. Success is related to the decision of when learning has taken place and whether the learning experience has met the learning objectives.

With regard to the decision making process the following steps were presented and discussed:

- Recognize and define the decision to be made.
- Know what is important — what are the desired goal(s) or objectives
- Examine the available information and search for and utilize additional sources of relevant information.
- Assess the risks and costs involved in choosing each alternative.
- Develop a strategy for attaining the desired objective.

The three major skill areas described as being of use in making a decision or in aiding in good decision making are recognizing and understanding the role of personal values, collecting and using all relevant sources of information, and selecting an effective strategy for converting collected information into an action.

The procedures used in this workshop were lecture, discussion, role playing, group exercises and simulation. Workshop participants were given the opportunity to practice in the three decision skill areas of values, information, and strategy. Additionally, lessons were provided in how to teach these skills to other individuals and how to use the decision making framework in assisting others in their decision making process.

4. Interviewing and Need Diagnosis

The purpose of this workshop was to provide librarians with procedures for working with the adult learner to identify, describe and structure information needs. Two major areas were covered: What kinds of information should be obtained in the interview and how this information should be organized to provide a basis for responsive information support over time.

An approach called Task Analysis was presented as a means for determining what information should be obtained. In this approach the librarian begins the interview by having the learner describe his learning objectives and his project tasks. These task descriptions are then used as a basis for determining what information support is needed to facilitate the performance of each task. The four basic study project tasks identified in the workshop are:

- Determining the scope of study effort.
- Determining the sequence of the study effort.
- Selecting study resources.
- Reviewing and integrating information obtained from resources.

How each of these tasks is performed by the adult depends on a number of factors such as interests, background in the subject area, preferred style of learning, and time available. Additionally, task performance may be influenced by external requirements which are related to the adult's objectives. These may include topics covered in a test which the adult wishes to pass, or achievement that must be demonstrated to obtain a desired promotion.

Once the librarian has identified all these factors and has related them to the various project tasks, then relevant information services can be selected to support and enhance the performance of each task.

It was suggested that as information is obtained from the adult it be organized in terms of objectives and project tasks. With each meeting modifications and additions can be made. This documentation procedure has two major functions: it provides a means for identifying gaps in the information obtained from the adult and it provides a detailed description of what the adult is trying to accomplish and how he plans to go about it. Such information is particularly useful when the librarian and the adult will be working together over an extended period of time.

The methods used in this workshop were lecture, discussion, the presentation of a taped interview and role playing. The taped interview was used to provide an example of the interviewing approach and the use of interviewing techniques. The purpose of the role playing exercise was to get workshop participants involved in trying out the procedures and principles presented in the lecture and discussion.

5. Guiding the Learner in the Use of Study Materials

The objectives of this workshop were to increase knowledge about categories of adult learners and categories of materials, and to increase skill in linking materials to adult learner needs.

The first part of this presentation dealt with the relationship between the provision of support service and the topics covered in the other three workshops. Specifically this discussion focused on how understanding the adult learner, his decision making process, and his study plan development considerations all have significant influence on the material selection and service delivery aspects of the librarians work.

Although a number of service modes were discussed the primary emphasis was placed on the skills and knowledges associated with the development of

individually tailored reading study guides. The purposes of such a guide are to structure the area of knowledge, to provide assistance in the selection of materials, to aid in the development of study skills and to open up learning possibilities through the use of non-print resources. The five major steps involved in developing a reading study guide include:

- Determining the scope, structure, depth and special emphasis of subject to be covered.
- Developing a draft outline or bibliographic essay.
- Consulting selective bibliographic guides to the subject field.
- Determining which materials are essential, supplementary, amplifying of special interest.
- Checking availability of titles in the resources of the library and in other local information facilities.

The methods used in this workshop included lecture, discussion and presentation of audio visual examples. A film was shown to demonstrate the relationship between the interviewing process and the selection of materials.

D. Evaluation of Workshops

Evaluative information on the workshop program was obtained from four sources. The first source of information was immediate feedback from workshop participants. Although this feedback focused on the strengths and weaknesses of each workshop presentation, comments were also received on the program as a whole. The second source of evaluative information was the meeting of the eleven libraries held during the American Library Association meeting in January. At this time each library reviewed and commented on the workshops they had received. The third source was a conference held in Sterling Forest, New York, which involved workshop leaders, three librarians and Office staff. During this conference, the existing training program was assessed and future plans were developed. The fourth source was a general evaluation questionnaire which was sent to all participants at the end of the

workshop sequence. The purpose of this questionnaire was to obtain an overall assessment of the total orientation-training experience.

The feedback provided by the first three sources led to several interesting conclusions about the program. First, many of the workshop participants indicated a great deal of uncertainty about providing extended services to adult independent learners. Additionally, some concern was evidenced about the overall purpose of the workshops. It is possible that some of this apprehension could have been alleviated if the planning groups had provided workshop participants with more information about the position of the library, why they were involved and how the planning was progressing. Such an orientation on the part of the planning group would have established a framework for the workshop experience. This would have left participants free to concentrate on obtaining information from the workshops rather than spending time and energy on the questions of why the material was being presented and how they were expected to use the information to implement new services without changes in the organization of the library. Second, many of the workshop presentations were less effective than they might have been. This, in part, was due to the diversity of attitudes and background of workshop participants both within a library and between libraries. Some of the participants were highly experienced librarians, others were new to the field, and still others were in clerical positions. These differences led to a wide range of skill levels as well as to a variety of perspectives on what the workshops should accomplish. Additionally, the size of the workshops varied significantly from less than ten to approximately fifty participants. All of this variation created a situation in which each workshop was very successful in some instances and not particularly beneficial in others. If more coordination had existed between the workshop leaders and the individuals in the library who were responsible for the workshop program, greater success might have been achieved across the board. More complete knowledge by workshop leaders of

the workshop participants and their expectations might have resulted in presentations that were more closely tailored to the specific situation at each library. Third, the sequence of workshops could have provided a more integrated, complete picture of the adult learner, his decisions and his needs. In some topic areas there was overlapping coverage in the workshops; in other topic areas there were gaps that led to some feeling of discontinuity among participants. These problems might have been overcome if the workshop leaders had worked together to develop an integrated series of presentations rather than each working only on their individual sessions.

The questionnaire used at the end of the workshop sequence contained eleven questions. The primary function of this questionnaire was to obtain some quantative data from workshop participants in the following areas:

- Preferred size of workshop.
- Preferred sequence of workshops.
- Preferred spacing of workshops.
- Most effective instructional method employed by workshop leaders.
- Degree of confidence in providing a series of services to adult learners both before and after the workshop presentations.
- Topics that could have been eliminated from the workshops and topics that might have been useful if included.

Questionnaires were completed and returned by 280 individuals from ten libraries.* A summary and analysis of the data on the structure and conduct of the workshops resulted in the following findings. With regard to workshop size, 59% of the respondents felt that the best learning environment should contain between ten and twenty participants, 24% felt that less than ten was an optimal number, and 16% felt that between twenty and thirty provided the best conditions for learning. In response to the question on the time interval

*Results were not received from one of the libraries.

between workshops 61% selected one month as the most desirable spacing, 26% selected two weeks and 13% selected six weeks or longer. The workshop sequence that was recommended by the National Office (Understanding the Adult Learner, Decision Making, Interviewing, Selection of Study Material) was the sequence that was desired by 80% of the respondents. Sequence recommendations made by the other 20% showed no clear pattern; some felt that the decision making workshop should be offered last, some felt that interviewing should be presented second or last. In the area of workshop methods, respondents were asked to rank five methods in terms of their learning value. The three most preferred methods were small group discussions, lectures and case studies.

One of the purposes of the workshop program was to increase the confidence of librarians in providing support services to adult independent learners. In the questionnaire,workshop participants were asked to rate their confidence from one to five (one being the lowest) before and after the workshops in the following six areas.

- Helping the learner identify and clarify his learning goals.
- Helping the learner identify the conditions which shape the nature of his learning project.
- Helping the learner plan a program of study to meet his learning goals.
- Helping the learner in selecting library materials useful to his learning project.
- Helping the learner by developing individually tailored learning guides.
- Helping the learner through referral to other learning opportunities in the community.

The average confidence across libraries and service areas prior to the workshop presentations was 2.6 with a range of 2.3 (preparing learning guides) to 3.5 (selecting useful library materials). Following the workshops the average confidence was 3.7 with a range of 3.6 (preparing a program of study,

providing referrals) to 4.0 (selecting useful library materials). Table 6 provides a breakdown by the planning group and the workshop group for each library in terms of the change in confidence from before to after the workshops in each service category. In looking at the service areas, it would appear that the largest gains in confidence were achieved in three areas: helping identify learning conditions, helping in the development of a learning plan,and developing individually tailored learning guides. The least change in confidence was found in the selection of useful materials. This is due to the fact that many of the respondents indicated a high degree of confidence in this service area prior to the workshop program. In comparing the ten libraries across the services, the range of confidence increase is from .53 to 1.51 for the workshop groups and from .72 to 2.05 for the planning groups. In four libraries the planning groups showed a slightly higher gain in confidence, in four other libraries the workshop groups showed a higher gain, and in two libraries no difference was indicated. Although there are differences in the confidence changes from one library to another it is important to note that in all cases some increase is shown. This finding indicates that one of the major goals of the workshop program was achieved.

The final section of the questionnaire was concerned with identifying topics that participants felt could be eliminated from the workshops and topics that should be added to future presentations. Approximately 90% of the respondents indicated that the coverage was adequate and that no additional topics were needed. The comments made by the remainder of the participants were that some of the material was too theoretical and psychologically oriented, and that some of the material was too elementary for experienced librarians. It was felt that more practical examples should be provided and that topic coverage should be extended to include community relations and interpersonal communication.

Table 6. Changes in Level of Confidence for Each Service Category

Library	Help Clarify Learning Goals		Help Identify Learning Conditions		Help Plan Program of Study		Help Select Useful Materials		Help Develop Individual Learning Guides		Help Through Referral		Total	
	Work-shop Group	Plan-ning Group	Work-shop Group	Plan-ning Group	Work-shop Group	Plan-ning Group	Work-shop Group	Plan-ning Group	Work-shop Group	Plan-ning Group	Work-shop Group	Plan-ning Group	Work-shop Group	Plan-ning Group
1	1.7	.8	1.9	.5	1.8	1.4	1.1	.7	1.8	.7	.8	.9	1.51	.83
2	0	.9	1.0	.7	1.0	1.1	0	1.1	0	.9	1.0	.7	.50	.90
3	.7	1.2	0	1.0	1.1	1.0	.4	.6	1.0	1.1	.4	.4	.60	.88
4	1.2	2.2	1.5	2.2	1.5	2.0	.5	1.3	1.2	3.0	1.0	1.6	1.15	2.05
5	.9	1.2	1.3	1.1	1.3	1.1	1.0	.8	1.1	1.5	1.0	.9	1.25	1.15
6	.9	1.5	1.6	1.1	1.5	1.4	.7	1.0	1.4	1.3	1.4	.6	1.10	1.10
7	.8	.5	.7	1.0	.9	2.5	.5	0	1.4	1.5	.6	0	.82	.76
8	1.0	.8	1.0	.7	1.1	1.3	.4	0	1.0	.6	.7	.9	.86	.72
9	.6	1.6	.6	1.3	.4	.9	.6	.5	1.1	.8	.6	.5	.65	.93
10	.6	.7	.6	.9	.8	.5	.4	.2	.4	.8	.4	.2	.53	.54
TOTAL	.84	1.14	1.02	1.05	1.14	1.32	.56	.62	1.04	1.22	.79	.67		

V. FUTURE PLANS

From July of 1974 to July of 1975 project effort in eleven libraries will focus in four areas: (1) the identification of specific skills and knowledges needed by librarians to perform planned services and the development of a specific training plan to provide these skills and knowledges, (2) the development and conduct of a communications campaign in the local community, (3) the pilot testing of planned services and (4) the full-scale implementation of the developed system. The following sections will briefly describe some of the considerations associated with each of these areas.

A. Development of Specific Training Plans

The orientation and training workshops conducted during the second year of Project Office operation were designed to provide librarians with a general familiarity concerning the kinds of skills and knowledges associated with the provision of in-depth support services to adult independent learners. The training plans devised during the third year will focus on the specific skills and knowledges needed by librarians to perform the services planned in their library. Since each of the eleven libraries have different service plans which must be implemented within the conditions of their library and their community, it is expected that each of the training plans will be somewhat different. Table 7 provides a framework for deriving training requirements from the services to be performed. Within this framework the first step involves a detailed description of the services to be performed and the tasks associated with these services. For example, if a library plans to offer a learners advisory service, one of the general task areas of the librarian may be guiding the learner in the development of a study plan. The specific steps associated with performing this task area might include determining the learner's objectives, assessing the learner's current level of competence, identifying

Table 7. Framework for Deriving Specific Training Plan

Objectives	Requirements			Training
Services	Competencies Needed to Implement Service Steps	Present Level of Competency for Each Step	Gaps in Competencies to Implement Service Step	Training Plan to Develop Competencies for Performing Each Service Step
• General Description • Specific Tasks and Steps	• Skills • Knowledge	• Skills · Acquaintance Level · Working Level • Knowledge · Acquaintance Level · Working Level	Training in • Skill • Knowledge	• Self-directed. Independent study by librarian: reading, etc. • Library directed. On the job training • Externally directed. · Formal courses · Workshops conducted by outside experts, etc.

the learning stages that the learner must go through to achieve his objectives and selecting materials appropriate for the conduct of each learning stage. Once the services, tasks and steps have been identified and described, the skills and knowledges needed by the librarian to perform each step can be specified. At this point the question is, "What does the librarian have to know to be able to effectively accomplish each step in the service?" The next stage in the development of a specific training plan involves an assessment of the librarians existing level of competency in each of the skill and knowledge areas identified. This assessment is then compared with the competency needed for effective performance. The skill and knowledge gaps identified through the comparison provide the basis for determining the content of staff training. The final stage in the training plan development is the selection of methods for insuring the appropriate levels of skill and knowledge are achieved in each area. Some examples of these methods include independent study, on-the-job training and formal course work. Implementation of these training plans will be initiated prior to the start of pilot testing.

B. Conduct of Communications Campaign

During the first half of 1974 the National Office worked with communication consultants and representatives from the eleven participating libaries to develop a plan for publicizing the new services to be offered in each community. The basic concept of this publicity effort was to stimulate adult independent learners to use the public library as a resource in the planning and conduct of their learning activities.

The design of the campaign was guided by two major considerations. First, the library must compete with existing leisure time activities of adults; the library must motivate the potential learner to use his leisure time to pursue his interest through the use of the library and other community

facilities. Second, the library must change its traditional image in the community. It was felt that many adults viewed the library either as a warehouse of books or a place for children to go. In order to effectively deal with these considerations the following elements were selected for inclusion in the campaign:

- Giving the library's learning center a strong announcement.
- Showing the broad scope of learning opportunities now in the library.
- Creating a new image for the library as an exciting place for adults where learning needs can be met.
- Establishing the fact that self-discovery leads to a realization of full potential.
- Assuring the individual that the Library's Learning Center can overcome negative experience with formal learning institutions.

The format of the campaign is planned as a multi-media saturation approach. Each message presented in one media will be reinforced with a similar message in another media. Use will be made of television, radio commercials, newspaper advertisements, posters and brochures. A public relations kit will be used by library staff as an aid in working with local media. This kit will include an editorial, a fact sheet about the project, TV and radio line announcements, an interview format for use by TV and radio announcers and buttons that can be worn by librarians.

C. Pilot Testing

Pilot testing of planned services will be conducted at each of the eleven libraries. These pilot tests will involve the provision of service on a small scale for a four month period. The primary purpose of this kind of operation is to provide a basis for collecting evaluative information on the cost, efficiency and effectiveness of each service offered. Therefore, in setting up the pilot tests, consideration will be given not only to the organization of

and procedures for providing the new services,but also to the development of a comprehensive data collection system. The specific categories of information that might be included in this system are:

- Demand level for the service: who are the users, how many of them are there, how frequently do they use the service.
- Personnel time associated with providing the service: how much total time is involved, what is the average time for completing each step.
- Assignment of service steps to professional, paraprofessional, clerical personnel: what level of personnel is needed to perform each step.
- Workability of procedures for providing service: can processing time be cut down, can service steps be better coordinated.
- Adequacy of record keeping forms: are they organized for easy access, do they provide all the needed information, are they clear and easy to use.
- Costs associated with personnel time and the purchase or retrieval of needed material: how much time is spent by each level of personnel, what are the material costs on a per user basis.
- Extent to which new services can be integrated into the existing structure of the library: what modifications are necessary to provide new services, what are the changes in priority required, will other part of the library's service program suffer.
- Satisfaction level of the users of the system: was the service judged useful, how many adults used it on a continuing basis, how much material was provided on a per user basis.
- New skills and knowledges needed to provide service: Are additional skills required that were not previously identified, is supplemental training needed.

The evaluative feedback provided by these information categories serves two important functions. First, this feedback can be used as a basis for assessing the weakness in procedures, forms, and personnel assignments. This assessment will pinpoint the changes or modifications needed to make the provision of the service more efficient. Second, this information can be

used as a means for projecting the personnel requirements, the material costs and the user acceptance of the service from the small-scale pilot sample to the population of users to be served by the fully implemented service plan. In addition to providing for a projection of all service aspects, this information can be used to project the cost and effectiveness values for alternative parts of each service. For example, in the provision of materials, cost/effectiveness values could be established for helping the adult identify needed materials vs. preforming the literature search for the adult and developing a study guide.

D. Implementation

Implementation of the service plans is scheduled to begin in February of 1975. The implementation process will involve a slow phasing-in of the new services and an integration of these services with the total library operation. The speed with which this process is completed will depend to a large extent on the number of staff and the amount of money that can be assigned to the provision of new services. In some cases the choice may be made to start by implementing all the services for one group of adult learners (e.g., those interested in job advancement) and then gradually expand to additional target groups as personnel and money become available. In other instances the library may decide to begin by implementing one service and offering it to all adult learners in the community; this would be followed by providing additional services when possible. If this second choice is made it will be necessary to go through the pilot testing of each new service prior to its implementation.

E. Examples of Proposed Programs of Service

This final section presents summary statements prepared by two of the participating libraries regarding their proposed programs of service. These statements are included as examples of the thinking being pursued by all libraries associated with the national effort.

1. Independent Learning Project - A Summary of the Proposed Program of Services for the Atlanta Public Library

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

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

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

Information Center referral service which is currently in operation at the Central Library and two branches.

APL recognizes the necessity for building up its material resources in order to effectively implement ILP. Accordingly, APL will adjust its book collection to include the appropriate educational materials, expand the non-print collection and compile subject bibliographies, reading lists, study guides and a directory of the subject or special interest areas in which our staff members have a particular awareness or knowledge.

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

The administration and staff of APL are looking forward to September when this new service will be available to the public. We are very appreciative to the Office of Library and Independent Study Projects for providing us the opportunity to participate in this exciting and innovative project.

2. Program Summary of the Salt Lake City Public Library's Adult Independent Learner Project

The Salt Lake City Public Library's Adult Independent Learner Program began as a viable alternative to traditional means of continuing education. We were primarily concerned with the individual who was intimidated, fed-up, turned-off, financially unable to afford, or otherwise anti-formal, institutionalized education; but who still needed help in realizing a learning goal – be it for job advancement, intellectual satisfaction, self-esteem, psychological need or just the pure pleasure derived from finding out about

something hitherto unknown. For these reasons we defined an "Adult Independent Learner" as (1) an individual whose library-related project is not designed and/or controlled by a formal educational institution; (2) an individual with at least a grammar school education, not affiliated with a high school, who has assumed an adult role in society (i.e., marriage, self-support, etc.); and (3) an individual whose learning project consists of: (a) at least three meetings between himself and a member of the library staff who is acting as his learner consultant; and (b) a minimum of seven hours of activity conducted solely by himself.

With these definitions in mind, we designed a program for the Adult Independent Learner with the following objectives:

a. To provide assistance for the adult independent learner for planning and carrying out his learning goals by (1) developing a staff of learning consultants with expertise in the field of adult independent learning who will provide assistance through interviewing, guidance, educational planning, materials selection, referral services, and evaluation; (2) helping the independent learner define and outline his learning project and formulate his goals and objectives and plan to meet them in specific ways and by specified times; (3) helping the learner actualize and evaluate his project; (4) providing a referral service; and (5) offering support, encouragement, and reinforcement to assist the learner while completing his/her project.

b. To provide a collection of materials necessary to the successful operation of the independent study project.

c. To provide supportive services and activities necessary to the success of the independent learning project by (1) providing an environment conducive to independent learning; and (2) promoting and publicizing the independent study program and collecting data in order to evaluate the usefulness of each publicity project.

d. To maintain a continuous process of program planning and evaluation of the independent learning program.

Throughout the tedious yet satisfying process of planning — originating, evaluating, refining, re-evaluating, etc. — we tried to keep uppermost in our minds the service we would offer in terms of the need of an individual learner, and to prepare the library's staff as well as the library itself to respond to this need. We plan to begin offering this service to the adult independent learner in October, 1974, in conjunction with the Tenth Anniversary celebration of the Salt Lake City Public Library.

APPENDIX A

PHASE I: EXAMPLE READING LIST AND STUDY GUIDE

Carlsbad City Library
Chula Vista Public Library
Coronado Public Library
National City Public Library
Oceanside Public Library
San Diego Public Library

CLEP reading list for Western Civilization

This reading list is part of a guidance service of the Serra Regional Library System for its readers who want to continue their education at the college level by following a program of independent study using the services and materials of the library. Many universities now recognize that adults learn through independent study, and they will award credit toward a college degree to those who can demonstrate their knowledge on the tests of the College-Level Examination Program (CLEP) of the College Entrance Examination Board. The reading lists in various subject areas are not meant to guarantee that the reader will pass the examinations. They should serve as a starting point for readers who wish to begin studying in a certain field or as an aid to others who are looking for some reinforcement of learning that they may have acquired through other means. For further information about the examinations, please see the librarian.

American Heritage, American Heritage History of World War I. Simon and Schuster, 1964, 384 pp. Analysis, course, origins, and aftermath of the war.

Blum, Jerome, The European World. 2nd ed. Little, Brown, 1970, 1219 pp. Textbook survey of the whole of European culture: geographical, political, historical, and architectural. Contains extensive bibliographies, many maps and illustrations, some in color.

Boak, Arthur E. R., History of Rome to A.D. 565. 5th ed. Macmillan, 1965, 576 pp. Introductory college text of Roman history and handbook to its life and literature.

Botsford, George Willis, Hellenic Civilization. Octagon, 1965, 719 pp. College textbook covering the development of Greek civilization from the Bronze Age to the Roman conquest.

Burrell, Sidney A., Handbook of European Civilization since 1500. Wiley, 1965, 204 pp. Summary of major movements and ideas in Western civilization as a background for historical facts.

Ceram, C. W., Gods, Graves and Scholars: The Story of Archaeology. Rev. ed. Knopf, 1967, 441 pp. Archaeological explorations that led to the discovery of cities referred to in ancient literature but believed to be myths.

Durant, Will, The Age of Faith. Simon and Schuster, 1954, 1196 pp. A history of medieval civilization -- Christian, Islamic, and Judaic -- from Constantine to Dante: A.D. 325 to 1300.

Durant, Will, The Reformation. Simon and Schuster, 1957, 1025 pp. History of European civilization from Wycliffe to Calvin: 1300-1564. Includes such personages as Charles V, Chaucer, Columbus, Durer, Henry VIII, Joan of Arc, Luther, and Rabelaise.

Durant, Will, The Renaissance. Simon and Schuster, 1953, 776 pp. History of Italian civilization from the birth of Petrarch in 1304 to the death of Titian in 1576.

Fremantle, Anne, Age of Faith. Time-Life, 1965, 192 pp. From the second half of the 5th century to the first half of the 15th. Aspects of medieval life through text and pictures.

Horizon Magazine, Horizon Book of the Renaissance. American Heritage, 1961, 431 pp. Almost a picture history of the artistic, social, cultural, and political aspects of the Renaissance. Includes biographies of some of the more important personages and reproductions of art works.

Langer, William L., Encyclopedia of World History: Ancient, Medieval and Modern. 4th ed. Houghton Mifflin, 1968, 1504 pp. To be used as a resource book. Chronologically arranged, this dictionary covers events from the Paleolithic period to mid-1964.

McNeill, William, Ancient Near East. Oxford University Press, 1968, 261 pp. This paperback gives an account of the achievements of early Mesopotamia and Egypt taken from ancient writings.

Mumford, Lewis, Myth of the Machine: Technics and Human Development. Harcourt, Brace, and World, 1967, 342 pp. Historical survey of the development of man from prehistoric times to the 16th century in terms of the technology he developed.

Sewall, John Ives, History of Western Art. Rev. ed. Holt, Rinehart, and Winston, 1961, 997 pp. From Greek art to 20th-century abstractionists, a selective history of crucial movements in Western painting, architecture, and sculpture.

Snyder, Louis L., The War: Concise History, 1939-1945. Simon and Schuster, 1960, 579 pp. Causes leading to the war, battle strategy on both sides, conferences, war crimes trials, peace treaty negotiations, and events that followed. A good history.

Stipp, John L., Rise and Development of Western Civilization. John Wiley, 1968, 1350 pp. Two-volume text: Vol. 1 to 1660, Vol. 2 to the present.

Watt, Donald C., History of the World in the Twentieth Century. Morrow, 1968, 864 pp. The political, social, diplomatic, cultural, and military events from 1900 to the present.

Study Guide and Reading List

Humanities

Prepared for Dallas Public Library

Independent Study Project

by

John A. Mears
Associate Professor
Department of History
Southern Methodist University

This study guide and reading list is part of the service of the Dallas Public Library System for its Independent Study Project. It would be especially helpful to readers who want to continue their education at the college level by following a program of independent study using the services and materials of the Library. Many universities now recognize that adults learn through independent study, and they will award credit toward a college degree to those who can demonstrate their knowledge on the tests of the College-Level Examination Program (CLEP) of the College Entrance Examination Board. The reading lists in various subject areas are not meant to guarantee that the reader will pass the examinations. They should serve as a starting point for readers who wish to begin studying in a certain field or as an aid to others who are looking for some reinforcement of learning that they may have acquired through other means. For other reading materials and further information about the examinations, please see a librarian.

STUDY GUIDE

The subject of the humanities traces man's highest visions of himself and the world in which he lives in each successive age from classical Greece to the present day. It emphasizes such creative mediums as literature, art, music, and philosophy on the assumption that they provide the clearest and best expressions of human values and human efforts at self-understanding that have survived to our own time. While focusing upon the unique distinctive qualities exhibited by individual works of genius, the humanities simultaneously attempt to comprehend the interrelationships among the ideas and art forms of a particular historical epoch and to fit them into the broad intellectual and cultural setting from which they grew. We learn from studying the humanities that man expresses the influences of his own social environment in what he creates. Yet the humanities also show us how many of the concerns and preoccupations of the past resemble those of the mid-twentieth century.

Because the various fields embraced by the humanities are themselves so diverse and extensive, their study constitutes a lifetime learning experience. No specific list of books could possible cover the entire subject. The basic bibliography itemized below is therefore intended as nothing more than a brief sampling of volumes

that you might use to begin your program of independent study. After you have developed a general understanding of the humanities, you should then examine particular cultural periods in greater depth, always looking for unifying themes or trends that hold those periods together. Following the basic bibliography, you will find short lists of names and suggested readings. Again, these are not in any sense comprehensive, but only intended to help you direct your personal study program. You might profit by learning something about the names on these lists. As they become familiar, you will want to add names of your own.

Naturally, there is no substitute for first hand experience in the humanities. Listen to music, view paintings, read the great works of literature, and attend dramatic performances whenever you can. Reading biographies of composers, artists, and literary figures will help you to relate personally to their problems and to better understand what they are expressing. It is a good way to become personally involved in your subject and make this a pleasurable learning experience. You will find many titles in the public library not itemized here that could be useful to you. Don't forget to look at the card catalogue or to spend some time browsing among the book shelves. Ask the librarian for

suggestions on additional reading materials, for help in learning how to use the library, or for answers to any specific questions that you might have. You will want to browse the shelves in the Fine Arts Division, discover the recordings, films, and framed pictures which the Dallas Public Library makes available for your use.

I. Basic Bibliography

The Time-Life series, Ages of Man, is an excellent group of books with which to begin your study. You will find the books in this series starred (*) in the book lists at the end of each historical division of this guide. You will probably not want to read these books straight through. They are excellent background material for referral, either on large general areas or specific areas in which you find your interest leading you as you study.

Any of the following books would prove informative for general historical background. You may also want to use them for referral into those specific areas where you find your interest leading you.

Brinton, Crane, John B. Christopher and Robert Lee Wolff. A History of Civilization. Fourth Edition, 2 volumes, Englewood Cliffs: Prentice-Hall, Inc., 1971.

Major, James Russell, Robert Scranton and G. P. Cuttino. Civilization in the Western World. 3 volumes, New York: J.B. Lippincott Company, 1966.

Palmer, Richard Roswell and Joel Colton. A History of the Modern World. Fourth Edition, 2 volumes, New York: Alfred A. Knopf, 1971.

Strayer, Joseph R., Hans W. Gatzke, E. Harris Harbison and Edwin L. Dunbaugh. The Mainstream of Civilization. 2 volumes, New York: Harcourt, Brace and World, Inc., 1969.

Standard references on the cultural and intellectual background include

Brinton, Crane. Ideas and Men: The Story of Western Thought. Englewood Cliffs: Prentice-Hall, 1950.

Durant, Will. The Story of Philosophy. New York: Simon and Schuster, 1933.

Randall, John H. The Making of the Modern Mind. Boston: Houghton Mifflin, 1940.

Russell, Bertrand. A History of Western Philosophy. New York: Simon and Schuster, 1945.

Smith, Preserved. A History of Modern Culture. 2 volumes, New York: Holt, Rinehart and Winston, 1930-1934.

William Fleming, Arts and Ideas (New York: Holt, Rinehart and Winston, 1968) traces the interrelationships between various fields that make up the subject matter of the humanities.

Kenneth Clark, Civilisation (New York: Harper and Row, 1969) contains some provocative views of a famous art historian. (The Dallas Public Library also has the film version of this book, originally produced for the BBC.)

Among the better surveys of western literature are included

Chadwick, Hector M. and N.K. Chadwick. The Growth of Literature. 2 volumes, Cambridge: Cambridge University Press, 1932-1936.

Locke, Louis G., John P. Kirby and M.E. Porter (eds.). Literature of Western Civilization. 2 volumes, New York: Ronald, 1952.

Trawick, Buckner B. World Literature. 2 volumes, New York: Barnes & Noble, 1958.

Warnock, Robert and George K. Anderson (eds.). The World in Literature. 4 volumes. Chicago: Scott, Foresman, 1967.

In the field of art these readings may be consulted

Bazin, Germain. A History of Art from Prehistoric Times to the Present. Boston: Houghton Mifflin, 1959.

Cheney, Sheldon. A New World History of Art. New York: Holt, Rinehart and Winston, 1956.

Gombrich, Ernst H. The Story of Art. New York: Phaidon, 1957.

Hauser, The Social History of Art. 4 volumes, New York: Vintage, 1951.

Janson, H.W. History of Art. New York: Prentice-Hall and Abrams, 1962.

Robb, David M. and J.J. Garrison. Art in the Western World. New York: Harper and Row, 1963.

An adequate grounding in the history of music can be obtained from

Bauer, Marion and Ethel Peyser. Music Through the Ages. New York: Putnam, 1951.

Einstein, Alfred. A Short History of Music. New York: Vintage, 1954.

Grout, Donald Jay. A History of Western Music. New York: Norton, 1960.

Harman, Alec, Anthony Milner and Wilfred Mellers. Man and His Music. New York: Oxford University Press, 1962.

Harman, Carter. A Popular History of Music. New York: Dell, 1956.

Lang, Paul Henry. Music in Western Civilization. New York: Norton, 1941.

Sachs, Curt. Our Musical Heritage. Englewood Cliffs: Prentice-Hall, 1948.

II. Greece

Men living the twentieth century continue to admire the culture of ancient Greece because of its remarkable brilliance and originality. From the classical Greeks have come many of our basic concepts in politics, aesthetics, philosophy, and science. To them we are indebted for our idea of the Olympic games and more importantly for our concept of democracy.The Greeks stressed the value of the individual and his creative abilities. They bequeathed to us a wide range of artistic works, dramas,

epics, poetry, histories, and philosophical writings that have remained standards of excellence right down to the present day.

Homer -ancient Greek poet, to whom are ascribed the Iliad and the Odyssey.

Socrates -(469-339 B.C.) Athenian philosopher, used question and answer dialogues as method of instruction.

Plato -(427-347 B.C.) Greek philosopher, student of Socrates whose works are in the form of dialogues between Socrates and his students.

Aristotle-(384-322 B.C.) Greek philosopher and scientist, wrote treatises in logic, metaphysics, natural science, ethics, politics, rhetoric, and poetics.

Aeschylus-(525-456 B.C.) Greek tragic dramatist, founder of heroic tragedy.

Sophocles-(496-406 B.C.) Greek tragic dramatist, principal poet of Periclean period.

Euripides-(480-406 B.C.) Greek dramatist.

Aristophanes-(444-380 B.C.) Athenian Playwright, wrote satires commenting on current Athenian trends and personalities.

Acropolis-group of civic buildings, theatres and temples rebuilt in 5th century B.C. by Pericles in Athens.

Parthenon-5th century B.C. Athenian temple, one of the most outstanding examples of classical Greek architecture, Doric order.

Doric and Ionic orders-two basic styles of architecture used by Greeks, 5th century B.C.

Selected Readings

*Bowra, Sir Cecil Maurice and the editors of Time-Life Books. Classical Greece. New York: Time-Life Inc., 1965.

Bowra, Sir Cecil Maurice. The Greek Experience. New York: Mentor, 1948.

Hamilton, Edith. The Greek Way. New York: Norton, 1948.

Kitto, Humphrey David Findley. The Greeks. Baltimore: Penguin, 1954.

Sachs, Curt. The Rise of Music in the Ancient World, East and West. New York: Norton, 1948.

III. Rome and Early Christianity

The Romans made few original contributions to the field of thought. Instead they borrowed much of their culture from the Greeks, transmitting the best of their Greek heritage to the far corners of the Mediterranean world and preserving it for the benefit of future generations. A practical people, they applied ideas to the every day affairs of men. Especially important were their achievements in law and engineering. Following the birth of Christ, the disintegration of the Roman Empire and the decline of classical culture provoked a creative religious response in the rise of Christianity, whose doctrines were defined and enriched by early church fathers like Saint Augustine.

Cicero -(107-143 B.C.) Roman orator, statesman, and philosopher.

Virgil -(70-19 B.C.) Roman poet, Aeneid.

Seneca -(1-16 A.D.) Roman statesman, philosopher, and playwright.

Tacitus -(c. 52-120 A.D.) Roman orator, politician, and historian, wrote history of Roman emperors.

Augustine -(354-430 A.D.) early Christian church father and philosopher, champion of orthodoxy, City of God, Confessions.

Colosseum -huge Roman arena.

Pantheon -Roman domed temple dedicated to all the Gods, converted to a Christian church in the seventh century.

Pont du Gard-Roman bridge and aqueduct in southern France; over 900 feet long, it is built of stone blocks without mortar.

Basilica -typical floor plan of early Christian churches, usually a large rectangle with center aisle.

Mosaic -art form composed of bits of hard material (glass, stone, tile) set in mastic or plaster grout; widely used in decorating early Christian churches.

Selected Readings

*Hadas, Moses and editors of Time-Life Books. Imperial Rome. New York: Time-Life Inc., 1965.

Barrow, R.H. The Romans. Baltimore: Penguin, 1949.

Grant, Michael. The World of Rome. New York: Mentor, 1961.

Hamilton, Edith. The Roman Way. New York: Norton, 1932.

Mattingly, Harold. Roman Imperial Civilization. New York: St. Martin's, 1957.

Parkes, Henry B. Gods and Men: The Origins of Western Culture. New York: Knopf, 1959.

IV. The Middle Ages

Medieval civilization was dominated by the values and ideas of the Christian church and of the feudal aristocracy. Far from being a dark age, this period produced a varied and dynamic culture, epitomized by scholastic philosophy, which attempted to fit classical learning into a Christian framework; the great Gothic cathedrals, which utilized painting, sculpture, and other arts like woodcarving and the making of stained glass windows for purposes of decoration; and courtly literature, including the chanson de geste (songs of great deeds), lyric poetry and the romance.

Song of Roland -French epic poem of the eighth century.

Boethius -(C. 480-524) Roman philosopher, wrote The Consolation of Philosophy, treatises on logic, arithmetic, music, and theology.

Abbey of Cluny -Benedictine monastery in Burgundy, site of an early reform movement within the Christian church.

Bayeaux tapestry-eleventh century wall-hanging depicting the Norman conquest of England, one of the rare extant pieces of medieval secular art.

Romanesque -early medieval architectural style generally characterized by towers, tunneled vaulting.

Abelard -(1079-1142) French philosopher and theologian.

Bonaventura -(1221-1274) Italian scholastic philosopher, Franciscan writer, and mystic.

Thomas Aquinas -(1221-1274) scholastic philosopher, Dominican theologian, Summa Theologica.

Dante -(1265-1321) Italian poet, Divina Commedia.

Giotto -(c. 1266-1337) Florentine fresco painter regarded as founder of modern painting because of stress on solidity of figures and emotion in his scenes.

Gothic -architectural style, outgrowth of the Romanesque, characterized by vertical lines; spires, pointed arches.

Notre Dame de Paris-Gothic cathedral built in the 12th century.

Chartres Cathedral-French Gothic cathedral begun in the late 12th century, famed for its beautiful stained glass windows.

St. Denis -Abbey church built in the mid-12th century, recognized as the prototype of Gothic cathedrals.

Scholasticism -philosophical system wherein arguments were constructed in the form of syllogisms.

Polyphony -style of music developed in the Middle Ages which combined more than one melodic line in one piece of music.

Selected Readings

*Fremantle, Anne Jackson and the editors of Time-Life Books. Age of Faith. New York: Time-Life Inc., 1965.

Artz, Frederick Binkerd. The Mind of the Middle Ages. Second Edition. New York: Knopf, 1958.

Beckwith, J. Early Medieval Art. London: Thames and Hudson, 1964.

Panofsky, Erwin. Gothic Architecture and Scholasticism. New York: Meridian, 1958.

Reese, Gustave. Music in the Middle Ages. New York: Norton, 1940.

Taylor, H.O. The Medieval Mind. Cambridge: Harvard University Press, 1959.

V. The Renaissance

During the fourteenth and fifteenth centuries the city-states of northern Italy were the scene of a literary and artistic flowering that yielded some of the most extraordinary products of the western imagination. An intellectual movement known as humanism emerged as a key element of Renaissance culture. It involved an enthusiastic interest in the study of the form and content of classical authorities as well as a reverence for the material and artistic remains of antiquity. More concerned with man and his existence in this world than with the life after death, Italian humanists turned to classical belles-lettres for inspiration because they found there an elegant style worthy of imitation and ideals suited to their own interests and tastes.

Petrach -(1304-1374) Italian poet and scholar, regarded as founder of Renaissance humanism.

Boccaccio (1313-1375) Italian writer: Known as father of classic Italian prose because of his Decameron.

Donatello -(c. 1386-1466) greatest Florentine sculptor of the early Renaissance.

Johann Gutenberg-(1400-1468) German inventor of moveable type.

Michelangelo-(1475-1564) Florentine Renaissance sculptor and painter.

Leonardo da Vinci-(1452-1519) Italian Renaissance painter, scientist, archetypal Renaissance man.

Pazzi Chapel -small Florentine chapel designed by Brunelleschi, prototype of Renaissance architectural style.

St. Peter's Cathedral-16th century cathedral in the Vatican, dome designed by Michelangelo.

Machiavelli -(1469-1527) Italian statesman and political philosopher; The Prince.

Jan van Eyck -15th century Flemish master known for his minutely detailed paintings and perfection of oil paints.

Chaucer -(c. 1340-1400) English poet; Canterbury Tales.

Erasmus -(c. 1446-1536) Dutch scholar; leader of northern Renaissance thought.

More -(1478-1528) English statesman and author; Utopia.

Dürer -(1471-1528) German painter, engraver, and scholar.

Rabelais -(c. 1494-1553) French humorist, satirist, monk; edited several treatises on medicine; best known for novels, Pantagruel and Gargantua.

Palestrina -(c. 1526-1594) Italian composer of church music, master of contrapuntal choral music.

Titian -(1477-1576) Italian painter; chief master of Venetian school; court painter to Charles V of Spain.

Cervantes -(1547-1616) Spanish novelist, poet: Don Quixote de la Mancha.

Shakespeare -(1564-1616) English playwright and poet.

Selected Readings

*Hale, John Rigby and editors of Time-Life Books. The Renaissance. New York: Time-Life Inc., 1965.

Burckhardt, Jacob. The Civilization of the Renaissance in Italy. New York: Phaidon, 1950.

Ferguson, Wallace K. The Renaissance in Historical Thought. Boston: Houghton Mifflin, 1948.

Reese, Gustave. Music in the Renaissance. New York: Norton, 1959.

Roeder, Ralph. The Man of the Renaissance. New York: Meridian, 1960.

Wolfflin, Heinrich. Art of the Italian Renaissance. New York: Schocken, 1963.

VI. The Baroque Age

The Baroque style shaped the art, music, and literature of western Europe during the century and one half from 1550 to 1700. Heavy, grandiose and dramatic in tone, this style expressed a sense of unity and a feeling of power appropriate to the needs of the Counter Reformation Catholic Church, the court of a theoretically absolute monarchy like Louis XIV of France as well as the prosperous middle class businessmen of seventeenth-century Holland.

Monteverdi -(1567-1643) Italian composer, music reformer, composer of madrigals, operas.

Bernini -(1598-1680) Italian sculptor, architect, and painter.

El Greco -(c. 1541-1614) Cretan born Spanish mannerist painter.

Velazquez -(1599-1660) leading painter of Spanish school, naturalist style, court painter in Madrid.

Rubens -(1577-1640) Flemish painter, landscapes, portraits, and historical and sacred subjects, renowned for excellence of coloring.

Lully -(1632-1687) French composer, called founder of national French opera, superintendent of court music for Louis XIV.

Rembrandt -(1606-1669) Dutch painter and etcher, leading representative of Dutch school of painting and master of light and shadow.

Versailles-sumptuous palace built outside Paris by Louis XIV.

Milton -(1608-1674) English Poet; Paradise Lost, Paradise Regained.

Racine -(1639-1699) French dramatic poet.

Vermeer -(1632-1675) Dutch genre, landscape and portrait painter.

Poussin -(1594-1665) French historical and landscape painter; example of grandiose baroque style.

Selected Readings

*Simon, Edith and the editors of Time-Life Books. Reformation. New York: Time-Life Inc., 1966.

Bukofzer, Manfred F. Music in the Baroque Era. New York: Norton, 1947.

Fokker, T.H. Roman Baroque Art. New York: Oxford University Press, 1938.

McComb, A. The Baroque Painters of Italy. Cambridge: University Press, 1934.

Turnell, M. The Classical Moment. New York: New Directions, 1946.

Willey, B. The Seventeenth Century Background. Garden City: Anchor, 1953.

VII. The Age of the Enlightenment

The leading intellectuals of the eighteenth century Enlightenment, known as philosophes, dedicated themselves to popularizing the assumptions and methods of seventeenth century science, applying scientific techniques of analysis to the fundamental problems of human society. They exhibited a strong belief in the power of human reason and in the ability of mankind to achieve progress in this life. The eighteenth century was also important for the achievements of composers like Handel and Bach, for the development of the novel, and for the emergence of an elegant and aristocratic artistic style known as rococo.

Voltaire -(1694-1778) French satirist, wrote satirical poems, plays, and essays; also serious historical works.

Rousseau -(1712-1778) French philosopher and author, wrote Social Contract, Emile.

Montesquieu-(1689-1755) French lawyer, man of letters, political philosopher, critic of French society, Lettres Persanes, L'Esprit des Lois.

Diderot -(1713-1784)-French philosopher, writer helped compile the Encyclopedie, a systematic collection of 18th century knowledge.

Pope -(1688-1744) English poet, satirized the dullness of many literary figures of the day.

Hume -(1711-1776) Scottish philosopher and historian.

Watteau -(1684-1721) French painter, Rococo style.

Hogarth -(1697-1764) English painter and engraver, pictorial satirist.

Mozart -(1756-1791) Austrian classical composer of over 600 works; operas, oratorios, Masses, symphonies, chamber music.

Bach -(1685-1750) German organist, prolific composer, and master contrapuntist, church vocal, and instrumental music.

Handel -(1685-1759) German composer, worked mostly in England; composed operas, oratorios, chamber music, Messiah.

Selected Readings

*Gay, Peter and the editors of Time-Life Books. Age of Enlightenment. New York: Time-Life Books, 1965.

Fuller-Maitland, J.A. The Age of Bach and Handel. New York: Oxford University Press, 1938.

Havens, George Remington. The Age of Ideas. New York: Free Press, 1965.

Hazard, P. European Thought in the Eighteenth Century. New Haven: Yale University Press, 1954.

Schonberger, Arno and S. Halldor. The Rococo Age. New York: McGraw-Hill, 1960.

VIII. The Age of Romanticism and Revolution

In the early decades of the nineteenth century European civilization experienced a cultural movement known as Romanticism. Reacting against what they regarded as the excessive rationalism of the eighteenth century Enlightenment, the Romanticists emphasized the emotional and irrational aspects of human existence. They tended to venerate the past--especially the Middle Ages--and to be preoccupied with religious interests. Many expressed a

fascination with exotic and distant places, with the strong, creative or unique personality, and with the mysterious, wild or unusual aspects of nature.

Keats -(1795-1821) English romantic poet.

Byron -(1788-1821) English poet, adventurer.

Coleridge-(1772-1834) English poet and critic.

Goethe -(1749-1832) German poet, Faust.

Burke -(1729-1797) English statesman, orator, advocated liberal treatment of American colonies, abolition of slave trade; champion of old order in Reflections on the Revolution in France.

Kant -(1724-1804) German metaphysician and transcendental philosopher, sought to determine laws and limits of man's knowledge.

Hegel -(1770-1831) German philosopher of history.

Scott -(1771-1832) Scottish poet, novelist, historian and biographer.

Hugo -(1802-1885) French romantic writer.

David -(1784-1825) French painter, court painter to Louis XVI and Napoleon I, regarded as founder of French neo-classical school of French painting.

Delacroix-(1799-1863) French painter; leader of the romantic school of painting.

Goya -(1746-1828) Spanish painter, etcher and lithographer, known for his realistic portrayals of Spanish life.

Constable-(1776-1837) English landscape painter.

Turner -(1775-1851) English landscape painter, experimented with effects of light and color.

Beethoven-(1770-1827) German composer of symphonies, sonatas, concertos, opera, oratorio, and two Masses.

Liszt -(1811-1886) Hungarian piano virtuoso and composer of symphonies, symphonic poems, piano pieces.

Chopin -(1810-1849) Polish composer and pianist.

Wagner -(1813-1883) German tone poet, composer, best known for his dramatic operas.

Selected Readings

Bowra, C.M. The Romantic Imagination. New York: Oxford Galaxy, 1961.

Einstein, Alfred. Music in the Romantic Era. New York: Norton, 1947.

Newton, E. The Romantic Rebellion. New York: Schocken, 1962.

IX. Realism, Impressionism and Post-Impressionism

Intellectual and cultural trends in the second half of the nineteenth century reflected the rising prestige and influence of science, a concern for the growing impact of industrialization and a preoccupation with the material aspects of European society. These trends produced a shift away from romanticism to realism and naturalism in literature and to impressionism in painting. While the impact on music was much less pronounced, it can be clearly detected in the thought of the age, from Marxian socialism and Social Darwinism to the philosophy of a Bergson or Nietzsche.

Dickens -(1812-1870) English novelist.

Marx -(1818-1883) author of Communist Manifesto, Das Kapital.

John Stuart Mill-(1806-1873) English economist, philosopher, and political theorist.

Dostoevski-(1821-1881) Russian novelist.

Ibsen -(1828-1906) Norwegian poet and dramatist.

Bergson -(1859-1941) French philosopher.

Nietzche-(1844-1900) German philosopher, and poet.

Flaubert-(1821-1880) French writer, leader of naturalist school.

Debussy -(1862-1918) French composer, regarded as a leader of the ultramodern school of music in France.

Monet -(1840-1926) French impressionist painter.

van Gogh-(1853-1890) Dutch painter, etcher and lithographer, associated with French post-impressionist school.

Cezanne -(1839-1906) French painter, leader of post-impressionism: forerunner of Cubists.

Whistler-(1834-1903) American painter and etcher, worked in France.

Renoir -(1841-1919) French impressionist painter; portraits, landscapes.

Rodin -(1840-1917) most celebrated French sculptor of late 19th century.

Selected Readings

*Burchell, Samuel C. and editors of Time-Life Books. Age of Progress. New York: Time-Life Inc., 1966.

*Gay, Peter and editors of Time-Life Books. Age of Enlightenment. New York: Time-Life Inc., 1965.

Hitchcock, Henry-Russell. Architecture: Nineteenth and Twentieth Centuries. Baltimore: Penguin, 1958.

McDowell, A.S. Realism: A Study in Art and Thought. London: Constable, 1918.

Mead, George H. Movements of Thought in the Nineteenth Century. Chicago: Univ. of Chicago Press, 1949.

Rewald, J. The History of Impressionism. New York: Museum of Modern Art, 1947.

X. The Twentieth Century

"The twentieth century," economist Kenneth E. Boulding has written, "marks the middle period of a great transition in the state of the human race." And historian William H. McNeill has added that "the crisis confronting our own age is in fact greater than that any earlier generation of mankind has faced. Power, over nature and over men, has increased, and the velocity of social change has likewise increased; the result is that, in any given length of time, far greater social transformations can, and indeed must, occur." In considering the art, music, and literature of the twentieth century, you might reflect upon the various ways in which individuals of unusual creative ability have responded to the common problems and needs of a rapidly changing society.

Freud -(1856-1939) Austrian pioneer in modern psychology; developed the idea of the unconscious as the primary source of motivation for human behavior.

Mann -(1875-1955) German novelist, playwright, essayist; The Magic Mountain.

Joyce -(1882-1941) Irish novelist, leader of subjective, stream of consciousness style; Portrait of the Artist as a Young Man, Ulysses.

T. S. Eliot-(1888-1965) American born poet and playwright, introspective, symbolic poetry.

Faulkner -(1897-1962) American novelist.

Hemingway-(1899-1961) American novelist, short-story writer, journalist.

O'Neill -(1888-1953) American Playwright.

Sartre -(1905-) French existentialist philosopher.

Stravinsky-(1882-) Russian composer, works marked by polyphony, dissonance, and varied rhythmic patterns.

Louis Sullivan-(1856-1924) American architect, "form follows function."

Frank Lloyd Wright-(1869-1959) American architect, student of Sullivan, promoted break with decorative architectural styles.

Gropius -(1883-1969) German architect, inspired by Wright, also stressed functionalism.

Picasso -(1881-1973) prolific Spanish sculptor and painter.

Jackson Pollock-(1912-1956) American "action painter," painted directly on canvas, without sketches, to express rather than illustrate feelings.

Matisse -(1869-1954) French painter, principal artist of Fauve group.

Le Corbusier-(1887-1965) French architect, moved beyond severe functionalism, designing for interesting design, too.

Dali -(1904-) Spanish surrealist painter.

Kandinsky-(1866-1944) Russian painter; founded new abstract school in Munich, aimed at pure aesthetic expression.

Bergman -(1918-) avant-garde Swedish motion picture writer, director, producer.

Schoenberg-(1874-1951) Austrian composer: identified with ultramodern school of music, atonal compositions.

Selected Readings

*Colton, Joel G. and editors of Time-Life Books. Twentieth Century. New York: Time-Life Inc., 1968.

Barr, A.H. Masters of Modern Art. New York: Doubleday, 1958.

Canaday, J.E. Mainstreams of Modern Art. New York: Holt, Rinehart and Winston, 1959.

Cassou, J. et. al. Gateway to the 20th Century: Art and Culture in a Changing World. New York: McGraw-Hill, 1962.

Collaer, P. A History of Modern Music. New York: Harcourt, 1961.

Ellmann, R. and C. Feidelman (eds.). The Modern Tradition: Backgrounds of Modern Literature. New York: Oxford University Press, 1965.

Howard, J.T. and J. Lyons. Modern Music. New York: Mentor, 1958.

APPENDIX B

SURVEY QUESTIONNAIRES

01. Please indicate the approximate population size of the area served by your library according to the 1970 U.S. Census.

____ (A) Under 25,000
____ (B) 25,000 - 49,999
____ (C) 50,000 - 99,999
____ (D) 100,000 - 499,999
____ (E) 500,000 - 1,000,000
____ (F) Over 1,000,000

02. Please indicate the amount of funds allocated for the purchase of printed material according to your budget which was still in effect on December 31, 1972.

____ (A) Under $5,000
____ (B) $5,000 - $24,999
____ (C) $25,000 - $99,999
____ (D) $100,000 - $499,999
____ (E) $500,000 - $1,000,000
____ (F) Over $1,000,000

03. Please indicate the approximate size of your collection.

____ (A) Under 25,000
____ (B) 25,000 - 99,999
____ (C) 100,000 - 499,999
____ (D) 500,000 - 1,000,000
____ (E) Over 1,000,000

04. How many branches does your library have?

____ (A) None
____ (B) 1 - 9
____ (C) 10 - 19
____ (D) 20 - 25
____ (E) 26 or more

05. Please indicate the basic composition of your collection.

____ (A) Predominantly fiction
____ (B) Predominantly non-fiction
____ (C) About an equal amount of fiction and non-fiction

06. Which part of your collection was in greater use during this past year?

____ (A) Fiction
____ (B) Non-fiction
____ (C) Both about the same

07. Please rank the following categories according to the proportion each comprises of your NON-FICTION collection. That category which comprises the greatest proportion should receive a ranking of "1", the next greatest should be ranked "2", and so on. Please do not give any two the same rank. If a category does not apply, leave it blank.

Category	Rank
(A) Popularizations of scientific subjects	____
(B) Textbooks	____
(C) Literature (poetry, drama, etc.)	____
(D) History/Biography	____
(E) Recreation/leisure reading (e.g., gardening, arts and crafts, etc.)	____
(F) Reference handbooks, manuals, dictionaries, almanacs, encyclopedias	____
(G) Technical materials and documents	____
(H) Other (Please specify:_____)	____

08. Who used the collection more during the past year?

____ (A) Children
____ (B) Adults
____ (C) About the same amount of usage for both

09. Please indicate what the trend of adult usage of the collection has been during the past three years.

____ (A) Increased
____ (B) Decreased
____ (C) Remained steady

10. Please indicate the facilities and equipment you have available to users within the library. (Check all that apply)

____ (A) Rooms for large group learning activities

____ (B) Rooms for small group learning activities

____ (C) Rooms for individualized learning activities

____ (D) Study carrels

____ (E) Movable partitions and room dividers

____ (F) Auditorium

____ (G) Chalkboards

____ (H) Motion picture projector

____ (I) 35mm slide projector

____ (J) Overhead projector

____ (K) Opaque projector

____ (L) Filmstrip projector

____ (M) Microfilm/fiche reader

____ (N) Photocopy machine

____ (P) TV receiver

____ (Q) Closed-circuit TV

____ (R) Radio

____ (S) Standard tape recorder

____ (T) Cassette tape recorder/player

____ (U) Phonograph

____ (V) Wall maps and charts

____ (W) Other (Please specify:_____ _____)

11. What are the goals of your library? Please rank the following statements according to the importance you place on that goal for your library. The most important goal should receive a ranking of "1", the next most important goal should be ranked "2", and so on. Please do not give any two statements the same rank. If any of the statements do not apply to your library, leave them blank.

	Rank
(A) To build the best possible collection of materials and to organize it for ease of access.	____
(B) To provide adults with individualized planned learning experiences.	____
(C) To provide opportunity for recreation through use of literature, music, films and other art forms.	____
(D) To serve the community as a center of reliable information.	____
(E) To support the educational, civic and cultural activities of groups and organizations.	____
(F) To provide guidance services to adults who are engaged, or intend to be engaged, in an educational activity.	____
(G) To motivate the public to use the Library and to recognize its importance in their lives.	____
(H) To provide local government officials with information and perform research as needed.	____
(I) To play an initiatory role, with other agencies and institutions, in identifying community needs and providing programs and services to meet those needs.	____

12. Which of the following measures are used to evaluate your library's effectiveness? Please respond in Columns A, B, or C for each measure. Circle one number in each row.

Measure	Use A Regularly	Use B Occasionally	Use C Infrequently or not at all
(A) Number of cardholders	3	2	1
(B) Number of books, etc., in circulation	3	2	1
(C) Number of reference questions answered and unanswered	3	2	1
(D) Categorization of reference questions by time required to answer	3	2	1
(E) Identification of the manner in which reference question was received (in person, by telephone, by mail)	3	2	1
(F) Number of books reshelved	3	2	1
(G) Number of sources consulted by reference assistants	3	2	1
(H) Simple total of reference transactions	3	2	1
(I) Count of users entering a specific department	3	2	1
(J) Spot checks of clientele at particular time of day	3	2	1
(K) Attendance of patrons at sessions, programs, etc.	3	2	1
(L) Other (Please specify: _____)	3	2	1

13. Which of the following procedures are used to evaluate your library's effectiveness? Please respond in Columns A, B, or C for each procedure. Circle one number in each row.

Procedure	Use A Regularly	B Occasionally	C Infrequently or not at all
(A) Survey of users	3	2	1
(B) Survey of public-at-large	3	2	1
(C) Survey of staff	3	2	1
(D) Management by objectives	3	2	1
(E) Outside evaluation (exclude financial audit)	3	2	1
(F) Program Planning Budgeting System (PPBS)	3	2	1
(G) Cost/Benefit Analysis	3	2	1
(H) Program Review and Evaluation Technique (PERT)	3	2	1
(I) Case Study	3	2	1
(J) Other (Please specify: _____)	3	2	1

14. Please indicate the number of filled full-time and part-time staff in the following positions and their current educational status.

Full- and part-time positions	Highest degree held as of 12/31/72: Less than B.A.	B.A.	5th year degree or higher in Librarianship	Fifth year degree or higher (in any area other than Librarianship
Librarian	(A)	(B)	(C)	(D)
Paid Paraprofessional	(E)	(F)	(G)	(H)

15. Does your library have a full-time adult education coordinator on its staff?

____ (A) Yes

____ (B) No

16. Please rank the following on the basis of the five duties at which an adult services librarian on your staff spends the most time during a normal year. That duty taking most of the librarian's time should receive a ranking of "1". That duty taking the second largest amount of time should be ranked "2", and so on until five duties have been ranked. Please do not give any two duties the same rank. Leave the remaining duties blank.

Duty	Rank
(A) Clerical work	____
(B) Helping a patron find a book or materials	____
(C) Assisting patrons in making educational decisions	____
(D) Providing reading guidance	____
(E) Responding to the information needs of patrons	____
(F) Work in the community (away from the library)	____
(G) Preparing programs	____
(H) Reviewing books	____
(I) Aiding patrons in planning a program of self-directed study	____
(J) Attending meetings	____
(K) Other (Please specify:_____)	____

17. Which of the courses of study listed below do you either offer to your professional staff or encourage that they receive elsewhere as part of your staff training program? Please place a check mark in the appropriate boxes for each course of study. If not applicable, leave that row blank.

NOTE: *Please disregard the letters and numbers enclosed in parentheses in each box. They are for coding purposes only.*

	We Offer:		We Encourage Them to Receive at:	
	Regularly	Occasionally	College or University	Other Agency (e.g. Prof. Org.)
Academic Counseling	(A1)	(A2)	(A3)	(A4)
Adult Education	(B1)	(B2)	(B3)	(B4)
Building Management	(C1)	(C2)	(C3)	(C4)
Business Management	(D1)	(D2)	(D3)	(D4)
Career Guidance	(E1)	(E2)	(E3)	(E4)
Community Relations	(F1)	(F2)	(F3)	(F4)
Evaluation Techniques (Methods of assessing individual and institutional performance)	(G1)	(G2)	(G3)	(G4)
General Library Administration	(H1)	(H2)	(H3)	(H4)
Librarianship - Circulation and Reference	(I1)	(I2)	(I3)	(I4)
Librarianship - Technical Services	(J1)	(J2)	(J3)	(J4)
Outreach Services to Disadvantaged	(K1)	(K2)	(K3)	(K4)
Reading Guidance	(L1)	(L2)	(L3)	(L4)
Teaching English as a Second Language	(M1)	(M2)	(M3)	(M4)
Teaching for Literacy	(N1)	(N2)	(N3)	(N4)
Other (Please specify: _____)	(P1)	(P2)	(P3)	(P4)

18. Which modes of instruction are used in your staff training program? Please respond in Columns A, B, or C, for each mode of instruction listed below. Circle one number in each row. If you have no staff training program, check option "M" and go on to question #19.

Mode of Instruction	Use A Regularly	Use B Occasionally	Use C Infrequently or not at all
(A) Closed-circuit TV or video tape instruction	3	2	1
(B) Convention/conference	3	2	1
(C) Correspondence	3	2	1
(D) On-the-job training	3	2	1
(E) Regular class sessions	3	2	1
(F) Self-directed study	3	2	1
(G) Seminar	3	2	1
(H) Tape cassette instruction	3	2	1
(I) Tutorials	3	2	1
(J) Visits to other systems	3	2	1
(K) Workshop	3	2	1
(L) Other (Please specify: _____)	3	2	1

_____(M) Check here if you do not have a staff training program.

19. Please indicate the extent to which your library is now providing the following services to adults inside the library by placing a 3, 2, or 1 in Column A. The numbers refer to the following:

3 - Regularly 2 - Occasionally 1 - Infrequently or not at all

Then place a check mark in either Column B or C to indicate whether the planning for that particular service was essentially initiated by the library (Column B) or by an agency other than the library (Column C).

NOTE: *Please disregard the letters and numbers enclosed in parentheses in each box. They are for coding purposes only.*

	A *Rating*	B *Planned by Library*	C *Planned by Others*
Book talks	(A1)	(A2)	(A3)
Discussion groups	(B1)	(B2)	(B3)
Film programs	(C1)	(C2)	(C3)
Scheduled readers' consultations	(D1)	(D2)	(D3)
Programmed instruction	(E1)	(E2)	(E3)
Reading improvement program	(F1)	(F2)	(F3)
Advice in designing program of independent study	(G1)	(G2)	(G3)
Planned reading programs using mass-produced subject reading lists	(H1)	(H2)	(H3)
Planned reading programs using individually adapted reading lists	(I1)	(I2)	(I3)
Concerts	(J1)	(J2)	(J3)
Career Guidance	(K1)	(K2)	(K3)
Tutorials	(L1)	(L2)	(L3)
Closed-circuit TV or video tape instruction	(M1)	(M2)	(M3)
Academic counseling	(N1)	(N2)	(N3)
Exhibits	(P1)	(P2)	(P3)
Exhibits for loan purposes	(Q1)	(Q2)	(Q3)
Tape cassette instruction	(R1)	(R2)	(R3)
Displays: Books and related materials (as differentiated from exhibits)	(S1)	(S2)	(S3)
Lectures	(T1)	(T2)	(T3)
Other (Please specify:_____	(U1)	(U2)	(U3)

20. Please rank the following on the basis of the five categories of patrons who use the library most. Those patrons who use the library the most should receive a ranking of "1". Those using the library second most should be ranked "2", and so on until five categories of patrons have been ranked. Please do not give any two categories the same rank. Leave the remaining categories of patrons blank.

Patrons	Rank
(A) College Students	____
(B) Housewives	____
(C) Blue-Collar Workers	____
(D) Office Workers	____
(E) Agricultural Workers	____
(F) Professional and Business	____
(G) Unemployed and Economically Disadvantaged	____
(H) Military	____
(I) Adults for Whom English is a Second Language	____
(J) Senior Citizens	____
(K) Other (Please specify:_____)	____

21. Please check all of the following issues which have posed difficulties or obstacles for your library in the development of independent study programs for adult learners.

____ (A) No evident demand or need for such programs
____ (B) Lack of interest among library staff
____ (C) Library's concern about its traditional role
____ (D) Staff resistance
____ (E) Suspicion of passing fad
____ (F) Lack of funds
____ (G) Lack of staff
____ (H) Recruitment of appropriate staff
____ (I) Other (Please specify: _____)
____ (J) Have had no difficulties

We wish to thank you again for your time and interest in the Project.

01. Please indicate your sex.

___ (A) Male
___ (B) Female

02. How many years have you been a librarian?

____ (A) Less than 1 year
____ (B) 1 - 3 years
____ (C) 4 - 10 years
____ (D) 11 - 20 years
____ (E) More than 20 years

03. Please indicate your current educational status.

____ (A) Less than a bachelor's degree (B.A.)
____ (B) Bachelor's degree (B.A.)
____ (C) 5th year degree or higher in Librarianship
____ (D) 5th year degree or higher in any area other than Librarianship

04. Please indicate the approximate population size of the area served by your library system (main and branches) according to the 1970 U.S. Census.

____ (A) Under 25,000
____ (B) 25,000 - 49,999
____ (C) 50,000 - 99,999
____ (D) 100,000 - 499,999
____ (E) 500,000 - 1,000,000
____ (F) Over 1,000,000

05. Please estimate the amount of funds allocated for the purchase of printed material according to your library system's (main and branches) budget which was still in effect on December 31, 1972.

____ (A) Under $5,000
____ (B) $5,000 - $24,999
____ (C) $25,000 - $99,999
____ (D) $100,000 - $499,999
____ (E) $500,000 - $1,000,000
____ (F) Over $1,000,000
____ (G) Don't know

06. Please indicate the approximate size of your library system's (main and branches) collection.

____ (A) Under 25,000
____ (B) 25,000 - 99,999
____ (C) 100,000 - 499,999
____ (D) 500,000 - 1,000,000
____ (E) Over 1,000,000
____ (F) Don't know

07. How many branches does your library system have?

____ (A) None
____ (B) 1 - 9
____ (C) 10 - 19
____ (D) 20 - 25
____ (E) 26 or more

08. What do you think the goals of the Library should be? Please rank the following statements according to the importance you place on that goal for the Library. The most important goal should receive a ranking of "1", the next most important goal should be ranked "2", and so on. Please do not give any two statements the same rank.

Goals	Rank
(A) To build the best possible collection of materials and to organize it for ease of access.	____
(B) To provide adults with individualized planned learning experiences.	____
(C) To provide opportunity for recreation through use of literature, music, films and other art forms.	____
(D) To serve the community as a center of reliable information.	____
(E) To support the educational, civic, and cultural activities of groups and organizations.	____
(F) To provide guidance services to adults who are engaged, or intend to be engaged, in an educational activity.	____
(G) To motivate the public to use the Library and to recognize its importance in their lives.	____
(H) To provide local government officials with information and perform research as needed.	____
(I) To play an initiatory role, with other agencies and institutions, in identifying community needs and providing programs and services to meet those needs.	____

09. Please indicate the extent to which you think your library system should provide the following services to adults inside the library by placing a 3, 2, or 1 in the appropriate space after each service. The numbers refer to the following:

3 - Library should provide this as a regular program
2 - Library should provide this occasionally, if the need or demand exists
1 - Library should not provide this, for it is beyond the Library's function

(A) Book talks ____

(B) Discussion groups ____

(C) Film programs ____

(D) Scheduled readers' consultations ____

(E) Programmed instruction ____

(F) Reading improvement program ____

(G) Advice in designing program of independent study ____

(H) Planned reading programs using mass-produced subject reading lists ____

(I) Planned reading programs using individually adapted reading lists ____

(J) Concerts of recorded or live music ____

(K) Career guidance ____

(L) Tutorials ____

(M) Closed-circuit TV or radio tape instruction ____

(N) Academic counseling ____

(P) Exhibits ____

(Q) Exhibits for loan purposes ____

(R) Tape cassette instruction ____

(S) Displays: Books and related materials (as differentiated from exhibits) ____

(T) Lectures ____

(U) Other (Please specify:_____) ____

10. Consider the activities listed below. For each activity, circle number "3" in Column A if you think the Public Library should play a major role in planning and implementing the activity; circle number "2" in Column B if you think the Public Library should play a minor role in supporting the involvement of other agencies in that activity; or circle number "1" if you think the Public Library should have no role in that activity. Please circle only one number in each row.

Activities	A Major Role	B Minor Role	C No Role
(A) Art shows	3	2	1
(B) Amateur dramatic offerings	3	2	1
(C) Debates of community issues	3	2	1
(D) Theatre group associated with library	3	2	1
(E) Cultural and educational field trips for patrons	3	2	1
(F) Science fairs	3	2	1
(G) Ethnic and cultural expositions	3	2	1
(H) Concerts of live music	3	2	1
(I) Encounter group sessions, sensitivity workshops, and other human relations activities	3	2	1

11. Please check all the following issues which have posed difficulties or obstacles for your library in the development of independent study programs for adult learners.

____ (A) No evident demand or need for such programs
____ (B) Lack of interest among library staff
____ (C) Library's concern about its traditional role
____ (D) Staff resistance
____ (E) Suspicion of passing fad
____ (F) Lack of funds
____ (G) Lack of staff
____ (H) Recruitment of appropriate staff
____ (I) Other (Please specify: _____)
____ (J) Have had no difficulties

12. Please place a check mark in the first column after each course of study in which you have received some training prior to the start of your career as a librarian. Place a check mark in the second column after each course of study in which you have received some training after the start of your career as a librarian. Place a check mark in the third column after each course of study in which you feel you would like to be trained or need additional training to better perform your job as you would like to.

NOTE: *Please disregard letters and numbers in parentheses in each box. They are for coding purposes only.*

	Prior to becoming a Librarian	*After becoming a Librarian*	*Would like to be trained or need additional training*
Academic Counseling	(A1)	(A2)	(A3)
Adult Education	(B1)	(B2)	(B3)
Building Management	(C1)	(C2)	(C3)
Business Management	(D1)	(D2)	(D3)
Career Guidance	(E1)	(E2)	(E3)
Community Relations	(F1)	(F2)	(F3)
Evaluation Techniques (Methods of assessing individual and institutional performance)	(G1)	(G2)	(G3)
General Library Administration	(H1)	(H2)	(H3)
Librarianship - Circulation and Reference	(I1)	(I2)	(I3)
Librarianship - Technical Services	(J1)	(J2)	(J3)
Outreach Services to Disadvantaged	(K1)	(K2)	(K3)
Reading Guidance	(L1)	(L2)	(L3)
Teaching for Literacy	(M1)	(M2)	(M3)
Other (Please specify: _____)	(N1)	(N2)	(N3)

13. Please rank the following on the basis of the five modes of instruction you think are the most effective in meeting your training needs. The mode of instruction which you think to be the most effective should receive a ranking of "1". The one you think is the next most effective should be ranked "2", and so on until five modes of instruction have been ranked. Please do not give any two the same rank. Leave the rest blank.

Mode of Instruction	Rank
(A) Closed-circuit TV or video tape instruction	____
(B) Convention/conference	____
(C) Correspondence	____
(D) On-the-job training	____
(E) Regular class sessions	____
(F) Self-directed study	____
(G) Seminars	____
(H) Tape cassette instruction	____
(I) Tutorials	____
(J) Visits to other systems	____
(K) Workshops	____
(L) Other (Please specify: _____)	____

14. In Column A, please rank the following on the basis of the five duties at which you spend the most time during a normal year. That duty taking most of your time should receive a ranking of "1". That duty taking the second largest amount of time should be ranked "2", and so on until five duties have been ranked. Please do not give any two statements the same rank. Leave the rest blank.

In Column B, rank the duties again, this time on the basis of which you think should occupy most of your time if you were to adequately perform your job as you would like to. Again, rank from 1 to 5 according to the same guidelines mentioned above.

NOTE: *Please disregard letters and numbers in parentheses in each box. They are for coding purposes only.*

Duty	Rank A	Rank B
Clerical work	(A1)	(A2)
Helping a patron find a book or materials	(B1)	(B2)
Assisting patrons in making educational decisions	(C1)	(C2)
Providing reading guidance	(D1)	(D2)
Responding to the information needs of patrons	(E1)	(E2)
Work in the community (away from the library)	(F1)	(F2)
Preparing programs	(G1)	(G2)
Selection and evaluation of materials	(H1)	(H2)
Aiding patrons in planning a program of self-directed study	(I1)	(I2)
Attending meetings	(J1)	(J2)
Other (Please specify: _____ _____)	(K1)	(K2)

15. In Column A, please rank the following on the basis of the five types of assistance you are most frequently requested to provide directly to patrons. That type of assistance most frequently requested of you should receive a ranking of "1". The second most frequent should be ranked "2", and so on until five have been ranked. Please do not give any two the same rank. Leave the rest blank.

In Column B, rank the types of assistance again, this time on the basis of which types you would most prefer to provide to patrons. Again, rank from 1 to 5 according to the same guidelines mentioned above.

NOTE: *Please disregard letters and numbers in parentheses in each box. They are for coding purposes only.*

Types of Assistance to Patrons	Rank A	Rank B
Directions to materials or facilities	(A1)	(A2)
Using card catalog	(B1)	(B2)
Finding the answer to a question	(C1)	(C2)
Selection of general reading	(D1)	(D2)
Preparation of a reading list	(E1)	(E2)
Planning a program of study	(F1)	(F2)
Finding a book to review	(G1)	(G2)
Finding material for a school assignment	(H1)	(H2)
Other (Please specify: _____ _____)	(I1)	(I2)

16. Please rank the following categories of adults according to the frequency with which you have face-to-face transactions. Those adults with which you have the most frequent face-to-face transactions should receive a ranking of "1". Those with which you have the next most frequent transactions should be ranked "2", and so on until all are ranked. Please do not give any two categories the same rank. If any of the categories do not apply to your situation, leave them blank.

Categories of Adults by Activities Engaged In	Rank
(A) Adults (non-students) engaged in an educational activity (e.g., Great Books, History, Literature)	____
(B) Adults engaged in a recreation/leisure activity (e.g., Mysteries, Westerns, Bestsellers, Hobbies)	____
(C) Adults engaged in a job-related activity	____
(D) Adults engaged in a home-related activity (e.g., Gardening, Home Repairs, Child Care)	____
(E) Adults engaged in a personal development activity (e.g., Public Speaking, Personality Development, Speed Reading)	____

17. An adult who is about to engage in an educational activity would need direction, assistance and advice in making decisions. Please indicate whether you think that librarians should involve themselves in providing the following aid to patrons in making their educational plans by placing a check mark in the appropriate space. *Assume that librarians have had the necessary training.*

	YES	NO
(A) Helping adults collect information necessary for personal decision-making	____	____
(B) Helping adults identify personal values	____	____
(C) Helping adults clarify personal goals	____	____
(D) Helping adults assess their strengths and weaknesses	____	____
(E) Helping adults develop strategies to achieve their personal goals	____	____

18. Please indicate the extent to which you agree or disagree with the statements listed below by responding in Columns A, B, C, or D for each statement. Circle <u>one</u> number in each row. *Assume funds are not a problem.*

	A Strongly Agree	B Agree Somewhat	C Disagree	D Strongly Disagree
(A) The Library should employ a full-time adult education specialist on its staff.	4	3	2	1
(B) The Library should plan and coordinate its resources into programs of adult independent study.	4	3	2	1
(C) The Library's main function is <u>not</u> one of actively educating people; that is the function of the school.	4	3	2	1
(D) The Library should cooperate with other community agencies (e.g., colleges, adult education centers, etc.) in providing services such as space, personnel, equipment, instructional materials (books, reading lists, etc.) for programs of adult independent study.	4	3	2	1
(E) The Library should provide clinical diagnostic services for adults having reading difficulties.	4	3	2	1

We wish to thank you again for your time and interest in the Project.

APPENDIX C

EXAMPLE SERVICE PLANS PREPARED BY PARTICIPATING LIBRARIES

ADULT INDEPENDENT STUDY PROJECT

A Planning Model for the Atlanta Public Library

GRAND DESIGN: To meet the adult independent learning needs of the community.

GOAL: The Atlanta Public Library shall serve as the community center for assisting, facilitating and encouraging adult independent learners in meeting their informational needs in the areas of career awareness and subject or special interest development. This library service is directed toward those persons who want to take part in an unstructured, self-directed learning project.

Objective I - The Atlanta Public Library (APL) shall provide its staff with the necessary training to implement the Adult Independent Study (AIS) project

Action Plans

1. Representatives from the branches and the subject departments of Central shall attend four all-day learning sessions sponsored by the Office of Library Independent Study and Guidance Projects. These sessions shall take place between February and May, 1974.
2. APL's adjunct faculty shall conduct four follow-up learning sessions between February and May, 1974.
3. Additional staff training sessions shall be held throughout the summer of 1974 with the participation of local resource persons.
4. A culminating training session shall be held for all staff involved in the implementation of the AIS project in August, 1974.
5. APL's program-planning and evaluation group shall meet twice a month to revise the planning document and to discuss related matters.

Objective II - APL shall provide a learner consulting service to assist the adult independent learner in educational planning.

Action Plans

1. The learner consulting service shall be incorporated into the subject departments of Central and the Neighborhood Information Center branches (South and Kirkwood) by September 16, 1974.
2. The remaining branches in the APL system shall provide the learner consulting service as soon as they are able to incorporate it into already existing services. The learner consulting service shall be available on a system-wide basis by the end of 1975.

a. Procedure for implementing learner consulting service
   1) Meetings between learner consultants and adult independent learners shall be held through personal interviews.
   2) These interviews shall be conducted on an individual basis and will be prearranged by the prospective adult independent learner making an appointment with a learner consultant.
   3) The interviews shall take place in a quiet place away from disturbances caused by other library activities.
   4) Librarians involved in the learner consulting service shall be relieved of all other duties for the period of the interview.
   5) Interviews shall be scheduled by the subject departments of Central and the branch librarians in accordance with other library activities already scheduled.
   6) A file of pertinent information shall be kept on each independent learner project. The adult independent learner shall be informed of this record keeping at the initial interview.

b. Alternate procedure for implementing the learner consulting service
   1) A learner consulting service desk shall be manned and open to the public at pre-determined hours.
   2) The librarian working at the learner consulting service desk shall be relieved of all other duties for the period when conducting interviews.
   3) The hours that the learner consulting service desk is open shall be determined by the subject departments of Central and branch librarians in accordance with already scheduled library activities.
   4) A file of pertinent information shall be kept on each independent learner project. The adult independent learner shall be informed of this record keeping at the intitial interview.

Objective III - APL shall provide the necessary material resources needed to implement the AIS project.

Action Plans

1. APL shall adjust its book collection to include the appropriate educational materials needed to support the AIS project. The present book collection of educational materials shall be evaluated by learning consultants during the summer of 1974.

2. APL shall expand its non-print collection (cassettes, films, records, etc.) by obtaining the appropriate educational materials needed to support the AIS project. This expansion shall take place during the summer of 1974.
3. APL learner consultants shall compile subject bibliographies, reading lists and study guides in selected subject areas for adult independent learners. These study materials shall be ready for distribution by September 16, 1974.
4. APL shall compile a directory listing selected subjects in which staff members have a special knowledge or interest. This directory shall be available for use by the learner consultants by May, 1974.

Objective IV - APL shall provide a clearinghouse and referral service for any adult independent learner requesting such service.

Action Plans

1. APL shall compile a list of contact persons and their phone numbers for each educational institution located in the Atlanta community. This list shall be available for use by learner consultants making referrals by September 16, 1974.
2. APL shall compile a list of local educational institutions that give academic credit under the CLEP or University Without Walls programs. This list shall be available for use by learner consultants and adult independent learners by September 16, 1974.
3. APL shall compile a list of all the adult education programs and courses that are offered throughout the Atlanta community. This list shall be available for use by the learner consultants and adult independent learners by September 16, 1974.
4. APL shall display a calendar of events (films, lectures, plays, etc.) that are going on in the Atlanta community and which may be of interest to an adult independent learner. This calendar shall be available for use by learner consultants and adult independent learners by September 16, 1974.

Objective V - APL shall inform the public of the Adult Independent Study project through the implementation of a publicity campaign.

Action Plans

1. The Office of Library Independent Study and Guidance Projects shall have a publicity package available for use by July, 1974.
2. APL shall distribute pamphlets and brochures describing the AIS project during the summer of 1974.
3. The program-planning and evaluation group members shall make community talks describing the AIS project during the summer of 1974.

DENVER PUBLIC LIBRARY

"The function of the Denver Public Library is to:

I. Provide information needed by citizens of Denver in their daily lives;

II. Encourage and facilitate self-directed learning;

III. Enhance the quality of life for Denver citizens."

(Sec. 1.0 Staff Policy Manual)

Each employee of the Library is responsible to support and enhance the functions, goals, and objectives of the Library. The administrative head of each department, agency or unit is responsible for a continuing assessment of the needs of the community which that agency is designated to serve and for the implementation of action plans which will develop to the fullest extent in that agency the goals and objectives stated below. Each year specific, quantifiable goals will be set by each agency for number and kind of educational programs to be offered to the community served, number of contacts to be made with community groups, number of new registrations to be sought, amount of increase in number of reference questions answered, amount circulation is to be increased during the year, and the increase in number of people using the agency.

I. Goal and Objectives for Function I: Provide information needed by Denver citizens in their daily lives.

II. Goal and Objectives for Function II: Encourage and facilitate self-directed learning.

GOAL: Provide a community-coordinated program that facilitates, encourages and motivates the person who independently seeks information in an on-going effort to achieve a personal goal.

OBJECTIVE 1: Provide the means for self-directed learners to identify themselves.

a. Maintain at each library agency an ON YOUR OWN information desk as a point of initial contact.

b. Provide in the community additional points of contact (referral) for the identification of self-directed learners. These points will be located in places where potential self-directed learners congregate. The number of contact points will be dependent upon the community.

(1) Community Services personnel will work closely with the Agency Heads, Regional Coordinators and Assistant Director of Public Services in locating these contact points.

(2) The Agency Heads, Regional Coordinators and Assistant Director of Public Services will maintain these contact points, once established.

c. Evaluate the use of these contact (referral) points and the level of the user's satisfaction with them.

Action Plan 2: Search in the community for available records about self-directed learners.

a. Use the results of local research.

(1) Make use of the results of the University of Denver Graduate School of Librarianship proposed survey which will focus on employees receiving recognition for nontraditional learning experiences (to be submitted for funding March 15, 1974).

(2) Make use of the results of the Adult Education Council proposed inventory of the needs of adult learners in the Denver area and the barriers to learning which may currently exist. (1974/1975)...

b. Encourage graduate students in librarianship to do research in the field of adult self-directed learning and make use of any results forthcoming. The Director of Public Services is responsible for this coordination.

c. Identify likely agencies in the community (e.g., HEW, Model Cities, Colorado State Library, Commission on Community Relations . . .) from which to obtain pertinent information on self-directed learners.

(1) The Director of Planning and Evaluation and the Community Services Librarian will work together to identify, make contact, and obtain whatever pertinent information these agencies may have on self-directed learners.

(2) The Government Publications Librarian is responsible for alerting and disseminating to agency librarians Federal, State and Local documents about target groups.

(3) Regional Coordinators and agency librarians are responsible for obtaining any information within their community on self-directed learners.

Action Plan 3: Search for potential self-directed learners.

a. Brief the public services staff about the characteristics of self-directed learners.

(1) Understanding the Adult Learner Training Workshop, November 1973.

(2) Videotape follow-up sessions.

(3) Discussion groups in regions or agencies.

b. Make use of the survey of Denver households, business/industry, and local governmental agencies sponsored by the Denver Public Library, the Denver Research Institute, and the Denver Urban Observatory (July, 1974).

c. Each Library agency will work with agencies and companies within its area to identify likely self-directed learners, such as:

- Learning for Living
- Model Cities . . .

d. The Director of Community Services will work with the Adult Education Council to identify potential self-directed learners in Denver.

OBJECTIVE 2: Identify existing barriers which prevent people from either beginning or continuing self-directed learning.

Action Plan 1: Meetings will be held with each agency staff to assess the needs of the community that the agency serves (March 15, 1974 the initial phase of meetings is to be completed. July 1, 1974, the second phase of meetings is to be completed).

Action Plan 2: Agency staffs will hold needs assessment meetings with representatives from the community which they serve (October 1, 1974 meetings to be completed). As a result of this action plan, agency heads will isolate barriers and be prepared to take action to remove these barriers in their agencies.

OBJECTIVE 3: Develop community learning centers in all of the public libraries of Denver.

Action Plan 1: Improve the libraries' environment to function as community learning center by creating physical surroundings conducive to the self-directed learner's activities.

a. The Director of Public Services and Agency Heads will plan according to the physical needs of the self-directed learner, such as:

- Heat and light control in buildings
- Quiet areas for concentration

- Wet Carrels . . .

(To begin initial planning in April 1974. To end initial planning phase in October, 1975)

b. Agency heads and staff will acquire the facilities to meet these needs.

(1) Assess needs and priorities.

(2) Budget for items/conditions lacking.

(3) Purchase, install and use items.

(4) Evaluate the meeting of needs by the facilities.

(Date to begin operation is October 1973 and date to end initial phase is December 1978).

Action Plan 2: Develop and maintain staff attitudes that will be supportive of adult self-directed learners (See also Staff Policy Manual).

a. Inform staff about ON YOUR OWN.

(1) The Administration will inform the staff through Fact Sheets, Information Memos, and the Inkling (begun 1973).

(2) ON YOUR OWN Librarian will inform staff through the ON YOUR OWN Newsletters (Begun February 1973).

(3) Administration and supervisors will inform the staff through orientation seminars and the Staff Policy Manual.

b. OYO Task Force on Program Planning and Evaluation will hold branch and departmental meetings to inform staff initially about ON YOUR OWN and to assess needs of patrons and staff (Beginning December 1973 and ending in March 1974).

c. OYO Task Force on Program Planning and Evaluation will evaluate initial meetings as a device to develop staff attitudes supportive to the self-directed learner. (To be completed by April, 1974).

Action Plan 3: The Library Administration will provide learning consultants for the self-directed learner.

a. The City Librarian will establish a Task Force on Training to plan and facilitate the communication of information from the resource consultants (established August, 1973).

b. The Training Task Force will arrange for workshop sessions with each resource person that include a quarter or more of the professional staff on the following topics:

(1) Understanding the adult learner (November, 1973).

(2) Decision-making in educational planning (January 1974) and as a continuing process, use the Adult Education Council to train staff in decision making (to begin May, 1974).

(3) Interviewing techniques (March, 1974).

(4) Using Library resources (April, 1974).

c. Training Task Force will design the evaluation form and administer it at the close of each workshop, using participant input as well as the task force input itself to improve later workshops.

d. Training Task Force will conduct follow-up discussions with workshop participants and work with the entire professional staff (to be completed June, 1974).

e. The Task Force on Program Planning and Evaluation will evaluate staff training methods and results in a report containing recommendations for additional staff training programs (August, 1974).

Action Plan 4: Agency Heads and staff will acquire/create the additional learning resources necessary for the libraries to fulfill their goal of being community learning centers.

a. The OYO Librarian, the Director and Assistant Director of Public Services and Regional Coordinators will assess resource needs in departments and agencies and formulate priorities and plans for the acquisition or creation of these resources (to commence May, 1974 and to be completed by November, 1974).

b. The OYO Librarian will create/maintain basic ON YOUR OWN information resources to be present in all libraries, such as:

- OYO Information Notebooks (March, 1974)
- CLEP Information Notebooks (March, 1973)
- CLEP Bibliographies (August, 1973)
- Annotated index to Addison-Wesley Pathfinders
- DPL developed Pathfinders
- Time Alive! Brochures . . .

c. Librarians (with the approval of branch and department heads) will develop pathfinders as needed. (A Pathfinder is a basic bibliographic exploration of a particular subject area or topic which includes:

(1) Introduction

(2) Monolog sources

(3) Indexes and guides

(4) Periodical sources

(5) Common subject headings

(6) Bibliographies.

d. Planners (Regional Coordinators, Branch Heads, Department Heads (with interested staff)) will plan appropriate programs to be presented at that library agency with the Program Specialist to meet the need of subject area or topic explanation or exploration.

e. Agency Heads and staff will acquire the additional resources needed by self-directed learners.

(1) Assess needs and priorities

(2) Budget for resources lacking

(3) Acquire and use resources.

f. Evaluate these resources as to meeting needs of self-directed learners.

OBJECTIVE 4: Provide the self-directed learner with informational access and referral to additional educational facilities within Denver.

Action Plan 1: The ON YOUR OWN Librarian will develop and maintain an in-house personnel referral file by which self-directed learners can be directed to one or more staff members with knowledge in the appropriate area.

a. Develop guidelines for the organization, use and content of the file and design the appropriate form for soliciting the information from the staff (March, 1974).

b. Collect and package contents of the file for distribution in the Main Library and in the branches.

c. Plan and implement procedures for updating the personnel referral file every six months, incorporating information particularly about new staff members.

d. Inform staff and the patrons of the existence of the file at the appropriate time (Staff in April, 1974 and patrons in September, 1974).

e. Evaluate the personnel referral file for: staff participation in file (April, 1974); usefulness to staff, use by patrons, and patron satisfaction (August and December, 1974).

Action Plan 2: Community Services Librarian will establish, maintain and expand the ON YOUR OWN educational opportunities and referral services for library agencies.

a. An inventory will be made of all reciprocal referral services in Denver and the types of information they supply for Denver citizens (June, 1974).

b. The role that ON YOUR OWN educational opportunities and referral services can play will be identified and described, assigning priorities to the types of referral services to be offered in the libraries to avoid duplication (June 30, 1974).

c. Plan and produce an information dissemination service that will be easy to use for the librarians and patrons and kept up-to-date (August 15, 1974).

d. Plan and carry out an evaluation of the referral services (December, 1974).

OBJECTIVE 5: To motivate people to pursue self-directed learning, the Public Information Office will create, launch and monitor, with the cooperation of each library agency, public relations campaigns that will capture the enthusiasm and gain the participation over the next two years of significant percent of Denver citizens in the Library's self-directed learning services.

Action Plan 1: The Public Information Office will prepare specific publicity created for individual media sources by August 15, 1974, or as the opportunity arises, such as:

- Television
- Daily newspapers
- Newspaper magazines
- Community newsletters . . .
- Radio
- Weekly newspapers
- Local magazines

Action Plan 2: The Public Information Office will provide support to the library agencies in the preparation for flyers and written material for distribution in support of agency ON YOUR OWN programming, such as:

- Traveling photographic displays for public areas
- OYO concepts incorporating into Books on Wheels, Friends' outreach efforts to the handicapped and blind
- Prepare releases and other publicity materials for use by library agencies in the communities
- Use bookmobiles as a delivery means to neighborhood outlets
- Programming . . .

Action Plan 3: Community Services will provide support to library agencies to carefully select and involve business, labor and community leaders by August 15, 1974, to give publicity and promotional thrusts via local government, business, industrial, collegiate, neighborhood and media endorsement and support through their cooperation. Contact should be done on a one-to-one basis to gain masimum cooperation in promotional activities, such as:

- Sponsored ads
- Personnel policies
- Media publicity
- Displays
- Programming
- House organ articles
- College policies
- Distributions . . .

Action Plan 4: Community Services will coordinate by August 15, 1974, mailings of promotional brochures through the AEC, civic, union professional, social and religious organizations, business, industrial and religious groups.

Action Plan 5: Community Services and the AEC will coordinate and implement a Speakers Bureau by August 1, 1974 of local librarians and authorities to appear before groups who are interested in self-directed learning in Denver.

Action Plan 6: The Public Information Office will maintain constant filing for publicity case histories of unique ON YOUR OWN self-directed learners as reported by each library agency on a timely basis. Material will be the basis for such items as:

- Television news clips
- Magazine features
- Newspaper features . . .

OBJECTIVE 6: Evaluate the effectiveness of the ON YOUR OWN services.

Action Plan 1: Regional Coordinators and Department Heads in cooperation with staff support (i.e., Director of Planning and Evaluation, Directors of Public Service and Community Services . . .)

a. Needs assessment of community

b. Critical self-appraisal of services

c. Define and analyze the 'gap'

(1) Library users

(2) Non-users

Action Plan 2: Regional Coordinators, Department Heads, in cooperation with staff support will provide materials for each library agency's evaluation process and assist in the evaluation of effectiveness of services.

a. Demographic profile of community (such as census information, survey results . . .)

b. Analysis of trends of services

(1) Registration trend

(2) Circulation trend

(3) Reference services trend

(4) Requests for use of services

c. Analysis of effectiveness of services

(1) Librarians/Staff

(2) Collections/resources

(3) Facilities/equipment

Action Plan 3: Prepare and distribute overall evaluation of effectiveness of ON YOUR OWN services.

a. Each branch and department head is responsible for each agency.

b. Community Services will summarize and consolidate an overall ON YOUR OWN evaluation.

III. Goal and Objective for Function III: Enhance the quality of life for Denver citizens.

SALT LAKE CITY PUBLIC LIBRARY
ADULT INDEPENDENT LEARNER PROGRAM

PHILOSOPHY: "The Salt Lake City Public Library System will provide the residents of Salt Lake City with a resource center pertinent to their needs and desires."

from Long Range Goals of the Salt Lake City Public Library

GOAL: The Salt Lake City Public Library will become the Center for Independent Learning for Salt Lake City.

OBJECTIVE 1: The Salt Lake City Public Library will provide assistance for the adult independent learner for planning and carrying out his learning goals.

a. The Salt Lake City Public Library will develop a staff of learning consultants by October, 1974, with expertise in the field of adult independent learning who will provide assistance to the learner through interviewing, guidance, educational planning, materials selection, referral services, and evaluation.

(1) Specialists will be provided to work with the staff to improve necessary skills in each of these areas.

(2) Monthly meetings of the staff of learning consultants will be scheduled to discuss problems and successes and to evaluate procedures using CIPP models. Every four months a total evaluation will be made.

(3) The "Independent Learning Program Progress Report" forms (see Appendix Form B) will be used to evaluate the library, the program, and the learning consultant. These will, in turn, be used for developing staff training for future operations.

(4) Forms of evaluation, such as the "Mean Personnel Time Per Program Function" chart and others will be given to the staff for their evaluation of the program in terms of both staff and learner. (See Appendix Forms C, D, and E)

(5) The Library will provide appropriate materials related to independent learning for the learning consultants.

(6) The Library will offer released time for staff to participate in formal education related to this program.

(7) The Personnel Director will consider adult education background and other related experience in the hiring of new staff.

b. The consultant staff of the Salt Lake City Public Library will help the independent learner define and outline his learning project and formulate his goals and objectives and plan to meet them in specific ways and by specified times.

(1) Interaction between the learning consultant and the independent learner will be by personal interviews.

(a) Interviews will be conducted on an individual basis by a trained learning consultant who will be relieved of all other duties for the period of the interview.

(b) Interviews will be scheduled during a prearranged time but may be impromptu if department scheduling permits.

(c) Interviews will be scheduled by departments.

(2) A master file of information on each independent learner will be kept for reference and evaluation. These files will be confidential.

(a) An initial interview form will be filled out giving necessary personal information and learning objectives of the adult independent learner. (See Appendix Form A)

(b) An "Independent Learning Program Progress Report" form will be made at each subsequent meeting between the learning consultant and the learner. (See Appendix Form B)

c. The consultant staff of the Salt Lake City Public Library will help the independent learner actualize and evaluate his learning project.

(1) The consultant staff will offer the independent learner aid and guidance in determining the scope and emphasis of his study.

(2) The consultant staff will aid the independent learner in determination of the sequence of his study.

(3) The consultant staff will help in the selection of study materials.

(a) Individualized bibliographies will be provided when appropriate and desirable. These bibliographies will be kept on file for future use.

(b) Specialists and other resources will be consulted as necessary.

d. The consultant staff of the Salt Lake City Public Library will provide a referral service.

(1) When necessary, the independent learner will be referred to formal and informal educational possibilities including unions, free schools, tutors, educational institutions, etc.

(2) When necessary, the independent learner will be referred to agencies, clubs, and organizations who could assist him/her with his/her learning project.

(3) Arrangements for referral will be made with appropriate institutions for the independent learner who wants to test the success of his/her independent learning project, i.e., CLEP, GED, etc.

e. The Salt Lake City Public Library will offer the independent learner support, encouragement, and reinforcement to assist him/her while completing his/her learning project.

(1) Appropriate group meetings will be scheduled for the benefit of the learner. Examples of subjects for such meetings are independent learning techniques, research techniques, use of the public library, etc.

(2) Meetings will be scheduled for groups of individuals interested in studying the same or related topics. The purpose of the meetings will be to provide an introduction to the topic and to provide means for sharing of resources and experiences.

(3) A newsletter containing information of local and national developments relative to independent learners will be published and mailed by the Public Relations Department.

OBJECTIVE 2: The Salt Lake City Public Library will provide a collection of materials necessary to the successful operation of the Independent Study Project.

a. The collection will be evaluated and selections made that are necessary to support the program.

(1) Standard and specialized bibliographies, recognized experts, etc., will be consulted and checked against current collection, and discarding and purchasing will be done accordingly.

(2) When a learner expresses needs for specific materials, those materials will be added to the collection if they meet professional selection standards.

(a) Textbooks, since they summarize, outline and usually survey a topic with greater fairness than a trade book with a definite point of view, will be added to the collection if they meet basic selection criteria.

(b) AV materials, and other non-print materials supportive of the independent learning program, will be added to the collection as the budget permits.

b. Arrangements for utilization of materials and information not available at the Salt Lake City Public Library will be made with appropriate institutions and agencies.

(1) Extensive use will be made of interlibrary loan.

(2) Accurate information about location and availability of materials will be secured by a learner consultant before a patron is sent to another agency.

c. Materials in great demand will be placed on reserve within departments or put on a limited loan basis.

(1) Departments will determine if materials are to be used in the library only, or circulated for a limited time (24 hours, 7 days, etc.). Data will be collected on this material.

(2) Additional copies of materials in extra heavy demand will be purchased by the department when necessary.

d. Bibliographic information will be made available for a patron who wishes to purchase materials.

(1) A file will be kept of this information for future use in selection and acquisition.

(2) This file will be reviewed quarterly to keep it free of highly specialized items, and for data collection.

OBJECTIVE 3: The Salt Lake City Public Library will provide supportive services and activities necessary to the success of the independent learning project.

a. The Salt Lake City Public Library will provide an environment conducive to independent learning.

(1) Space will be provided for consultation between staff and the independent learner.

(2) Space will be provided for groups of learners who wish to meet together to discuss their project.

b. The Salt Lake City Public Library will promote and publicize the independent study program and collect data in order to evaluate the usefulness of each publicity project.

(1) Mass media will be utilized to inform individuals about the program.

(2) Feature articles and releases will be used to sustain interest and demonstrate value of the program.

(3) Agencies, organizations, and clubs will be advised of the service.

OBJECTIVE 4: The Salt Lake City Public Library will maintain a continuous process of program planning and evaluation of the independent learning program.

a. The Program Planning and Evaluation Committee will use compiled independent learning program data on a regularly scheduled basis for program management and accountability.

b. Based upon collected information, alternative strategies and improved methods will be created to solve problems and strengthen procedures.

(1) The Program Planning and Evaluation Committee will be responsible for the manipulation and interpretation of collected data.

(2) Based upon the interpretation of collected data, the Program Planning and Evaluation Committee will make decisions for improvements in the independent study program.

PRELIMINARY INTERVIEW

Form A SLCPL

DATE _____

TIME _____

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____ PHONE _____

OCCUPATION _____

PLEASE CIRCLE LAST YEAR OF SCHOOL COMPLETED 1 2 3 4 5 6 7 8 9 10 11 12

IF YOU HAVE ATTENDED COLLEGE, PLEASE LIST COURSES TAKEN, MAJOR FIELD OF STUDY AND/OR DEGREES EARNED:

_____

_____

_____

PLEASE CIRCLE CORRECT AGE GROUP 1-17 18-21 22-35 36-50 51-64 65-

HOW DID YOU HEAR OF THE INDEPENDENT STUDY PROGRAM?

☐ TV ☐ RADIO ☐ NEWSPAPER ☐ SAW AD IN LIBRARY ☐ OTHER _____

BRIEF DESCRIPTION OF LEARNING PROJECT _____

_____

_____

_____

_____

ESTIMATED TIME FOR COMPLETION OF PROJECT _____

WHAT WAS DONE FOR THE LEARNER (MATERIAL GIVEN, REFERRAL, ETC.) _____

_____

_____

NEXT APPOINTMENT _____

COMMENTS _____

_____

(SIGNED) _____

INDEPENDENT LEARNING PROGRAM PROGRESS REPORT Form B SLCPL

DATE _____
TIME _____
_____

NAME _____

WAS MATERIAL, REFERRAL, ETC., RECOMMENDED APPROPRIATE TO LEARNER'S NEEDS?

☐ TOO GENERAL ☐ USEFUL, BUT NOT PERTINENT TO PROJECT ☐ USEFUL & PERTINENT

☐ TOO DETAILED ☐ OTHER _____

_____

_____

_____

HAS LEARNER'S CONCEPT OF HIS/HER PROJECT ALTERED? HOW?

☐ PROJECT HAS BECOME BROADER? ☐ NARROWER?

☐ ESTIMATED TIME OF COMPLETION HAS CHANGED?

☐ REFERRAL NOW NEEDED?

☐ OTHER _____

_____

_____

_____

WHAT WAS DONE FOR THE LEARNER _____

_____

_____

_____

_____

NEXT APPOINTMENT _____

COMMENTS _____

_____

_____

_____

(SIGNED) _____

TIME RECORD Form C SLCPL

NAME OR IDENTIFICATION OF IL _____

(date)	/	/	/	/	/	/
DISCUSSION WITH CONSULTANT AND LEARNER						
DISCUSSION WITH CONSULTANT AND OTHER STAFF OR ADMINISTRATION						
LOCATING AND/OR ORDERING MATERIALS						
CURRENT SEARCHING						
RETROSPECTIVE SEARCHING						
DEVELOPING TEACHING AIDS						
COORDINATION WITH DEPARTMENTS						
COORDINATION WITH STAFF						
COORDINATION WITH ADMINISTRATION						
PROCESSING MATERIAL						
XEROXING (COPYING)						
TYPING AND FILING						
RESERVING MATERIAL						
REFERRAL TO OTHER SOURCE AND FOLLOW-UP						
EVALUATING DOCUMENTS (MATERIALS)						
EVALUATING PROGRAM						
OTHER (PLEASE BE SPECIFIC)						

SUMMARY: MEAN PERSONNEL TIME PER SYSTEM FUNCTION

Form D
SLCPL

FUNCTIONS	MEAN TIME
DISCUSSION WITH CONSULTANT AND LEARNER	
DISCUSSION WITH CONSULTANT AND OTHER STAFF OR ADMINISTRATION	
LOCATING AND/OR ORDERING MATERIALS	
CURRENT SEARCHING	
RETROSPECTIVE SEARCHING	
DEVELOPING TEACHING AIDS	
COORDINATION WITH DEPARTMENTS	
COORDINATION WITH STAFF	
COORDINATION WITH ADMINISTRATION	
PROCESSING MATERIAL	
XEROXING (COPYING)	
TYPING AND FILING	
RESERVING MATERIAL	
REFERRAL TO OTHER SOURCE AND FOLLOW-UP	
EVALUATING DOCUMENTS (MATERIALS)	
EVALUATING PROGRAM	
OTHER (PLEASE BE SPECIFIC)	

STAFFING IN MAN HOURS SPENT/REQ. Form E SLCPL

System Function	BST		GENERAL		FIC/LIT		FA	
	Profes-sionals	Clerks	Profes-sionals	Clerks	Profes-sionals	Clerks	Profes-sionals	Clerks
DISCUSSION WITH CONSULTANT AND LEARNER								
DISCUSSION WITH CONSULTANT AND OTHER STAFF OR ADMINISTRATION								
LOCATING AND/OR ORDERING MATERIALS								
CURRENT SEARCHING								
RETROSPECTIVE SEARCHING								
DEVELOPING TEACHING AIDS								
COORDINATION WITH DEPARTMENTS								
COORDINATION WITH STAFF								
COORDINATION WITH ADMINISTRATION								
PROCESSING MATERIAL								
XEROXING (COPYING)								
TYPING AND FILING								
RESERVING MATERIAL								
REFERRAL TO OTHER SOURCE AND FOLLOW-UP								
EVALUATING DOCUMENTS (MATERIALS)								
EVALUATING PROGRAM								
OTHER (PLEASE BE SPECIFIC)								
TOTAL DAYS								
NO. OF PERSONNEL								

TULSA CITY COUNTY-LIBRARY LEARNING SERVICES

Preliminary Plan

GRAND DESIGN: To expand the full opportunities for independent learners in the Tulsa area.

GOAL: To develop a highly visible service which will:

- increase the number of independent learners and their learning effectiveness;
- stimulate community cooperation in aiding the independent learner;
- provide alternative forms of independent learning through the Tulsa City-County Library;
- expand and improve traditional services, resources and facilities.

OBJECTIVE 1: Develop a collaborative community independent learning council

Sub-Objectives:

a. Inventory the potential institutions, organizations and agencies to be involved.

(1) Utilize existing directories and lists to identify participants.

(2) Utilize library staff to provide coordination and communication with participants

(3) Invite representatives to participate who are actively engaged in Adult Learning activities.

b. Convene Pilot Group.

c. Define organization and role(s) of council.

(1) Research other such agencies or councils nationwide to provide ideas for how such are organized and funded and what role(s) they play within their communities.

(2) Research needs of community; which agencies are meeting those needs; identify gaps.

(3) Adjust membership according to understanding of the council's activities.

d. Develop strategies for inter-agency cooperation.

(1) Agree to terms of access each agency can provide other agency personnel or individual citizens.

(2) Identify necessary changes in policies of member agencies for more open access.

OBJECTIVE 2: Establish an Adult Learning Clearinghouse and Referral Service for the community within the Tulsa City-County Library.

Sub-Ojectives:

a. Plan organization of clearinghouse and referral service.

(1) Delineate parameters, functions, performance objectives of such service.

(2) Determine responsibilities of collaborative council, individual agencies and Library in terms of staff and funding.

(3) Design and/or locate necessary phsical space, equipment and resource material needs.

b. Collect data on existing resources, programs and services within the local and state-wide areas.

c. Research needs and interests of selected target audiences within community.

(1) Evaluate existing information to clarify if helpful or if more data is required.

d. Package data.

(1) Discover appropriate system: a) manual or computer; b) process of trial and evaluation.

(2) Eleminate special 'lingo's' in order to better communicate with learner.

e. Establish community contact points for dissemination and retrieval of information.

(1) Secure at least one person within collaborative council agencies and educational groups to provide liaison between clearinghouse-referral service and inquirer.

(2) Provide training in interpersonal communication, understanding of purpose and functions of service for such persons.

(3) Secure neighborhood contacts as information links with certain target areas.

f. Develop system for feedback and evaluation.

(1) Acquire volunteer experts in marketing research to help design system.

(2) Coordinate with agency personnel and community contacts.

(3) Measure extent of user awareness and frequency of use.

(4) Evaluate satisfaction of service to determine changes or additional needs.

(5) Distribute findings and feedback to participating agencies and community contacts in order to provide continual motivation.

g. Publicize clearinghouse and referral service.

(1) Secure professional volunteer aid (Women in Communication, American Women in Radio and Television, Sigma Delta Chi, etc.) to help develop publicity efforts or research effect of publicity.

(2) Utilize existing mass media channels and resources.

(3) Provide understanding of purposes and functions of service.

OBJECTIVE 3: Provide personal guidance to the learner.

Sub-Objectives:

a. Set as high priority for selected staff the collection and organization of information regarding community resources, activities and programs.

(1) Coordinate with Adult Learning Council Clearinghouse and Referral Service.

(2) Procure help from urban studies interns, marketing research students, library interns, volunteers or other staff.

(3) Train such persons in information retrieval, organization and packaging.

b. Set up communications network among Adult Learning Council members and other agency personnel.

(1) Library staff provide coordination, establish areas of cooperation, and develop understanding of adult learning needs and programs.

(2) Utilize Adult Learning Council members and other agency personnel for guidance of adult learners or as subject specialists.

c. Create staff position, or office, to be a central source for community information beyond a particular librarian's knowledge.

(1) Develop in-house communication means to keep staff informed and in touch with new developments in community's educational environment.

(2) Utilize Adult Learning Council clearinghouse, reference tools, directories and other pertinent sources of educational information.

d. Identify, utilize and encourage expertise or special interests of library staff and non-staff in particular subject areas.

(1) Provide time within work schedule for such persons to: a) explore collection; b) recommend additional resources and materials; c) develop learning guides (see Obj. #7)

(2) Develop means for in-house communication regarding staff subject specialists, i.e., articles in "Open Book".

(3) Recognize formally staff who participate in above activities eagerly and/or on own time.

e. Create staff position, Coordinator of Volunteers, or collaborate with existing volunteer director in another agency.

(1) Coordinate efforts of individuals and groups involved in providing guidance and/or subject expertise to the independent learner.

(2) Set-up system to identify and qualify tutors in various subjects.

f. Make available at least one staff person at each access point within Library to consult with independent learners.

(1) Provide training on a continual basis in appropriate attitudes and techniques for service to the independent learner. (See Obj. #10)

g. Provide information to the learner, in print and/or non-print form, regarding this extension of service to the individual.

(1) Include such information as: a) general introduction to process of self-directed learning; b) a "learner's contract" explaining the responsibility of learner; c) information regarding structure of this service within the Tulsa City-County Library.

OBJECTIVE 4: Arrange group learning activities for self-directed learners.

Sub-Objectives:

a. Provide staff position to plan and coordinate group activities among self-directed learners.

(1) Involve volunteer help and/or agency personnel involved in adult education.

(2) Enlist persons capable of group leadership, tutoring or teaching.

(3) Arrange accessible meeting places for groups, including equipment, materials and comfort.

(4) Identify group activities provided by other institutions and organizations; encourage participation where appropriate; encourage other institutions to develop such activities.

OBJECTIVE 5: Develop educational uses of cable TV and other media; expand traditional uses of media.

Sub-Objectives:

a. Provide staff within Library system with training in television, radio, journalism and public relations to act as supervisors of such activities; provide necessary clerical help.

b. Recruit volunteers from professional organizations, college interns, Instructional Television specialists, and educators to develop activities.

c. Make available facilities and equipment.

OBJECTIVE 6: Arrange for learning centers in locations throughout the Tulsa area.

Sub-Objectives:

a. Provide staff person to coordinate arrangements; search out possible facilities; analyze needs for specific locations; suggests types of centers.

(1) Work closely with Adult Learning Council member agencies.

(2) Coordinate volunteers to set-up or supervise learning centers.

b. Analyze physical and resource needs: equipment, maintenance requirements, accessibility and suitability to learning. Secure equipment and resources.

OBJECTIVE 7: Develop and provide "learning guides" for the self-directed learner.

Sub-Objectives:

a. Utilize personnel (staff and non-staff) with expertise in subject areas and/or in adult educational skills.

(1) Coordinate with other efforts as in Obj. #3:d.

b. Provide a staff team for production of learning guides, whether print or non-print: graphic artist, media and public relations specialist, clerical help.

(1) Coordinate with staff person in charge: Obj. #3:c or 3:e.

c. Provide financial resources for supplies, printing, media, soft-ware, etc.

(1) Secure donations and/or outside funding where possible.

OBJECTIVE 8: Produce subject area resource directories in appropriate tabloid.

Sub-Objectives:

(a, b, c, as above)

d. Cooperate with other agencies, institutions and organizations in production of tabloids.

e. Secure cooperation of media in distribution of tabloids.

OBJECTIVE 9: Utilize existing print and non-print resources for all levels of self-education; select needed additions.

Sub-Objectives:

a. See Obj. #3:d and Obj. #7:a.

b. Secure gifts, donations and funding for necessary additions.

OBJECTIVE 10: Identify and train personnel competent to provide continual education in adult learning for other libraries, community agencies, and additional Tulsa-City-County Library staff.

Sub-Objectives:

a. Coordinate through library networks, Adult Learning Council, and TCCL personnel development supervisor.

b. Provide financial support through funding, donations, or fees for personnel where appropriate.

c. Design appropriate structure and system for continual education

OBJECTIVE 11: Publicize Adult Learning Services

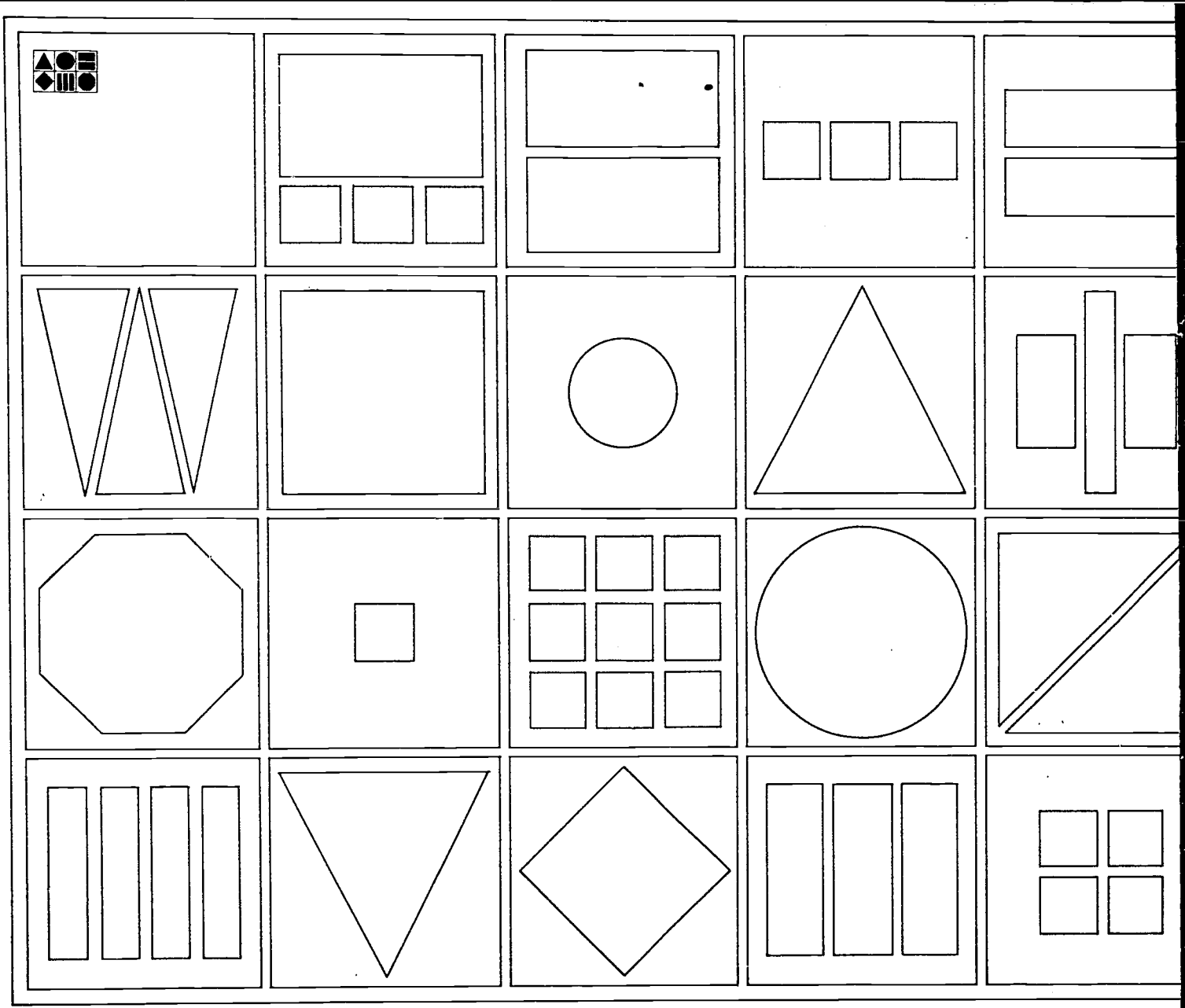
Sub-Objectives:

a. Same as Obj. #2:g.

OBJECTIVE 12: Develop evaluation system for Adult Learning Services.

Sub-Objectives:

a. See Obj. #2:f.



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

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