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ABSTRACT

This report for fiscal year 1974-75 covers the second year activities of three demonstrations in Georgia, Ohio, and Tennessee, of the interrelating of public library and basic education services for disadvantaged adults. It also covers the dissemination of these demonstrations through the training-institutes series in those three states and in Kentucky and Mississippi. The body of this report is divided into several parts: (1) a brief chronology of the experiences of the Appalachian Adult Education Center (AAEC) which resulted in the library series of the past three years; (2) a theoretical overview and literature review on the nature of information seeking/finding as it pertains to public library services to disadvantaged adults; (3) an overview of the demonstration projects and the 31 communities participating in the dissemination-institute series; and (4) the results of the one-year followup evaluation of the 32 1973-74 dissemination institute sites. Appendixes include work statements, end-of-the-year reports, products, and compilations of the participants' evaluations of the two-day planning sessions by site. (Author/SL)

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# ANNUAL REPORT : 1975

## The Coordination of LIBRARY and BASIC EDUCATION Services for Disadvantaged Adults

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## Expanding Public Library Services to Disadvantaged Adults

*Appalachian  
Adult  
Education  
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The Coordination of Library and  
Basic Education Services  
for  
Disadvantaged Adults

and

Expanding Public Library  
Services to Disadvantaged Adults

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U. S. DEPARTMENT OF HEALTH, EDUCATION,  
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Office of Education

Office of Libraries and Learning Resources

## ABSTRACT

This report for F. Y. 1974-75 covers the second year activities of three demonstrations in Georgia, Ohio, and Tennessee, of the interrelating of public library and basic education services for disadvantaged adults. It also covers the dissemination of those demonstrations through the training-institute series in those three states and in Kentucky and Mississippi.

The body of this report is divided into six parts: (1) a brief chronology of the AAEC's experiences which resulted in the library series of the past three years; (2) a theoretical overview of the nature of information seeking/finding, how the library seems to fit into the process in the AAEC's experience, and the special problems of undereducated, disadvantaged adults; (3) a literature review, continuing an indepth examination of human information seeking as it pertains to public library services to undereducated adults; (4) an overview of the demonstration projects: (a) the development and administration of demonstration projects, (b) a summary of the activities of the three demonstration projects, (c) recommendations, and (d) insights, successes, and failures; (5) an overview of the thirty-one communities participating in the dissemination-institute series: (a) development of the institutes, state and local, (b) answers to OLLR questions, including strengths and weaknesses, (c) a demographic description of the communities involved, (d) data on the participating libraries, and (e) dissemination; and (6) the results of the one-year follow-up evaluation of the thirty-two F. Y. 1973-74 dissemination institute sites.

Three reference volumes are attached: (1) a compilation, in two parts, of the work statements and end-of-the-year reports from the head librarians in the thirty-one dissemination-institute sites; (2) products--copies of the library service guides now in print, drafts of those soon to be in print, and two bibliographies of easy to read adult materials; and (3) compilations of the participants' evaluations of the two-day planning sessions by site.

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## INTRODUCTION

In June, 1975, the Appalachian Adult Education Center at Morehead (Kentucky) State University completed three years of public library demonstration projects in seven states and two years of library institute training in eight states. The topic was library services to undereducated adults. The funding source was the USOE Office of Libraries and Learning Resources through the Higher Education Act, Title IIB, both demonstration and institute grants.

The seven demonstration sites included twelve counties. Thirty-two communities were involved in the first year of in-service training in the library institute series. Thirty-one communities were involved the second year (FY 1974-75). Therefore, a total of seventy communities have been served by the Appalachian Adult Education Center (AAEC). In 1974-75, 1,210 different persons participated in the dissemination-institute series which was funded out of both grants.

The AAEC library/ABE demonstration series has come to an end. The library institute series will continue in twenty to thirty more communities in FY 1975-76 in Maryland, Virginia, Ohio, and Kentucky.

Services to disadvantaged adults have been defined by the AAEC as public library services to those fifty percent of American adults (60,000,000) who have not completed high school. The

educational indicator of disadvantage seems to have more utility in the definition of needed library services than do the indicators of income or employment, although there is a very high correlation between low academic levels and low income and employment levels. The percentages of undereducated adults in the communities served this year ranged from a high of eighty-one percent in one demonstration county to a low of eleven percent in one dissemination-institute community. There were a total of 971,304 potential public library adult patrons in the thirty-one demonstration-institute communities who had less than a high school education.

#### This Report

This report is divided into the body and three reference volumes. The body is divided into the following parts:

- I. A brief chronology of the AAEC's experiences which resulted in the library series of the past three years.
- II. A theoretical overview of the nature of human information seeking/finding and how the library seems to fit into the process in the AAEC's experience. This section includes the special problems of undereducated (disadvantaged) adults.
- III. A literature review, continuing an in-depth examination of human information seeking as it pertains to public library services to undereducated adults.

- IV. An overview of the seven two-year demonstration projects.  
The following will be covered:
- A. Development and administration of demonstration projects
  - B. A summary of the activities of the three demonstration projects
  - C. Recommendations for coordinating library and ABE Services
  - D. Insights--successes and failures, urban and rural
- V. An overview of the thirty-one communities engaging in the F.Y. 1974-75 dissemination-institute series.  
The following will be covered:
- A. Development of institute--state and local
  - B. Answers to OLLR questions, including strengths and weaknesses
  - C. A demographic description of the communities involved
  - D. Data on the participating libraries
  - E. Dissemination
- VI. A chapter reporting the results of the one-year follow-up evaluation of the thirty-two F. Y. 1973-74 dissemination institute sites to ascertain the long-term impact on public library services to disadvantaged adults of the AAEC's nontraditional strategy for training public librarians.

### Reference Volume I, Parts 1 and 2

The work statements from the thirty-one F. Y. 1974-75 library dissemination-institute sites. Each institute work statement is also accompanied by an end-of-the-year report from the head librarian concerning that library staff's progress toward meeting the objectives in its work statement after involvement in the AAEC series. These are alphabetically arranged by state and by site.

### Reference Volume II

Products--the AAEC library service guides presently in print, drafts of those soon to be in print, and two bibliographies of easy to read adult materials.

### Reference Volume III

Compilations of the evaluations of the two-day planning sessions by site.

Because of the linkages of the different funding sources in the AAEC program development, this report--unlike the 1973 and 1974 reports--will not follow the suggested OLLR demonstration or the institute reporting formats. This would be unnecessarily repetitive of the earlier reports. The reader is referred to the 1974 report in particular for that kind of information, which has not changed radically in the last year.

## Objectives of the Library Demonstration Projects

### Overall Objective

To demonstrate the upgrading of both public library and adult basic education (ABE) services for low-income undereducated adults by interrelating those services in model centers as a demonstration to national library and ABE decision-makers and staffs.

### The First Year: 1972-73

The Original Proposal. The original proposal from the Appalachian Adult Education Center, Morehead State University, Morehead, Kentucky, to the U. S. O. E. Bureau of Libraries and Educational Technology (dated January 25, 1972) outlined five phases in the demonstration of four alternative working models of the coordination of public library and basic education services to disadvantaged adults:

- Phase I: Planning
- Phase II: Staffing
- Phase III: Refinement of Four Working Models
- Phase IV: Demonstration
- Phase V: A. Replication of Models  
B. Dissemination

Six objectives described the original scope of work.

### Objectives, FY 1972

1. To define the contemporary relationship between library and basic education services to disadvantaged adults (Phase I).

2. To develop four alternative models for the interrelating of library and basic education services for disadvantaged adults in four geographically separate sites (Alabama, Kentucky, South Carolina, and West Virginia) (Phase II).
3. To refine the four alternative working models (Phase III).
4. To demonstrate the four alternative working models at the four sites (Phase IV).
5. To replicate the four alternative working models in four new sites (Phase V).
6. To disseminate the four alternative working models (Phase V).

The Amended Proposal. The original proposal was amended in negotiations on the advice of the Bureau of Libraries and Educational Technology. It included:

1. The telescoping of Phases I, II, and III
2. The full Phase IV (with a revised budget)
3. The deferring of Phase V

The Second Year: 1973-74

A Second Proposal. For the second year, therefore, the AAEC requested a continuation grant to continue the deferred Phase V which would include the conduct of specific objectives 5 and 6, as described in the original FY 1972 proposal:

5. *Replication of the procedures for developing demonstration centers in four new sites (new states).*

6. *To disseminate the four alternative working models.*

The Amended Proposal. The second proposal was amended in negotiations due to the level of funding. It included:

1. Part of Objective 5, i.e., three of the four proposed replications (Georgia, Ohio, and Tennessee).
2. Part of Objective 6, i.e., (A.) intensive dissemination in four states (Alabama, Kentucky, South Carolina, and West Virginia) and (B.) greatly modified attempts at national dissemination. (A.) was accomplished by low level continuation of the four 1972-73 model centers. (B.) was accomplished through (1) presentations at national and state meetings; and (2) production of many types of print, e.g., journal articles, library service guides, materials lists, etc.

These could only be printed in small numbers in relation to the size of the potential audience. A print-nonprint library orientation kit for disadvantaged adults was also developed.

The Third Year: 1974-75

In the third year, therefore, the AAEC requested a continuation of the amended FY 1973 Phase V, or specific objectives 5 and 6, as described in the original FY 1972 proposal.

Specific Objectives. The specific objectives for the third year were:

1. Objective 5 was to be continued to develop TWO NEW alternative model sites (two new states) testing replicability and refinements of AAEC designs in Mississippi, Appalachian Maryland, and/or North Carolina. This objective had to be abandoned because of low funding.
2. Objective 6 continued to refine contemporary relationships between public library and basic education services for disadvantaged adults in three working models, Ohio, Georgia, and Tennessee, for the purpose of state-wide dissemination. Knowledge gained in FY 1972-74 was applied to this objective.
3. Objective 6 continued to study in depth one alternative dissemination system developed by the AAEC in combined model FY 1973-74 demonstration and training patterns to determine its value as an economical alternative system for disseminating results which result in the adoption of innovative techniques and improved practices in forty locations. This objective was carried out in Georgia, Kentucky, Mississippi, Ohio, and Tennessee in thirty-one communities.
4. Objective 6 continued to develop a prototype for national dissemination of library research, demonstration, and training. AAEC library service guides, and an extensive materials list were developed. Technical assistance was

extended to Maryland, Louisiana, Nevada, and New York. Presentations were made at national and regional meetings. Otherwise, this objective had to be abandoned due to low funding. The guides and materials list are to be published by the American Library Association.

Overall Objective. *To expand realistic and effective public library services to disadvantaged adults in three new states. (Five states served were Georgia, Kentucky, Mississippi, Ohio, and Tennessee. Kentucky and Mississippi were added with some state LSCA support.) Staff members will be able:*

- 1. to define accurately and realistically the library needs and resources of disadvantaged adults in their communities. The demographic profiles and the first day of the two-day planning sessions served this purpose.*
- 2. To evidence a sensitivity to the problems of the disadvantaged adult library user.*
- 3. To formulate plans for developing outreach and in-library programs and services in keeping with local, financial, staff, and other resources and constraints. The second and third objectives were evidenced by the work statements designed by each library staff.*
- 4. To begin the implementation of those plans. The end-of-year reports evidenced this objective. Because of the short lapse of time between the community planning sessions and*

the end of year, some library staff do not yet have much to report. However, a follow-up study of the 1973-74 institutes in thirty-two communities provides more evidence of implementation and impact.

5. *To develop the use of and referral to community resources.* Wherever feasible, this was one of the objectives in each work statement.
6. *To initiate and to maintain a dialogue with the teachers of disadvantaged adults, i.e., the local adult education staff.* Wherever feasible, coordination of the public library and adult education was an objective in each work statement.
7. *To evidence an ability to adjust procedures if original plans do not prove feasible.* This is evidenced in the end-of-the-year reports. It reveals resolve on the part of the library staff to serve this new clientele even if first-laid plans do not prove feasible.
8. *To demonstrate a knowledge of those available print and nonprint materials for disadvantaged adults, which may differ from materials presently in use in service to adults.* This was usually the first--and easiest--objective to plan and to implement.
9. *To develop an ongoing state-university-local level organization for training public librarians.* This objective of two years cannot really be said to have been accomplished

in any of the eight states which had AAEC library institutes, with the possible exception of Kentucky in its second year. Ohio universities have been interested and helpful, but it would be an exaggeration to assert that a state library-university-local trainer organization for the in-service training of librarians has been inaugurated.

Obviously, the two grants overlap. The on-site demonstration projects yielded the information and content for the combined demonstration, dissemination and institute series the first year. The second year the dissemination-institute series began feeding back into the on-site demonstration projects. The library service guides were a joint enterprise under the two grants. Both the central AAEC staff and the field staffs functioned under both grants.

## I. AAEC DEVELOPMENT--A BRIEF CHRONOLOGY

In 1967, in its first phase, the AAEC was concerned about the functional literacy of adults (adult basic education or ABE). At that time functional literacy was considered less than eighth grade skills as measured on a common standardized test. Many people still believe this an accurate measure of functional literacy. However, the term functional indicates usefulness. The Adult Performance Level Study at the University of Texas has found that fifty-five percent of the adults in the United States cannot comprehend, i.e., they cannot function in relation to the print they meet in everyday life.<sup>1</sup>

The AAEC settled on the tested tenth grade level as nearer functional literacy. The AAEC believes that the readability of noncollegiate everyday print is closer to the tenth grade reading level than to the fifth or eighth grade levels. (It should be noted that most people test at least two grades lower in reading than their last year of schooling. Years of schooling should never be used in judging functioning levels.)

The AAEC, therefore, in its second phase, changed its focus from ABE to ABE/GED. The GED is the high school equivalency examination. It is primarily a critical reading test with the addition of grammar and computation. It tests high school level skills, not content. The AAEC data indicates that nonincarcerated

The coping skills are seen by the AAEC to be:

1. defining one's problems
2. recognizing information need
3. finding the information
4. comprehending the information
5. judging the information
6. using the information.

These six skills are discussed in Section II.

During the third phase, the AAEC studied in depth the coordination of the services of two agencies: public school adult basic education and public library services to undereducated adults.

From that work came a realization that the public libraries of this country are much underutilized, particularly in services to the disadvantaged. The possibilities are endless--not only in terms of print that is or could be available, but in terms of modified outreach services, nonprint, programming, and much much more.

During its fourth phase, the AAEC developed the methodology described in section V-B below. The original intent was simply to provide nonformal continuing education for full library staffs for the purpose of expanding public library services to undereducated adults. However, it was discovered that the methodology devised can stand alone--it can be used to upgrade other kinds of public service staffs and to introduce new programs.

Therefore, the AAEC projected a fifth phase. Work with seventy library systems in widely divergent communities has made the

AAEC sharply aware of the information needs of individuals both in terms of (a) public information and referral centers (the dependency model), and (b) their own growth of information seeking/finding skills (the independency model).

Therefore, the AAEC developed two proposals:

1. An HEA<sup>03</sup>IIB demonstration project for rural and small town I & R (the dependency model) through public libraries. This was seen as a sister project to the NIC five cities I & R project. The USOE Office of Libraries and Learning Resources, Office for Library Research, chose to cease funding the AAEC.
2. A Fund for the Improvement of Postsecondary Education proposal to develop curricula for adults in independent information seeking/finding (the independency model).

The outcome of this proposal is not known at the writing of this report, but it looks bleak.

All of the AAEC's experimental work has been accomplished in the thirteen states from New York to Mississippi which contain Appalachian counties, though not necessarily within these counties. However, the AAEC has engaged in technical assistance across the continent and across the world, so it has a great diversity of experiences to draw upon. The urgency of the needs to teach information-finding, to improve existing information and referral services, and to begin new ones is reinforced wherever we go.

The needs of the general public for enhanced information seeking/finding skills are exacerbated by any variation from the norm--extreme age or youth, physical or mental handicaps, and geographic or social isolation, and particularly economic or educational poverty. The fewer alternatives life deals one, the more those lacks press upon every area of one's life. Physical, mental, or financial limitations are not evils in themselves. It is the closed doors--the limiting of options and alternatives--that make them bad.

Librarians have widened the options of disadvantaged adults in almost all of the seventy communities with which the AAEC has worked in the last three years. Most of the seventy library staffs have not only designed and implemented many alternative services to fit the needs of different adults, but they have increased the general options in the lives of their new patrons through the new kinds of coping skills information they have made available.

## II. A THEORETICAL OVERVIEW: INFORMATION AND UNDEREDUCATED ADULTS

The lack of sufficiently well-developed information-finding skills daily plagues individuals of all walks of life--including the one half of American adults who have not finished high school. Recent studies have shown that the majority of American adults have difficulty in information finding, whether that information is in print, oral, or nonprint form.<sup>2</sup> Almost every aspect of daily life can have an attached information need, although people are not constantly conscious of those needs. The greater the degree of undereducation of the adult, the greater is his/her dependency upon others for information. Also the greater is his/her deprivation in usable information--with or without a mediator. Based upon much research, Dervin believes that "the use of information is more often a rare event, a 'detour' for most people in most situations."<sup>3</sup> Modern American history would suggest that such a state of affairs cannot safely continue in this country.

### Barriers to Information-Finding

Yet there are many barriers to information-finding. Brenda Dervin posits five barriers.<sup>4</sup>

1. Societal barriers
2. Institutional barriers
3. Physical barriers

4. Psychological barriers

5. Intellectual barriers

The AAEC would add one more barrier:

6. Cost barriers

### 1. Societal Barriers

Frequently the individual does not even know that needed information exists, because the culture or group within which s/he lives is not in the community communication chain which has access to information. Or s/he does not recognize the applicability of that information to his/her life. For example, in its earlier days, the AAEC found a large number of senior citizens in the rural sections of one state who did not know they qualified for social security.

Social service benefits had been advertised on television and the people did have functioning TV's. They did not recognize that what they were seeing and hearing related to them, because they knew no one who was drawing benefits.

Thomas Childers believes there are "information ghettos."

He says,

. . . they are often locked into their own subculture. This removes them from the flow of popular information that exists in society at large. In effect they live in an information ghetto. Their information universe is a closed system, harboring an inordinate amount of unawareness and misinformation (myth, rumor, folklore). While they do have informational contacts with the rest of society, these contacts are very often one-way information flows, via the mass media, from the greater society. It can be expected, where the cultural

uniqueness of the group is substantial, that the imported oneway communication runs the risk of being irrelevant or wrongly interpreted. Even more specifically, reliance on television as the primary mass medium--a one-way channel emphasizing (sic) entertainment rather than information--may result in an information void . . . While the group may be very rich in certain kinds of internally generated information, it is deficient in the information shared by the larger society.<sup>5</sup>

The public library needs to become very self-conscious about where it is offering what information and to whom. (It also needs to ask its collective self, "Why?")

## 2. Institutional Barriers

Dervin says:

Some social service organizations may consciously or unconsciously withhold services from their poorer, less able clients. Studies suggest that bureaucracies are self-maintaining and in order to achieve records of successes will avoid certain clients in favor of those that are more middle class, less handicapped, more educated.<sup>6</sup>

Everybody--regardless of educational or economic level--has suffered the institutional put-down many times. However, those with the ego strength gained from life successes in the past can handle the anxiety of the institutional put-down better than those who see themselves as failing. The latter either (a) will not try, or (b) will give up readily when put down.

People who have little facility with print rely heavily on their ears. This makes them very aware of those around them. The AAEC refers to such persons as "people-oriented people" as compared with "object-oriented people."

The library interested in serving the adults in the community with educational problems must be absolutely certain that those in its employ who meet the public either in person or by phone understand that curt, nonarticulate, discourteous behaviors are counter-productive, and, indeed, should be grounds for instant dismissal. Unfortunately, those on the library staff who have the least status, salary, and (often) job commitment tend to work at the circulation desk--the first point of contact for the patron in most libraries. Simple techniques such as meeting patrons at the entrances, when possible, increase numbers of library users according to at least three AAEC-related public librarians in as many states.

### 3. Physical Barriers

Physical barriers are most observable in the case of the physically handicapped and aged. Stairs cannot be negotiated, doors are too narrow for wheelchairs, etc. However, the location of the library and its branches, bookmobile stops, and deposit collections can also present a physical barrier. People simply may not have public or private transportation to the preferred services. The results of studies of the number of miles even the average middle-class patron is willing to travel to use a library vary, but it is seldom more than ten miles.<sup>7</sup> Those who traditionally have not thought of the library as a service for them will be willing to do far less traveling, even, than the regular library user.

A careful review of the placement of facilities and the development of books-by-mail can overcome the physical barriers to information-finding through the library.

#### 4. Psychological Barriers

The person's view of himself/herself affects his/her interaction with information sources such as the library. Among the undereducated, a sense of fatalism can be the biggest deterrent to seeking and finding information. Self-demeaning attitudes, despair, and hopelessness all contribute to passiveness in the individual in face of his/her problems. The library's outreach services--especially when staffed by enthusiastic, cheerful, and pleasantly persistent people--probably are the best tool for overcoming apathy. This may mean rethinking the terminology "homebound." Despair can bind one to the house as effectively as physical disabilities. Those who have given up have responded to services delivered to their homes in the AAEC projects.

#### 5. Intellectual Barriers

The intellectual barriers to information seeking/finding are mostly concerned with the form of the available information in relation to the skills of the information seeker. Is the information comprehensible to the patron? Is the librarian speaking slowly enough? Repeating himself/herself enough? Watching for nonverbal clues that the patron understands? Offering alternative forms of the same information--no less than three when available?

One of the AAEC project directors maintains that the best judge of the readability of print is the reader. Interfiling adult and juvenile nonfiction (and even fiction) has proved popular with many AAEC-related public libraries. It offers a range of ease in reading to adult and young patrons without embarrassment.

It should also be pointed out that altogether too much print is deliberately obfuscating. For example, until March, 1975, the food stamp directions were written at the post-Ph. D. level. Although it is true that the reading levels of mainstream America are distressingly low, it isn't only the people that need adjustment. A significant portion of the print needs fixing up too. Librarians need to become very sensitive about what topics needed by a portion of their service area are missing. They also need to know what information is not available in a usable form. The amount of high readability print in most libraries is not in keeping with the skills of their publics. If the library is offering information and referral services, it needs to know which agency personnel use simple language, repetition, and feedback from the client to enhance understanding.

#### 6. Cost Barriers

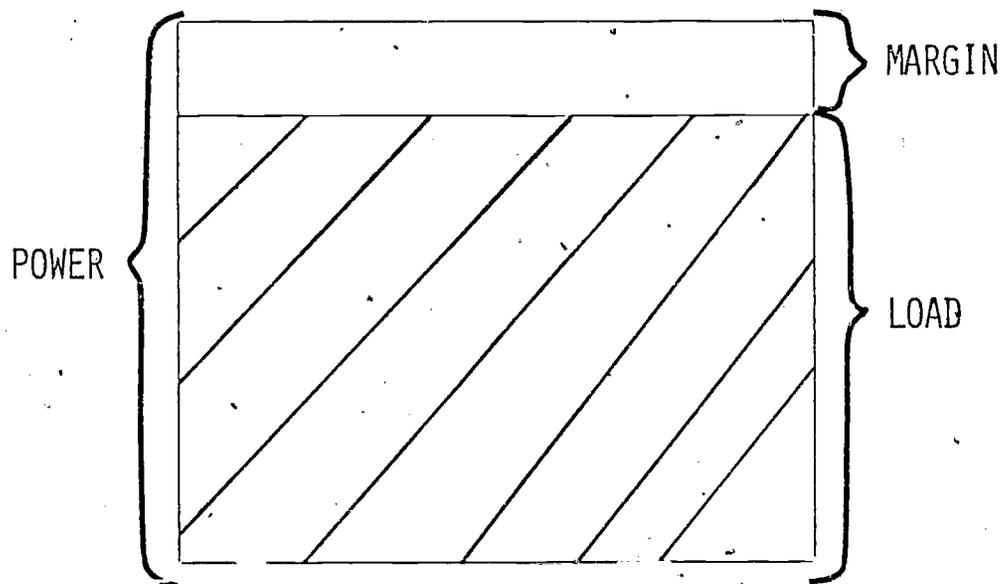
Not all undereducated adults are destitute--by any means-- but those four million families who had an income of three thousand dollars in 1974 spent half of their income on food, up to twenty percent of their income on transportation, and the rest on housing,

clothing, and medical care.<sup>8</sup> Out of a daily income of eight dollars, one dollar for gas can be an insurmountable barrier. Public transportation can also be out of the question financially. Child care for several children is also a barrier. Many potential patrons have exaggerated notions of the clothes required to patronize a public library.

Time costs are often hard to separate from financial costs. Many of the undereducated are the working poor. They may have more than one job, work changeable hours, or work overtime. Quite often library services are only offered during the day. Nationally a very small percentage of bookmobiles offer night services. If there are limited weekend hours--as there are in many rural, poorly-funded libraries--the working man or woman is effectively deprived of any access to public library services except (a) through a family member, or (b) through books-by-mail if this service exists in some form. To miss a day of work in order to get needed information is usually shunned except in crisis situations such as family health crises.

Anxiety costs are also high--particularly in relation to institutional barriers. Howard McCluskey, professor emeritus from the University of Michigan, devised a concept of power and load which emphasizes the anxiety barrier. He says that everyone has a limit to his/her energy (power). No one knows one's limit, but it does exist. McCluskey points out that everyone also has a load--everything that takes energy in one's life--job, family

responsibilities, civic responsibilities, illness, anxieties, etc.



If there is some margin of power left over from the load, people can engage in formal learning and in information-seeking behaviors. An added anxiety load can close the margin and the individual will retreat--give up. Many people who are considered "unmotivated" by public service personnel and the general public are, in fact, centering their attention and energies on crushing life loads which leave no margin for the preferred services. While the services might relieve the load somewhat in the long run (a belief on the part of agencies which may be met with scepticism on the part of the "unmotivated"), the immediate anxiety and other costs of utilizing the service may make it impossible in their view.

## The Coping Skills

Very often meager reading skills are seen as the only barrier to access to information. As mentioned in the chronology of the AAEC, the Center believes there is a process, made up of several coping skills which are central to individual lives--and therefore to the library and public service programs designed to serve the disadvantaged.

The AAEC concept of coping skills includes reading as one of several essential skills--neither more nor less important. As mentioned above, the skills are six:

1. Defining problems
2. Recognizing information needs
3. Searching for the information
4. Comprehending the information
5. Judging the information
6. Using the information

The following reviews the usefulness of print in each skill area.

### 1. Defining the Problem

Many people see all aspects of their existence--no matter how hurtful--as facts of life, to be accepted gracefully and ignored as much as possible. We often do not view the uncomfortable parts of our lives as a series of solvable problems with an array of possible resolutions. We have, in other words, psychological

barriers to information seeking.

Success in the past lowers the fatalism which prevents problem-solving. Failure in the past raises a belief in luck, which is one form of fatalism--although not as corrosive as despair.

Cohen and Christensen comments:

" . . . Our reliance on luck seems to vary inversely with the level of our past performance, achievement or good fortune . . . We rely on luck far less when we have confidence in our skill or when we feel the situation is under our control, than when we have doubts about the level of our performance or when the situation is not under our control, and particularly when it is hazardous into the bargain."<sup>9</sup>

Exposure to others' successful problem-solving has been known to encourage individuals to view as solvable problems those circumstances in their lives which they previously believed to be immutable.

This exposure can be through print. A contemporary example would be the effect of the literature of the women's liberation movement on its readers. It has been said that most people believe their problems to be personal and unique. They do not recognize that their problems are universal and that many others have had to cope with them.

One advantage of print is that it can demonstrate to an individual--in this case a woman--that uncomfortable parts of her life are common-place and capable of adjustment. She probably would not have the opportunity to meet and converse in depth with the numbers of women that she can meet through print.

However, the role of print is probably helpful but not essential to defining problems in job, personal, and civic life. Reflection and human interaction are probably the common routes to problem definition.

There is also an intellectual barrier to this first step in information-finding. Problem-definition is usually a learned skill.

## 2. Recognizing Information Needs

Asking answerable questions is usually also a learned skill. Recognizing one's problem does little good, if one cannot clearly define the information one needs. Any reference librarian is aware of that fact. However, librarians also have intellectual barriers--they may be unable to understand the question in the form in which it is asked.

Again, print may help without being essential. Reading about others' problems and solutions may lead to a conclusion that, "My situation is like that, except . . ." Normally, coming up with answerable questions results from reflection and talking with others, however.

But there are social barriers to recognizing information needs. One does not think in terms of information needs if one does not know that the information exists. Many cultural styles effectively bar individuals from awareness of available services and information.

### 3. Searching for the Information

Even if one knows what information one is searching for, there are still many barriers to that search. Again, social barriers may come into play--it may be socially unacceptable in one's milieu to search for the information on one's own instead of asking the local wise person or information middleman.

Print becomes much more important during the search of the community for information. However, intellectual barriers come into play since so much of the print is at a very high reading level. Then the persistent individual asks for interpretation of the print directions--and may not be able to comprehend the spoken interpretation because simple language is not used.

There may be physical barriers--one cannot reach the information source because of distance. It is likely that for most Americans all needed information exists. But for the geographically isolated (by miles or terrain) the distance may be prohibitive. One may be obliged to go to a city or to the state capitol for the information. Or one may have physical handicaps that prevent entry to the proper building.

There almost always are institutional barriers--the put-down, the curt reply, the run-around, the long wait, or the assertion that one does not qualify to receive information.

There are often cost barriers, too. Transportation costs to the source of information may be prohibitive--especially if one

has a small income and several people relying on that income. Telephone costs also can be expensive. If the information is only available during one's working hours, one has the choice of doing without or paying the cost of a day's labors, plus transportation. Child care costs may be added if one cannot take the children along on the information-seeking visit.

There are also anxiety costs. Dealing with institutional barriers, for example, can compound the worry of the original problem from which one seeks relief. It is the anxiety cost which sometimes brings the information search to premature closure and relegates the problems again to the status of a fact of life. One quarter of those who had not found information during the Warner study concluded that nothing could be done.<sup>10</sup> Print, obviously, can guide one to the best information source.

#### 4. Comprehending the Information

If one finally connects with the desired information (and Brenda Dervin reports that a third of the time that does not happen at present), one still must be able to comprehend the information in the form in which it is offered.<sup>11</sup>

This obviously is where reading ability can become crucial to the individual and offering a wide range of alternative print becomes crucial to the service agency if it specializes in print rather than in spoken information.

Intellectual barriers to comprehending information, however, include problems with both oral and written information. Over half of human information-seeking is oral-auditory.<sup>12</sup> Unfortunately, adults having difficulties with printed language usually also have trouble comprehending oral language.<sup>13</sup> This is unfortunate, since those with limited reading skills tend to rely almost wholly on their (faulty) listening skills. It behooves library staffs to speak slowly, to speak in unpretentious language, and to repeat themselves.

While most people can and do get most of their information through spoken forms, access to print enlarges one's alternatives and options radically:

"Literacy is one of the least expensive forms of human communication; it is not as inexpensive as orality (although it may not bear some of the deferential charges) yet it has important advantages, it can be reproduced nearly exactly, it can be recorded at great length, it does not depend upon the speed of comprehension of the human voice, it is in comparison with other forms of communication remarkably accessible--once a message is committed to print it is not dependent upon exterior sources of power. Although print was in its origin the monopoly of an elite, it remains next to orality the voice of the people."<sup>14</sup>

Most educated people--including the library community--would agree with Drennan's contention. However, literacy and reading need definition if librarians are going to be able to aid undereducated individuals in overcoming intellectual barriers.

Reading is defined here as comprehending printed materials (at whatever readability level) not simply decoding words. The decoding stage, the relationship between reading and thinking or

reasoning becomes fuzzy. Some reading researchers believe that what is known as reading instruction above the decoding level is really instruction in thinking and concept development, utilizing print. However defined, it is the comprehension of print which is useful to individuals, not the ability to call words. Therefore, librarians need to be sensitive to the comprehension of their patrons and be aware that a high level of "reading" is needed before individuals have true use of even everyday (noncollegiate) print.

Brenda Dervin points out that the transmission of information occurs at two levels.

"A system which emphasizes the efficient collection, storage, and retrieval of information per se might be called an information system. A system which, on the other hand, acknowledges that information 1 (the information out there) does not equal information 2 (the information an individual gets) and that different individuals in different situations come up with different pictures of how to proceed would be a communication system."<sup>15</sup>

Obviously, comprehension occurs with higher frequency as the result of a communication system than as a result of an information system. Information-seekers need to be aware of differences in information sources and to utilize those which arrange to get feedback concerning the user's understanding of the information.

As large as reading looms on the library, school, and public consciousness it represents only a small part of the information seeking-finding process. Only in comprehending printed materials, which comprise less than half of our information, do we need

reading--even though print may be more useful over time, and provide more alternatives than spoken or mass media information.

Actually, reading is, after all, an instrumental skill. We do not learn to read for the sake of reading, but because we wish access to specific content(s). If the studies are to be believed that have sought to determine how adults use whatever reading skills they possess, they (the majority of adults) seldom view their reading primarily as a means for filling free time. Yet somehow the view of library adult services in the content of a house of books devoted to leisure-time pursuits has evolved both in parts of the library community and among the several adult publics in each library service area.

Reading is often considered the essential skill of the educated person--the foundation for all other education. In the United States today reading is often considered a Good in itself--everybody ought to be able to read. Reading is closely connected--even synonymous--with library usage in many peoples' minds. Because of the low cost of print as compared with personal or nonprint information sources, most libraries really are houses of books and/or other print.

Indeed, the character of the emphasis that libraries and schools place on reading throws the place of this skill in everyday life out of perspective. Too often the emphasis on reading is entirely centered on status symbols--progressing to the next grade or to the next level on a standardized test; checking out the

esoteric (or any) book. The peculiar consequence of this emphasis is that while reading is talked about a good deal, it does not receive the quality of attention--nor the depth of attention over time--that it deserves. The issue of whether people can find and comprehend the print they need and want is completely lost in these kinds of emphases on reading.

##### 5. Judging the Information

Comprehending information is not sufficient--it is a passive skill. The information must be worked over actively--judged for (a) accuracy, (b) practicality, and (c) acceptability.

In processing information, the human computer (the brain) must take new information and fit it into already known information if the new knowledge is to be stored in retrievable form. We all "know" many things that we cannot recall. They are in our brains, but we can't get them out. The process of reviewing the new information in the context of what one already knows is important in judging the accuracy of the new information as well as for retrieval. There is the danger, of course, that what is already "known" is inaccurate, but one could argue that it is better to err on the side of scepticism than on the side of gullibility.

Whatever mechanisms one uses to judge the accuracy of information will be to no avail if the information does not have practical utility in one's life--if the actions it suggests do not fit one's life style. "You ought to . . ." may be so much at variance with one's fiscal, time, and emotional resources as to

be impractical, regardless of the views of the information source.

Even if the information is accurate and practical in one's life, it still must be acceptable in one's value system. A classic example is the Spanish-culture woman with several children who needs information about birth control. The information may be both accurate and practical in terms of cost, ease of use, and accessibility, but if her cultural values teach that the man only has machismo when his wife is pregnant, the information will not be acceptable to her husband--and probably not to her.

It is easy to see that social class and psychological barriers can interfere with judging the information ("Who am I to question this information or this source of information?") Lack of practice can also make the required critical thinking difficult--an intellectual barrier. Also, institutional representatives are often impatient with clients who resist information that conflicts with their values, making it difficult for the clients to gain acceptable (to them) information or help. So there are institutional barriers associated with judging information.

Judging the accuracy and practicality of information can be aided by a wide selection of available print. One source of a new idea might be suspect--three or four sources reinforcing the same idea may be convincing. Descriptions of others in similar situations who used that idea to ease the load can

reinforce its practicality. Here is where carefully selected fiction and biography can be very important. The popularity of biography among the undereeducated adults served through the AAEC demonstration and dissemination-institute projects has been outstanding.

#### 6. Using the Information

Of course, all of the spoken and printed information in the world is of no account if it is not of use and used in peoples' lives. Yet there is a great difference between comprehending useful information and acting upon it. The space between knowing and doing has been much researched and is still puzzling. That space is often called motivation. But motivation is really only doing what somebody thinks one ought to do at the point somebody thinks one ought to do it. Naming the space between knowing and doing doesn't explain it.

The Cooperative Extension model of adoption of innovation emphasizes the need for depth and for several types of information.

Adoption of innovation studies are usually designed in the context of persuading a particular public to implement different strategies considered by some authority to be more effective than the strategies presently in use. Often the recommended strategies have been validated through research. Apparently individuals can be persuaded to adopt new techniques whether, (1) they had defined a problem for themselves, or (2) somebody else had pointed the problem out to them.

In designing dissemination activities, the AAEC uses a modification of the Cooperative Extension model for adoption of innovation. The Cooperative Extension model involves five elements: awareness, interest, evaluative trial, and adoption. The change model is usually employed in studying the adoption of innovation by practitioners. It can also be used, with modifications, to study intervention in the process of change—that is, adoption of strategies by individuals. The model can be modified as follows to serve the purposes of intervention in information seeking-finding behaviors.

*Awareness refers to the activities of the public service personnel which develop awareness on the part of their publics. These activities take the form of printed materials or of oral presentations about known findings. The information is general in nature, but the task is to convince the differentiated audiences that their situations are not so unique as to rule out applications of the findings or practices. Attitude changes may need to occur at this level on the part of the clients.*

*Interest refers to activities that give enough detail so that recommendations or findings can be applied or implemented. These activities take the form of printed materials or of oral presentations or conversations, but can be recognized by the specificity of detail: much more specific than the awareness level. Ordinarily these activities result from awareness and a request for guidance, i.e., an expression of interest on the part of the individual. It will be recalled that the librarian may have a struggle at this point in comprehending the request for guidance.*

*Evaluation is not part of the intervention model, since it happens inside the individual's head. The evaluation level requires the skills discussed above of judging the accuracy, practicality, and acceptability of strategies recommended by information sources.*

Trial refers to try-out by the individual of recommendations or findings in a sheltered situation. Beyond being aware of the problem and having a firm grasp of the steps needed to accomplish the strategy or technique, most people need either to try out the skills or strategies so that they know they can do them, or at least to see the strategies being applied in real-life situations similar (in their view) to their own.

Adoption refers to the application of recommended solutions to problems. It is the end result of reading, of problem-solving, of information-seeking. Adoption usually will not happen, in the AAEC's experience, unless the depth and character of information includes:

1. a statement of the problem in human terms
2. a justification for solving the problem
3. several alternative techniques for solving the problem in detail so that an acceptable alternative can be isolated by the individual
4. a nonprint (usually real-life) demonstration so that the individual knows that s/he or someone like him/her can really accomplish the technique beneficially.

The kinds of information needed in the library, then, are:

- (1) discussions of life problems, biographies, novels, success stories;
- (2) coping skills materials in all of the coping skill categories in print and nonprint to fit many different comprehension levels; and
- (3) sensitively-designed referral to other community services.

Furthermore, to overcome institutional barriers, the staff must be carefully trained and supervised. To overcome physical, social, and cost barriers, outreach services must be carefully planned--and for times when they will get used. Outreach services should also take into account the needs of the fatalistic home-bound.

### III. A REVIEW OF THE LITERATURE

#### Using the Information

##### Defining the Problem

Miller, Galanter, and Pribram give a good overview of the reality and environment of problem definition and information search.

In ordinary affairs we usually muddle ahead, doing what is habitual and customary, being slightly puzzled when it sometimes fails to give the intended outcome, but not stopping to worry much about the failures because there are many other things still to do. Then circumstances conspire against us and we find ourselves caught failing where we might succeed--where we cannot withdraw from the field, or lower our self-imposed standards, or ask for help, or throw a tantrum. Then we may begin to suspect that we face a problem. But at first it is not clear what the problem is, or what test would have to be satisfied by any solution. There is an important kind of thinking that goes on at this stage--the stage in which the problem becomes defined--and it is not obvious that the search paradigm is the best way to discuss it. We search about, exploring a hunch, gambling that we might get a good idea if we spent some time on this or that, fiddling with a few examples, trying to imagine what is missing or what we could get rid of, but never being certain precisely what we are searching for. We are trying to construct a better image of the situation . . . The average person is not sure there really is a problem, or, if there is, that any simple test for its solution can be found, or, if the test exists, that any solution can be found that will meet the test . . . During the period when we are fumbling about . . . we still use heuristic tricks, but we frequently use them without any feedback, without any assurance that they are taking us nearer to the definition or the solution of a problem . . . An ordinary person almost never approaches a problem systematically and exhaustively unless he has been specifically educated to do so. It is much more natural for him to visualize what is and what ought

to be and to focus on the gap between them than to visualize some huge set of alternative possibilities through which he must search.<sup>16</sup>

The important point in the above quotation is that people (a) avoid looking for information and for alternatives, and (b) are never very sure what they are looking for and whether they have found it. The same authors also say, "There is one feature of any search process that is absolutely indispensable--the searcher must be able to recognize the thing he is looking for . . ."<sup>17</sup>

### Subjectivity

One of the difficulties with providing satisfactory information to individuals--beyond their not having a clear definition of the problem--is that individuals are subjective in their judgment of what is accurate, practical, and acceptable information.

Fogel says, ". . . it is doubtful whether subjective goals can ever be predicted as a function of the given situation so as to provide a better prediction and understanding of human decision-making."<sup>18</sup>

Cohen and Cristensen say, "Search strategies are very much influenced by subjective considerations."<sup>19</sup>

Bruner talks about ". . . the variations perception itself undergoes when one is hungry, in love, in pain, or solving a problem."<sup>20</sup> He also states that the greater the social value of an object (or type of information), the more people will fixate on it to the

exclusion of other alternatives. This value, of course, varies from one social or cultural group to another. Fixating on one object or solution leads to premature closure in information search. Broadbent points out ". . . the curious failures of perception to agree with the states of the outer world, or its success in doing so under difficulties."<sup>21</sup>

Obviously, two skills that people need are (1) self-awareness of one's own values and reactions, and (2) feedback to check the accuracy of one's comprehension. Cohen and Christensen remark, ". . . one and the same amount of information in a message, and one and the same content, may have a varying significance for different receivers of the message."<sup>22</sup> Therefore, the need for checking, for feedback, on the part of librarian to ascertain the understanding of the patron is very important. Cohen and Christensen also say, ". . . What we think, say or do, in short, our output, can only to a relatively limited extent be predicted from the input in terms of the combined influence of nature and nurture."<sup>23</sup>

### Personality

Closely related to subjectivity in judging information is the influence of the individual's personality and general life view on his/her perceptions.

Fogel cites J. W. Atkinson's research in maintaining, ". . . two kinds of people can be distinguished: those in whom the motivation to achieve success is greater than that to avoid failure,

and those in whom the reverse relation is true."<sup>24</sup> Obviously, those with a history of failure are much more likely to say, "I don't care" than to risk failure. Many situations can be interpreted as failure--a curt refusal of assistance, inability to find information, inability to understand information, etc.

Bateson describes at least three personality types--resourceful, dependent, and fatalistic.<sup>25</sup> Obviously, each would approach information needs differently--the latter, may be not at all or as seldom as possible.

Schroder et. al. differentiate between concrete thinkers (integratively low), and abstract thinkers (integratively complex). They maintain that (1) "Abstract persons search for more information. . . and spend more time processing it;" (2) "Abstract persons give more information in their decisions than do concrete persons."<sup>26</sup> (3) "Concrete attitudes are expected to be: (a) based on less information (since less information tracks occur along fewer dimensions) ; (b) more stable over time and in spite of changes in the relevant patterns of information. . . ; (c) more categorical."<sup>27</sup> (4) ". . . concrete individuals. . . will incline toward aggression in the face of complex tasks. When frustrated, they have little to fall back on besides aggression."<sup>28</sup>

Brophy commented on this tendency when he suggested giving clients ". . . guidelines to . . . feel more in control of handling institutions, not destroying them."<sup>29</sup> Citizen groups representing different publics in the library service area so that (a) the

participants both have control of the situation and (b) are familiar enough with the library to be able to break its services down in their minds into manageable parts, not only result in better services, but also decrease vandalism and attacks on the persons of the staff. This holds true, of course, only if the library policy-makers have arranged to be truly responsive to the citizen groups. "Advisory boards" which are public relations gestures only can do more harm than good. (5) Concrete thinkers are more inclined toward black and white thinking. . . no grays or degrees. (6) They tend to minimize conflict by ignoring it. ". . . the result is fast 'closure' in choice or conflict situations."<sup>30</sup> (7) They tend to be more fatalistic. (8) They tend to believe others see things as they do themselves. Patrons need to be discouraged in this belief that their view of the world is universally shared and to be encouraged to explain themselves to avert misunderstandings. Of course, librarians also need to be aware that their view of the world is also not universally shared. (9) The abstract thinker ". . . can observe the effects of his own behavior from several points of view (and) weigh the effects of taking different views."<sup>31</sup> (10) S/he can also see internal causation (unlike the concrete thinker who tends to believe in external causation and rigid rules). (11) Also, ". . . integratively complex (abstract) persons (in a given area) are likely to hold less extreme attitudes than integratively simple persons. This does not imply that abstract structures cannot be associated with extreme attitudes under any conditions."<sup>32</sup>

### Handling Uncertainty

The importance of the ability to put up with uncertainty was treated by most of the authors reviewed. Cohen and Christensen point out that, "Children and students are still taught to believe that all problems have solutions which are either known to the teacher or can be looked up at the end of the book." They maintain, ". . . the probabilistic character of problems and solutions is often two-sided: (i) there is an intrinsic uncertainty . . . in the affairs of everyday life. . . This uncertainty may be estimated irrespective of differences of opinion; and (ii) there are uncertainties entertained by individuals about the truth or validity of their statements and about the wisdom, usefulness or safety of their decisions or actions."

They go on to describe subjective uncertainty ". . . which may range from paralysing doubt, at one extreme, to whole-hearted conviction, at the other. . . a state of mind, often associated with incomplete knowledge, which may characterise the way we interpret what we see, hear or read, the situations we find ourselves in, and even our own feelings, emotions, decisions and actions."<sup>33</sup> Paralysing doubt often is the result of an onerous life load which leaves no room for mistakes.

Still later, they state, ". . . A man might tolerate one level of uncertainty when staking his reputation, another when staking his wealth, and another when staking his life."<sup>34</sup>

Miller et. al. describe another type of uncertainty. "One danger in executing search routines is that the object searched for may not exist."<sup>35</sup> In the Warner study only one-third of the professional/managerial people obtained sought-for answers, but only one-fourth of other groups obtained their answers.<sup>36</sup> Dervin, discussing the design of information delivery systems says, ". . . individuals who have failed in problem solving in the past will begin to believe that their problems have no solutions. . . information practitioners must cope with two issues. One is how to reach those who have been beset with past failures. The other is how to prevent discouraging current clients with failures in the present."<sup>37</sup>

Schroder et. al. found that abstract persons increase their information search and processing with increasing uncertainty more than do concrete persons. They are also ". . . more likely than concrete persons to qualify their decisions with remarks indicating remaining doubt, uncertainty, and tentativeness."<sup>38</sup>

### Expectations

Still another variable which affects success in individual information searching is the expectations of the person.

Bruner says, ". . . perceptual organization is powerfully determined by expectations built upon past commerce with the environment."<sup>39</sup> Most obviously, the 'disadvantaged's past does not encourage optimistic expectations.

Fogel notes an old principle (Bernoulli, 1738), ". . . that people maximize the expected utility rather than the expected value;

that is, personal satisfaction may enter into the decision-making process." He points out that ". . . preferences cannot be accounted for solely by utility considerations."<sup>40</sup>

Cohen and Christensen comment, ". . . it is very difficult to separate the utility an individual attaches to an outcome from the degree to which he expects that it will materialize."<sup>41</sup>

When past experiences have been negative, there is a much shorter search period because of lower expectations. "If it is too difficult we treat it cynically, like the fox outside the vineyard who says 'sour grapes'." (Or the fatalist who copes with his/her situation by maintaining that s/he prefers to draw public assistance. There is not much point in mourning his/her fate if s/he really believes s/he has no alternative.) "The hunt is on only so long as the barrier between us and the objective seems reasonably surmountable."<sup>42</sup>

#### Information Overload

Fogel says, ". . . the human may be placed under conditions of information overload. So great an amount of information may be furnished to the decision-maker that he no longer can maintain immediate availability of the relevant data. He may have to spend a large portion of his time filtering incoming data or searching the available store of knowledge. Further, there is the danger that such a vast quantity of information may divert him from his original task. He may lose sight of his goal or have this goal modified

even without his being aware of the change. Too much information can degrade the decision."<sup>43</sup> While, in the AAEC's experience, alternative materials need to be offered the patron in answer to his/her question, Fogel obviously points out the danger of deluging the user.

Schroder et. al. report a study of Miller in which ". . . an information-coding task was deliberately increased in complexity. . . subjects were beginning to disregard information, although the processing of absorbed information was still efficient." Then he began to reward them for 'not dropping' information, and their performance collapsed. They not only dropped inputs, but did not manage outputs well either. . . when other task properties are superoptional, even a little reward can be devastating."<sup>44</sup>

Dervin reports that several studies show that people are faced with so many possible sources of information that they waste a good deal of time searching--the average number of calls in one study was 3.5.<sup>45</sup>

#### Properties of the Information Environment

Schroder et. al. were the only authors reviewed other than Warner who examined the properties of the information environment in depth. They posited four primary and five secondary properties of the information environment. The primary properties are:

1. information load (including deprivation or excess)
2. information diversity

3. the rate of information change (static versus emerging)
4. the familiarity versus the novelty of the information-

The secondary properties are:

1. the noxity ". . . or the severity of the adverse consequences of behavior. . . the number of outcomes that are followed by negative consequences. Flexibility goes down as noxity rises. Stress also increases concrete thinking. . . individuals would tend to perceive only one 'pole' of the conflict and 'ward off' the diversity in a more rigid, simple way."<sup>46</sup>  
Also, "criticized groups finally fell off in performance."<sup>47</sup> Since institutional barriers usually consist of people being "put down," this is an important consideration. Roleplaying can help library staffs in in-service sessions to rehearse methods of dealing reassuringly with (to them) unpalatable behaviors.
2. The eucity ". . . the amount of reward or promise given by an environment. Excessive reward. . . oversimplifying the environment." Sometimes, in an effort to be welcoming and helpful, library staffs so overreact that their undereducated patrons do not recognize the normal problems of library operations nor their responsibilities in relation to library use.

3. The degree of the person's involvement or interest.  
Interest raises integration and differentiation. How interested an individual will allow himself/herself to be is related to his/her life load and past history of success/failure.
4. The degree to which the situation refutes or disorients the person.
5. The " 'atmosphere' properties that can increase a person's sensitivity to threat or reward and affect functioning characteristics."<sup>48</sup>

Costs: Time, Money, Anxiety, Hazards

Schroder et. al. stated, "Perhaps the most important aspect of the environment is the temporal one."<sup>49</sup>

Many of the authors considered the time factor. Miller et. al. said, ". . . if the object is not found after some fixed time, or some given number of operations, or before some particular event occurs, the search will be halted and it will be assumed that the object in question does not exist. . . we know surprisingly little about these stop-rules or the conditions that cause us to set them as we do. . . (it is) reasonable to suppose that both the probability of discovery and the utility of the object are involved."<sup>50</sup> They also said, "We may not have the leisure to collect all the information we could use and we may need to settle for an image that is only approximate."<sup>51</sup>

Cohen and Christensen say, "A decision may be profoundly affected by the interval of time that must elapse before the outcome is realized, regardless of utilities. The further away the outcome is in time, the less probable it may seem to be. . . The prospect of a great adversity in the distant future can be neutralized by a small immediate gain."<sup>52</sup>

They also talk about ". . . the tendency to favour speed rather than accuracy, when an increase in one may have to be paid for at the expense of the other."<sup>53</sup> This is a real problem for librarians, especially rural librarians who rely very heavily on interlibrary loans. Perhaps the only solution is to be very candid with the patron about the length of time meeting his/her request will take and to recontact him/her if circumstances do not allow for punctuality.

The issue that none of the writers speak to directly is the economic costs of information search in terms of time. As mentioned above, the majority of working people do not have the requisite time to engage in community search, or their free time may be concurrent with the hours that the information sources are closed or not available. Or the individual may be unemployed but not have the child care, telephone, transportation costs, etc., needed to obtain the information. Yet, under these circumstances people may resort to the mails or to information middlemen--family, friends, etc. Warner found that personal contacts resulted in greater success "than other methods of making contact." Such

personal contact bears greater cost than most people, employed or unemployed, can bear.<sup>54</sup>

Cohen and Christensen discuss another cost, although they do not primarily view it in terms of cost--the cost of anxiety. They differentiate between risks and hazards. Hazards are the real dangers (albeit perhaps unknown) which threaten us "out there." Risks are our subjective guesses about those hazards.<sup>55</sup> They also say that ". . . risk-taking is a function of three variables: (i) the situation, (ii) the person, and (iii) the group."<sup>56</sup>

In realistic terms they state, ". . . one decision-maker might be eager to reduce his possible subsequent regret to a minimum, regret being measured by the difference between the actual outcome of the decision and the outcome which would have resulted if the states of nature had been fully predictable. . . Another decision-maker, because he cannot afford to hazard much of his resources, might wish to adopt a strategy of prudence so as to minimize, not his regret, but his probable loss, though he might thereby reduce the chance of high gain."<sup>57</sup>

#### Other Booby Traps

Cohen and Christensen list five other "mental aberrations" that distort elements "into what would otherwise be a more or less realistic judgment in uncertainty."<sup>58</sup>

1. Belief in luck. ". . . we not only think realistically. Besides considering, perhaps as dispassionately as we can,

what would actually happen, we also reflect on what we should like to happen, and on what we should like not to happen. . . ."59

2. Wishful thinking.
3. Mistakes or "failure to process the information adequately."
4. Believing there is only one correct decision--or not believing in alternatives.
5. The omniscient type ". . . the person who is sure that he already knows everything."60

#### Group Information-Finding Versus Individual Information-Finding

Although the undereducated (particularly the poor) tend to join fewer groups, occasionally the library does respond to them in a group--for example an adult basic education class or a welfare advisory council.

Schroder et. al. said, "Groups composed of members with lower-level conceptual structures are expected to generate less diversity, fewer alternative perspectives, rigidly constricted norms, and fixed role relationships. The implication is that such groups. . . evolve an organization that closely resembles autocracy, whereas groups composed of members with more complex information-processing structures can develop more complex organizations."61 It is the experience of the AAEC that the lower the self-esteem of the client or potential client, the more one-to-one services will need

to be offered if high quality services are to be extended. This is a real problem in today's understaffed libraries.

Sections II and III, the theoretical and literature reviews above, describe the complexity of the librarian's job. The subtleties described above are multiplied by every special public in the library service area--the undereducated, the aged, youth, the handicapped, the rural residents of the service area (even urban libraries usually had some rural patrons in the AAEC projects), children, the institutionalized.

The purpose of these reviews has not been to make the library's tasks overwhelming, but to point out that complex tasks do not yield to simple solutions. Teaching an adult to decode words with the help of a tutor in the library is one small step in his/her future independence in information seeking/finding--not a goal within itself which (when met) is cause for self-congratulation. Coping skills pamphlet materials, however useful, will not be used in a vertical file. New display systems and outreach systems must be seen as having as high or higher priorities on the part of both the library policy-makers and their full and part-time staff.

Finally, somehow, the judges of public services--legislators, budget officers, evaluators, the general public--must be persuaded to recognize the rights and needs of the neediest segments of society. Most commonly used success indicators, such as numbers served, speed of service, and changes in economic life styles,

prohibit serving the neediest. Those with the greatest problems take the longest to serve, so fewer can be served. They are also farthest from the comfortable life styles that grace reports. Changes in their quality of life take longer to achieve. As all librarians know, success means more when one pamphlet is well-read, resulting in a change in a individual's quality of life, than when twenty-five books are checked out and returned without being read.

## FOOTNOTES

- <sup>1</sup>*The Adult Performance Level Study* (Austin: Division of Extension, University of Texas, 1973).
- <sup>2</sup>Edward S. Warner, Ann D. Murray, and Vernon E. Palmour, *Information Needs of Urban Residents* (Baltimore: Regional Planning Council and Westat, Inc., December, 1973), p. 34.
- <sup>3</sup>Brenda Dervin, *The Urban Information Needs Project: Interim Report* (Seattle: University of Washington, 1974), pp. 4-5.
- <sup>4</sup>Warner, et. al, *Op. Cit.* pp. 15-16.
- <sup>5</sup>Thomas Childers, *Knowledge/Information Needs of the Disadvantaged* (Final Report to the U. S. Office of Education, OEG-0-72-4688), pp. 32-33.
- <sup>6</sup>Warner, et. al.; *Op. Cit.*, p. 27.
- <sup>7</sup>T. W. Shaughnessy, *The Influence of Distance and Travel Time on Central Library Use*, Ph. D. Thesis (New Brunswick: Rutgers University, The Graduate School, 1970).
- <sup>8</sup>*A Study of Family Economics, 1975* (Ann Arbor Survey Research Center, Institute for Social Research, University of Michigan, 1975).
- <sup>9</sup>John Cohen and Ian Christensen, *Information and Choice* (Edinburgh: Oliver and Boyd, 1970), pp. 81-83.
- <sup>10</sup>Warner, et. al., *Op. Cit.*, p. 185.
- <sup>11</sup><sup>a</sup>*Ibid*, p. 15.
- <sup>12</sup>*Ibid*, p. 171.
- <sup>13</sup>Thomas Sticht, Lawrence Beck, Robert Hauke, Glenn Kleiman, James James, *Auditing and Reading: A Developmental Model* (Alexandria: Human Resources Research Organization, 1974), pp. 67-68.
- <sup>14</sup>Henry Drennan, "Literacy and Libraries," A paper for the World Congress of the International Reading Association, Vienna, Austria, August 12-14, 1974.
- <sup>15</sup>Dervin, *Op. Cit.*, pp. 4-5.
- <sup>16</sup>George A. Miller, Eugene Galanter, and Karl Pribram, *Plans and the Structure of Behavior* (New York: Henry Holt and Co., 1960), pp. 171-172, 174.

- 17 *Ibid*, p. 170.
- 18 Lawrence J. Fogel, *Human Information Processing* (Englewood Cliffs, New Jersey: Prentice Hall, 1967), p. 370.
- 19 *Op. Cit.*, Cohen, et. al., p. 134.
- 20 Jerome Bruner, *Beyond the Information Given: Studies in the Psychology of Knowing* (New York: W. W. Norton and Company, 1973), p. 44.
- 21 Donald Broadbent, *Decision and Stress* (Lincoln: Academic Press, 1971), p. 213.
- 22 *Op. Cit.*, Cohen, et. al., p. 9.
- 23 *Ibid*, p. 13.
- 24 *Op. Cit.*, Fogel, p. 369.
- 25 Gregory Bateson, *Steps to an Ecology of Mind: Collected Essays in Anthropology, Psychiatry, Evaluation and Epistemology* (San Francisco: Chandler Publishing Co., 1972), p. 298.
- 26 Harold Schroder, Michael Driver, Siegfried Streufert, *Human Information Processing: Individuals and Groups Functioning in Complex Social Situations* (New York: Holt, Rinehart, and Winston, 1967), p. 114.
- 27 *Ibid*, p. 126.
- 28 *Ibid*, p. 101.
- 29 Michael Brophy, *Research and Demonstration of the Advocate Counseling Model Applied to Library/Information Systems* (Milwaukee: University of Wisconsin, 1975), p. 10.
- 30 *Op. Cit.*, Schroder, et. al., p. 17.
- 31 *Ibid*, p. 19.
- 32 *Ibid*, p. 127.
- 33 *Op. Cit.*, Cohen, et. al., pp. 3-5.
- 34 *Ibid*, p. 106.
- 35 *Op. Cit.*, Miller, et. al., p. 160.

- 36 *Op. Cit.*, Warner, et. al., p. 169.
- 37 *Op. Cit.*, Warner, p. 32.
- 38 *Op. Cit.*, Schroder, et. al., p. 114.
- 39 Jerome Bruner and David Krech (eds.), *Perception and Personality* (New York: Greenwood Press, 1968), p. 222.
- 40 *Op. Cit.*, Fogel, pp. 336-367.
- 41 *Op. Cit.*, Cohen, et. al., p. 77.
- 42 *Ibid*, p. 83.
- 43 *Op. Cit.*, Fogel, p. 360.
- 44 *Op. Cit.*, Schroder, et. al., pp. 93-94.
- 45 *Op. Cit.*, Warner, p. 34.
- 46 *Op. Cit.*, Schroder, p. 86.
- 47 *Ibid*, p. 90.
- 48 *Ibid*, pp. 31-32.
- 49 *Ibid*, p. 33.
- 50 *Op. Cit.*, Miller, et. al., p. 161.
- 51 *Ibid*, p. 174.
- 52 *Op. Cit.*, Cohen, et. al., pp. 79-80.
- 53 *Ibid*, p. 95.
- 54 *Op. Cit.*, Warner, p. 187.
- 55 *Op. Cit.*, Cohen, et. al., p. 101.
- 56 *Ibid*, p. 97.
- 57 *Ibid*, pp. 64-65.
- 58 *Ibid*, p. 84.
- 59 *Ibid*, pp, 81-83.

<sup>60</sup>*Ibid*, pp. 84-86.

<sup>61</sup>*Op. Cit.*, Schroder, et. al., p. 11.

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#### IV. THE TWO-YEAR DEMONSTRATION PROJECTS

##### A. Development and Administration of Demonstration Projects

Based upon more than 100 demonstrations, the AAEC has developed a stance concerning the purpose and conduct of demonstration projects. Its first position is that the purpose of the expenditure of federal tax dollars on demonstration projects in the public service areas is to point the way for large-scale improvement within public service fields. Hopefully, demonstration projects act as microcosms of their fields. For them to do so, their settings cannot be so unique nor their techniques so expensive that they cannot be replicated elsewhere. Problems encountered--whether resolved or unresolved--should allow for guidance in implementing programs in other settings.

The AAEC has had success with the procedure it has developed for starting demonstration projects. First, sanction, problem identification, site selection, and commitment of state funding and resources must come from decision makers at the state level. Their initial and continuing involvement helps insure adoption of successful practices by the states after the demonstration period. Selection of personnel for the local projects is the charge of the decision-makers at the local level.

The AAEC takes a second position that public service methodologies should not be recommended nationally on the basis of

a demonstration at only one geographic location. Therefore, the AAEC attempts to replicate procedures in urban and rural sites, in both the northern and southern Appalachian states. Findings which happened only because of some unusual set of circumstances in one locality can be pinpointed by this method.

The AAEC takes a third position that a demonstration of a public service which does not develop into an ongoing service in its original location is both a poor demonstration and a poor investment of tax dollars. Since the successfully demonstrated services raise the expectations of the community, their closure at the end of the fiscal year amounts to an unkept promise to that community. Part of the demonstration is incomplete if the service does not continue on its own merits. This is not to say that all of the AAEC's experimental programs have been ongoing past the demonstration period. This is the ideal towards which the Center works. As a consequence, over eighty percent of its demonstration projects do continue after AAEC support ceases.

The AAEC holds a fourth position that the generation of knowledge is a useless exercise unless it is disseminated. The change agent aspects of the AAEC's work include dissemination at the awareness, interest, and trial states through print, nonprint, and personal contact. Many of the AAEC projects have been replicated as a result of this dissemination design, both in the projects' states of origin and in other states across the Appalachian region, the nation, and the world. The AAEC attempts to design projects to insure dissemination.

The AAEC has conducted seven library/ABE demonstration projects in the last three years.

<u>State</u>	<u>Site</u>	<u>Project Director</u>	<u>Years</u>
Georgia	Habersham, Rabun, Stephens, White Counties	Frances Milhizer	1973-75
Ohio	Hamilton County	Harold Ogg	1973-75
Tennessee	Shelby County	Norma Richey	1973-75
Alabama	Jefferson County	Ann Gwin	1972-74
Kentucky	Floyd County	Roland Jones	1972-74
South Carolina	Richland County	Eunice McMillian	1972-74
West Virginia	Cabell, Putnam, Wayne Counties	Phyllis MacVicar	1972-74

The 1974 Annual Report covered the second year of the last four projects above (Alabama, Kentucky, South Carolina, and West Virginia), and the first year of the other three (Georgia, Ohio, and Tennessee). This report covers the second year of the three 1973-75 projects.

In 1973, the local sites were chosen by the responsible state officials and their staffs.

Georgia  
 Carlton Thaxton and Elizabeth Cole  
 Division of Public Library Service  
 Georgia State Department of Education  
  
 Margaret Walker, Director  
 Adult Education Unit  
 State Department of Education

Ohio

Joseph Shubert, State Librarian  
State Library of Ohio

James W. Miller, Section Chief  
Division of Federal Assistance

Tennessee

Katherine Culbertson, State Librarian and  
Archivist

Olivia Young, Director, Public Libraries  
Section

Tennessee State Library and Archives

Charles Kerr  
State Director of Adult Education  
Tennessee State Department of Education

#### Selection of Project Sites

At the proposal stage for this project, these state librarians and state directors of adult education were (1) approached; (2) introduced to the problem under investigation; (3) asked for an expression of interest; and (4) asked to get together to settle upon a local site in their state. After funding, the two state decision-makers were again contacted and asked to make the initial contact with the local site if they had not done so already.

The choice of states has been somewhat arbitrary. The AAEC has operated experimental programs only in the thirteen states from New York to Mississippi with Appalachian counties. Considerations employed in deciding which states to contact includes: (1) A North-South spread; (2) a DHEW region spread; and (3) in which states the AAEC had projects recently. In addition, the proposed design of this particular project demanded that all of the sites contacted have reasonably strong ABE programs and public library

services for the disadvantaged adult. Also, states were chosen to further the urban-rural design.

The AAEC does not make decisions about the selection of local sites within states for two reasons:

1. When state-level decision-makers are involved from the onset of the demonstration, the AAEC finds there is more attention to the local project and spread from it. State officials become sensitized to the problem under investigation early and are more interested in and open to its solutions.
2. It would be imprudent for "outsiders" such as the AAEC to make such decisions across state lines. The AAEC could not begin to be aware of all of the subtleties of all possible program sites in thirteen states. The prerogatives and experience of the state-level people are established from the onset, although, of course, their following involvement in the actual conduct of the local projects varies with their natures and the nature of their jobs.

The proposed AAEC design for this library/ABE project stipulated that the local programs be regional or service-area-wide, in contrast to a pilot project. The thinking behind this stipulation was that there had been many pilot projects of the interrelation of library and educational services to disadvantaged adults. The

problems before the AAEC were (1) to determine if the techniques developed in the continuing sites' programs would work at AAEC's new sites; (2) to determine why these techniques were not more widely applied across service areas; and (3) to devise methods of region-wide intervention.

An arbitrary funding level was settled on each demonstration project, dependent upon the funding the AAEC had been able to obtain. Therefore, this sum was open to only slight negotiation at the time of the community planning session. The AAEC formally subcontracts with each demonstration site.

The subcontractors for the seven library/ABE projects were:

<u>State</u>	<u>Subcontractors</u>	<u>Contact Person</u>
Alabama	Birmingham Public Library	Richardena Ramsay Head Librarian
Georgia	Northwest Regional Library	Emily Anthony Head Librarian
Kentucky	Floyd County Board of Education	James Salisbury (deceased) Superintendent
Ohio	Public Library of Cincinnati and Hamilton County	James Hunt Head Librarian
South Carolina	Richland County School Board # 1	Earle Hayes (deceased) Director of Adult Ed
Tennessee	Memphis and Shelby County Public Library and Infor- mation Center	Lamar Wallis Head Librarian
West Virginia	Huntington Public Library.	James Nelson Head Librarian

### Work Agreements: Setting Site Objectives

The Center helps each local site develop a work agreement, which defines the extent to which the various parties will initiate and support the local project. The process for developing the work agreements is outlined in Section V. B.

The outcome of a community planning session forms the model center work statement, and upon review by all involved, the work agreement represents a collaborative management-by-objectives, a schedule of activities, the evaluation design, and the program part of the formal subcontract with the AAEC. Finalized work agreements for the three continuing F. Y. 1974-75 projects are provided in the following section of this report.

Although not strictly necessary under the law, the AAEC has filed the subcontracts with USOE. The projects were periodically monitored on site by AAEC staff, and reviewed in the interim reports.

It should, however, be emphasized to others developing demonstration projects that the work agreements are flexible. They can be changed at any time by mutual consent. The flexibility of this approach--a developmental process--represents the marked difference between demonstration and research projects.

### Evaluation

Data collection for internal evaluation is a part of each objective in each work agreement. However, close monitoring by the

AAEC and federal monitors is needed to ensure that data collection plans are followed. Otherwise, demonstration personnel, under the press of starting new services and of dealing with the day-to-day needs of their clientele and colleagues, will end the year without the numbers and narrative needed to justify the existence of those services. This was a problem for all three of the 1974-75 demonstration projects to some extent, especially the Georgia project. Significantly, the Ohio project director, who did not engage in extra-project training, collected the most data. However, he received a promotion with additional duties and, therefore, probably also was distracted somewhat.

The data collection for the purposes of evaluation of the demonstration projects shows the greatest attrition between 1974 and 1975 as the result of the slash in AAEC funding on the part of the USOE Office of Libraries and Learning Resources. The AAEC was faced with an ethical dilemma as the result of the funding cut. Rightly or wrongly, the Center sees itself as having a leadership role in the United States (and particularly in the Appalachian states) in the adjustment and expansion of public services to meet the needs of undereducated adults. It sees great needs--although no longer fashionable in the silent 70's--which are growing as the result of joblessness and inflation.

With the great cut in AAEC funds, the decision had to be made whether to accept:

1. a cut, particularly in training and dissemination of services, in keeping with the small now-not-to-be-expanded staff; or
2. an expansion of the duties of the small staff for response to the need and requests for services; or
3. a search for alternate funding sources at a time of year when most funds were already committed.

The decision was made by the Appalachian Adult Education Center to expand the duties of the small staff with the aid of any additional monies the states might offer. Four of the five AAEC F. Y. 1974-75 states supplemented AAEC funds for travel, communications, and materials, but not for staff. Those states were Kentucky, Mississippi (dissemination-institute-only states), Ohio, and Tennessee. All demonstration project service activities, traveling, writing, and data collection, had to be carried on simultaneously. This had also been true in 1974-75, when the four project directors had run their demonstration projects and carried on dissemination-institute activities in thirty-two communities. However, they had the backup and monitoring of the AAEC Center staff. In 1974-75, the Center staff found it necessary to engage in dissemination-institute activities at twenty-two of its thirty-one sites as compared with direct involvement at about ten sites in 1973-74. The project directors, therefore, had less backup and less monitoring in F.Y. 1974-75. They also had increased duties over their 1973-74 colleagues.

The 1973-74 dissemination-institute series involved 398 participants at thirty-two sites. The 1974-75 series involved 1,211 participants at thirty-one sites. The result was a breakdown in data gathering that did not show up at interim report time, but which was all too clear at final report time.

The AAEC requires interim and final reports from each of its project sites, providing them with guidelines for writing the reports and with forms for data collection. (Appendix G of the 1974 report shows the AAEC guidelines for project interim and final reports.) The OE, OLLR, has received copies of the interim and final reports of the projects.

#### Selection of Personnel

After the selection of and initial contact with the local decision-makers by the state librarian and the state director of adult education, the AAEC staff makes at least one site visit to explain the proposed program in depth. The AAEC's criteria for selection of personnel are outlined at that time, but the local sites have absolute control over the selection of personnel, and the AAEC works with whomever is selected. To date the AAEC has been successful with this policy.

The selection of personnel by local units is appropriate from several points of view: the AAEC is interested in developing new kinds of local leadership; outside agencies such as the Center cannot presume to know who to select in local areas; local persons

are more likely to remain in continuation efforts after the withdrawal of project seed monies; and in-state personnel seem to have more credibility in working in other areas of their home states.

The pre-service and in-service training, the cross-fertilization of projects through the AAEC monitors, and periodic face-to-face contact with one another has enabled the project directors to strengthen themselves in their work and to strengthen their projects. For reasons hard to ascertain, the 1973-74 project directors were more supportive of each other and in more frequent contact with each other than the 1974-75 directors, however, perhaps the press of additional work cut down on communication time.

The AAEC has found in personnel selection that the most realistic criteria for selection of personnel to be hired by either public libraries or school boards interested in effecting interagency cooperation between services for the disadvantaged would be:

1. experience working with the disadvantaged
2. experience with or access to a ready and current supply of information concerning ABE
3. experience with public libraries

Since public libraries are not as far along in developing specialized services for disadvantaged adults as are public schools (not being under a federal mandate to do so) it seems important that the coordinator have respectability in the eyes of library staffs

if s/he is to effect change. Therefore, an experienced MLS should be assigned the coordination tasks if available. However s/he also must display insight into the problems of part-time teachers and administrators of adult education. Other crucial attributes of the coordinator are:

1. a commitment to serving disadvantaged adults as equals who have been unfortunate;
2. an openness to new ideas and ways of doing things;
3. a willingness to share resources, facilities, and staff, i.e., a minimum of "turf" problems;
4. the ability to design, carry out, and improve services that fit the needs of the community and the resources of the institution;
5. familiarity with innovative programs for disadvantaged adults in both the library and adult education fields and ability to translate those findings into action at the local site rather than "discovering" them afresh;
6. the ability to learn from the mistakes and problems that always occur in the development of nontraditional programs;
7. being indigenous to the local area and state. This is not essential, particularly in cosmopolitan urban areas, but attitudes reflecting "one of us" do seem to help.
8. the ability to act as a catalyst, encouraging on-going staff to adapt new methodologies rather than trying to do

everything oneself. The most effective goal for personnel responsible for coordinating public library and ABE services seems to be one of producing direct interaction among the clients, the library staff, and the ABE staff, rather than being the contact oneself as the library representative.

Figure 1

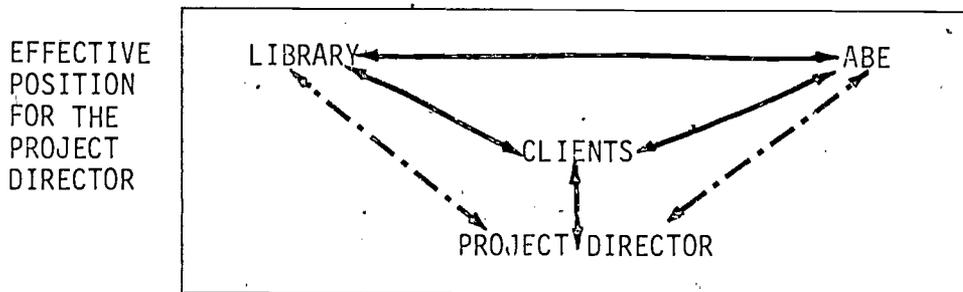
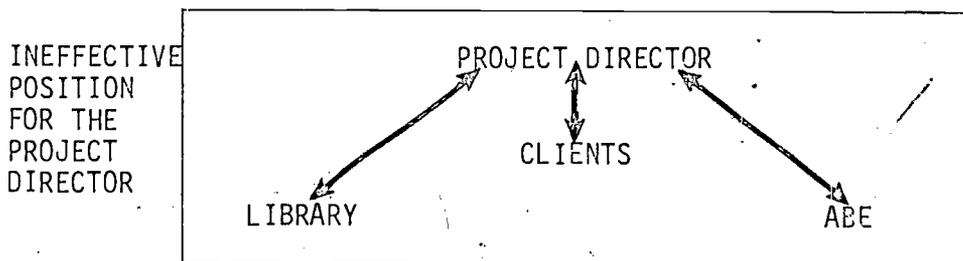


Figure 2



Fiscal matters were handled by the subcontractors' business managers under the direction of the AAEC business manager and with the help and forbearance of the business office staff of Morehead State University.

## B. Description of the Three 1974-75 Library/ABE Demonstration Projects

This section summarizes the activities and some of the problems of the three second-year demonstration projects in Georgia, Ohio, and Tennessee. The following section, C, offers some recommendations from the AAEC and the project directors, based upon that work, and Section D describes some of the insights into serving disadvantaged adults gained in those projects. More detailed descriptions of the projects' activities, problems, and recommendations are contained in their 1974-75 final reports, on file in the OLLR offices.

### Georgia

*\*developed a multi-media collection of coping skills materials*

An assessment of library holdings pointed to the need for more large print, high interest, low readability materials, pamphlets, and nonprint materials. The library purchased titles in the coping skill areas, and plans to purchase more.

*\*distributed a bibliography of coping skills materials*

Two hundred copies of the bibliography developed in project year 1973-74 were sent to librarians and adult educators in the four counties, to the Georgia training institute sites, to the state departments of libraries and adult education, and to university library science departments.

*\*published a newsletter for library and ABE staffs in the area*

Five issues of "Keynotes"--a newsletter with information on local resources, project activities, materials, ideas, and a calendar of events--were published in '74-'75. Five hundred copies were circulated to adult educators and librarians in the area.

*\*provided library and bookmobile service to all ABE clients in the four-county area*

Three ABE classes meet in libraries, where services are available during class time. Carefully selected deposit collections were placed in all ABE classes, and all ABE clients received library cards. Bookmobiles go to two class sites and their surrounding communities every two weeks. The bookmobile stops were widely publicized, and the bookmobile carries a wide selection of coping skills materials.

*\*conducted orientations to library services for all ABE clients in the four counties*

The AAEC's Library Orientation Kit helped inform ABE clients about the library's information and services; project, library, and ABE staffs worked together to survey reading interests; two ABE classes toured the library; and the regional library hosted recognition ceremonies for recent GED graduates. ABE enrollment and the number of adult classes have steadily increased in the four-county area.

*\*developed alternative ways of handling of materials to fit the adult new reader*

Interfiling of adult and juvenile non-fiction has worked well in this project, pleasing libraries and patrons on all reading levels as well. The project also selected pamphlets for special deposit collections.

*\*developed a community information and referral handbook*

The community referral handbook developed in the project has brought positive reactions from the community. I & R services are limited, but the concept of the library as an information and service center is developing.

*\*conducted a recruiting/public relations campaign for the library and ABE*

The library staff works with community groups and local industries in promoting the library and in making referrals. Library facilities are in constant use by community groups. Every Thursday is "Crafts Day" at the library.

*\*conducted joint in-service training sessions for library and ABE staffs*

Library and ABE staffs got together at formal, informal, and planning meetings to share information and problems.

*\*planned for expanding services to disadvantaged adults through branch libraries*

Project staff members met with branch library staffs to help sensitize them to the need for expanding services for disadvantaged adults, and to help them begin planning for expansion.

*\*participated in planning for community education*

The Board of Education and other community groups are working toward a concept of community education, with plans for the library as a center for information, adult and continuing education, and family learning.

### Ohio

*\*hosted ABE classes in five branch libraries*

Five ABE classes met in branch libraries this year, with reading specialists provided by the city school's Continuing Education Department. Project staff members recruited for the classes through the mail, by telephone, and door-to-door, a combination of methods that proved more effective than working through community groups.

*\*provided regular services to the community correctional institution and the Hamilton County Jail*

The library-ABE project delivers paperbacks, based on requests, at least one a month. A deposit collection, maintained by an inmate, is kept at the correctional institution, and a reference set of legal almanacs was bought for deposit at the county jail. Instruction materials are also sent to the correctional institution for the ABE classes there.

*\*provided services to the city's Appalachian Identity Center*

The project placed a 900-item deposit collection for circulation and in-house use in the Appalachian Identity Center,

in addition to a special collection of coping skills materials.

*\*set up a loan-by-phone service*

Residents of Cincinnati and Hamilton County can now call the library and request materials, which they can then pick up at the main library, any branch library, or any bookmobile (126 locations in all). ABE teachers appreciated the convenience of being able to call in orders of learning center materials and pick them up at or near their class sites.

Tennessee

*\*hosted ABE classes in branch libraries*

Nine ABE classes met in branch libraries in Memphis, with most of the branch librarians helping with recruiting. The objective worked well: the Board of Education was happy to find day-time class sites, and the library found new patrons and a better image in the community.

*\*Sent branch librarians to work with ABE classes at their sites*

This objective never really got off the ground. Some librarians did go to ABE classes, but some never got around to it. Others tried, but the ABE teachers turned them down.

*\*developed coping skills collections for the entire library system*

Coping skills materials were selected for the branch libraries, which then processed, handled, and displayed them in varying ways. The extent of their use also varied considerably from branch to branch.

*\*issued library cards to ABE clients*

ABE teachers were given applications at their in-service training meeting, and 573 library cards were issued to ABE clients (1,531 were issued the pervious year). There are some problems with this objective, that need to be resolved. Some applications were not filled out completely and were rejected by the library circulation department, creating some bad feelings on both sides. The library then moved to establish some minimum requirements for library card applications, and to recognize the difficulties many adults have with filling out applications.

*\*developed a list of coping skills materials*

The project director compiled an annotated bibliography of coping skills materials to be distributed to libraries in the area.

*\*took a multi-media van to ABE and adult high school classes*

A multi-media van, staffed by two assistants, made 149 visits this year to adult classes in the area, showing movies on many topics, including coping skills.

*\*arranged for ABE classes to tour the library*

Nine ABE and adult high school classes toured the main and branch libraries, and although those tours seemed successful, they represented a relatively small number of the classes that could have come. The project director felt that more communication

among the library staffs and the ABE staffs and students might have made the teachers more interested in coming, and the librarians more sensitive to their needs when they arrived.

*\*distributed a community referral handbook developed the previous year*

Two-hundred forty copies of the community referral handbook developed in 1973-74 were given to ABE teachers and librarians, who seemed very glad to get it. But like all such handbooks, it was soon out of date; and since the Memphis Public Library is developing an I & R service, the handbook was never revised.

*\*publicized the joint ABE-library services*

Flyers, posters, newsletters, TV spots and interviews, bulletins, radio programs, displays, and word-of-mouth publicized the library-ABE services.

*\*offered joint in-service training for ABE teachers and librarians*

The idea was to get librarians and ABE teachers together, to teach librarians more about ABE and the needs of its teachers and students, and to teach the teachers the possibilities of library services and information for them and their students. All those involved still maintain that this activity is essential, but that it would require more careful planning, more time, and more effort next time.

*\*gave in-service training for librarians in adjusting library services for undereducated adults*

Project staff members talked to librarians about services to the undereducated at a special staff institute day. The project director displayed coping skills materials at another inservice meeting, and introduced the concept to new branch librarians at the third session.

The following chart summarizes some of the similarities and differences between the projects by activity.

A Comparison of Projects by Activity

	GEORGIA	OHIO	TENNESSEE
Urban		X	X
Rural	X		
Mailing of Materials		X	
In-service Training for Librarians		X	X
Readers Profiles	X		
Newsletter	X		
Classes in Libraries	X	X	X
Advisory Boards	X	X	X
Delivery of Library Services to ABE Classes	X		X
Teacher Collections		X	
Coping Skills Materials	X	X	X
Coping Skills Bibliography	X		X
Library Cards to ABE Students	X		X
Services to Correctional Institutions		X	X
Referral Handbook	X		X
Publicity	X	X	X
In-service for ABE Staff	X	X	X
Multi-media	X	X	X
Recruitment	X	X	X
Non-traditional Handling of Materials	X	X	X

C. Recommendations for Coordinating Public Library  
and Adult Basic Education Services

1. To effect coordination, it is necessary to change behavior first. Attitude change will follow if activities prove useful.
2. Local planning for coordination of services requires knowledge of ways coordination can be achieved, although ultimately local plans must be designed to fit local needs.
3. Library trustees should play an important role in the process of coordination, helping to clarify the library's role and service priorities in the community.
4. Persons hired to act as liaisons should be knowledgeable and experienced in both ABE and library science. They should be flexible enough to adjust to needed changes, and open to new ideas. A great deal of time is spent with people, so good human relations skills are necessary.
5. Interaction between the two staffs is essential. Vehicles for interaction can be joint visits to exemplary sites, inservice training, or advisory boards meetings. But the most effective way to create rapport between the two staffs is through one-to-one visitations either at the library and the classroom.
6. The need for a middleman or catalyst to start coordination has been demonstrated time and time again. This catalyst could be a university staff or faculty person, or a district

or local staff member, provided they have credibility or can gain credibility with state level staff.

7. Awareness of mutual goals linking ABE and public libraries must be brought to the attention of both staffs.
8. Both staffs must be aware of the differences and similarities between their services, and of organizational, political, and economic problems and constraints. Joint orientation of both staffs is essential.
9. Coordination requires understanding of the needs and characteristics of the target population.
10. A leadership role must be assumed by one institution or the other to promote continuing dialogue and action. But sustained effort is necessary, with both agencies taking active roles in planning and implementation.
11. Library and ABE administrators must firmly agree on the need for cooperative activities.
12. Library and ABE administrators must clearly define their areas of commitment, i.e., who will provide space, staff, materials, transportation, etc.
13. Select an individual or individuals to act as liaison(s) between the library and the schools. It is helpful to have a central office to act as a clearinghouse for library/ABE activities.
14. Secure the commitment of both the library and ABE directors.
15. Involve as many staff members as possible in the initial meeting.

16. Make sure that all ABE staff and ABE teachers understand the applications of library services and materials to their clients' lives and to their own work.
17. Seek ways to explain the project and its objectives to all library staff.
18. The involvement of community personnel and agency representatives is very valuable. They can provide valuable suggestions about coordinating activities. And through their knowledge of the community and their direct contacts with disadvantaged adults, they help to spread the word of the services being offered and recruit adults. Their participation also lends respectability and credibility.
19. One major problem is that we are not only dealing with two separate institutions--with their own working hours, pay scales, organizational apparatus and sense of priorities--but we are trying to coordinate through X number of individuals, each of whom is already spending a full day (or evening) in his/her own regular work activities. The public service librarian is feeling the pressure of already "recruited" patrons clamoring for service; the teacher, perhaps weary from coping with his/her day students, is trying to meet the basic skills need of all his/her adult clients. However important we, who work with these projects day in and day out, feel that coordinating activities is in terms of improved services to disadvantaged adults, and however much

we know they can work and be effective, it is likely that a number of teachers and librarians see them as "extra chores" which one may be forced to go along with, but not really believe in.

Even the enthusiasm generated around the table at a workshop does not always transcribe itself into action. Back in the routine of everyday work, it is easy to lay aside for more immediate problems.

The larger the group one works with, the more complex these problems of staff motivation and attitude, but in even the smallest town, they are present. It takes strong local leadership--on the part of the branch librarians or the local town librarian, the ABE supervisor perhaps a board chairman--to see that suggested objectives actually get carried through.

#### D. Insights: Successes and Failures, Urban and Rural

This section summarizes some of the findings of the demonstration projects and applies them to services to disadvantaged adults. It covers both successes and failures, and urban-rural differences.

1. A coping skill collection of pamphlets, soft cover and paperbacks, and hardbacks needs to be available. (See the AAEC Library Service Guide on materials selection and the Memphis Bibliography.) This collection can include already existing library materials and need not be expensive. The important considerations are: (a) that it not be housed with the regular collection. It needs to be in a conspicuous place. (b) The traditional processing (Dewey, LC, etc.) of the pamphlets and less expensive books yield to quicker, simpler processing, and (c) that vertical files and stacks give way to face-out displaying of materials in racks.

An important finding of the AAEC is that the general community also needs these materials. The educated public have given them as heavy usage as have under-educated adults.

2. Outreach services are a must. In the seventy communities in which the AAEC has worked, 63 dissemination, 7 demonstration) the number one problem isolated at the community sessions planning services for the disadvantaged has been

transportation. Even in those few places where adequate public transportation exists--never in rural areas--a large proportion of the undereducated cannot afford it for luxuries. (Until the library changes its image, it is a luxury.)

It seems much more feasible to take services to people via bookmobiles, books by mail, home visits, and deposit (not dumping) collections than to provide transportation to library buildings for large numbers of individuals. (See the AAEC library service guide on bookmobiles, books-by-mail services, and deposit collections.)

3. Evening and weekend services must be provided. Day-time-only branch, bookmobile, and deposit collection hours effectively deny library privileges to all of the employed, including the working poor.

Many libraries have abolished (or never started) evening and week end hours on the grounds of economy and security. If no extra personnel are available, limiting library hours during which there is low library usage frees personnel hours. Security can best be arranged with community aid. Both economy and security can be augmented by a judicious use of volunteers.

4. Advertising must adapt to the new consumer, MASS MEDIA (newspapers, radio, television) ARE NOT VERY EFFECTIVE MEANS FOR PROVOKING ACTION ON THE PART OF THE UNDEREDUCATED.

Neither is print--except as a backup to personal contact. Creative library staffs can find many ways of promoting personal contact in their busy schedules--community walks, contacts with other agency personnel, volunteer recruiters, college sociology or library science classes, etc.

5. Multimedia materials are highly desirable--they are also costly. Since the undereducated have a habit pattern of relying upon their ears for information, auditory materials are highly desirable. Unfortunately, expense prohibits their use in many rural and some urban areas. Checking out records, tapes, films, slides, etc.--and the machines to run them--free of charge is a popular service where it can be afforded.
6. Free magazine, paperback, and sewing pattern exchanges are seemingly minor services. However, they are an important way of getting usable print into homes. Since it is an "exchange" (although no one is required to bring materials back), it eliminates fines, borrowers cards, etc. The AAEC magazine exchanges have been very popular. There has been no problems of confusing circulating magazines (where they do circulate) with exchanges. Often sub-post offices have delivered their undeliverable magazines directly to the nearest branch library. Groups conducting paper drives will sort out the magazines for the library. Interested patrons will donate their old magazines. Such

magazine deposits and exchanges have been set up by libraries in waiting rooms--especially welfare offices and clinics.

7. Arranging a series of exposures of undereducated adults to library services is more likely to make new users. This is easiest if the adults are grouped, as in adult education classes. There are two steps to forming a user: (a) bring the services to the adults; (b) bring the adults to the services.

Section IV. C. outlines many techniques which have been used successfully in AAEC projects to encourage public library use on the part of disadvantaged adults.

8. Adult basic education classes in public libraries are a very effective method of ensuring new patrons. Where feasible, adult classes in libraries provide a neutral meeting place for adults still smarting from public school failures. In most parts of the United States, the public schools will provide teachers and teaching materials. The library's role is as recruiter, host, and provider of coping skills materials initially and eventually all materials including inter-library loans.

Undereducated adults become amazingly sophisticated library users with repeated library exposure. Their library use also causes a ripple effect among their friends, their neighbors, and their child and adult family members.

One branch librarian in the Memphis project commented, "At first it took a lot of effort, recruiting people, getting together a coping skills collection, constantly trying to get the adult students to use it, getting to know the adult education teacher provided by the board of education and how she did things, getting more chairs and tables as the class grew and grew, easing racial tensions as we began to get black and white students. But now they use the library like anyone else. I forget who is 'disadvantaged.' I keep having the feeling I'm not doing enough now that most of them and their children are independent users."

At first the AAEC felt it could only recommend classes if the library had a separate meeting room. However, one enthusiastic branch librarian in Cincinnati recruited a class to meet in the main room of the library. She has not found that the adult students and her other patrons disturb each other. Since then, other small libraries have had classes in the library proper with no big problems.

It might be added that in communities with a high drop-out rate from public schools, the sight of adults studying that meets young people using the library can be very effective role-modeling. Apparently urban branch

libraries seem more hospitable than the main library. Memphis had eight branch classes, seven of them successful. A ninth class at the main library had recruitment problems. This may be the function of the location of main, or it may be the bigness of the building:

9. Advisory boards involving undereducated adults are most important. It is easier to plan with people than for them. (Some of the program planning this writer has been exposed to--where plans were even made--reminds her of the medieval proclivity for philosophy over applied science--reasoning the horse rather than examining it.)
10. Information and referral (I & R) services fill a very grave gap in community life and are especially important to undereducated adults. There is considerable debate about the role of the library, particularly concerning referral and advocacy services. That the library has a role seems to depend more upon local circumstances than most other library services. A few libraries with which the AAEC has worked are becoming central I & R centers for the community. An urban example is Memphis. Rural-small town examples are Marietta, Ohio, and Clarksdale, Mississippi. Other libraries have put out guides to agency service with or without updates. Still other libraries attempt

to answer questions directed to their reference or social sciences department, but do not pretend to have developed the necessary files. Still other libraries either work as outreach stations for a community I & R service (Columbus, Ohio, plans) or help a community I & R service build its files.

Many agencies--welfare and aging programs for example, are required to develop I & R under federal regulations. However, they sharply limit their clientele. If no general I & R services exist in the community, the library should seriously consider stretching its slender resources in this direction in the AAEC's opinion.

(See the AAEC library service guide on I & R.)

The chief problem in expanding services to disadvantaged adults of all the libraries has been staff and money shortages. A cooperative enterprise is important between the board of trustees and all of the library staff in setting service priorities in terms of (a) what groups need most to be served, and (b) how they will be served. Then a review of the use of funds and staff time will point up needed changes within existing resources.

The AAEC has found a tendency on the part of public libraries to take the position that they can only offer services to undereducated adults if the library can attract outside money. This is putting in last place those with the greatest need for library services

(because of limited resources to buy information). Why those with special needs because of undereducation (every other adult in the United States) should not be seen as having at least equal rights to library staff time and income is perplexing. The library world in the U. S. may need to examine its roots--some of the first libraries in America were designed for the working poor--the mercantile Association and the Apprentice's Library Association were designed for the working (and illiterate) poor.

The chief problem of the urban areas has been numbers. Even a small percentage of adults with less than high school can add up to thousands or millions in a densely populated area. Pilot projects serving one or two hundred may save library consciences, but do not create usable services for those who need them the most. The Memphis project tried to conquer numbers--what minimal degree of exposure to useful library services makes a library user? The reader is referred to the Tennessee Final Report of attempts to persuade 10,000 ABE and adult users during the often short period that they were students.

The chief problems of rural areas are distance and woefully inadequate funding with of its concomitants--meager collections, short staff hours, untrained staff. Offering the same quality of services in rural areas that are available in urban areas may be five to fifteen times more expensive because of the distance between people.

V. AN OVERVIEW OF THE THIRTY-ONE COMMUNITIES ENGAGING IN  
THE F.Y. 1974-75 AAEC DISSEMINATION-INSTITUTE SERIES

This section reports the details of the Library/ABE demonstration state-wide dissemination which was combined with the institute series in Georgia (5 sites), Kentucky (4 sites), Mississippi (6 sites), Ohio (7 sites), and Tennessee (9 sites).

This section is divided into five parts:

- A. Development of the institutes--state and local
- B. Answers to OLLR questions
- C. A demographic description of the communities involved
- D. Information on the participating libraries
- E. Dissemination

The following table lists the communities engaging in the F. Y. 1974-75 AAEC dissemination-institute series. State, town, library, number of counties served, head librarian, and the number of participants are shown.

TABLE 1

COMMUNITIES PARTICIPATING IN THE  
F. Y. 1974-75 AAEC DISSEMINATION-INSTITUTE SERIES

STATE	TOWN OF COMMUNITY PLANNING MEETING	LIBRARY	COUNTIES SERVED	HEAD LIBRARIAN	Number of Participants																		
					Library Related	Community	Total																
GA	Brunswick Dublin Dawson Savannah Rome	Brunswick-Glynn Regional Laurens County Regional Kinchafoone Regional Savannah Public Tri-County Regional	7 5 6 1 3	Elizabeth Rountree Elizabeth Moore Dorris Wightman Geraldine LeMay Emily Payne	10 15 15 14 17	31 19 30 18 21	41 34 45 32 39																
								TOTAL	22	71	119	190											
								KY	Frankfort Whitesburg Nicholasville Morehead	Paul Sawyer Public Letcher County Public Withers Memorial Public Rowan County	1 1 1 1	Cindi Klinck Virginia Goodwin Ann Young Frankie Calvert	13 10 14 10	19 16 24 22	32 26 33 32								
																TOTAL	4	47	81	127			
																MS	Booneville Clarksdale Durant Jackson Fayette Tunica	Booneville Public Carnegie Public Holmes County System Jackson Metropolitan Jefferson County Robert C. Irwin Public	1 1 1 6 1 1	Zero Duggar Dale Hawkins Pauline Humphries Harold Ard Mildred Greathouse Jeannette Reinike	11 12 16 16 11 21	25 21 18 31 13 36	36 33 34 47 24 57
TOTAL	11	87	144	231																			
OH	Akron Columbus Xenia Waverly Toledo Marietta Wilmington	Akron-Summit Public Columbus Public Greene County Pike County Free Public Toledo-Lucas County Public Washington County Public Wilmington Public	1 1 1 1 1 1 1	John Rebenak James Ahlstrom James Wallach John Redmon Lewis Taylor Mark Neyman Jon Kelton	56 32 22 11 47 15 14	33 20 16 23 29 12 26	89 52 38 34 76 27 40																
								TOTAL	7	197	159	356											
								TN	Alamo Athens Clinton Cookeville Jackson Johnson City Lawrenceburg Nashville Newport	Crockett County Public E. O. Fisher and Ft. Loudon Regional Clinton Public and Clinch-Powell Regional Putnam County Public Jackson-Madison County Public and Shiloh Regional Mayne Williams Public and Watauga Regional Lawrence County and Blue Grass Regional Nashville Public Stokely Memorial	1 1 1 1 1 1 1 1 1 1	Ann Tillman Sue Waddell and Marie Middleton Sada Peters and Rene Jordan Bobbie Oliver Thomas Aud and Anne Thurmond Robert Plotzky and Novella Quillen Elizabeth Miller and Glenna Patton Marshall Stewart Pauline Walker	10 14 14 12 16 12 16 16 14 10 18	20 19 24 29 19 29 19 21 27 2 21	30 33 38 41 35 37 41 37 41 12 39								
																AAEC TOTALS				526	685	1211	

\*It should be noted that in Tennessee the regional library staffs were involved which probably spread the concept and skills of the expansion of public library services to undereducated adults to other counties. Also head librarians from neighboring counties sat in on several planning sessions in different states. The 53 counties served, therefore, is probably a low estimate.

## A. Development of the Institutes--State and Local

### Public Library Services to Disadvantaged Adults

It should not be supposed that the AAEC believes that public libraries are not serving the disadvantaged adults of this nation at all. However, as discussed at some length in the 1973 annual demonstration report, the state of the art had a long way to go in most of the seventy separate libraries with which the AAEC has had in-depth contact. Sometimes this appears to be only because of lack of information about the size of the needs of this large population. Sometimes it is a matter of economics and a lack of understanding of the cost of services useful to this clientele. Sometimes it is the subject-matter-versus-client-orientation training of the library staff. And sometimes it is, unfortunately, simply due to a limited view of the definition, of the place in the community, and of the possibilities of the public library. All of these observable reasons for limited library services to disadvantaged adults have yielded readily--in most cases--to the AAEC training techniques.

Follow-up studies of the in-service training of professionals had convinced that coursework and even workshops designed for intensive combinations of theory and practice generally have little or any impact on the public services they are intended to enhance.

Part of the problem of increasing staff program effectiveness seemed to be that decision-makers were usually not involved in the in-service training. They tended to be sceptical of the value of

that training from the traditional view they held of their institutions' role. Staff members became discouraged at the amounts of persuasion required within their ranks (let alone the greater society) and failed to implement their new skills.

The AAEC proposed to develop a milieu actively supportive of the library staff seeking to expand their services, as well as to provide the information they needed to do so.

#### Why Was the Institute-Dissemination Series Developed in a Nontraditional Format?

In developing the design for the institute-dissemination series, several kinds of considerations were taken into account:

1. Short-term workshops without follow-up seldom allow for either the readiness or for the reinforcement known to be needed by adult learners.
2. Librarians engaged in in-service training are adult learners.
3. Adult learners seldom can implement abstract, general ideas into practical programs without the provision of detailed alternative methodologies.
4. Program change is seldom accomplished as the result of print alone.
5. It is difficult, if not impossible, for one staff member to convince all his/her fellow workers that the methods s/he learned at a workshop, institute, or college course are appropriate to the local library.

6. It is equally highly unlikely that a workshop designed for representatives from different localities can take all local conditions into account with the necessary specificity. Local constraints and resources differ too widely.
7. Management by objectives is a structured method for proceeding with program change.
8. If the whole staff has had an opportunity to engage in the planning and to agree to the objectives and activities of a proposed program change beforehand, there is an even greater likelihood that positive change will occur--without grave internal upheavals.
9. Local library staffs should be more successful in attracting disadvantaged adults to well-designed services if the libraries have the advice, the consent, and the general awareness of representatives of other agencies and institutions in their communities.

This consideration was the result of experience. The AAEC has found in planning meetings for both its library and its adult education demonstration projects that even experimental services cannot be designed outside of the context of other local public services--nor even with educated guesses about them. The involvement of other agencies from the outset cuts down on unnecessary duplications of services, on needless turf problems, and

allows for the development of realistic services for which there is the greatest need--taking into account the staff and financial resources of the local library.

10. In many communities an outsider (whether termed a trainer, a consultant, a resource person, an expert, a technical assistant, or a specialist) can act as a catalyst--speed up the process of change. Sometimes the technical assistant (or trainer as they are called in the AAEC institute-dissemination series) had the effect of prompting the application of information and knowledge already available to--but not in use by--some of the library staff. In other instances the technical assistant must supply some or all of the needed information. However, the technical assistant must be of an intensely practical and realistic nature--well able to distinguish between want-to-do and capable-of-doing-given-the-circumstances. The trainer can act as a learning organizer, helping the local librarian draw from an array of print, consultants, and other resources those experiences that will take the library most directly to its goals.
11. Exemplary practice must be readily available to trainees if they are to understand the possibilities of different methodologies. The provision of exemplary practice--in the form of the AAEC library demonstration projects and/or other well-developed programs located in the home states--

is one form of the trial level training and dissemination considered necessary by the AAEC for the improvement of practice.

### State Level Involvement

The first step was to enlist the active support of the state library and of the state level adult education department. In 1974-75, the state libraries were continuously involved in the AAEC dissemination-institute library series for the expansion of public library services to disadvantaged adults.

### Georgia

Elizabeth Cole of the state library, as well as several other state library personnel, attended the five community planning sessions and aided the Georgia trainer, Frances Milhizer, in tailoring her services to state and local needs. Priscilla Gotsick of the Center staff monitored the Georgia series.

### Kentucky

Edna Milliken of the state library worked very closely with the Kentucky trainer, Priscilla Gotsick of the AAEC central staff. Travel and materials were provided to the Kentucky sites through an LSCA grant to the AAEC from the state library.

### Mississippi

Jack Mulkey of the state library recruited the Mississippi sites, did extensive contact work with them, and attended all of the

community planning sessions. The Mississippi State Library awarded LSCA grants to the sites to cover the expenses of the AAEC trainer, Susan Schmidt of the Center staff.

### Ohio

The Ohio State Library appointed a state-wide advisory committee of administrators, librarians, library science faculty, adult educators, and community people to aid the AAEC series. David Luse of the state library worked with the committee in selecting the sites, kept contact with the sites, and attended all of the community planning sessions. The Ohio State Library paid expenses for one site. Ann Drennan and Susan Schmidt of the Center staff were the trainers. Ohio is following up the community planning sessions with LSCA grants based on the work statements.

### Tennessee

Katherine Andrews and Olivia Young of the state library selected the sites and one or both attended all of the nine community planning sessions. In addition, the Tennessee State Library granted Memphis \$10,000 to supplement the possible travel and materials of the Tennessee trainer, Norma Richey. Susan Schmidt of the central AAEC staff monitored the Tennessee series.

The following describes the AAEC dissemination-institute library in-service training model. The parts are:

1. state involvement (already discussed above)

2. awareness sessions
3. letter of agreement
4. demographic profile
5. client participation
6. two-day community planning session
7. information and skills applied

### Awareness Sessions

It was discovered that, in many cases, an on-site awareness level session with the head librarian, the board of trustees, and the local director of adult education was needed before the actual planning session. In an awareness session, the trainer or a state library representative describes the services. Some initial planning is done. The AAEC resisted these advance meetings for a long time. It was feared that the library policy-makers would get locked into a few ideas based upon that state's demonstration project--which might not fit local needs. It was believed that the initial planning should be in the open community meeting. However, to prevent inflated or otherwise erroneous expectations of the AAEC services on the part of the local libraries, the preliminary awareness level meeting has been instituted for almost every site in 1974-75.

### Letter of Agreement

In addition to the above preparations, each site was required to sign a letter of agreement with the AAEC stating that the library was indeed interested in expanding its services to

disadvantaged adults and that it was interested in engaging its whole staff and all of its trustees in this effort. This letter is nonbinding, but ensured that the policy-makers of the library were privy to the decision to participate in the institute-dissemination series and (hopefully) understood the AAEC series. The letter of agreement was signed by the head librarian and the head of the local board of trustees. The need for this letter was brought home early in the development of the series when it became clear that enthusiastic bookmobile and extension librarians were prepared to commit their libraries to the series.

No matter how often the AAEC and state library representatives explained the extent of the proffered services orally and in print, however, a few sites evidenced expectations outside of the scope of the series. The outstanding example of conflicting expectations among the sixty-three sites was the community planning session in Akron, Ohio, which can only be described as a fiasco.

#### A Demographic Community Profile

Next, the head librarian is asked to prepare a short paper-and-pencil demographic profile of his/her service area. (See the AAEC library service guides on community assessment and on planning.) The trainer and/or a state library representative also prepare one independently of the local library. This step was found necessary because local staffs (both library and other public services) proved to be woefully uninformed about the statistics of their service area. The development of the demographic profile proved

to be a good occasion for the local head librarian to get acquainted with the local director of adult education, if one existed and they were not already acquainted. Usually the local ABE/GED director had the statistics the librarian was looking for. Having the trainer also develop the demographic profile served two purposes: (1) the trainer did not go into a community totally uninformed; and (2) it gave a check and a supplement to local figures. In some libraries where there were no professional librarians, this exercise was very threatening--in fact a few nonprofessional head librarians refused to do it. It is interesting to note that in both 1973-74 and 1974-75 the local librarians tended to understate the intensity of the problem of undereducation, poverty, and unemployment as revealed in the 1970 census and more recent figures. In no case did the local figures paint a more dismal picture than the trainer's and/or state library's figures, but in many cases the opposite was true. Whether this consistent underestimation of the severity of the local problems of undereducation and poverty comes about through local pride and unwillingness to face the severity of the local problems, or through some other cause can only be speculated upon.

#### Client Participation

A step missing in the 1973-74 series--which was brought to light forcefully in the 1974 Cincinnati AAEC Advisory Board meeting--was communication between the library staff (particularly the head

librarian) and disadvantaged adults about their needs and desires in terms of library services. A few librarians had accomplished this as a matter of course in their work. Others had not, did not, and were not asked to by the AAEC during 1973-74. This became a requirement in 1974-75. However, library staffs weren't very conscientious about doing it. The result was that plans were often laid about and for disadvantaged adults rather than with them--which can only continue a dependency pattern in absolute contradiction to the objectives of the AAEC projects.

#### The Two-Day Planning Session

The most prominent activity of the AAEC consists of a two-day community planning session. The head librarian is asked to mount this session. The AAEC suggest people (job roles) from the community who perhaps should be invited and urged to attend. (See the AAEC library service guide on planning for suggestions for rural and for urban community personnel to be involved in two-day planning sessions.) These lists, which have been revised with experience, were lacking at first. It will be noted that ABE students and graduates are suggested attendees. A further, needed modification in the two-day planning structure that needs to be made is to urge other agencies to bring their clients to the two-day planning meeting so that the clients themselves can be involved in the plans of the advice to the library.

## Participants

Invitations to participants are made in different ways. As was mentioned above, the AAEC believes all of the library staff and trustees, library system-wide, must be involved in the two-day planning session as much as other duties allow. This is basic to the AAEC design. As a matter of fact, an early warning system has been defined by the AAEC based upon this requirement. It has been the experience of the AAEC that if the head librarian is resistant to involving the trustees, there will generally be problems at the site--either lack of commitment to services to the disadvantaged (despite the request to the AAEC for training), internal staff dissension, or other troubles too numerous to name. There isn't much the trainer can do about it, however, except to make a very strong case for trustee involvement and to be alerted and sensitive to group dynamics.

Community participants are usually first invited by letter with a telephone back-up call in many cases. In one library the trustees split up the list of invitees and each called a group. The meeting is not considered totally successful by the AAEC, regardless of its results, if a wide range of community agencies are not represented at it. Their input and the development in their minds of a new role for the public library are too important.

## Trainers

The two-day planning meetings are chaired by an AAEC trainer or central staff member. In each state the central staff member

chaired the first planning meeting, assisted the state trainer with the second, and then usually the trainer was on his/her own. It has been found, not surprisingly, that occasionally, unless carefully guarded against, the in-and-out nature of the trainer can be deleterious. Inflated enthusiasm on the part of the local library staff and community participants can be engendered by the trainer either through positive concern for the target population, or through local pride. This excessive enthusiasm can lead to overly ambitious and unrealistic library program plans. Demoralization of the library staff and local library patrons can occur later when these plans cannot come to fruition.

Also, the AAEC has found that services to the disadvantaged can carry a negative emotionalism in some communities which can erupt in a nonproductive fashion in the absence of--or sometimes in spite of--an alert and sensitive technical assistant. On the other hand, since the trainer does not live in the community s/he can sometimes mouth the hard truths or do the necessary probing to air community conflicts which are hindering the expansion of services to disadvantaged adults. The 1973-74 external evaluators mentioned ". . . staff members occasionally insensitive to state and local people concerned with the project." There were times when the staff deliberately appeared insensitive with the philosophy that conflict is not necessarily unhealthy.

## Format

The following format was developed for the two-day planning sessions after the first planning sessions in the states. It has been highly successful in all but one site where the trainer decided not to use the format, the planning sessions were markedly less productive.

### First Day.

1. Introduction by the head librarian.
2. Introduction of all the attendees--names and roles in the community. These introductions continue as new people come into the group during the two days. Occasionally the chairperson was presented with a printed list of attendees. While a time-saver, the participants do not get to know each other, nor the chairperson able to connect names and faces so that people could be addressed by name.
3. A brief orientation to the meeting. This includes this format of the meeting.
4. Brief summary by the chairperson of the AAEC findings and philosophy. Salient facts from this overview are repeated during the course of the meeting as new faces appear.
5. A long review of the needs of the community. This is a general brain-storming and discussion session. The

chairperson stays out of it as much as possible. This is very important. Any solutions particularly suggested by the chairperson at this point seem to be met with hostility. Usually it begins with the head librarian reviewing the figures and information in the demographic profile which is available to all the participants. No ground rules are laid for this session. The chairperson may ask searching questions of the group or of specific agency representatives, e.g., "Does adult education find that they are reaching the true nonreaders?" "Has the welfare list and the unemployment rate changed radically in the last year?" "What specific kinds of problems do your clients relate to you?" Whole-group involvement seems to be essential in both steps 5 and 6 to ensure that participants recognize the startling depth of need and variety of resources.

6. A review of the resources in the community already dealing with the previously identified needs. It is difficult to get the group to put off this step until after needs have been identified. It seems to be the natural tendency of people to say, "This is what I do" before they explain why it should be done. Usually the chairperson briefly interviews or engages the agency representatives in public conversation one at a time to their display their services to the group.

- D
7. A review of library services. This acquaints the community with the services that the library is already offering to disadvantaged adults (about which the community is hardly ever well informed), and allows the staff to review their use of the library's financial and staff resources in terms of services to different publics within the community. This review includes a look at a map of the service area and where and when services are available.
  8. A list of unmet human needs has been growing as the day progresses. These are not necessarily needs which the library can or should meet. At the end of the day the chairperson reads back the list that the group has identified, asking for feedback about the accuracy of the list and for any additions.

The first day is spent almost entirely at the awareness level. In fact its purpose is to make the community representatives, including the library staff, more aware of and more sensitive to the needs of the community, how the services fit together, and where the slippage is. The day is deliberately brought to a close at the point where no solutions have been offered. The AAEC has found that a break at this point allows people to reassess their positions, to talk with each other, and to make some private decisions about the degree to which they are willing to change. It also allows for

additional thinking about community needs. Usually, some of the group members talk to people who were not at the meeting and often bring them to the meeting the second day. While efficacious, however, it is not a comfortable breaking point. The AAEC trainers tend to come away disheartened, as do the other members of the group.

Second day. The second day is devoted to in-depth planning of services that the library will develop for disadvantaged adults.

1. AAEC findings are summarized for newcomers, as are the list of community needs defined by the group on the first day.
2. Any new resource people introduce themselves and explain their services in light of the needs described.
3. The service goal concerned with library materials is developed in detail--who will do what and how.
4. The other needs are developed into service goals and specific activities as the group, but most particularly the library staff, decide that the library is the appropriate institution to meet that need. The group is urged to think and plan in terms of public service rather than custody of materials, of community information, outreach services, coordination with adult education, and other service activities beyond the "house of books" image of the library held by traditionalists. The view of the library as a public service institution is new to some.

Occasionally it is difficult to get the group to stop discussing at an abstract level and get down to the business of laying detailed and realistic plans. (This is where the Akron meeting ground to a stop.) An attempt is made to get all negative staff feelings aired and all internal and external constraints on the table so that the plans truly fit the realities of the local library.

The order that the needs from the first day are taken up for detailed planning on the second day is arrived at by informal negotiation with the group, with occasional urging on the part of the trainer for attempting some particular service if local need seems to make it urgent.

5. At the end of the day the service goals and specific activities that the group have planned are often put up on a flip chart for them to see and to review. Usually the participants are pleased with their efforts although somewhat overwhelmed with the tasks that they have set themselves.

### Work Agreements

After the planning session, the trainer writes up a work statement or agreement based upon the plans of the group the two days. These work agreements list all who attended the session; a brief overview of the problems of the community as defined by the

group; and then the service goals with their specific activities and staff knowledge needs that the group had decided upon. Copies of this work agreement go to each person who attended the planning meeting for his/her reedback. It also goes to those invited who could not attend, especially to all of the trustees. Usually at this point the trustees meet to discuss the work agreement, since it often entails policy changes. After this time for feedback, the library staff starts implementing the objectives with the support of the AAEC trainer and usually with state or regional library staff help also. Section VI of this report includes compilations of the participants' evaluations of the individual community planning sessions, thirty-one work statements, and the end-of-the-grant-period status of the service goals of each site.

The work agreements are developed and written with flexibility in mind. The goal is expanded library services to disadvantaged adults, not a wedding with specific techniques. The plans are aimed at the expansion of services that are responsive to patrons' needs. Therefore, methods of tapping patrons' opinions are discussed in the planning session.

#### Evaluation of the Two-Day Planning Sessions

Eight hundred and sixty-nine of the 1,211 participants (72 percent) attending the community planning sessions completed questionnaires about their experience. Their responses are summarized below. Again, the development-versus-implementation difficulties of one-year funding prevailed. The questionnaire was

not available until several of the planning sessions had been held, so the data is incomplete.

The following shows the questions asked and a tabulation of the responses from those completing the questionnaire. The responses are listed in descending order of frequency.

QUESTION 1: What problems in your community could make it difficult to provide library service to disadvantaged adults?

transportation - 514  
lack of knowledge about library - 96  
financial - 70  
job lay-offs - 66  
lack of communication between librarians and the disadvantaged - 63  
security problems - 63  
lack of interest in library by the disadvantaged - 44  
race relations - 42  
illiteracy - 32  
lack of staff - 26  
building positive self-image - 25  
political problems - 24  
apathy - 23  
mistrust of library - 22  
parking - 17  
distance - 16  
library hours open vs. work hours - 14  
disabilities - 12  
library facility - 12  
work hours of service - 11  
lack of coordination - 10  
lack of easy to read adult materials - 9  
libraries' lack of interest in serving the disadvantaged - 8  
disadvantaged's inability to use library - 5  
lack of volunteers - 5  
underdeveloped outreach programs - 3  
lack of space - 3  
lack of problem identification - 2

QUESTION 2: Do you believe your library should expand its services to disadvantaged adults?

YES - 822  
NO - 11  
NA - 11

QUESTION 3: Do you believe outreach services are important for your community?

YES - 841  
NO - 9  
NA - 10

QUESTION 4: Was the purpose of the planning session clear to you before you attended it?

YES - 479  
NO - 331  
NA - 14

QUESTION 5: Were you aware of the service needs of disadvantaged adults in your community before the planning session?

YES - 590  
NO - 231  
NA - 6

QUESTION 6: Did the planning session stimulate you to plan programs you would not have planned without it?

YES - 567  
NO - 116  
NA - 53

QUESTION 7: Did the planning session make you more aware of other agencies in your community which provide services to disadvantaged adults?

YES - 501  
NO - 65  
NA - 30

QUESTION 8: Were the resulting objectives developed in the two-day planning session appropriate to the information needs of your community?

YES - 653  
NO - 47  
NA - 63

QUESTION 9: Were the objectives developed in the two-day planning session appropriate to the service needs of your community?

YES - 569  
NO - 29  
NA - 67

QUESTION 10: Are the service objectives developed in the two-day planning session very different from present services designed for special groups in the community?

YES - 211

NO - 256

NA - 113

QUESTION 11: Did the planning session influence you to set objectives you really do not want?

YES - 74

NO - 546

NA - 77

Excerpts from participants' written comments about the planning sessions are on pages 122-131.

### Follow-up: Information and Skills Supplied

The last component of the AAEC dissemination-institute series involves the follow-up or supportive activities after the two-day planning sessions. Limited AAEC staff has sapped the strength of these activities. State library personnel have been able to help in some states.

Theoretically, all library staff members at each site were to be contacted with materials, consultants, and field trips to a relevant demonstration or other sites. In reality a large part of the post-community-planning session contacts with the local library are made to the head librarian in the small libraries and perhaps also to the extension and/or bookmobile librarians in the larger libraries. Also, there has been a very heavy reliance on print to fill the knowledge needs of the librarians about how to implement their plans.

The Tennessee trainer, Norma Richey, probably provided the most in-depth follow-up training, including workshops for training volunteers at two sites.

### B. Answers to OLLR Questions--Including Strengths and Weaknesses

What were the physical facilities of the institute-dissemination series like?

One point that should be made is that the AAEC institute-dissemination techniques can be applied to any size library, urban or

rural. All ages and conditions of libraries took part in the series, from library services limited to a trailer truck with no permanent facilities, to a brand new library. The physical characteristics of the library have little bearing on the success of the institute.

In developing services to disadvantaged adults, physical facilities do not seem to be as important as outreach services. However, sometimes a plush new library with a wide expanse of carpet to traverse may prove so disconcerting to an individual without much self-esteem that s/he may turn away. Unfortunately, too many of the undereducated adults of our country lack self-esteem. In such cases a new facility may be a handicap. This handicap can be overcome easily, however, if library staff makes a practice of moving about the library to greet patrons. Staying behind the circulation desk may be seen as forbidding.

For the needs of the community planning session component of the institute-dissemination series, the most important physical facilities seem to be a large room with good acoustics which can be arranged in seminar style, or at least in a circle so that everybody can both hear and see everybody else. In the smaller libraries where this is impossible, concentric circles seem to serve best. It is better, too, if the facility is fairly centrally located to most of the invitees' jobs, since they generally must take time off from their duties and do not wish to compound that with travel time.

What was the ratio of full-time to part-time staff devoted to the AAEC institute-dissemination series?

The Local Project Director's Role. Because of the nature of the AAEC funding and administration, it is almost impossible to say who works full-time on what functions. Two state trainers and three central AAEC trainers worked more than full-time; however, parts of their salaries came from different sources.

Were "new" materials used, particularly nonprint, audio-visual, or computer based?

Nonprint--Useful But Expensive. Other than the Your Public Library kit described in the 1974 report, very little nonprint was used in the institute-dissemination series (except an occasional film). There was a reason for this. The AAEC has found that most public libraries (perhaps all of those with which the AAEC has had close contact) are underfunded to serve even the advantaged clientele that they are presently serving, which is generally between ten and thirty percent of the population in their service area. They want and need to expand their services to new publics. Nonprint materials are expensive. Greater numbers of patrons can be served with print than with nonprint for a given amount of money.

In addition, a 309 study with which the AAEC is currently involved is finding that only a small proportion of disadvantaged adults can learn from unsupported television--unsupported by human contact, at least by telephone. People--friendly staff members--seem to be more important to good services to undereducated adults than

does the form of the materials. The AAEC takes the position that it should demonstrate the most realistic methods possible, or its methods will not be implemented. In some of the rural libraries with which the AAEC has worked, there is not even enough money for a cassette player, let alone a video tape recorder. (Another rural site has been able to obtain and to use admirably a VTR, however.)

On a theoretical basis the AAEC believes that nonprint has the greatest usefulness and appeal to undereducated adults since it speaks to their ears--their current source of information--rather than to their imperfect reading skills. However, it is better to have service than not to have service, and to demonstrate and strongly recommend an unreasonably expensive service is to end up with no service at all. Therefore, the AAEC does as it knows can be done in local libraries and relies heavily on orality and print.

What did the enrollees say were the most significant things that happened to them during the institute?

Enrollees had varying reactions to the institute and its effects on their attitudes and their work. The reactions heard most often, however, were (1) increased awareness of library services; and (2) increased awareness of the services of other community agencies.

The following excerpts, taken from written comments about the two-day planning sessions, show what many of the enrollees said about the effects of the institute on them and their work.

I found it all very interesting since I never knew anything like this went on in the community.

The situation in Toledo at this time was such that an outside motivator was essential to get the library and other agencies together to plan and set objectives. There has been a lack of communications, a "stand-offishness" and competitive feelings which needed to be overcome. The workshop helped.

Great to see library people aware and willing to meet the need of helping people other than just finding a book!

I hope to be able to use the radio station as a place to implement the kinds of programs that were talked about at the seminar. Thank you.

It brought to mind many things we should be doing and aren't. I only hope the library board and the administration see the necessity of adopting the objectives outlined in these sessions.

The two days were beneficial in stimulating thought about the problems of people and how we might commit ourselves to their solution.

Good vehicle for various agencies to exchange ideas and be aware of services available in the community. Helps to crystallize plans to achieve objectives.

The people attending seemed enthusiastic about the project and made a verbal commitment to investigate the possibilities of having an I & R service in conjunction with the Toledo-Lucas County Library.

The most useful part was listening to and talking informally with personnel from other kinds of agencies; their interests are quite similar but their skills are different; we need more such experiences. Another plus factor was getting away from the actual service for two days and considering service from an abstract, objective viewpoint (we should do this periodically with other services too).

The only thing that people agreed on was the good quality of the lunch.

If nothing else this session made me much more aware of the many sides of the Marietta (Washington County) Public Library. The session, so expertly led, has also brought out many interagency problems, services, etc.

I plan to use the resource people attending the two-day planning session and their services for advisory people to help build the curriculum of our adult offerings. I believe the two-day session was well taken and a great help for future planning.

I feel this workshop has opened up a whole new awareness of many adult needs in the Washington County area.

It seems the end result of this planning session will be expanded programs rather than totally new concepts. Also, one of the best things to come out of this meeting certainly is the new awareness we have of various services offered by the various agencies represented here.

It was good that tangible goals were set during this meeting.

This session has brought together different factions of good service already available in this area. Coordination of effort will be of much benefit to the disadvantaged in the area. As a library staff member, I feel inspired to put forth my best efforts to help further the work needed to meet the goals set here.

There are many agencies in our community which have similar objectives but lack coordination. Our two-day meeting showed an obvious need for community agencies to work more closely.

After these needs were brought into common view the problem of solving the situation was tackled and methods of actually solving was started.

Made me more aware to work with the library to be able to have a better effect in doing outreach in our local community.

I feel that the interchange between agencies was profitable, especially for the exchange of ideas and possibly new services.

You have given many good suggestions and I thought your meetings were very worthwhile. . . very practical--especially good to have the benefit of your practical experience over a wide range of communities.

It was extremely worthwhile to get together those persons who have an interest and concern in this area to exchange ideas and information. I know of no other time this has been done.

A good workshop because it enlightened attending with the different groups working for better educational services for the disadvantaged.

I was interested in learning about the programs of some of the representatives from other social agencies.

The idea was good, but the people that I talked to all seemed to be bored at the actual meeting.

We need more discussion and interaction between agencies; but at least now the ice is broken and some workable solutions may come out of it.

These sessions seemed more planned for you to get information than for us to.

The sessions seemed to be so instructional as to make reaching constructive suggestions almost impossible.

I got the impression that the basic premise of the workshop was that the library should be involved in carrying programs to group four--the stationary poor. This premise was never advanced, assessed, or evaluated.

I was very pleased that Mrs. Drennan placed such importance on the needs and problems faced by inner city residents. I had the impression that many of the library staff were unaware of the importance of such considerations.

I learned a lot about why some disadvantaged people do not use the library. I found it provides services in areas and places I was not aware of. I also discovered how it is funded and some of the problems they have.

I feel these meetings will be of great value, if they have opened a channel of communication between the community and the library.

I think the planning session was very informative. It provided the library with the opportunity to find out what the community agencies feel are the priorities in serving adults in Franklin County. Many varied ideas were tossed out that caused concern, and hopefully the library will act on many of the suggestions received.

I found the entire workshop quite helpful. I was not aware of the many agencies in Franklin County that could help the disadvantaged.

I have been stimulated by this session. Once we (of CPL) stopped feeling threatened by some community representatives, I feel a good exchange of ideas occurred.

This workshop meant so much to me in that we met, face-to-face, those who administer agencies in the community, such as community houses, employment agencies, etc.

Good to know that other agencies are aware and concerned in reaching the disadvantaged. Cooperatively, all efforts of reaching these people will be reached sooner and more effectively.

The planning session caused the following: interaction between people serving the disadvantaged, concrete action towards coordination of the library with needs of the disadvantaged, development of specific objectives.

This planning session gave me ideas on class activity such as providing and stocking a magazine rack, and a mini paper back exchange library.

Thanks for bringing us together to learn from you and each other.

The meeting was very productive in: (1) bringing agencies together and making each agency aware of capabilities of the others, (2) spurring formation of Friends of Library group, Manpower pool and tours of the Booneville Library, (3) exchanging basic information sources between agencies, (4) spurring library promotion as an integral part of the community and its educational/informational needs.

This session gave an awareness of the many programs in the area and their junction. It showed the great need to expand services and to coordinate effort. To find ways of influence at the state and national levels to allow expansion of programs to the needy people, rather than having to limit the services in each program.

I think the planning session made everyone aware of what everyone else is doing in the communities. It opened ways for agencies to get together and find out what is really happening and how each can work together, helping people in need.

I feel that this is the start of something really good.

This was a very informative and productive workshop. Many interesting ideas from all of the agencies, as to how the library can reach the disadvantaged.

I gained and was inspired to investigate means to further programs that were discussed.

A very informative meeting about the many agencies in the county.

There was much brought out that I had not ever thought of in connection with the agencies especially.

I welcomed the chance to hear from the various agencies as to what they are doing and what they would like to see the library do.

The biggest strength of the session was bringing people together who can solve problems.

As university librarian, I became more aware of some of the things that can be done to create library interest among the disadvantaged. For my patrons, I will be able to make further referrals as to where they can go for information whenever the needs occur.

We also feel the need for more information about the various community agencies, and hearing from persons representing these agencies has been helpful.

It was a good idea to get agency people in on this workshop.

This planning session emphasizes the need for all programs and project agencies to work toward one goal in a unified manner, placing the persons to be served first.

I kept getting the feeling that many participants knew nothing about the population under consideration.

I feel sad but this type of interaction (not necessarily library but other service areas) came about 10 years ago and as far as I know there has been no progression

Most of the needs brought out and service goals set up are things we have been vaguely thinking about or planning "sometime," but the planning session has clarified everything and set up definite plans. In addition the contact with other community agencies has been most valuable, even if there are no other accomplishments (heaven forbid we get nothing done).

I see this workshop as being beneficial in regrouping thinking in services generally. If, in increasing services to disadvantaged results in better services to partial and regular users, then a purpose is accomplished, if not the original purpose.

This meeting has made me more aware of what we have and don't have.

It was stimulating to hear from the many agencies in attendance.

I found the session interesting and informative. Hearing from other people and agencies their opinions about services, programs, and information available in the area.

Liked planning session format.

All of the sessions were most beneficial. Learning the services offered by the various public service agencies will be of great help to librarians, for future plans and programs.

I personally gained a great deal of information about the needs and services of the public library.

These sessions gave us valuable resources and material as well as agencies, in setting up our new program dealing with the dropout, his motivation, and his preparation for school or job training.

While the purposes of this workshop are not related to my work, I feel that maybe there is an area of my work that could relate to these places. This session has aided me greatly in understanding better the purposes of the various agencies in the community.

This evaluation planning session has helped me to really know what the library is all about and what other programs are doing for adults. I can go back to the program I am working in and help my parents and family to use the library.

The workshop was extremely helpful in making me more aware of the many services available through the library. The representatives of the many agencies gave valuable information, which helped us to see ways to coordinate effort in the community service.

I was impressed with the broad base representation of this planning group. I was especially pleased to hear from the various agencies as to how they are impacting the "problem needs" of this community. I was very pleased with the approach used by the consultants to generate input from the planning group.

This session certainly has created enthusiasm on my part.

From here, I hope that I can be more instrumental in helping others who need help.

It has been a wonderful experience for me to have been exposed to the many ideas and suggestions.

The workshop was very fruitful for me. It gave me an idea of how I may publicize the school library to adults as well as students. I became aware of the various services available to the citizens of the county. I think that these kinds of activities should be initiated more often. It makes way for better communication.

*I feel the workshop gave everyone a sense of dedication and purpose.*

*I felt that this planning session was a great boost to our staff. Now given the time and the money and the cooperation to fulfill the needs of the disadvantaged in Franklin County and by doing this in fact fulfill needs of every one in the county.*

*The service plan is very specific and concise and will be extremely useful in our efforts to expand the service of the library to disadvantaged adults.*

*Probably the most significant thing to result from the session was the interaction of library staff and agencies that serve. Identifying each other was a real benefit.*

*Awareness of services offered by different groups, organizations, and agencies in the communities and their willingness to work together in the future has been an important asset to all programs involved in the planning session.*

*I found the session helpful, and I expect to work with the library to provide coping skill materials for Upward Bound and Special Services students.*

*I think the sessions were very good for assessing needs in the community. Some very good ideas were developed for ways to increase services.*

*Should encourage use of public library and facilities by those not particularly thought of as "disadvantaged" as well as for the disadvantaged.*

*I have become more aware of library services.*

*I appreciate being invited to this workshop because it enabled me to meet people from other agencies and find out what services they offer.*

*This planning session has made me more aware of what the library can do, and materials that are available.*

*I found this a confusing way of arriving at what you want to know.*

*In some thirty years' experience in the fields of (1) education; (2) industry; (3) direction of a social service agency; and (4) library field, this attendant has never before witnessed such a disastrously inept performance or inquiry into an important community problem.*

Although we are representatives from Adams County, there were many suggestions that we intend to put into operation in our area. The workshop was informative and enlightening to the needs of the residents of Jefferson County.

Even if nothing comes of these objectives, it was great that so many people in this community even sat down together and listened to each other.

After attending the sessions, I feel that my duty as a pastor is to keep these announcements, giving them out to the congregation to benefit the welfare of my community.

I felt this meeting was most beneficial to the community. A platform for discussion of community needs was established and a new communication line opened.

The meeting brought to the attention of the community many avenues for new projects that would benefit the disadvantaged

I was aware of some of the types of materials that were needed (in fact we had some of the materials that we saw at the workshop) however, I didn't know how to go about getting the material and the people together. This was the most helpful part of the workshop for me.

There should be more workshops of this sort, to help keep the libraries aware of the community problems.

Very good meeting it was a real breakthrough to have the blacks and whites meet on a common ground to solve a problem that affects everyone in Tunica County. This may have been the first such mutual meeting of the races on an equal basis.

The interagency communication during the two days was most favorable.

As far as our office is concerned, the workshop was most valuable in making us aware of other agencies in this community and the services they provide.

I have found it interesting to watch the interaction of the group. This has been informative and hopefully some good things will grow out of our efforts. It was a tremendous learning experience for us to sit down and share information on services in our county.

This session made me more aware of the possibilities of educating the undereducated people. I personally enjoyed meeting the people who are interested in this project. I feel that we are all better able to take advantage of our opportunities to help carry out our ideas.

*This planning session has made me more aware of the needs of disadvantaged adults. I feel we should promote a sense of community "awareness."*

*I feel that much good was accomplished and that the way is paved for greater use of the libraries in the county.*

*For the first time I saw how the library can and should have a real service to the ABE persons in aiding and keeping them progressing with their learning experiences.*

*This session revealed opportunities for library services, that we had not previously considered.*

*Much came from this--most communication between agencies and appreciation for services offered. We all learned more about our community and its needs.*

*This was a great service, to bring so many existing agencies and services together.*

*The session opened up my eyes to the various agencies involved with services to the disadvantaged adults.*

*As a trustee, the session has given me a greater knowledge, better understanding of the needs and the many areas of help to be found in Jackson.*

*Speaking from the point of library services, I feel we will be able to order and make available to the public a more complete line of books for the disadvantaged adult.*

*I have thoroughly enjoyed the workshop. It has been very informative. I am more able to reach out and help the disadvantaged adults and throw some light on parents with whom I work with as I teach their children.*

*The sessions were very informative and there were many exchanges of ideas. This is very beneficial to conferees.*

*The planning session made me more aware of the problems in the area.*

*This session increased my awareness of the community resources tremendously.*

*It was a very good workshop. I made several contacts with other agencies that will help me in my job. I am certainly more aware of the services of the library--I will use it more myself and encourage others to do so.*

*This has been a very educational and informative meeting. Much information has been exchanged and I feel many participants received much more than they anticipated. Many good ideas have been submitted and I feel that future action will be reflected from the meeting.*

*Services might be extended to jails, half-way homes, drug centers, juvenile homes: places were more disadvantaged can be found.*

*A very helpful meeting.*

*The planning session was well worth the time spent, making me more aware of the services available in the area.*

*I did not realize the libraries have so many services! I feel we have as a group been (1) made aware of existing problems in our community, (2) of the services offered by other agencies, and (3) that we can share and help each other.*

*From the two-day session the interchange has been excellent and I believe some very positive things will come from this meeting. We have learned the positions and services of many agencies.*

*I found the meeting most interesting. I would very much like to get involved in projects discussed.*

*We all feel that your presence and leadership served as a catalyst in raising new enthusiasm and opening new lines of communication and cooperation among community agencies.*

*This workshop has accomplished an objective I have been working on for some time--to attempt to make the library board aware of the needs in this area and to become interested in and involved in library service to all segments of the society.*

*The problems that were discussed seemed to get at the root of some of our difficulties. I found the session informative and interesting.*

*We gained, we hope, a great deal of worthwhile information and will try to implement some of the new ideas.*

*I think this meeting made everyone more aware of the specific needs of their community. Now the goals have been set, it is up to the Cooke County people to make this a success.*

How effective were the field trips and practica?

Not very. In fact, the AAEC's original belief in the efficacy of on-the-job training has been validated at the sixty-three sites. The management-by-objectives approach with information and support to the entire staff has accomplished the goal of all training of librarians--better library services. Furthermore, the AAEC design has allowed the growth of services without using the library clientele as guinea pigs as the straight practicum approach seems to do. The library staff in training are being paid, are working at their regular jobs, with their own patrons, so there tends to be less "I'll try this out on you" kinds of behavior.

This is not to rule out field trips or practica. It is strongly recommended that librarians visit other sites. Under some circumstances field trips are highly defensible methods of providing trial-level training. However, they are expensive, and since on-the-job whole-staff training seems to bear a large return and is less expensive, it would seem, where feasible, to be the more rational alternative for preparing librarians to meet the needs of special publics. However, seeing something and touching people and things may be the only way to change some attitudes.

What methods were developed for participant communication with the director and staff during the institute? How effective were they?

The AAEC Director's Role. Few of the library-related participants had direct communication with the director. The role

of the director in this institute-dissemination series was not seen as that of teacher, but of trainer of trainers. The AAEC considers it much more useful to develop in-state on-going resource people than to center all attention on the AAEC staff, which is only available during the grant period.

Contact was through print, nonprint, and personal contact. Almost all communications in the institutes were local in nature, particularly with the community participants. For specific problem-solving, however, two AAEC central staff members occasionally had direct contact with the library staff members from the local sites.

What does the AAEC believe were the most significant outcomes of its institute-dissemination series?

Results. (1) The exposure to the experiences of other communities attempting services to disadvantaged adults--which took some of the uniqueness and fear out of the possibilities for service. (2) The new dialogue among community agencies and the public library, initiated by the library. (3) The new ability of the participants to engage in detailed, collaborative planning and management by objectives. (4) The AAEC products--the Library Service Guides, Your Public Library, bibliographies, etc.

What do the participants say they will do differently as a result of the institute?

What the participants said they would do differently is laid out goal by goal, activity by activity in Section VI of this report. That volume is made up of the work agreements of the thirty-one sites.

What were the major strengths of the institute?

Strengths. The major strength of the institute-dissemination series in the AAEC's view have to do with the design:

1. the on-site community tailored training;
2. the whole staff involvement, at least during the planning session (sometimes referred to as "entity" or "whole entity" training--the training of the whole entity or institution);

3. the dialogue with and advice and consent of the community representatives;
4. the AAEC position that the only true judge of the success of the library training is the patron;
5. the Library Service Guides;
6. the developmental nature of the institute-dissemination series. Sometimes this strength was seen as a weakness by the trainers, however. As needs arose during the course of the project, materials and procedures were developed to meet those unanticipated needs. This was far less of a problem in 1974-75, however, than in 1973-74.

What were the major weaknesses in the AAEC institute-dissemination series?

Weaknesses. (1) The follow-up period of the training (the post-planning session period) was weaker than the other parts of the dissemination-institute series. (2) In 1973-74 the lack of client participation in planning and decision-making was a definite weakness. However, in 1974-75 the client advice and input into planning is much stronger at some sites, but the AAEC has not yet found truly effective means of involving clients in active decision-making. (3) Materials needed by the participants kept going out of print because of national demand (see Section V-E: National and International Dissemination and the forward of the Products, Reference Volume II.

What were the major problems encountered and their solutions?

Tokenism. Those library staffs which had already developed some services to disadvantaged adults prior to the institute (which, it will be recalled, they had requested) were exceedingly difficult to involve in a review and expansion of those services. There was on the part of a few libraries a tokenism concerning services to the disadvantaged adults in their service area which is hard to justify in terms of the large proportion of such individuals to the total population of their service areas. One library, for example, expressed satisfaction and pride over one branch library's services to the disadvantaged. The branch library's services were considered a major effort although it reached only 125 of the 159,000 adults in the library service area who did not have a high school diploma. Candidly pointing out tokenism--discrepancies between the ideal and the present services--is all that is necessary sometimes to help some of the librarians go forward.

Traditionalism. Many of the librarians had a "house of books" concept of the library which can be very hard to overcome. Librarians with this traditional view of the library have tended--in the AAEC experience--to define their jobs in terms of the custody and the control of books, rather than in terms of human or public services. It is difficult to move the group to plan noncustodial kinds of service goals under such circumstances. They feel "their" materials are threatened by new users, new publics.

Frequent reiteration of the human problems caused by undereducation and poverty that the group has already defined on the first day of the planning meeting often breaks down resistance to the kinds of outreach service goals which have proved to be especially beneficial to disadvantaged adults.

Security. The national high crime rate has taken its toll in public services--especially those essential evening services. Since the danger does exist to a greater or lesser extent, it is almost impossible to ascertain when resistance to new services is the result of realistic fear and when it is the result of individual hostility to potential user groups.

Shortage of Staff Time. The outstanding problem with the 1974-75 AAEC dissemination-institute series was that there simply was not enough staff time to do everything that needed doing--demand far outran supply.

Would the AAEC change the objectives of the institute-dissemination series?

No.

Were the beginning dates too early or too late?

It is hard to say that a date is too early or too late unless the time is put into relation with other events. The event which made the beginning dates too early was the late funding. Although the Appalachian Adult Education Center recognizes that the U. S. Office of Education must wait upon the pleasure of Congress for funding, it

also recognizes that the Center is expected to work within a fiscal year or disqualify itself for further funding. Therefore, everything must be done now.

This urgency means that the trainers, recent victims of low morale because of job insecurity, are suddenly rushing madly about their states setting up on-going demonstration activities, awareness sessions, community planning sessions, and other types of dissemination activities. Some of the rush is bound to rub off on the local library and community participants.

This urgency also means that though the AAEC can legitimately alert the state library of its plans and even develop plans with the state library, all announcements of its programs must await development and mailing until funding. There is, inevitably, a time lag between advertising a service and receiving a response. Only after the response, of course, can all the scheduling take place. Those sites which were scheduled near the end of the grant year could be said to have been scheduled too late, since they had very little opportunity to benefit from the last component of the institute-dissemination series, the postplanning session support.

Whether the institute could be considered long enough varied with both the scheduling of the awareness and community planning session activities and the amount of information and help the local library needed to implement its goals for services to disadvantaged adults.

Did the AAEC institute-dissemination series involve the optimum number of participants?

The easy answer would be YES. Training 1,211 people for \$40,000 is a bargain at today's rates. The 1973-74 external evaluators said:

In preparing this report of an evaluation of the AAEC/Library project there is an urgent inclination to complain about the smallness of the project in comparison with the size of the problem it confronts. . . The project being evaluated is financed on a minimum basis for a few states and for a limited number of communities in those states.

Five hundred and seventeen of the 1,211 participants were library staff or trustees. With the help of the 683 community advisors, most of the thirty-one communities have expanded library services for disadvantaged adults which the latter are actually using.

Should the ratio of substantive content to skills development be changed in the AAEC institute-dissemination series?

Yes, if more staff were available. The skills development occurs mainly at the end of the training (the postplanning session phase). This phase was not as well developed as the other two components. Therefore, the training available for skills development was in a lower ratio. This does not mean, however, that the skills of the librarians in service to disadvantaged adults did not develop. The precise nature of the work agreement and the materials furnished by the AAEC--and in some states by the state library--allowed for independent and colleague-group learning among the librarians.

However, in the best of all possible worlds, the AAEC institute-dissemination model would be much stronger in its last component.

It should be noted that if the state library were to adopt the AAEC model and draw in traveling library science faculty for on-going on-site support in specific skills development after the two-day planning meetings, the local site might have the best of all possible worlds. The AAEC attempted, rather awkwardly, to involve university and college library science faculty within the states that have library science departments that train public librarians. While the AAEC still believes this is an important facet of its model and still carries an objective for establishing state-university-local training cooperation, it has not done well at implementing the concept.

Would the AAEC change the ratio of staff to participants?

Yes. It would be folly to suggest that other multi-state institutions adopting the AAEC institute-dissemination model ask their staffs to work as hard as does the AAEC staff. That would lead to revolt. The AAEC staff cover a great deal of ground and a great many participants through very long hours, but the AAEC staff work hard by choice. The AAEC serves a thirteen-state area and offers technical assistance nationally and internationally, which makes the duties of this particular in-depth project doubly onerous. Should this model be adopted by a university or a state library which planned to work with a few community libraries within

the state each year for a number of years, the present ratio of staff to participants could be reasonable. There has not been a piece of educational research since the first one in 1927 which has shown that low student-to-staff ratios improve achievement. However, both students and teachers generally prefer such low ratios--probably because there is less strain in working with fewer people. In other words, a higher ratio of participants to staff is more economical and may have just as high a learning yield, but a lower ratio is less strenuous for all--particularly the staff.

Was the budget adequate and properly allocated?

Had the budget been larger, more AAEC central staff could have been added to help with the last component of the training. Possibly more states could have been served. The AAEC received 60 percent less from the federal government and worked with only one less dissemination-institute community than in 1973-74. This is partly because Mississippi and Kentucky are picking up major parts of the tab with LSCA funds; Tennessee and Ohio are also contributing to the AAEC institute-dissemination series. It can be said that the AAEC institute-dissemination model is an economical method of training public librarians to serve special publics, including disadvantaged adults. A larger budget would have been less tiring.

## Conclusions

### Skills

The AAEC institute-dissemination series has taught four main skills areas:

1. Community planning
2. Management by objectives
3. Library services to disadvantaged adults
4. Interagency cooperation

### Guides

The AAEC has produced a series of library service guides which have been in great demand nationally. In addition, it has produced the multi-media kit, Your Public Library, and other printed products as well.

### Services

The series has served thirty-one communities and 417 participants effectively, if not as thoroughly as the AAEC might have wished. The lacks were due to late funding, and consequent short staff time.

### Demonstrations

The series has demonstrated the need for and the usefulness of nontraditional training designs for library training--of continuing education for librarians. Community-based rather than institution-based designs have a higher yield in improved library services in the AAEC view. Higher education seldom even asks, let alone demonstrates,

that the same results are achieved in terms of producing improved public services in specific localities through the means of class-room credit or noncredit courses.

### Information Exchange

The AAEC institute-dissemination model allows for the exchange of information.

### Library Services and Energy

The series has also pinpointed a growing community-library problem. The whole question of the relationship between the growing energy problem and the delivery of library services to disadvantaged adults must be faced squarely. It is a very simple economic fact that the poor cannot spend precious dollars on gas or other expensive transportation to get to library services--even if the services are available when people are free of other obligations so that they can use them.

To save energy yet allow for library usage some or all of the following need to be undertaken:

1. maintain evening hours at the expense of morning hours if heat and lights are a problem;
2. books-by-mail;
3. telephone requests and referral (for those who have phones);
4. more bookmobiles with longer stationary periods;
5. more branches and store fronts;
6. deposit collections articulated with local trained volunteer "librarians" (not dumping collections) regularly serviced by a library van.

### C. A Demographic Description of the Thirty-One Communities

The following tables provide a demographic description of the thirty-one communities which were participating sites in the AAEC institutes. They show the total population at each site, the population of each site and the distribution of the sites by age groups, educational level, race, and income.

TABLE 2

TOTAL POPULATION AND AGE DISTRIBUTION OF  
POPULATION IN PARTICIPATING COMMUNITIES BY SITE

COMMUNITY	TOTAL POPULATION	AGE DISTRIBUTION OF POPULATION		
		0-18 yrs.	18-64 yrs.	65+ yrs.
GA, Brunswick	102,457	22,583	75,588	4,286
Dublin	68,230	18,012	42,779	7,439
Kinchafoonee	39,798	15,641	19,496	4,661
Savannah	186,447	35,698	114,579	36,170
Tricounty	135,938	46,995	76,668	12,325
TOTAL, GEORGIA	532,920	138,929	329,110	64,881
KY, Frankfort	34,481	10,981	22,351	1,149
Letcher Co.	23,165	8,763	11,951	2,451
Nicholasville	17,430	5,841	10,105	1,484
Rowan Co.	17,010	4,457	11,201	1,352
TOTAL, KENTUCKY	92,086	30,042	55,608	6,436
MS, Booneville	20,133	6,723	11,022	2,388
Clarksdale	43,525	16,706	20,040	6,779
Holmes	23,117	7,807	12,250	3,060
Jackson	153,968	54,832	76,728	22,408
Jefferson	9,295	3,330	4,997	968
Tunica	11,854	5,539	4,921	1,394
TOTAL, MISSISSIPPI	221,892	94,937	129,958	36,997
OH, Akron	679,239	237,308	383,169	58,762
Columbus	833,249	321,893	447,242	64,114
Greene Co.	125,057	46,198	72,538	6,321
Pike Co.	19,114	7,221	9,545	2,348
Toledo	484,370	168,752	265,012	50,606
Washington	57,160	19,828	31,213	6,119
Wilmington	31,469	7,861	20,147	3,461
TOTAL, OHIO	2,229,658	809,061	1,228,866	191,731
TN, Alamo	14,402	4,819	7,469	2,114
Athens	35,461	11,773	19,394	3,794
Clinton	60,300	16,703	39,135	4,462
Cookeville	35,487	10,180	21,502	3,805
Jackson	65,727	14,263	43,577	7,887
Johnson City	83,622	21,329	48,031	14,262
Lawrenceburg	29,097	11,003	14,841	3,253
Nashville	541,105	133,112	359,835	48,158
Newport	25,283	9,420	13,637	2,226
TOTAL, TENNESSEE	890,484	232,602	567,921	89,961

TABLE 3

TOTAL POPULATION AND AGE DISTRIBUTION OF  
POPULATION IN PARTICIPATING COMMUNITIES BY STATE

	TOTAL POPULATION OF PARTICIPATING COMMUNITIES	Age Distribution		
		0-18 yrs.	18-64 yrs.	65+ yrs.
GA	532,920	138,929	329,110	64,881
KY	92,086	30,042	55,608	6,436
MS	261,892	94,937	129,958	36,997
OH	2,229,658	809,061	1,228,866	191,731
TN	890,484	232,602	567,921	89,961
TOTAL	4,007,040	1,305,571	2,311,463	390,006
Total number of adults 18 years and over in 31 sites:				2,701,469
Average number of adults 18 and over in each site:				87,144

TABLE 4

COMMUNITIES WITH LOWEST AND HIGHEST TOTAL POPULATION AND  
HIGHEST POPULATION BY AGE GROUP

	TOTAL POPULATION OF PARTICIPATING COMMUNITY	AGE DISTRIBUTION		
		0-18 yrs.	18-64 yrs.	65+ yrs.
LOW	9,295 Jefferson, MS	3,330 Jefferson, MS	4,921 Tunica, MS	968 Jefferson, MS
HIGH	833,249 Columbus, OH	321,893 Columbus, OH	447,241 Columbus, OH	64,114 Columbus, OH

TABLE 5  
DISTRIBUTION OF SITES BY TOTAL POPULATION  
IN SERVICE AREA

TOTAL POPULATION OF SERVICE AREA	NUMBER OF SITES	PERCENTAGE OF SITES
0-25,000	10	32%
25,000-50,000	7	23%
50,000-100,000	5	16%
100,000-500,000	6	19%
500,000+	3	10%
TOTAL	31	100%

TABLE 6

NUMBER AND PERCENTAGE OF PERSONS OVER 25 WITH  
 LESS THAN HIGH SCHOOL, NUMBER AND PERCENTAGE OF PERSONS  
 OVER 25 WITH LESS THAN 8th GRADE, AND MEDIAN EDUCATIONAL  
 LEVEL BY SERVICE AREA

SERVICE AREA	PERSONS OVER 25 WITH LESS THAN HIGH SCHOOL		PERSONS OVER 25 WITH LESS THAN 8th GRADE		MEDIAN YEARS
	No.	%	No.	%	
<b>GEORGIA</b>					
Brunswick	33,989	67%	4,718	9%	9.7
Dublin	26,566	53%	7,251	20%	8.7
Kinchafoonee	11,595	48%	4,367	22%	9.0
Savannah	76,901	60%	33,422	26%	N/A
Tricounty	7,416	18%	7,731	18%	9.6
<b>KENTUCKY</b>					
Franklin Co.	9,489	49%	N/A	N/A	N/A
Letcher Co.	9,808	81%	4,953	41%	8.4
Jessamine Co.	11,852	68%	4,955	28%	9.8
Rowan Co.	7,707	61.4%	1,794	10%	8.9
<b>MISSISSIPPI</b>					
Booneville	5,511	50%	5,000	50%	9.7
Clarksdale	16,896	63%	13,410	50%	N/A
Holmes Co.	12,095	79%	N/A	N/A	7.7
Hinds Co.	43,586	41%	25,768	17%	12.4
Jefferson	700	12%	3,900	78%	8.3
Tunica	4,190	80%	1,752	34%	7.0
<b>OHIO</b>					
Akron	157,664	44%	79,194	22%	12.2
Columbus	106,718	25.8%	11,489	1.38%	12.3
Greene Co.	6,533	10.7%	1,305	2.1%	12.35
Pike Co.	4,473	23.4%	692	3.6%	9.9
Toledo	35,520	13.5%	10,041	3.8%	12.1
Washington Co.	16,426	44%	551	2%	12.1
Wilmington	5,685	34.2%	314	2.6%	12.2
<b>TENNESSEE</b>					
Alamo	5,731	69.4%	2,165	26.2%	9.4
Athens	12,723	64.1%	5,248	26.4%	9.2
Clinton	15,196	45.3%	6,381	19%	12.2
Cookeville	12,479	67.8%	4,232	11.8%	8.8
Jackson	19,965	56.1%	8,389	23.6%	11
Johnson City	23,398	57.3%	9,930	24.3%	N/A
Lawrenceberg	11,883	72.6%	4,754	29%	8.8
Nashville	119,190	49.2%	41,395	17.1%	11.9
Newport	9,997	74%	4,997	36.9%	8.5

TABLE 7

DISTRIBUTION OF SITES BY PERCENTAGE OF ADULTS OVER 25 WITH LESS THAN HIGH SCHOOL

PERCENTAGE OF ADULTS OVER 25 WITH LESS THAN HIGH SCHOOL	NUMBER OF SITES	PERCENTAGE OF SITES
0-24%	6	19%
25-49%	9	29%
50-74%	14	45%
75% +	2	7%
TOTAL	31	100%

TABLE 8

DISTRIBUTION OF SITES BY PERCENTAGE OF ADULTS OVER 25 WITH LESS THAN EIGHTH GRADE

PERCENTAGE OF ADULTS OVER 25 WITH LESS THAN EIGHTH GRADE	NUMBER OF SITES	PERCENTAGE OF SITES
0-24%	19	66%
25-49%	7	24%
50-74%	2	7%
75% +	1	3%
TOTAL	29	100%

TABLE 9

PERCENTAGES OF THE TOTAL POPULATION OF WHITE, BLACK,  
NON-ENGLISH SPEAKING, ORIENTAL, AND INDIAN  
SUB-POPULATIONS BY SITE\*

SITE	WHITE	BLACK	NON-ENGLISH SPEAKING	ORIENTAL	INDIAN	OTHER
<b>GEORGIA</b>						
Brunswick	50%	40%	10%	.002	.0004	
Dublin	62%	35%				3%
Kinchafoonee	50%	50%				
Savannah	66%	34%		(331)	(110)	(355)
Tricounty	86%	14%				
<b>KENTUCKY</b>						
Frankfort	92%	8%		(33)	(18)	(22)
Letcher	98%	2%				
Nicholasville	93%	7%				(383)
Rowan	98%	2%				(26)
<b>MISSISSIPPI</b>						
Booneville	78%	22%				(56)
Clarksdale	36%	64%	(1699)			
Holmes	32%	68%				
Jackson	61%	39%				
Jefferson	26%	74%				
Tunica	27%	73%		.04%		.07%
<b>OHIO</b>						
Akron	92%	8%		(311)	(466)	(966)
Columbus	87%	13%		.19%	.076%	.14%
Greene	93%	7%		(243)	(83)	(182)
Pike Co.	91%	1.3%	7%			.7%
Toldeo	85%	12%	3%			
Washington	99%	1%				.23%
Wilmington	95%	2%	(6)			3%
<b>TENNESSEE</b>						
Alamo	78%	22%				(78)
Athens	95%	5%				
Clinton	96%	4%				
Cookeville	98%	(480)	(162)	(63)	(35)	(64)
Jackson	66%	34%				
Johnson City	96%	4%		.05%	.06%	.06%
Lawrenceberg	98%	2%				(14)
Nashville	82%	18%				
Newport	97%	3%				

\*Numbers in parentheses are real numbers equal to less than 1% of the total population. Larger percentages are rounded off to the nearest whole number. The total of the percentages does not always equal 100%.

TABLE .10

DISTRIBUTION OF SITES BY PERCENTAGE OF BLACKS  
IN THE TOTAL POPULATION

PERCENTAGE OF BLACKS IN THE TOTAL POPULATION	NUMBER OF SITES <sup>D</sup>	PERCENTAGE OF SITES
0-24%	21	68%
25-49%	5	16%
50-74%	3	9%
75% +	2	7%

TABLE 11

NUMBER AND PERCENTAGE OF FAMILIES WITH ANNUAL INCOMES  
OF LESS THAN \$3,000, FAMILY AND INDIVIDUAL MEDIAN  
INCOMES, AND RATE OF UNEMPLOYMENT BY SITE

COMMUNITY	PERCENTAGE OF FAMILIES WITH ANNUAL INCOME LESS THAN \$3,000	MEDIAN ANNUAL INCOME		RATE OF UNEMPLOYMENT
		Family	Individual	
<b>GEORGIA</b>				
Brunswick	23%	\$5,689	\$2,009	4.1%
Dublin	25%	5,457	1,740	3.3%
Kinchafoonee	40%	4,200	1,800	N/A
Savannah	17%	8,245	2,671	N/A
Tricounty	40%	7,862	2,465	5.9%
<b>KENTUCKY</b>				
Frankfort	8%	7,542	9,490	2.5%
Letcher	35%	4,407	2,572	4.7%
Nicholasville	17%	7,514	2,353	3.2%
Rowan	8%	5,637		3.8%
<b>MISSISSIPPI</b>				
Booneville	23%	5,899	1,555	8.5%
Clarksdale	43%	4,304	1,234	3.2%
Holmes	44%	N/A	N/A	10.7%
Jackson	15%	8,299	2,303	5.9%
Jefferson	50%	3,025	981	4.4%
Tunica	52%	2,885	1,145	10.3%
<b>OHIO</b>				
Akron	6.1%	11,047	3,377	3.7%
Columbus	7.3%	10,532	3,390	8%
Greene	5%	11,694	3,412	5%
Pike Co.	22%	6,559	2,061	12.2%
Toledo	8.2%	9,015	2,840	6.5%
Washington	11.1%	6,947	2,573	4.5%
Wilmington	10.4%	8,804	2,672	5.3%
<b>TENNESSEE</b>				
Alamo	33.6%	6,192	2,143	6.3%
Athens	16.2%	6,863	2,195	N/A
Clinton	13.6%	8,554	2,776	5%
Cookeville	23.3%	5,813	1,127	3.7%
Jackson	18.4%	7,307	2,334	6%
Johnson City	17%	7,259	4,546	7.7%
Lawrenceberg	23%	9,324	1,866	11%
Nashville	10.1%	9,185	3,051	N/A
Newport	29.3%	5,437	1,302	8.6%

D. Information on Participating Libraries

TABLE 12

INFORMATION ON PARTICIPATING LIBRARIES: SIZE OF SERVICE AREA IN SQUARE MILES, ANNUAL LIBRARY INCOME, AND NUMBER OF CARD HOLDERS

SITE	SIZE OF SERVICE AREA IN SQUARE MILES	ANNUAL LIBRARY INCOME	NUMBER OF CARD HOLDERS
GEORGIA			
Brunswick	3,781	\$212,873	N/A
Dublin	2,297	N/A	N/A
Kinchafoonee	1,828	183,721	6,000
Savannah	459	792,202	34,657
Tricounty	1,287	247,735	48,720
KENTUCKY			
Frankfort	211	N/A	N/A
Letcher	339	46,000	10,000
Nicholasville	117	34,616	7,500
Rowan	290	N/A	5,930
MISSISSIPPI			
Booneville	418	N/A	5,000
Clarksdale	570	168,095	11,022
Holmes	764	36,000	3,585
Jackson	64	1,128,711	163,729
Jefferson	521	13,250	1,182
Tunica	458	34,000	2,350
OHIO			
Akron	346	2,542,000	129,436
Columbus	539	3,114,847	198,466
Greene	407	475,602	21,039
Pike Co.	444	40,000	12,554
Toledo	351	3,213,351	169,603
Washington	641	180,000	27,876
Wilmington	412	120,000	11,185
TENNESSEE			
Alamo	269	10,610	2,121
Athens	433	30,000	6,296
Clinton	335	N/A	N/A
Cookeville	402	48,000	5,587
Jackson	560	110,103	N/A
Johnson City	323	85,897	4,054
Lawrenceberg	634	42,540	10,000
Nashville	1,629	1,744,258	N/A
Newport	435	11,350	4,586

TABLE 13

DISTRIBUTION OF SITES BY ANNUAL  
INCOME OF THE LIBRARY

ANNUAL INCOME OF THE LIBRARY	NUMBER OF SITES	PERCENTAGE OF SITES
Less than \$25,000	3	11%
\$25,000-49,000	3	31%
\$50,000-99,000	1	4%
\$100,000-149,999	1	4%
\$150,000+	13	50%

TABLE 14

DISTRIBUTION OF SITES BY NUMBER  
OF CARD HOLDERS

NUMBER OF CARD HOLDERS	NUMBER OF LIBRARIES	PERCENTAGE OF LIBRARIES
0-10,000	14	56%
10,000-20,000	3	12%
20,000-30,000	2	8%
30,000-40,000	1	4%
40,000-50,000	1	4%
50,000-100,000	0	0%
100,000 +	4	16%

TABLE 15

AVERAGE NUMBER OF STAFF, AVERAGE NUMBER OF SERVICES,  
AND AVERAGE ANNUAL INCOME OF PARTICIPATING  
LIBRARIES BY POPULATION OF SERVICE AREA

TOTAL POPULATION OF SERVICE AREA	NUMBER OF SITES	AVERAGE NO. STAFF	AVERAGE NO. SERVICES	AVERAGE INCOME
0-25,000	8	5	8	28,079
25,000-50,000	5	8	7	72,601
50,000-100,000	5	12	11	125,333
100,000-500,000	6	129	10	1,011,579
500,000+	2	162	11	2,828,423

TABLE 16

AVERAGE NUMBER OF SERVICES, AVERAGE NUMBER OF STAFF,  
AND AVERAGE POPULATION OF SERVICE AREA  
IN PARTICIPATING LIBRARIES BY ANNUAL INCOME OF THE LIBRARY

ANNUAL INCOME OF THE LIBRARY	NUMBER OF SITES	AVERAGE NO. OF SERVICES	AVERAGE NO. OF STAFF	AVERAGE POPULATION OF SERVICE AREA
Less Than \$25,000	3	7	2.3	16,326
\$25,000- \$49,000	8	8.3	11	24,340
\$50,000- \$99,000	1	8	12	83,622
\$100,000- \$149,000	1	9	12	65,727
\$150,000+	13	9	126	262,617

### E. Dissemination

The AAEC believes strongly in disseminating its information widely to practitioners in the field, and makes efforts to do so, despite the odds. Recognizing that varied approaches and reinforcement are necessary, the AAEC attacks the problem of dissemination through several methods.

1. Development of specific materials designed for the practitioner.
2. Unsolicited mailings of materials to state libraries, state departments of education, schools of library science, and departments of adult and continuing education..
3. Mailings of materials in answer to requests.
4. Placement of printed materials with the ERIC system.
5. Participation in national professional organizations: the American Library Association, the National Association for Public Continuing and Adult Education, the Adult Education Association of the U. S. A., the National Community Education Association, the Kentucky Library Association, and the Kentucky Association for Continuing Education. At nearly all the conferences they attend, AAEC staff members take an active role, disseminating information about their work through formal presentations, materials, displays, and informal meetings.

6. Placement of articles in professional journals.
7. Visitations of interested persons to the AAEC offices and to AAEC project sites.
8. Consultant services in response to requests.
9. Telephone interviews with interested people.

Dissemination of information about the AAEC's library projects has aroused much interest across the country. The following pages list AAEC dissemination activities through presentations and personal contacts.

#### Dissemination Through Print

Seven hundred and twelve libraries and community participants from forty-nine states and eight foreign countries have communicated directly with the AAEC by mail in the past year, asking for information and materials. Table 17 indicates the number of requests by library and adult education staff. Table 18 provides a more detailed account of the types of library and adult education staff requesting materials and/or information.

Of the seven hundred and twelve letters requesting materials and/or information, about 95 percent contained effusive unsolicited thank you notes. Excerpts from the letters follow Table 18.

TABLE 17  
INDIVIDUAL LETTER REQUESTS FOR MATERIALS  
FROM THE AAEC

STATE	TOTAL	LIB	AE	STATE	TOTAL	LIB	AE
Alabama	10	7	3	New Mexico	2	1	1
Alaska	1	1	0	New York	60	41	19
Arizona	7	4	3	North Carolina	18	14	4
California	34	27	7	North Dakota	2	0	2
Colorado	13	12	1	Ohio	57	44	13
Connecticut	13	12	1	Oklahoma	5	3	2
Delaware	0	0	0	Oregon	9	2	7
District of Columbia	8	6	2	Pennsylvania	28	16	12
Florida	19	13	6	Rhode Island	2	2	0
Georgia	10	5	5	South Carolina	5	4	1
Hawaii	5	4	1	South Dakota	3	3	0
Idaho	2	1	1	Tennessee	10	6	4
Illinois	26	17	9	Texas	36	24	12
Indiana	12	8	4	Utah	2	1	1
Iowa	10	7	3	Vermont	2	2	0
Kansas	6	2	4	Virginia	8	4	4
Kentucky	13	4	9	Washington	7	6	1
Louisiana	8	7	1	West Virginia	8	8	0
Maine	10	6	4	Wisconsin	19	17	2
Maryland	17	12	5	Wyoming	1	0	1
Massachusetts	23	13	10	Puerto Rico/VI	3	2	1
Michigan	36	23	13	Canada	19	14	5
Minnesota	11	6	5	South America	13	2	11
Mississippi	23	20	3	England	3	2	1
Missouri	18	13	5	Iran	1	0	1
Montana	1	0	1	Netherlands	1	0	1
Nebraska	5	2	3	Guam	1	0	1
Nevada	5	3	2	Australia	1	1	0
New Hampshire	1	1	0	TOTAL	712	468	244
New Jersey	39	17	22	PERCENT	100%	65.7%	34.3%

TABLE 18

NUMBER AND PERCENTAGE  
OF REQUESTS BY SOURCE

SOURCE OF REQUEST	NUMBER	PERCENTAGE
PUBLIC LIBRARY	283	39.8%
STATE LIBRARY	30	4.2%
COLLEGE LIBRARY	98	13.8%
LIBRARY SCIENCE	57	8.0%
PUBLIC SCHOOLS	42	5.9%
ADULT EDUCATION GRADUATE SCHOOLS	20	2.8%
ADULT EDUCATION PROGRAMS	45	6.2%
MISCELLANEOUS	72	10.1%
INDIVIDUAL REQUESTS	65	9.2%
TOTAL	712	100.0%

## Comments on the AAEC's Library Service Guides

The AAEC has distributed 5,000 each of 17 library service guides, and has learned that the American Library Association plans to publish the entire series. The following are some unsolicited comments on the guides.

*I wanted you to know how much we appreciate being on the mailing list to receive materials from the Center. . . These Library Service Guides have been useful in our training program. (Emily S. Boyce, Associate Professor, Department of Library Science, East Carolina University)*

*In fact I am using it (a) as an example of Library Service and (b) as an embodiment of strategies of out-reach which can be applied to nonlibrary programs. (Howard Y. McClusky, Professor of Education, the University of Michigan)*

*The materials will be part of a resource library. Directors and teachers of Adult Education throughout the State of Massachusetts will be encouraged to examine and utilize your library service guides. (Jane E. Spivak, Director, Adult Education Resource Center, Worcester State College)*

*These materials will be distributed and used to advantage at five state-wide Adult Basic Education/Right to Read workshops scheduled in February and March. (Eloise S. Berry, Adult Reading Education, Department of Education, State of Florida)*

*They are most informative. It would seem that these materials should be available to all ABE programs as well as local libraries. (Vincent DeSanctis, HEW Region II State Development Project)*

*Any material of this sort is very helpful to us. . . (David Hargreaves, Further Education Television, British Broadcasting Corporation)*

*We were delighted to have them; they will be very useful in our library service to adults class. Please keep us on your mailing list. (Iliana Sonntag, Head Librarian, Science Library, the University of Arizona)*

*We are extremely interested and very pleased with what is being done and I very much hope you might be able to keep us in contact and let us know of future developments. It is on matters of this nature in which we feel it is particularly important that the students should be brought regularly up to date. (Roy Stokes, Director, School of Librarianship, the University of British Columbia)*

*I have just finished reading your guide on books by mail services and found it to be a very well organized, thorough and informative summary of this service. This information would certainly assist anyone developing this or other new services by exploring all questions during the planning stages. Since one of our units in administration courses deals with planning new library services, it would be very helpful to have copies of your reports as models. (Marilyn Garrett, Instructor, Library Science/AV Program, University of South Florida)*

*I am most impressed with the depth and quality of your work in Appalachia. (Barbara Conroy, Educational Consultant)*

*Thank you very much for the materials you sent. They are very well done and contain valuable information. (Lesta N. Burt, Director, Library Science Department, Sam Houston State University)*

*I continue to be very impressed by the good work being accomplished by the project, and especially your efforts at dissemination. It is so often overlooked by projects that really do have something to share! (Terence Crowley, Department of Library and Information Services, the University of Toledo)*

*I am finding them useful in understanding the type of services that are possible for libraries to provide in the area of developmental education. (Jose Orlando Toro, Office of Library Independent Study and Guidance Projects, College Entrance Examination Board)*

*A note to express our appreciation for your sending us copies of several of the Library Service Guides your center has developed. . . . Three of your guides as well as the bibliography were included in this resource package as helpful working tools. (Eve Lee, Associate Director, Center for Research and Education, Colorado)*

*. . . some of the materials have been extremely helpful in our courses which are stressing various aspects of continuing education for adults and special services for adults and minority groups. (Edwin S. Gleaves, Educational Support Personnel, George Peabody College for Teachers)*

*I was intrigued by the subjects you tackled and by the format. I am particularly grateful for the item last received "The Library as a Community Information and Referral Center" as it is most appropriate just now when many libraries in Ontario are re-examining their role as community information outlets. (Ronald J. Mackenzie, Director, Georgian Bay Regional Library System)*

*The program is extremely valuable but it was hardly necessary to print out all this detailed material. I think the funds spent to write and print this series of exaggerated how-to pamphlets could have been better spent. (Cathy Crecelius, Paducah Public Library)*

It is a sincere pleasure to find so clear and concise a document on services and attendant logistics problems in existence. . . I would very much like to make these publications available to librarians involved in our System Demonstration Project. (Marilyn L. Hinshaw, System Project Coordinator, El Paso Public Library)

Thank you for the latest set of materials from the AAEC. These lists, handbooks, etc., are a godsend. They are heavily used by my students. (Wendell Wray, Professor, Graduate School of Library and Information Sciences, University of Pittsburgh)

These materials will be very valuable in our program toward future program development. (Curtis D. Sederburg, Supervisor, Adult Continuing Studies Division, Southeast Community College)

What you are doing with local libraries with the education of disadvantaged people seems of such significance to me--possibly the most exciting thing going on in adult education right now. (Caroline Blakely, Editorial Director, New Readers Press)

This material is exceedingly helpful and informative. . . I need the information in these guides very much. (Gilbert Nelson, Grant Director, Bradford Public Library, Florida)

I've found the materials of interest and use--sufficiently so that I'm now asking for more! (Rose Vainstein, Margaret Mann Professor of Library Science, University of Michigan)

We will be using these materials in our adult basic education workshops here at Penn. State. (Lester S. Golub, Professor of Education and Adult Education Program Director, The Pennsylvania State University)

We are holding a conference for librarians in the area in February and would like to have your materials available for display. (Betsy Walling, Coordinator of Special Programs, State University of New York at Albany)

Five of the Appalachian project Library Service Guides were on display with other resource materials at a workshop on library service to the hearing impaired at Gallaudet College. (Marjorie Foley, Consultant, Bureau of Library Development, Pennsylvania State Library)

They are very informative and helpful--thank you! (Patricia T. Amsberry, Director, Adult Basic Education, Blue Mountain Community College)

These would be enormously useful to our librarians. (J. Armour, Special Services Librarian, Lambeth Amenity Services, London, England)

We appreciate your sending the Dallas Public Library the reports and pamphlets for use with disadvantaged adults; they are being put to immediate use by our Community Education Office. (Lillian M. Bradshaw, Director, Dallas Public Library)

*We are finding them helpful as well as extremely interesting. (Courtney H. Funn, Director of the Library, Bowie State College)*

*They certainly are interesting and will be of use to our students. . . I would appreciate receiving for the library copies of your Library Service Guides. (Carol S. Nielsen, Library Science Librarian, School of Library Science, University of North Carolina at Chapel Hill)*

*We appreciate these materials very much. . . they have been circulated and made available to both faculty and students. (Lawrence A. Allen, Dean, College of Library Science, University of Kentucky)*

*We are indeed glad to get them, for we had noted some references to your project and were eager for further information about it. It is important for library science students to have access to this information. If you can keep us on your mailing list and supply further publications as issued, we would be most appreciative. (Kathleen Draper, Library Science Librarian, University of Illinois at Urbana-Champaign)*

*Reports of demonstration projects are of great value in keeping us informed of developments in the profession. (June L. Engle, Librarian, Division of Librarianship, Emory University, Georgia)*

*They look like they are going to be useful to us and we hope to use them in our next training sessions. (Seymour Barasch, Director, Adult Education Resource Center, Kean College of New Jersey)*

*These articles are most timely and certainly will be excellent instruction aids for our teachers. (Charles E. Brown, Adult and Community Education, Baltimore City Public Schools)*

*Thank you, too, for sending me the materials about the Appalachian Adult Education Center. Although I knew about the project, I had not seen the reports. Reading them is both interesting and instructive. (Barbara Slanker, Director, Office of Research, American Library Association)*

*The projects conducted by the Appalachian Adult Education Center are extremely worthwhile and of much interest. We will be looking forward to receiving additional materials as they are developed. (Jone] Condron, Library Science Librarian, North Texas State University)*

*The material will be most useful to the students in our public library courses. We would be grateful to be kept on your mailing list. (Violet L. Coughlin, Professor, Graduate School of Library Science, McGill University)*

Your brochure, "Lets Link ABE (Basic Skills) with Libraries (Information)," briefly describes projects and services that the library could become involved with that would enhance the development of disadvantaged adults, basic academic skills and their application to daily living. Please send any and all information which you may have that would enable Harmon Branch to become more active in this endeavor. (Sylvania J. Williams, Branch Librarian, Harmon Branch Library, Phoenix)

They will prove very helpful as resource material in our efforts to continue to provide services to disadvantaged adults. (Kathlyn Adams, Outreach Consultant, Monroe County Library System, New York)

Thanks for sharing your library I & R Service Guide with us. It looks very complete and as if it would be very helpful not only to librarians involved in I & R but to others interested in I & R as well. (Nicholas Long, Division Director, Information and Referral, InterStudy)

The material you have been sending regarding the adult education center has been very interesting, and I would like to continue receiving this information. (John D. Magaro, Department of Library Science, Shippensburg State College, Pennsylvania)

Our office has been receiving several copies of your adult education materials and we are putting them to good use. Many of our public libraries in the state seem to be interested in these materials. . . (Joan Crooks, Assistant Reference Librarian, Office of Public Libraries and Interlibrary Cooperation, State of Minnesota)

These guides shall be shared with the professional and volunteer staff of the Passaic County Learning Center. (Claudia F. Kahn, Director, PCLC)

This was indeed a tremendous project and was so very well done. (Elma B. Knapp, Adult Class Loans, Cleveland Public Library)

The Library Science Department of Jackson State University will conduct an Institute this summer to prepare participants for library outreach services. Your office has prepared several guides that I would like to have copies for the 25 staff members and participants. (Cozetta W. Buckley, Director, Library Outreach Institute, Department of Library Science, Jackson State University)

I have read with interest a few of the pamphlets in your Library Service Guides series; and if it is possible, I would like to have this system on your mailing list to receive them. (Virgene Snderson, Plum Creek Library System, Minnesota)

The materials which I possess have been widely used with both faculty and students. In the winter quarter 1975 I shall be teaching the course, "Public Libraries," and could creatively utilize five or six sets of these materials if at all possible. (Harris McClaskey, Associate Professor and Director of Graduate Studies, Library School, University of Minnesota)

We are very interested in being on a mailing list to receive other materials developed by the AAEC. (Mary Popp, Assistant Librarian, Graduate Library School, Indiana University)

. . . we should very much appreciate receiving as many of these pamphlets as are in print for our collection, used by nearly three hundred graduate students in library and information science. (Margot Karp, Library Science Librarian, Pratt Institute)

We are glad to receive these materials. Please continue to send them. (Frederick E. Kidder, Director, The College of Education, University of Puerto Rico)

They will be very helpful relating to many things we discuss in classes. (Marilyn Garrett, the College of Education, University of South Florida)

The Center is doing an outstanding job and should be highly commended for its service and projects in the developing field of adult education. (John McKinley, Bureau of Studies in Adult Education, Indiana University)

I am very impressed with your library service guides. I was unaware that they existed. . . I'm sure that they will come into great use as a guide in this office. . . I would like to request six additional copies of each of the guides so our sites may be able to use them. (Charles Townley, Library Project, National Indian Education Association)

These (the guides) should be made available to our State ABE Directors, Staff Development Specialists, and the adult education professors at our 27 participating institutions. (Edward T. Brown, Project Director, Adult Basic Education, Southern Regional Education Board)

We are particularly interested in this subject and glad to become informed of your activities. The self-instruction program was especially interesting--simple and effective. The kit will be used in our second-term courses in public libraries and materials for adults. We would like to be placed on your mailing list for new materials, and for the Center's annual report. (Gertrude Pomahac, Professional Officer, School of Library Science, the University of Alberta)

Dissemination Through Presentations and  
Personal Contacts

The following is a list of AAEC dissemination activities that took the form of formal presentations to group meetings, informal visitations, and consultant work in many locations. In virtually all the activities, AAEC staff members were disseminating information about the library demonstration and training projects to interested audiences.

DATE	LOCATION	EVENT
6/5/74	Miami, FL	Consultant, Florida State Library Statewide Workshop
6/7/74	Des Moines, IA	Consultant, Iowa State Department of Education, Adult Basic Education
6/12-14/74	Moorhead, MS	Mississippi Library Commission Workshop on Disadvantaged
6/28/74	Lexington, KY	Lexington Public Library Planning for Coordination of Libraries and ABE
7/8-12/74	New York, NY	American Library Association Conference
7/15-17/74	Rutgers, NJ	HEW Region II Staff Development Dissemination Seminar
7/24-26/74	New York, NY	Conference: 309(b) World Education Appalachian Project
7/25/74	Montgomery Co., KY	Community Education and Right to Read Subcontract Development
7/30-31/74	Owensboro, KY	Planning Session

DATE	LOCATION	EVENT
8/12/74	Frankfort, KY	Meeting with State Department of Education, Adult Education Unit Staff, to plan KET/GED Workshop
8/12-13/74	Albany, NY	Planning Session
8/13/74	Lexington, KY	Kentucky Educational Television
8/14-17/74	Reno, NV	ABE State Workshop
8/21/74	Covington, KY	Library/Adult Education KET/GED Project Meeting
9/4/74	Cincinnati, OH	Work Plan Session
9/9-11/74	Memphis, TN	Planning Session
9/12/74	Ashland, KY	FIVCO Community Education Workshop
9/15-16/74	Middlesboro, KY	Development of support for KET/GED Study
9/16-18/74	Clarksville, GA	Planning Session
9/18/74	Louisville, KY	GED Comparative Study Meeting
9/20/74	Floyd Co., KY	Right to Read Subcontract and GED Library Support
10/1-2/74	Columbus, OH	Two-day Planning Session
10/1-2/74	Prestonsburg, KY	Regional ABE In-service Workshop
10/16-17/74	Olean, NY	Two-day Planning Session
10/16-18/74	Washington, DC	National Right to Read Meeting
10/24-25/74	Clarksdale, MS	Two-day Planning Session

DATE	LOCATION	EVENT
10/25-26/74	Louisville, KY	Kentucky Library Association Meeting
10/31/74	Cincinnati, OH	Monitoring Visit
11/4-7/74	Miami, FL	AEA/NAPCAE Conference
11/11-12/74	Savannah, GA	Two-day Planning Session
11/11-12/74	Newport, TN	Two-day Planning Session
11/14-16/74	Louisville, KY	KACE Conference
11/17-18/74	Columbus, OH	Statewide Awareness Session
11/19-20/74	Frankfort, KY	Training of Regional Librarians
11/21-22/74	Cookeville, TN	Two-day Planning Session
11/25-26/74	Washington, DC	Meetings with U.S.O.E. Library, ABE, Post Secondary
12/3-6/74	San Francisco, CA	National Community Education Association
12/2/74	Somerset, KY	Awareness Session
12/5/74	London, KY	Awareness Session
12/11-12/74	Paducah, KY	Awareness Session
12/18/74	Florence, KY	Awareness Session
1/5-10/75	Washington, DC	Multi-National Conference on Basic and Functional Education for Adults
1/10/75	Nicholasville, KY	Awareness Session
1/13-14/75	Dawson, GA	Planning Session
1/15-16/75	Toledo, OH	Planning Session
1/17/75	Whitesburg, KY	Awareness Session
1/21/75	Cincinnati, OH	Monitoring of Library/ABE Project

DATE	LOCATION	EVENT
1/24/75	Piketon, OH	Monitoring of Right to Read Project
1/28-29/75	Jackson, MS	Planning Session
1/30/75	Glasgow, KY	Awareness Session
1/3-4/75	Akron, OH	Planning Session
1/10-12/75	Tunica, MS	Planning Session
1/12-14/75	Booneville, MS	Planning Session
2/4/75	Morehead, KY	Visitation, Bill Wilson and Duane Rankin, KET
2/10/75	Morehead, KY	Visitation, Dr. Ruth Nickse, External High School Degree Program
2/18-19/75	Waverly, OH	Planning Session
3/3-4/75	Columbus, OH	Planning Session
3/13-14/75	Louisville, KY	Conference of President's Council on Adult Education
3/13/75	Lexington, KY	KACE/University of Kentucky Conference
3/14-15/75	Lexington, KY	SELA Continuing Education Meeting
3/18-19/75	Durant, MS	Planning Session
3/20-21/75	St. Louis, MO	National Home Start Conference
3/23-25/75	Flint, MI	Co-sponsoring Community Education Workshop/Field Trip
3/25/75	Morehead, KY	Visitation, Bettie Armitage, Technical Consultant, Community Information Services, Owen Sound, Ontario

DATE	LOCATION	EVENT
3/26/75	Flemingsburg, KY	District Planning Meeting
3/26-29/75	San Francisco, CA	AEA 100+ Conference
3/31-4/2/75	Whitesburg, KY	Planning Session
4/1-4/75	El Paso, TX	Second International Community Education Conference
4/3-4/75	Atlanta, GA	Region IV State Directors Meeting
4/7-11/75	Morehead, KY	International Institute on Nonformal Education Visitation by Brazilian Educators
4/10-12/75	Lexington, KY	Kentucky Library Association Spring Conference
4/14/75	Berea, KY	International Institute on Nonformal Education Presentation
4/17-18/75	St. Louis, MO	Adult Education Association Conference
4/17-18/75	St. Louis, MO	Adult Education Research Conference
4/23-26/75	Flint, MI	Workshop NCAE/NAPCAE
4/28-5/8/75	Morehead, KY	Visitation of Indonesian Educators
4/28-30/75	Alamo, TN	Planning Session
4/29-5/4/75	Owensboro, KY	Kentucky State Department of Education/Adult Learning Center/ Community College Vocational Education Workshop
4/30-5/3/75	Southfield, MI	American Educational Sciences Association Conference
5/7/75	Greenup, KY	Follow-up Training Institute

DATE	LOCATION	EVENT
5/8/75	Paintsville, KY	Follow-up Training Institute
5/9/75	Cincinnati, OH	Monitoring of ABE/Library Demonstration Project
5/10-13/75	San Francisco, CA	Information and Referral National Workshop on Social Welfare
5/12/75	McKee, KY	Follow-up on Training
5/13/75	Jackson, KY	Follow-up on Training
5/15-16/75	Frankfort, KY	Planning Session
5/15-16/75	Atlanta, GA	Region IV Meeting
5/19/75	Weirton, WV	Follow-up Evaluation
5/20/75	Parkersburg, WV	Follow-up Evaluation
5/21/75	Spencer, WV	Follow-up Evaluation
5/22/75	Harrisville, WV	Follow-up Evaluation
5/29-30/75	Shakertown, KY	Kentucky Regional Library Meeting
6/2-3/75	Owensboro, KY	Follow-up on Training
6/2/75	Washington, DC	Meeting with USOE
6/11/75	Morehead, KY	Visitation by Indonesian Educator
6/24-26/75	Athens, GA	Conference on Community Adult Literacy Programs
6/25-26/75	Washington, DC	Negotiations with Library Demonstration Office
6/30-7/4/75	San Francisco, CA	Conference of the American Library Association

## VI. ONE-YEAR FOLLOW-UP EVALUATION OF THE THIRTY-TWO F.Y. 1973-74 AAEC DISSEMINATION-INSTITUTE SITES

The intent of the AAEC 1973-76 Library Institute Series and of the dissemination activities of the 1973-75 Library Demonstration was to increase and to improve the skills and understandings of already employed nonprofessional and professional library staffs so that they will improve their services to undereducated adult potential users. Neither the institute nor the dissemination activities can be considered a success at a given site (out of the sixty-three) unless there has been a verifiable change in growth in library services to educationally disadvantaged adults.

The AAEC proposed for the F.Y. 1974-75 Institute Series to conduct a long range follow-up evaluation of the thirty-two F.Y. 1973-74 training sites to determine the extent to which training has made an impact upon library services to disadvantaged adults. It was further proposed that the follow-up evaluation be conducted by the persons responsible for the training in the F.Y. 1973-74 projects under the direction of a third party. It was anticipated that such an evaluation design would yield important information about the successes and/or failures of the AAEC unique training institute design and its impact upon people. It was further felt that such a follow-up visit would strengthen local change through the reinforcement of recognized success (or failure)

and impact upon the community and its people. However, due to a severe cut in the amount of requested funds, all plans for any follow-up evaluation were deleted during negotiations of the F.Y. 1974-75 grant award.

Although the follow-up evaluation was no longer in the proposal, the AAEC felt that the information to be gained by such a study would be of great value. Therefore, during the spring of 1975 the AAEC attempted to conduct such a study. Due to the severe lack of time, money, and energy, the information gained was not complete. One of the F.Y. 1973-74 trainers and a member of one of the participating state departments of adult education from another state were contracted to conduct the follow-up evaluation in their states. Two AAEC staff members conducted the follow-up in the other two states. Other pressing job responsibilities curtailed the amount of time each evaluator could devote to the follow-up evaluation.

The following is a discussion of the findings of the follow-up evaluation for Alabama, Kentucky, and West Virginia.\*

The data collection instruments were designed to indicate whether or not the training had made an impact upon library services to disadvantaged adults in the following areas:

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\*The South Carolina report was not received in time for inclusion in this report.

(a) the longevity of local program change related to original training objectives, both successes (continuing) and failures;

(b) changes in services and improved services beyond the scope of original training objectives;

(c) new emerging roles and responsibilities among public library staffs in improved services to the target group;

(d) increased number of target clientele using library services;

(e) the impact and change in the lives of the target clientele, including the second generation, as a result of participation in the new or improved library and informational services;

(f) program changes dictated by experiences over a longer period which might influence re-direction of training at new project sites;

(g) determination of the "spread effect" and demonstration impact of "trained" sites upon other state and local public libraries in the region;

(h) interrelationships developed with other community education and service agencies resulting from the implementation of new and improved public library services to disadvantaged adults.

In order to determine success or failure in the above areas, it was felt that interviews should be conducted (either in person or by phone) with the state librarian, state director of adult education, local library staffs, community agency personnel, and new adult users from the target population. Copies of the data collection instruments used by the evaluators immediately follows this

section. The following chart summarizes the number of contacts made, both at the state and local level, for Alabama, Kentucky, and West Virginia:

	LOCAL LIBRARY CONTACT	AGENCY PERSONNEL CONTACT	CLIENT CONTACT	STATE LEVEL CONTACT
<b>ALABAMA</b>				X
Anniston	X	X	X	
Choctaw Co.	X	X		
Decatur	X		X	
Huntsville	X			
Tuscaloosa	X	X		
Tuskegee	X	X		
Washington Co.	X			
<b>KENTUCKY</b>				
Ashland				
Breathitt Co.	X			
Daviess Co.	X	X		
Greenup Co.	X	X	X	
Henderson Co.				
Jackson Co.	X			
Johnson Co.	X			
Leslie Co.				
Lexington				
<b>WEST VIRGINIA</b>				
Alpha Regional	X			
Fayette Co.	X			
Kanawha Co.	X			
Mercer Co.	X	X		
Ohio Co.	X			
Mingo Co.	X			
Raleigh Co.	X	X		
Stonewall Jackson	X			
Weirton	X			
Wood Co.	X			

The following are the summaries written by each evaluator for Alabama, Kentucky, and West Virginia:

### ALABAMA

The seven (7) sites of the AAEC Library-ABE project were visited between May 1, 1975 and June 3, 1975. Communications with each site were held by phone prior to each visit. The conversations centered around the purpose of the visit and an appointed time was set for the site visitations.

The evaluation was conducted in accordance with the four step plan suggested by AAEC. There was some difficulty in arranging all the necessary appointments the the seven (7) sites. Contact with community service personnel and disadvantaged partons could not be arranged at all sites. The librarian was available at all sites except one. The head of the extention department was contacted at this one site.

#### STEP I: CONTACT WITH STATE LIBRARIAN AND STATE DIRECTOR OF ADULT EDUCATION

The State of Alabama is very fortunate to have a state librarian and a state director of Adult Education who believe in linking with other agencies to reach a target population. The state librarian in Alabama has developed two (2) projects in recent years that provide library services to predominately rural disadvantaged areas. These two (2) projects extend into about twenty (20) counties. These two (2) projects include Anniston, Choctaw, and Washington, three (3) of the AAEC training sites. One resident librarian was employed in each project with the responsibility of coordinating services through existing library resources to all citizens in the area.

The state director of Adult Education has allocated funds to foster the idea of ABE-Library cooperation. These funds provide two (2) basic avenues to implement action: (1) ABE-Library adies were hired in five (5) counties to actively integrate the services of ABE and public libraries; (2) materials were purchased based on materials lists compiled by AAEC and other groups. These materials are designed to meet the interests and needs of disadvantaged adults.

#### STEP II: CONTACT WITH LOCAL LIBRARY STAFF AND TRUSTEES

Interviews were granted by all librarians but one; however, the head of the department of library expansion was interviewed in this one case. Trustess were not included in any of the interviews, but there is strong evidence that librarians and trustees consider services to

the disadvantaged a vital part of the services to be offered by their agency. Staff members other than the librarian were included in the interview in five (5) of the seven (7) sites. Enthusiasm is very evident in every AAEC site in relation to achieving the goals and objectives discussed in the training session. Some librarians expressed concern that the local ABE staffs (supervisors and teachers) had not responded as planned in the training sessions. However, most libraries were delivering services to agencies working with the disadvantaged.

Communication between ABE teachers and library staffs is not developed as planned in the training sessions in all the sites. Those sites indicating good relations were Choctaw County, Tuscaloosa County, and Huntsville. They reported that continuous cooperation was good with part of the ABE staff. Generally, where ABE funds supported personnel, cooperation between ABE and libraries worked better.

All AAEC sites responded well when asked about services to related agencies such as programs for the aged, community action programs, and pension and security programs. Jail programs were initiated in Huntsville, Choctaw County, and Tuscaloosa. Even though some problems were mentioned in dealing with related agencies, it is felt that all training sites have given high priority to expansion of services for disadvantaged adults.

All AAEC sites reported that materials had been acquired and made available to disadvantaged adults. Material selection and acquisition probably is the strongest input that AAEC had contributed since the training sessions. Various means have been used in distributing materials to the disadvantaged such as bookmobiles, material deposits, delivery to ABE classes and service agencies and others.

Choctaw County is the only training site that prepared a community services handbook. Some sites were using publications prepared by other agencies in performing referral services.

### STEP III: CONTACT WITH COMMUNITY SERVICE PERSONNEL

Community Service Personnel were not contacted at all training sites due to scheduling problems. Special efforts were made by some librarians in obtaining input for this evaluation. All training sites have increased their service to community service agencies since the training sessions were held.

Community Service Personnel who were contacted stated that the training sessions conducted by AAEC were very informational. Many of them were unaware of the ABE program in their community. Some were also unaware that libraries were attempting to reach disadvantaged adults.

#### STEP IV: CONTACT WITH NEW ADULT USERS

There were no interviews with new adult library users conducted due to conflicts in schedules. The local librarians were able to gather some response from new adult users. These responses are enclosed.

All members of the ABE class that met in the Choctaw County Library has become new adult users. A part of their class time was spent for material and information seeking. Many of the class members use the library at times other than class time.

The Huntsville Public Library opened a branch library next door to an ABE center. Library orientation programs were held for the ABE learners.

Anniston Public Library reputed that several new users had utilized the services in a branch located in a disadvantaged area of Anniston. These users were seeking information and materials on employment and vocational training. Several new elderly users were utilizing this same branch for basic reading materials.

#### KENTUCKY

Nine public libraries in Kentucky participated in the AAEC 1973-74 non-traditional institute series for the expansion of services to disadvantaged adults: Breathitt, Daviess-Owensboro, Greenup, Jackson, Johnson, Leslie county libraries, and Lexington and Ashland city libraries.

Four of the libraries involved in the institute series, Ashland, Lexington, Daviess-Owensboro, and Breathitt were relatively successful in accomplishing the objectives designed during the two-day planning sessions and are continuing developed services to disadvantaged adults by: (1) maintaining separate collections of "coping skills" materials, (2) coordinating activities with local ABE staffs, (3) expanding bookmobile stops at night, (4) developing appropriate publicity, and (5) providing library orientation and tours for groups of disadvantaged adults.

Other libraries involved in the institute series, Greenup, Henderson, Jackson, Johnson, and Leslie counties, were less successful for the following reasons: (1) change or reduction in staff, (2) lack of follow-up assistance from AAEC project staff, (3) social and political constraints, and (4) lack of understanding or commitment to the service and information needs of disadvantaged adults.

The impact of the institute series on public library services in participating libraries has varied according to library resources, local constraints, and previous staff training, but there is evidence of change

in (1) the understanding of the service and information needs of the disadvantaged and (2) the sensitivity of service response to those needs in at least 6 of the 9 participating libraries.

State Library and ABE staff confirm the impact of the institute series on the activities of their respective field staff. State staff feels communication and coordination of services have expanded because of the AAEC "middleman" activities. The State Library further confirmed its belief in what the AAEC was accomplishing in Kentucky by funding the AAEC for an additional two years to continue training activities.

#### WEST VIRGINIA

Progress toward meeting services objectives has been slow. Generally, on the most mechanical, and thus easiest to accomplish, objectives were implemented such as: interfiling adult and juvenile non-fiction, purchasing easy-to-read coping skills materials, and re-organizing vertical pamphlet files. Over half of the training sites felt that during the first year they really didn't have their "heads together" but were anticipating additional progress toward implementation of other objectives. Nine of the sites felt that entire project was very valuable. Although objectives were not always implemented, the workstatement provided a viable means for implementation of objectives at a later date. The follow-up of the trainer and the various materials, including guides, were judged most effective.

The Weirton and Beckley training sites are just now implementing information and referral programs as outlined by the workstatement. The information gained at the I & R workshop, the guides, and additional information provided by the trainer were of great help.

One of the most significant after effects of the training occurred in the Alpha Regional Library System. As a direct result of AAEC input all member counties have written selection policies that place the purchase of adult easy-to-read coping skills materials as the top priority. Furthermore, two county libraries have purchased cassette players in an effort to reach those with poor reading skills. Another county has made plans to include an adult learning center in the new library building.

Little coordination between agencies has occurred. This is probably due to the fact that few agency personnel were involved in the original two-day planning sessions.

Although the findings are far from complete, a few points are beginning to come to light that point the way toward additional study and verification. First, it appears that the AAEC design is a viable alternative to the old library in-service training model. However, the AAEC design is not as yet showing as great an impact as hoped for. However,

the improved techniques of the F. Y. 1974-75 institute appears to be providing a greater impact. Some sort of a follow-up of the F.Y. 1974-75 sites will be attempted so that additional data will be available for comparison. Another crucial factor brought to light is the commitment of the local decision-makers--especially the head librarian. But to only train the head librarians would not give enough training for the staff at the right levels so they could implement their director's wishes for expansion of services to undereducated adults. A final point that deserves further speculation is the reason library decision-makers requested or agreed to AAEC services and the effects those hidden agenda might have on success and on continuing impact.

APPALACHIAN ADULT EDUCATION CENTER

FOLLOW-UP EVALUATION

STEP ONE: CONTACT WITH STATE LIBRARIAN AND STATE DIRECTOR OF ADULT EDUCATION

PERSON INTERVIEWED \_\_\_\_\_ DATE \_\_\_\_\_

POSITION \_\_\_\_\_

PERSONAL CONTACT \_\_\_\_\_ TELEPHONE CONTACT \_\_\_\_\_

Question 1: Did anything happen in relation to the development or expansion of services to disadvantaged adults or in the development of cooperative efforts that hadn't happened before?

Question 2: Did anything happen that couldn't have happened without AAEC input?

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APPALACHIAN ADULT EDUCATION CENTER

FOLLOW-UP EVALUATION

STEP TWO: CONTACT WITH LOCAL LIBRARY STAFF AND TRUSTEES

SITE \_\_\_\_\_ DATE \_\_\_\_\_

PERSON(S) INTERVIEWED \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Question 1: What is the status of the objectives developed during the two-day planning session. (Go over the work plan to solicit information)

FOLLOW-UP EVALUATION  
STEP TWO  
Page 2

Question 2: Was the work plan useful? In what way?

Question 3: Was the follow-up support provided useful? In what way?

FOLLOW-UP EVALUATION  
STEP TWO  
Page 3

Question 4: What are the future plans for the development or expansion of services to disadvantaged adults?

Question 5: Did anything happen that hadn't happened before?

Question 6: Did anything happen that couldn't have happened  
without AAEC input?

Additional comments:

APPALACHIAN ADULT EDUCATION CENTER

FOLLOW-UP EVALUATION

STEP THREE: CONTACT WITH COMMUNITY SERVICE PERSONNEL

SITE \_\_\_\_\_ DATE \_\_\_\_\_

PERSON INTERVIEWED \_\_\_\_\_

AGENCY REPRESENTED \_\_\_\_\_

PERSONAL CONTACT \_\_\_\_\_ TELEPHONE CONTACT \_\_\_\_\_

Question 1: Were any joint services developed between the library and the agency as a result of the two-day planning session?

Question 2: Was there any impact upon the lives of disadvantaged adult clients as a result of expanded library services?

APPALACHIAN ADULT EDUCATION CENTER

FOLLOW-UP EVALUATION

STEP FOUR: CONTACT WITH NEW ADULT LIBRARY USER

SITE: 1 DATE: \_\_\_\_\_

PERSON INTERVIEWED \_\_\_\_\_

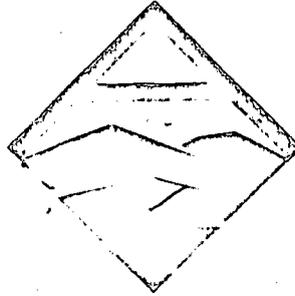
OCCUPATION \_\_\_\_\_ SEX \_\_\_\_\_ AGE \_\_\_\_\_

Question 1: What did you want from the library? Why did you want it?

Question 2: Did you get it?

Question 3: Did the information or service you received make a difference in your life?

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