

CONTINUING AAEC INSTITUTE SERIES

FOR THE EXPANSION OF PUBLIC LIBRARY SERVICES

TO DISADVANTAGED ADULTS IN KENTUCKY

*approved by University
9-17-74 WTE*

Proposal to the Kentucky Department of Library and Archives

Frankfort, Kentucky

Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky 40351

August 29, 1974

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- INTERRELATING LIBRARY AND BASIC EDUCATION SERVICES FOR DISADVANTAGED ADULTS, Volumes I and II
- Library Service Guide No. 3: USING PAMPHLETS WITH DISADVANTAGED ADULTS
- Library Service Guide No. 21: BOOKMOBILE SERVICES: MOVING THE LIBRARY TO DISADVANTAGED ADULTS
- Library Service Guide No. 22: EXPANDING LIBRARY SERVICES TO THE ELDERLY

BUDGET INFORMATION

Salaries		\$ 800
(Equivalent of 8 days at \$100/day)		
Travel		2,585
(1) One AAEC staff to 15 library regions in Kentucky: \$37 (1 night, 4 meals) x 15 (\$555) + travel approx. 4,680 miles @ .12 (\$562)	\$1,117	
(2) Trainees to model sites - one trainee to each site (AL, TN, GA, OH, WV) (5): \$41 (1 night, 6 meals) x 5 (\$205) + travel approx. \$425	630	
(3) One AAEC staff to each of 5 training sites - two trips: \$37 x 5 (\$185) + travel approx. 1,950 miles @ .12 (\$234) x 2 trips	838	
Consultant Fees		200
Consultant Travel		250
Workshops		1,606
(1) Frankfort- Orientation - 9/20/74 - 15 regional librarians, 5 associate librarians, 3 State Library staff, 2 AAEC staff: 22 persons, 1 night, 3 meals (\$31) = \$682; 3 persons, 3 meals @ \$10 = \$30; meeting room rental \$22.50; luncheon (\$2.25 + tax and grat. x 25) \$68	803	
(2) Frankfort Final Workshop - June 1975 25 persons as above	803	
Other:		809
Supplies, Communications, Duplicating	409	
Materials - 5 sites @ \$80	400	
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TOTAL FUNDS REQUESTED		<u>\$6,250</u>

Proposal Abstract

Name and Address of Institution: Appalachian Adult Education Center,
Department of Adult, Counseling, and Higher Education, Morehead State
University UPO 1353, Morehead, Kentucky 40351

Title of Proposal: CONTINUING AAEC INSTITUTE SERIES FOR THE EXPANSION OF
PUBLIC LIBRARY SERVICES TO DISADVANTAGED ADULTS IN KENTUCKY

Director's Name: George W. Eyster

Number and type of participants: Potential participants are professional, non-professional, and paraprofessional public library staff members and library trustees in 15 regional libraries, 145 county libraries affiliated with regional systems, 102 bookmobile units, and 13 independent public libraries in Kentucky.

Period Covered by the Program: August 1, 1974, to June 30, 1975

The overall goal is the development of realistic and effective public library services to disadvantaged adults in Kentucky, through a short term institute series supported by on-going state-university-local organization for library training. The public librarians and trustees will be able to do some or all of the following: (1) conduct a needs assessment; (2) evidence a sensitivity to the problems of the disadvantaged adult library user; (3) formulate and implement plans for outreach and in-library programs and services for disadvantaged adults in keeping with local financial staff and other resources and constraints; (4) develop community referral services; (5) maintain a dialogue with educators of disadvantaged adults; (6) evidence an ability to adjust procedures; and (7) demonstrate a knowledge of the acquisition and handling of available print and non-print materials for disadvantaged adults. The AAEC developed 7 training sites in Kentucky during fiscal 1973-74. The experiences of last year's sites will be used in the 1974-75 training institutes. The AAEC has the experience in training design and an available pool of professional librarians to carry out this proposal. State and regional librarians and the AAEC staff will design recruitment and selection plans to offer training in services to disadvantaged adults to Kentucky public libraries. Two-day planning sessions with the whole library staff will set service and training objectives and standards. Individualized training plans of approximately 3 months duration will be developed for each staff member. Follow-up technical assistance will be provided. Training materials developed in 1973-74 will be expanded and made available.

INTRODUCTION

The Appalachian Adult Education Center (AAEC), Morehead State University, Morehead, Kentucky, proposes continuation of a year-long series of in-service training activities, non-self-contained, noncredit institutes, in the planning and implementation of library services for disadvantaged adults for professional, nonprofessional, and para-professional public library staff members in Kentucky. These activities would continue to be designed to fit state and local needs through training processes already developed and tested by the AAEC. It has been found that the new services which are particularly appropriate for disadvantaged adults are almost universally useful to all adults.

This proposal is divided into the following major sections:

- (1) introduction
- (2) objectives
- (3) participants
- (4) program
- (5) evaluation, and
- (6) resources.

The introduction describes the AAEC, its library-ABE demonstration and library training projects, the need for the proposed assistance in Kentucky, the nature of the target group, AAEC capabilities, and other AAEC activities related to this proposal.

THE AAEC

The Appalachian Adult Education Center has been in existence since June of 1967. The Center, dedicated to improved practices and services to educationally disadvantaged adults, has focused its activities primarily in the thirteen states which have Appalachian counties and in serving those unique adults who reside in the region. The AAEC has engaged in one hundred and four demonstration projects, three national workshops, a myriad of local training activities, and hundreds of days of technical assistance. The Center has emphasized and exercised four major functions in fulfilling its responsibilities: demonstration, research, training, and a change agent function.

The AAEC has developed a reputation for excellence in the seven years of its existence. In 1972, the Center was selected by USOE and the Department of State as the U. S. entry in the UNESCO international competition in meritorious work in literacy. Of the 196 countries competing, ten were cited--including the U.S. entry, the Appalachian Adult Education Center. A Columbia University study of demonstration projects funded under the Adult Education Act found that the AAEC had had the greatest impact on local programs of any project.¹

¹Gordon G. Darkenwald, Harold W. Beder, and Aliza Adelman, Problems of Dissemination and Use of Innovations in Adult Basic Education: Volume II of Planning for Innovation in Adult Basic Education. A Study Directed by Jack Mezirow. (New York City, N.Y.: Center for Adult Education, Teachers College, Columbia University, 1974).

LIBRARY-ABE DEMONSTRATION PROJECTS

In F.Y. 1972-73, the Bureau of Libraries and Learning Resources funded under Title II-a (demonstration) of the Higher Education Act, an AAEC proposal to conduct projects (in Floyd County, Kentucky; Columbia, South Carolina; Wayne, Cabell, and Putnam Counties, West Virginia; and Birmingham, Alabama) to demonstrate the interrelation of public libraries and adult basic education in service to disadvantaged adults. The purpose of the projects was to deal with the meager interagency cooperation evidenced nationally in services to disadvantaged adults, and to provide opportunities for continuing education past the formal instruction of undereducated adults.

In F. Y. 1973-74, the AAEC was funded to continue those four sites and to develop additional demonstration centers in Cincinnati, Ohio; Memphis, Tennessee; and in Habersham, White, Stephens, and Rabun Counties, Georgia. The major objectives of seven AAEC Library-ABE Coordination projects are described in the proposal abstract.

The purpose is to upgrade public library and adult basic education (ABE) services for undereducated adults by interrelating those services in four urban and three rural centers in the Appalachian region as a demonstration to national library and ABE decision-makers and staffs. The objectives are: (1) to define the contemporary relationship between library and basic education services for disadvantaged adults; (2) to develop seven alternative models for the interrelating of library and basic education services; (3) to refine the working models; (4) to demonstrate the working models at the

sites; and (5) to disseminate the models. Library is defined as an information-dispersal agency; ABE is defined as the education of adults through which they obtain (1) the academic skills to pass a high school equivalency examination, and (2) the coping skills for economic and social survival and upgrading. The goal is to develop alternative management systems, incorporating presently existing exemplary practices and materials, with a division of responsibilities between the two service agencies for the purpose of offering one rounded educational program through which undereducated adults could develop (1) a high level of academic and coping skills quickly, and (2) a familiar avenue for continuing education at the end of instruction. Lack of coordination of the two educational endeavors duplicates some services to the neglect of others.

A description of the original demonstration objectives, activities, and findings is available in the 1973 AAEC Library-ABE Annual Report: INTERRELATING LIBRARY AND BASIC EDUCATION SERVICES FOR DISADVANTAGED ADULTS, Volumes I and II, attached.

AAEC LIBRARY TRAINING INSTITUTES

In fiscal year 1973-74, the library-ABE demonstration projects were complemented by funding through Title II-b (training) from the USOE Division of Library Programs. The abstract of that proposal summarizes the intent of the training.

The overall goal is the development of realistic and effective public library services to disadvantaged adults in four states: Alabama, Kentucky, South Carolina, and West Virginia, through a short-term institute series supported by on-going state-university-local level organization for library training. The public librarians and trustee participants will be able to do some or all of the following: (1) conduct a needs assessment; (2) evidence a sensitivity to the problems of the disadvantaged adult library user; (3) formulate and implement plans for outreach and in-library programs and

services for disadvantaged adults in keeping with local financial, staff, and other resources and constraints; (4) develop community referral services; (5) evidence a wider sense of collegueship; (6) demonstrate a willingness to take initiative; (7) maintain a dialogue with educators of disadvantaged adults; (8) evidence an ability to adjust procedures; and (9) demonstrate a knowledge of the acquisition and handling of available print and nonprint materials for disadvantaged adults. The Appalachian Adult Education Center (AAEC) has developed four model centers which combine public library and adult basic education services for disadvantaged adults. These centers will be used as demonstration training sites. The AAEC has the experience in training design and an available pool of professional librarians to carry out this proposal. Library services to the disadvantaged is a priority in the Southeast, but only scattered training is available. State librarians with university library science faculty, state directors of adult education, the AAEC, and the demonstration center staffs for each state will design a general state training plan which will be offered to all public libraries. Two-day planning sessions with the whole library staff will set service and training objectives and standards. Individualized training sequences will be developed for each staff member. Follow-up technical assistance and support will be provided.

In July, 1974, the demonstration projects in Georgia, Tennessee, and Ohio were refunded and complemented with Title II-b training funds.

NEED FOR THIS ASSISTANCE

The 1970 Census shows a large number of people and a relatively large percentage of the adult population in Kentucky to be disadvantaged both in terms of income and of education. There must be, therefore, a large concentration of disadvantaged adults needing public library services. Studies of the percentage of the total U.S. population using

public libraries (children, 33%; adults, 10%) have not been too encouraging anywhere in this country. The disadvantaged are notoriously less inclined to use public libraries than middle class or continuously employed persons. This is probably realistic on the part of the disadvantaged, since it would be hard to argue against the assertion that the bulk of present-day public libraries specialize in services to the middle class (who often are seen as tax payers and therefore the supporters of the library).

This proposal is limited to public library services to disadvantaged adults in Kentucky--disadvantaged in terms of income, education, and sources of reliable information.

THE NATURE OF THE TARGET GROUP

The AAEC believes it has identified four divisions or groups among the 57 million adults in this country eighteen years of age or older who have less than a high school education.

The first group tends to be economically and personally secure and disadvantaged only in terms of education. They generally desire the closure of a high school education and beyond and are quite frequently already library users. They are quite easy to recruit to use of existing library facilities. They would be lowest on an index of need.

A second group has suffered some discomfort from undereducation--either economically or personally. They are usually continuously employed

but under-employed. This group shows dramatic and swift changes in academic skills and employment status through educational intervention. If they learn that the library has the kinds of occupational and other life coping skills materials that interest them (including materials in the areas of survival and self identity), they can usually be recruited to existing services--if they have the transportation and if the library is open when they can utilize it. Yet they would be second lowest on an index of need.

The third group is extremely deprived and has only been employed sporadically. However, they still believe in a return from education. This group needs and responds to the same kinds of materials as the second group, but generally at a lower readability level. They will need door-to-door recruiting and outreach services such as branch libraries and bookmobiles since transportation is almost always a problem. In addition to information about community services, they also may require some advocacy services through the library or in concert with other agencies.

A fourth group is the stationary poor--those so fatalistic that they do not believe that any efforts on their part can produce change. An upwardly mobile poor and a stationary poor brother can exist in the same family; the stationary poor are identified through the magnitude of their despair. They are usually unemployed and unemployable. They can only be served in their homes, by known people where possible, (whether the service is in food, health, library, education, care of the aged or the preschooler, or other areas) and require strong advocacy services

in addition to low readability information. They are highest on an index of need.

The goal for all four groups is independent information-seeking behavior using public library facilities. It should be noted that since they usually have a heritage of obtaining information through their ears, they respond well to nonprint. To serve the four groups requires an adjustment in most libraries in both in-library and outreach services.

AAEC CAPABILITIES: ENCOURAGING ADOPTION OF INNOVATION

Given the need for continuing growth of library services to the disadvantaged in Kentucky, has the AAEC developed the expertise to facilitate positive changes in public library services to the disadvantaged through staff development?

In offering training to library staffs in four states in FY 73-74, the AAEC used the Cooperative Extension adoption-of-change model in designing its activities.

The cooperative extension model for change involves four elements: awareness, interest, trial, and adoption. The change model is usually employed in studying the adoption of innovation by practitioners. It can also be used, with some modifications, to study intervention in the process of change. The model would be modified to serve public library training as follows.

Awareness refers to the activities of the trainers which develop awareness on the part of their audiences. 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.

In the AAEC experience, the beginnings of awareness activities should take place with decision-makers at the state and regional levels. Although local public libraries are largely autonomous, they are generally part of a library communication system within their state. State and regional people are knowledgeable about methods of communication to their constituency whether or not they have the staff, facilities, funds, and expertise to act upon that knowledge. They are, therefore, necessary allies and the logical starting point. In FY 1973-74, for example, an initial training design for Kentucky was generated by the state librarian, the state director of adult education, University of Kentucky library science faculty, local head librarians, local directors of adult education, and the AAEC project director.

The AAEC proposes for continuation of the Kentucky training institute to have an awareness or orientation meeting with regional librarians during the scheduled regional meeting in Frankfort.

The next target group for awareness level activities are the local decision-makers: library trustees and the director of the local library. The AAEC has not found it particularly useful in encouraging change to train local library staffs before establishing an administrative home which facilitates application or implementation of their training.

The experience of the New England Center for Continuing Education also showed the need for face-to-face dialogue before training activities to avoid unrealistic expectations. Through involving the local decision-makers and staff in the training plans, they become aware of the problems needing solutions and are more open to those solutions.

In the actual training sequence the AAEC has found it unwise to assume that the nature of the problems under consideration is clear to the trainees or participants, (in this case the need for the expansion of public library services to disadvantaged adults). Therefore, at the awareness level a review (assessment) of local need is undertaken--by the participant with the trainers' help--and general alternative solutions to these problems or to the meeting of these needs are reviewed by the trainers.

Interest refers to activities that give enough detail so that recommendations or findings can be applied or implemented at the program level. 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 practitioner.

Interest is assumed when the local library decides to become involved in a training sequence. Based upon the local administration's view of what services are possible and desirable and what kinds of knowledge

will therefore need to be acquired by the staff, detailed training will be designed at a how-to-do-it level.

To develop the how-to-do-it, the AAEC will draw upon the methodology (1) developed in its seven demonstration centers; (2) suggested by its Library-ABE Project Advisory Board; (3) found in a continuing review of the literature; (4) suggested by the local, state, and national professional library contacts made in the course of conducting and disseminating the demonstration and training projects; and (5) the training needs identified in two-day planning sessions at each of the training sites.

In accordance with past AAEC custom, training guides are being developed for local and state trainers in specific skills areas associated with the delivery of public library services to disadvantaged adults. Sample guides are enclosed.

The AAEC believes that it has the needed expertise and experience in the organization and conduct of initial inservice training activities. It also has access to the needed specialized knowledge through the contacts and cooperation outlined above. In addition to the expertise in training of the on-going AAEC staff, the Center also has the services of a professional librarian with a masters degree in library science, and a university library with a unique outreach philosophy which serves the project.

Trial refers to a try-out by the practitioner of recommendations or

findings in a sheltered situation such as a workshop, a limited geographic program area such as a county as opposed to a full state, or a small specific client group.

Beyond being aware of the problem, such as the need for specially designed services for a particular group of patrons, and having a firm grasp of the steps needed to perform those services, most people need either to try out the skills so that they know they can do them, or at least to see the skills being applied in a real-life (demonstration) situation. The AAEC makes it a policy to provide hands-on simulated or actual experience in all of its training activities. Role playing, for example, is often employed.

It might be questioned whether the very short-term training experiences proposed here will allow for the desired implementation of change. The answer is yes, if the training is backed up by on-going technical assistance from the demonstration sites. This on-going technical assistance is part of the design of training.

Adoption refers to the adoption by practitioners of recommendations of findings on a broad program level and is the end product of training activities at the awareness, interest, and trial stages.

Hopefully, the determination of adoption or application of skills offered during training to local library programs will be ascertained as a part of the training. The device to gather this information will include data collection contacts, questionnaires, and interviews.

OTHER AAEC ACTIVITIES

Other kinds of information and activities of the AAEC which will support the proposed training of Kentucky librarians are described briefly below.

Right to Read. The AAEC operates six community-based centers in Ohio and Kentucky funded by the USOE Right to Read Office which offer in-school, learning center, and home study (visiting teacher) services. Information from these projects will be fed into the library training sequences.

Adult Education, Community Education, Media. The AAEC has been funded for a two-year project through the USOE Bureau of Adult, Vocational, and Technical Education to study alternative delivery systems for preparing disadvantaged adults for high school equivalency including (in combination and alone) ETV, home study, learning centers, traditional classrooms, telephone, and public libraries. As a part of this project, the AAEC is developing select career and parent education materials.

Coping Skills. In September, 1972, as a part of its Library-ABE demonstration projects, the AAEC held a North American conference to define the life coping skills needed by adults. The coping skills list is in its 11th revision presently. The AAEC then started the systematic collection and annotation of print and nonprint materials available to public libraries with the help of Wayne State Library Science graduate

students and the University of Kentucky Council on Aging. (See Appendix A for the current coping skills categories.) This list will be published by the American Library Association. The materials list stresses inexpensive and free materials and will be available to the public libraries to help with acquisition of specialized materials for disadvantaged adults.

The AAEC defines coping skills as the abilities (1) to recognize an everyday problem as an information need; (2) to locate information in the problem area; (3) to process the information and integrate it with existing knowledge; and (4) to apply the information toward a solution of the problem.

Service to the Institutionalized. Services to the institutionalized, especially those in correctional and mental institutions, are stressed by the AAEC and have been demonstrated by some of the model centers.

Human Relations and Social Interaction. A part of all AAEC instruction is an attempt to develop understanding on the part of participants of target group members who are different from themselves.

Community Learning Centers. The Ohio project has developed a community learning center in a branch library in Cincinnati which offers an adult learning center.

Adult Educators in Coordination With Public Libraries. Adult educators working with disadvantaged adults have been involved in the planning for the expansion of public library services to disadvantaged adults in most of the AAEC projects. They help by: (1) assessing the

information needs of their students; (2) encouraging the development of an information-seeking habit in their students; and (3) working with the public library in filling the academic and coping skills curriculum and personal information needs of their students.

OBJECTIVES

OVER-ALL OBJECTIVE

The over-all goal of the continuing institute series is the expansion of realistic and effective public library services to disadvantaged adults in Kentucky.

WHO?

Entire library staffs are involved in the identification of training needs and subsequent training, including trustees, and professional, nonprofessional, and paraprofessional librarians.

WHAT WILL THEY DO?

These staff members will be able:

- (1) to define accurately and realistically the needs and resources of disadvantaged adults in their community;
- (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;
- (4) to begin the implementation of those plans.

HOW WILL THEY DEMONSTRATE THAT ?

The root of the proposed institute series is on-the-job training. Participants demonstrate proficiency in the skills listed above on the job rather than in an artificial situation. Growth in working relationships and uses of resources for more and improved services to disadvantaged adults are ascertained systematically.

WHAT IS THE STANDARD?

Standards are set as objectives in the planning sessions with each individual library. With the help of the AAEC process, specific objectives, activities or services together with their standards are designed for each local situation and are stated in a work statement which also includes the knowledge needs of the local staff to accomplish the objective. Since they vary with each state and local situation they cannot further be defined for this proposal. (Reference: Sample Choctaw County, Alabama, work statement, Appendix C.)

SUB-OBJECTIVES

- (1) One outreach service that will be stressed in all of the training sequences is the use of information and referral to community resources.
- (2) Public libraries will initiate and maintain a dialogue with the teachers of disadvantaged adults, i.e., the local adult education staff.

- (3) Staffs in training will evidence an ability to adjust procedures if original plans do not prove feasible.
- (4) Public library staffs will 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.
- (5) The state-university-local level organization for training public librarians will be on-going.

PARTICIPANTS

The goal of this continuing institute series is to provide activities to public library staffs in Kentucky, as well as the inauguration of an on-going state-wide training design. The number of participants could vary from five to 50 in some metropolitan library districts to one non-professional librarian in some rural counties. Therefore, the exact number of participants cannot be predicted. Stipends are not paid. Many minority group members are involved since they are members of these staffs.

The only criterion for eligibility of participants is that they be employed or volunteering services to a public library participating in the training.

PROGRAM

REASONS FOR TAKING THIS APPROACH

In seven years of conducting different forms of continuing professional education, the AAEC has found the following problems with short-term institutes and in-service training designs.

INSTITUTES

1. Short-term institutes do not allow time for known facets of adult learning, i.e., a readiness period and sufficient reinforcement of learning. One skill can be learned thoroughly in a short time, but whoever needed only one skill?
2. Institutes tend to draw only one representative from a given staff. That staff member must go back and convince all the rest of the staff that his newly learned skills are the appropriate ones to apply to the local situation.
3. Since only one representative comes from each staff, only generalized solutions can be offered by the institute to specific problems. These generalized solutions may not fit local situations.

IN-SERVICE TRAINING

1. In-service training is all too often a pooling of ignorance. Exemplary practice cannot be demonstrated.

2. Usually local financial constraints do not allow for the engagement of qualified consultants.

In at least a partial response to these problems, the AAEC has evolved the following training design for Kentucky, based on 7 Kentucky training institutes in FY '73-74 and on the experiences gained in 26 other institutes held in Alabama, West Virginia, and South Carolina.

ORIENTATION OF REGIONAL AND EXTENSION LIBRARIANS

An orientation program for the regional and extension librarians will be held by AAEC staff in Frankfort, Kentucky, at the time of the regularly scheduled Regional Staff Meeting. Content of the orientation will include: (1) background of AAEC training institutes; (2) value of on-site training; (3) information, knowledge, and service needs of the disadvantaged in Kentucky; (4) alternative services for the disadvantaged; (5) materials selection, use for disadvantaged adults; (6) coordination of services with other agencies serving disadvantaged adults; (7) community information and referral; and (8) individualized reader guidance. An explanation of the training institute two-day planning session will also be given.

COMMUNICATION WITH KENTUCKY PUBLIC LIBRARIES

A similar orientation program will be offered in each region during a scheduled meeting of the county librarians. Each librarian desiring training within the local library will be given training at the local level. The AAEC requires a letter of agreement (Appendix G) signed by the head librarian

and the chairman of the board of trustees of the local library which states that they desire (1) to expand public library services to disadvantaged adults in their service area; (2) to involve the entire staff as well as knowledgeable people from the community in the planning and support of the expansion of services; (3) to disseminate information received during training to other librarians; and (4) in return for no-cost services, the library participating in training agrees to report progress at regular intervals (Appendix D: Reporting Form).

LOCAL TWO-DAY PLANNING SESSIONS

After the AAEC receives the letter of agreement from the local public library, the local head librarian is asked to mount a two-day planning session which includes regional librarian; state library representative; as many of the trustees, and professional, non-professional and paraprofessional staff members as can be shaken loose from maintenance of services; AAEC staff; other librarians who have participated in last year's training project; and other community agency personnel who serve the disadvantaged, such as the adult education director, representatives from planning commissions, home demonstration, tenant rights groups, community action programs, etc. (See Appendix E). AAEC asks the participating local librarian to talk with a few disadvantaged adults before the planning session to find out their information and service needs.

The AAEC has developed a printed protocol for the conduct of the two-day planning session (Appendix F). The first day includes an overview

of the demography of the community which has been researched by both the librarian and AAEC staff before the session. The degree of disadvantage in the community is reviewed in terms of service need. Resources of both the community and of the library are reviewed to determine what is already being done to fulfill needs and what alternative action can be taken to expand services to fulfill the service and information needs of the community's disadvantaged adults. After a review of need and resources, an explanation of how other libraries have expanded services is offered to give the local planning session participants a backdrop of information for planning expansion of services. Then it is decided how local resources can meet which needs, given the library's funds, staff time, and local, social, and political constraints.

The second day, these general plans are made very specific through answering the questions below. Further person-to-person needs assessment may be planned if the projected benefits seem to justify the cost in the local area. The session will be conducted with the assumption that the local staff will make its own best decisions in a participatory non-threatening and non-blaming planning situation.

- (1) What are we going to do? (service objectives and specific chronological activities to meet the objectives)
- (2) Why are we going to do it? (review of needs and resources)
- (3) How will we know that we have done it? (the setting of standards)
- (4) How will we know what happened to disadvantaged adults as a result of what we do? (plans for record-keeping and evaluation)

- (5) Who on the staff will take responsibility for each activity? (what are the knowledge needs of those staff members?)

These objectives, activities, standards, and knowledge needs are then formalized in a work statement by the AAEC.

LOCAL APPROVAL BY TRUSTEES

The workstatement goes back to the local board of trustees for approval, since the agreed-upon expansion of services may require some changes of policy.

TRAINING SEQUENCES

Upon the receipt of the approved or adjusted work statement, the AAEC staff proceed to design training sequences of approximately three months duration, tailored to fit the knowledge needs for different staff members. Individual sequences will be developed on a specific information or knowledge need using the cooperative extension model of awareness, interest, trial and adoption/adaption. Methods of training will include:

- (1) travel to and work on skills at one of the AAEC training sites in FY 1974-75.
- (2) technical assistance of the AAEC trainer in person and by telephone.
- (3) provision of printed guides in specific service areas.

GUIDES TO PUBLIC LIBRARY SERVICES FOR DISADVANTAGED ADULTS

In FY 1973-74, the AAEC produced guides on specific public library services appropriate for disadvantaged adults. These guides are written

by the central AAEC staff and professional librarian consultants. Guides include the following sections:

- (a) A review of those problems of the disadvantaged that that particular service might help to resolve. This review is included in case the staff member finds a need to justify inclusion of that service among the library's offerings.
- (b) As many alternative procedures for providing the needed service as the AAEC can find. These include very, very explicit down-to-earth how-to-do-it methodology. Alternative methods are arranged from the least to the most expensive in terms of cost in dollars and staff time.
- (c) A description of other libraries which the AAEC has been able to locate around the country that are using these methodologies. This allows the local library staff members to contact or visit facilities other than those offered by the AAEC if they choose.
- (d) A list of pertinent readings.
- (e) Sample forms or supplementary materials which be aids in developing the service.

Each guide has been or will be field tested in library training sites which expressed a desire to develop the specific services concerned in that guide. The following people have also agreed to critique the guides for content validity from a professional point of view:

Jerry Born, Director of American Library Association, Department of
Public Library Services

Genevieve Casey, College of Library Science, Wayne State University

Jean Coleman, Director of American Library Association, Office of
Library Services to the Disadvantaged

Peggy Glover and staff, Director of Extension Services for the
Philadelphia Free Library and Post-Chairperson for the American
Library Association Publications Committee

Andrew Hansen, Director of the American Library Association,
Department of Reference and Adult Services

The following guides for public library services to disadvantaged are
written and in print:

Materials Selection for Disadvantaged Adults

Using Pamphlets with Disadvantaged Adults

Books By Mail Services: Moving the Library to Disadvantaged Adults

Evening and Weekend Library Services for Disadvantaged Adults

Planning the Expansion of Library Services to Disadvantaged Adults

Working with Library Trustees to Expand Library Services to Disad-
vantaged Adults

Conducting Tours to the Library for Groups of Disadvantaged Adults

Bookmobile Services: Moving the Library to Disadvantaged Adults

Expanding Library Services to the Elderly

Public Library Services to Young Disadvantaged Adults

The following guides are written and will be in print upon revision:

Assessing Community Information and Service Needs

Deposit Collections of Special Materials for Disadvantaged Adults

Utilizing Volunteers in Expanding Library Services to Disadvantaged
Adults

The following guides, being written by outstanding experts in that particular field of library service, are in various stages of development:

The Library as a Community Information and Referral Center

The Recruitment of Disadvantaged Adults: Effective Publicity

ABE--What Is It?

The Relationship of Disadvantage to Library Services

In-Service Training of Personnel to Serve Disadvantaged Adults

Adult Education in the Library: ABE, GED, CLEP, and the Open University

Book Talks: Encouraging Library Materials Usage by Disadvantaged Adults

Techniques for Teachers: Teaching the Application of Basic Skills to Everyday Life Problems

Displaying Materials for Disadvantaged Adults

Using Audiovisuals With Disadvantaged Adults

Expanding Library Services to the Institutionalized

Interagency Cooperation: The Public Library and Agencies that Serve Disadvantaged Adults

Adjusting School Libraries for Use by Disadvantaged Adults

Speakers Bureaus for Disadvantaged Adults

Maintaining Separate Collections of Library Materials for Disadvantaged Adults

Client Participation in Expanding Library Services to Disadvantaged Adults

The Role of the College Library in the Education of Disadvantaged Adults

Working with Elected Officials to Expand Library Services to Disadvantaged Adults

The American Library Association has expressed some interest in publishing some or all of the guides after field testing and revision.

SUMMARY OF TRAINING DESIGN

- (1) Orientation to training at regional level.
- (2) Orientation of public librarian at county level.
- (3) Two-day planning sessions for all local staff members, including trustees. This counteracts the institute problem of one staff member needing to convince his or her whole staff that the techniques learned at the institute are appropriate in the local situation.
- (4) Planning is done on-site. Therefore, training can be designed to fit local constraints and strengths in terms of funding, staff, community needs, and political climate.
- (5) Training can last as long as the local staff and situation demand, until June 30, 1975.
- (6) Exemplary practice can be demonstrated.

EVALUATION

SELF-EVALUATION

It is probably an understatement to say that educational evaluation is a science in its infancy--particularly evaluation of short-term or fiscal-year educational efforts. Some of the problems seem to be:

- (1) Human beings are not programmed to change in fiscal year increments.
- (2) Relationships between the variables impinging on the "product" are not all clear or capable of being pinned down. For example, what effect might the current national generally low level of morale of library circles because of funding uncertainties have upon training efforts? What effect would news of continued federal support have?
- (3) Probably some of the most important kinds of information about learning outcomes are as yet unmeasurable, such as the measurement of change in the quality of life of the patron benefitting from the expansion of services, and there is a danger in settling for the information which is readily measurable.
- (4) Social services practitioners such as librarians, teachers, or trainers are caught in a constant state of tension between the drive to offer services and the need for data collection. The extremes are much easier to achieve than a balance--some practitioners offer services which they seldom document; others push paper to the neglect of services.

- (5) Measurement of the impact of the training of staff or participants on the lives of their target group during the year of training is well-nigh impossible. Despite valiant attempts at quantification, the AAEC keeps returning to the case study method--which tends to promote an inflated success index by screening out failures, though it need not.
- (6) The tightest of data collection systems have a tendency to develop holes--either because of human foibles, the sudden recognition of the need for ad hoc data (the right variables are not being measured), or other circumstances.

The evaluation design of the AAEC could be termed a looping evaluation. As each public library training design is developed, evaluation will be designed for each step. Antecedent or pretest data that needs to be collected will, therefore, automatically be defined. Documentation will be designed which will show both whether each step or objective is completed and what happened as a result.

EVALUATION OF KENTUCKY TRAINING INSTITUTES

The main objective of the training institute is to improve public library services to disadvantaged adults through staff development. AAEC will evaluate the achievement of this major goal assessing the following:

1. Did locally designed workstatements develop service oriented plans for expanding services to disadvantaged adults?

Evidence: Workstatement

2. Did local participating libraries implement their individual plans?

Evidence: Status reports. See Appendix D. This evidence consists of change/improvement in service to disadvantaged adults in one or more of the following areas:

- a. organizational administrative
- b. personnel
- c. program
- d. materials
- e. impact on disadvantaged library user

A file will be kept on each local public library containing (a) the workstatement, (b) monthly status reports written by the library; (c) a log of institute activities between trainer and trainee (personal contact, telephone contact, materials sent, requests for assistance, visits, correspondence, contact with or visits to FY '73-74 training sites, and (d) individual training prescriptions developed by AAEC following the awareness, interest, trial, adoption model.

The second major objective of the training institute is to prove the effectiveness and efficiency of the on-site training process in developing and implementing library services to the disadvantaged adult. The key elements in that process are:

1. development of individual plans tailored to local needs
2. the availability of a "hands-on" demonstration site
3. the provision of training/technical assistance to meet local needs
4. total involvement of all levels of library staff in each locality

5. AAEC backup and support
6. cooperation and coordination with other agencies serving the disadvantaged adult.

An assessment of program process would involve answers to questions like those below, using the data collected pertaining to the first main objective and a questionnaire sent upon completion of training.

1. Were all the agreed-upon individual plans developed?
How many "outsiders" participated?
2. Was contact with or visits with FY 1974-75 training participants useful or relevant to local needs?
3. Was technical assistance provided timely and accurate and useful for local purposes?
4. To what extent did all levels of library staff participate in training?
5. What was the nature and extent of AAEC participation and support?

The ultimate assessment of the achievements of the Kentucky training institutes will be the number of disadvantaged adults served who were not previously library users. (The number of library cards offered to disadvantaged adults would be one measure, but data collection of this type is difficult to gather, since AAEC training institutes cannot offer funds to participants.) The measure will necessarily be a subjective estimate made by librarians expanding services.

RESOURCES

MOREHEAD STATE UNIVERSITY, THE APPALACHIAN ADULT EDUCATION CENTER

The applicant, the Appalachian Adult Education Center, is located on the campus of Morehead State University, Morehead, Kentucky.

Morehead State University has allotted superior space and facilities to accommodate the AAEC in the Lyman Ginger Education Building. The University, its President Adron Doran, its faculty, and its Board of Regents have traditionally provided service and leadership to improve the quality of education in Kentucky.

The Center is supported by the University Bureau of Research and Development and the Department of Adult, Counseling and Higher Education with direction, personnel, and equipment necessary to the scope of work in the AAEC central offices.

The University Office of Business Affairs handles all financial and accounting procedures of the Center including the approval and authorization of subcontracts, travel requirements, and audits.

Existing material resources are enhanced and complemented by the Morehead State University Johnson-Camden Library loan services--a unique use of Title II-a funds awarded to the university by the USOE Division of Library Programs for print and nonprint materials supportive of the educationally disadvantaged.

STAFF:

Orientation planning and training in Kentucky will be done by Ann Hayes Drennan, AAEC Consultant; Priscilla Gotsick, Library Services Specialist; and Susan K. Schmidt, Professional Librarian. (See Vitae below.) Other AAEC staff members who will act as resource persons are:

Project Director:	George W. Eyster Executive Director, AAEC
Reading Specialist:	Sharon Moore
Training Specialist:	C. J. Bailey
Staff Writer:	Anne Shelby
Administrative Asst.:	Helen Montgomery
Composer Operator:	Joyce Barker
Secretary:	Carolyn Martin
Secretary:	Peggy Garrett
Graduate Assistants:	William Wigglesworth Mark Schmutzler Christie Arnold Jerry McGlone

ANN HAYES DRENNAN

Special Consultant
Appalachian Adult Education Center
Morehead State University
Morehead, Kentucky

(606)784-9229

EDUCATION

B.S. in Education, University of Vermont
M.A. in Adult Education, University of Chicago
Post-masters course work in Adult Education, University
of Chicago

EXPERIENCE

- 1973- Director, Institute for Training in
Librarianship: Developing Library
Services to Disadvantaged Adults, AAEC
- 1972- Chief Investigator, seven-state Library-
ABE Project, Appalachian Adult Education Center
- 1969-1971: Director, National Teacher Training Workshops
Appalachian Adult Education Center
- 1969- Evaluation Specialist, Appalachian Adult
Education Center
- 1968-1969: Assistant Director of Workshop to Increase and
to Improve University Teacher Training in
Adult Basic Education
- 1967-1968: National Institute of Health Fellow in Adult
Development and Aging
- 1967-1968: Research Assistant for Ford Foundation Adult
Basic Education Project, National Opinion Research
Center, University of Chicago
- 1964-1967: Administrative Head and Reference Librarian,
Education Library, University of Chicago
- 1964 Conducted investigation in ABE for Adult
Education Council of Greater Chicago
- 1963-1964: Research Assistant in Reading to H. Alan
Robinson, past president of International
Reading Association, University of Chicago

Ann P. Hayes

PROFESSIONAL ORGANIZATIONS

International Reading Association
National Association for Public Continuing and Adult Education
Gerontological Society
Adult Education Association of the U.S.A.
Phi Beta Kappa
Kappa Delta Pi, Professional Fraternity
Pi Lambda Theta, Professional Sorority
Medical Committee for Human Rights

Offices Held in Professional Organizations

1973-1974: Chairperson, Basic Education and Reading
Committee, International Reading Association

1972-1973: Chairman, ABE Committee, National Association
for Public Continuing and Adult Education

Chairperson, Research Committee of Commission on ABE,
Adult Education Association of the U.S.A.

PUBLICATIONS

Ann Hayes, Nancy Lighthall, Daniel Lupton. An Investigation
of Materials and Methods for the Introductory Stage of
Adult Literacy Education. (Chicago: Adult Education
Council of Greater Chicago, 1965). Reprinted as "Methods"
in Frank Lanning and Wesley Many, Basic Education for the
Disadvantaged Adult: Theory and Practice (Boston:
Houghton Mifflin Co., 1966).

William Griffith and Ann Hayes, eds., Adult Basic Education:
State of the Art. (Chicago: University of Chicago,
Department of Education, and U.S. Government Printing
Office, 1970), 276 pp.

Ann Hayes, "The Appalachian Experience," Toward A Joint Attack
on Functional Illiteracy. Proceedings of the Ozark-Appalachia
Conference, Hot Springs, Arkansas, November 3-4, 1969.
(Fayetteville: University of Arkansas, 1970).

Ann Hayes, "New Dimensions in ABE Research and Demonstration
in ABE," in W. Michael Brooke, ed. Adult Basic Education:
A Resource Book of Readings (Toronto: New Press, 1972),
pp. 141-150.

Ann Hayes, "Adult Basic Education Delivery Systems Within
the Community College," Community College Review
(Vol. I, No. 1) April, 1973, pp. 38-43.

Ann P. Hayes

Ann Hayes, "Basic Education: Evaluation of Student Progress," Readings on Adult Basic Education Conference of 100+ Proceedings. Commission on Adult Basic Education, Adult Education Association, September, 1972, p. 27.

Ann Hayes, "Contrasting Learning Styles: The Adult Reader," in Designs for Teacher Training in Reading and Adult Basic Education, Thomas Rakes, ed. (Wilmington, Delaware: IRA, 1973).

Book Review of Photidadis, Journal of Extension, summer, 1972.

Book Review of Davidson, Adult Education, XXII (Fall, 1971), pp. 61-64.

Ann Hayes, and William Osborn, "Ways to Evaluate Student Progress." in You Can Be A Successful Teacher of Adults, P. Langerman, ed. NAPCAE, 1973, in press.

Description of Duties

Chief Investigator, Library-ABE and Training Projects

responsible for working with demonstration projects in FY '73-'74 as programs are developed to build in the evaluation component. This includes evaluation design, development of methods for data collection, and in FY '74-'75, data processing and summarizing evaluative results.

prepare evaluative reports for the project director to submit to the U.S. Office of Education.

keep central staff and projects informed of overall progress of programs

assist in developing the central evaluation component

build curriculum for ABE teacher training based on findings in '73-'74

function as chief investigator in continuing library-ABE projects and new projects (interrelating library and basic education services for disadvantaged adults) and in the library training institutes, including the interrelationships of all projects

provide technical assistance to federal, state, and local programs

PRISCILLA GOTSICK

Library Services Specialist
Appalachian Adult Education Center
Bureau of Research and Development
Morehead State University
Morehead, Kentucky

(606)784-9229

EDUCATION

M.A., Adult and Continuing Education, Morehead State University

B.A., Sociology and Psychology, Denison University

EXPERIENCE

1973 Library Services Specialist
Appalachian Adult Education Center

1971-1973: Referral Services Coordinator
Institute on the Aging
Morehead State University

Field Worker, Evaluation of OEO
Country Gathering Program,
Morehead State University

1969-1970: Graduate work in Library Science
Morehead State University

1965-1966: Literature Analyst for ERIC Adult Education
Library, Syracuse, New York

1963-1964: Graduate work in School of Social Welfare
State University of New York at Buffalo

1961-1963: Caseworker, E.J. Meyer Memorial Hospital
Physical Medicine and Rehabilitation
Buffalo, New York

PROFESSIONAL ORGANIZATIONS

National Association for Public Continuing and Adult Education
Kentucky Association for Continuing Education

PUBLICATIONS

"Adult Basic Education and Public Libraries: Services to the Disadvantaged Adult," Adult Leadership, April, 1973, p. 329.

"The Public Library: Changing Image, Changing Services," Southeastern Librarian, Summer, 1973.

Priscilla Gotsick, Sharon Moore, and Susan Cotner, compilers. Life Coping Skills Materials List.

"The Assessment of Community Information and Service Needs," Library Service Guide, 1973.

"Reader Guidance Services for Disadvantaged Adults." Library Service Guide, 1974.

DESCRIPTION OF DUTIES

monitor select AAEC modules

provide technical assistance to modules

assist in the selection of library materials for disadvantaged adults

assist in the selection and development of AAEC modules

develop criteria for selecting coping skills materials

conduct research on the impact of library outreach services to ABE students in AAEC modules

develop useful tools for assessing the needs of librarians, ABE teachers, and ABE students

assist in the development of coordination between agencies and organizations serving disadvantaged adults

assist in the dissemination of AAEC findings

assist in the development of state-wide training programs which would expose library and ABE staffs to new techniques and methods of serving disadvantaged adults

SUSAN K. SCHMIDT

Professional Librarian
Appalachian Adult Education Center
Bureau of Research and Development
Morehead State University
Morehead, Kentucky

(606) 784-9229

EDUCATION

M.S. in Library Science, Wayne State University, Detroit

M.A. (in progress), Adult and Continuing Education,
Morehead State University

B.A. in Classics, Wayne State University

EXPERIENCE

1973-present Professional Librarian and Training Assistant
Appalachian Adult Education Center

1973 Cataloger/Classifier, The Pierian Press,
Ann Arbor, Michigan

1971-1972 Instructional Assistant, Department of Greek and
Latin, Wayne State University

1970-1971 Teaching Fellow, Department of Classical Studies,
University of Michigan, Ann Arbor

PROFESSIONAL ORGANIZATIONS

Adult Education Association of the U.S.A.
American Library Association

PUBLICATIONS

"Using Pamphlets with Disadvantaged Adults," Library Service
Guide No. 3. Appalachian Adult Education Center, 1973.

"Utilizing Volunteers in Expanding Services to Disadvantaged
Adults," Library Service Guide No. 5. Appalachian Adult Education
Center, 1973.

Susan K. Schmidt

DESCRIPTION OF DUTIES

monitor all training activities in AAEC Library Training Institute

research and write Library Service Guides for use in Library Training Institute

edit Library Service Guides written by paid consultants

act as liaison between AAEC and Johnson Camden Library, Morehead State University, in dispensing HEA Title II a funds

assist in training activities in Library Training Institute

The continuation of the Kentucky library institutes will run concomitantly with training institutes in Ohio, Tennessee, and Georgia. The knowledge, experience, and resources developed during those institutes will be applied to the Kentucky project.

The AAEC training institutes project also calls upon the expertise of outstanding educators and practitioners in the library and education fields through its Library-ABE Advisory Board (Appendix B lists the AAEC Advisory Board members).

Other professional librarians and consultants from interdisciplinary areas are called upon for technical assistance as the need arises.

The AAEC, because of the nature of its work in the thirteen states of the Appalachian region, has since 1967 functioned under the guidance of an Appalachian Adult Education Center Board of Directors composed of inter-agency representatives including the thirteen state directors of adult education.

Seven members of the AAEC Board of Directors also serve on the Library-ABE Advisory Board. This situation provides an effective cross fertilization of program and training efforts to improve services to disadvantaged adults.

MOREHEAD STATE UNIVERSITY SUPPORT STAFF

Dr. Jack Ellis
Director
Johnson-Camden Library
Morehead State University

Miss Faye Belcher
Associate Director
Johnson-Camden Library
Morehead State University

Dr. Morris L. Norfleet
Vice President
Bureau of Research and Development
Morehead State University

Dr. Norman Tant
Chairman
Department of Library Science and Instructional Media
Morehead State University

Miss Clarica Williams
Department of Library Science and Instructional Media
Morehead State University

Dr. Harold Rose
Head
Department of Adult, Counseling, and Higher Education
Morehead State University

Dr. Steve Taylor
Department of Adult, Counseling, and Higher Education
Morehead State University

Dr. Robert Peters
Department of Adult, Counseling, and Higher Education
Morehead State University

Mr. Michael Curtis
Director
Morehead Adult Learning Center

Appendix A: COPING SKILLS CATEGORIES

APPALACHIAN ADULT EDUCATION CENTER
BUREAU OF RESEARCH AND DEVELOPMENT
MOREHEAD STATE UNIVERSITY
MOREHEAD, KENTUCKY

LIFE COPING SKILLS MATERIALS LIST

Categories and Sub-categories

June, 1973

ADVOCACY

Arrests
Civil Rights
 Bill of Rights
 Civil Rights Movement
 Legal Rights Under the Law
 General
Consumer Rights (See Consumer Economics: Consumer Rights)
Legal Aid

AGING

Aging Process
 Emotionally
 Mentally
 Physiologically
Burial Insurance (See Insurance: Burial Insurance)
Care of the Aged in the Home
Death
Funerals
Nursing Homes and Rest Homes
Programs, Organizations, and Agencies for the Aging
 Medicare (See Health: Health Cost Medicare)
 Social Security (See Insurance: Social Security)
Other

Retirement

Activities and Recreation

Benefits

Education

Employment (See also Jobs: Occupational Information)

Housing

Planning

Wills

CHILDREN

Adolescence

Adoption

Babysitting

Birth and Genetic Defects (See Health: Birth and Genetic Defects)

Breast and Bottle Feeding

Child Abuse

Childbirth (See Health: Childbirth, Labor, Midwifery)

Child Development

Child Health Care (See also Health: Disease Information)

(See also Health: How to Select and Obtain Health Services)

Child Rearing

Development of Verbal Skills

Discipline

Drop-Out Prevention

Emotional Problems in Children (See also Health: Mental Health)

(See also Family: Conflict)

(See also Family: Crisis)

Foster Care

Gifted Children

Playing with your Children

Premature Babies

Prenatal Care (See Health: Prenatal Care)

Raising Children Alone

- Dealing with Police
- Emergency Services
 - Disaster Action
 - Red Cross
 - Salvation Army
 - Telephone Hot Lines
- Ethnic Centers and Groups
- Government: Local, State, National
- How to Participate In and Use the Democratic Process
- Juvenile Delinquency
- Keeping Informed: Media, TV, Radio, Newspapers, Magazines
- Military Service
- Parliamentary Procedures
- Re-entry from Institutions
 - Corrections
 - Sanatoria
 - Veterans
- Social Problems of the Community
 - Busing
 - Crime
 - Environment, Ecology (See also Health: Pollution)
 - Street Safety
 - Zoning
- Street Gangs

CONSUMER ECONOMICS

- Advertising
- Auctions
- Bankruptcy
- Banks and Banking
 - Checking
 - Savings
- Bartering
- Buying Guides

Retarded Children (See also Health: Retardation Prevention
(See also Health: Prenatal Care)
Selection of Child Care Facilities
Sex Education (See also Family: Sexual Relations)
Success and Failure in School
Teaching Children to Handle Emergencies (See also Family: Safety Planning)

COMMUNITY

Censorship
Citizenship: Naturalization
Citizen's Responsibilities
 Community Organizations (See Community: Organizations, Resources, Services)
 Community Projects
 Jury Duty
 Public Office
 Social Action
 Voting, Vote Buying
Community Hazards
Community Organizations, Resources, and Services
 Child Services
 Churches
 Employment
 Fire
 Legal Aid (See Advocacy: Legal Aid)
 Licensing Bureaus
 Police
 Public Health
 Public Library Services
 Referral Services
 Schools
 Volunteers
 Water
 Welfare, (See also Consumer Economics: Food Stamps)

EDUCATION

- Career Planning (See Jobs: Career Planning)
- Educational Institutions
 - Colleges and Universities
 - Community Colleges
 - Vocational and Technical
- Finding A Job (See Jobs: Finding a Job)
- How to Apply to Educational Institutions
- How to Study
- How to Take A Test
- Locating Information
- Self-Education
 - Education Credit for experience
 - Educational Loans, Scholarships, and Assistance Programs
 - Educational Programs for Adults
 - G.E.D., High School Equivalency Diploma

FAMILY

- Brothers and Sisters: Sibling Relationships
- Care of the Aged in the Home (See Aging: Care of the Aged in the Home)
- Common Law Marriages
- Death, Funerals & Wills (See Aging: Death)
 - (See Aging: Funerals)
 - (See Aging: Wills)
- Divorces and Separations
- Extended Family: Cousins, Uncles, Grandparents, etc.
- Family Conflict (See also Children: Emotional Problems in Children)
- Family Crisis
- Family Recreation (See Leisure: Recreation, Family)
- Handling Close Personal Relationships, i.e. Intimacy
 - (See also Relating to Others: Handling Intimacy)
- Home Health Care (See Health: Home Health Care)

- Car Buying: New and Used
- Comparison Buying: Values in Purchasing
 - Appliances
 - Clothing (See also Family: Home Management Care of Clothing)
 - Drugs
 - Food
 - Furnishings and Accessories
- Consumer Magazines
- Consumer rights: Gypping
- Counterfeits
- Credit Bureaus
- Credit Unions
- Discount Store Buying
- Farm Equipment Purchases
- Food Stamps (See also Community: Community Organizations, Resources, Services:Welfare)
- Fraud
- Garnishments
- Housing Repair and Maintenance (See Housing: Maintenance & Repairs)
- Interest Rates
- Investing Money
- Land Buying and Selling
- Loans: Borrowing Money
 - Easy Credit
 - FHA Loans
 - Juice Rackets
 - Loan Companies
 - Mail Order Loans
- Mail Order Catalog Buying
- Money Management
 - Budgeting
 - Charge Accounts
 - Credit Cards
 - Installment Buying
 - Rebates
 - Retail Processes
- Warranties and Guarantees

- Death (See Aging: Death)
- Dental Care
- Disease Information (See also Health: Chronic Diseases)
- Disease Prevention
 - Cancer (See also Health: Smoking)
 - Heart Disease
 - Immunization, Innoculation
 - Respiratory Disease
- Drug Abuse
- Exercise
- Faith Healing
- Family Planning
 - Abortion
 - Birth Control
 - Fertilization and Sterility
 - Sterilization
- First Aid
- Generic Drugs and Laws
- Handicapped, Mental and Physical
- Health Costs
 - Doctors
 - Hospital
 - Medicaid
 - Medical Assistance (See Community: Community Organizations, Resources & Services:
Welfare)
 - Medicare
 - Private Health Insurance (See Insurance: Health Insurance)
- Home Health Care
- Home Remedies, Medicinal Herbs
- How to Select and Obtain Medical Services
 - Dental
 - Doctors
 - Emergency

Home Management

Budgeting (See Consumer Economics: Money Management Budgeting)

Care of Clothing

Decorating

Food Preparation: Canning, Freezing, Cooking

Furnishing

Home Gardening: Flowers and Vegetables

House Cleaning

Remodeling (See Housing: Remodeling)

Identifying Strengths and Weaknesses in the Family

In-Laws

Marriage Roles

Safety Planning

Fires

Home Accidents, Poisons, etc.

Tornadoes (See also Community: Emergency Services)

Sexual Relations

Unwed Parents

Working Women (See Jobs: Working Women)

HEALTH

Aging (See Aging: Aging Process)

Alcoholism

Birth & Genetic Defects

Black Lung (See Chronic Disease Respiratory)

Childbirth, Labor, Midwifery

Chronic Diseases

Arthritis

Cancer

Diabetes

Heart

Hypertension

Respiratory

HOUSING

- Buying and Selling
- Decorating (See Family: Home Management Decorating)
- Fire Prevention (See also Insurance: Fire Insurance)
(See also Family: Safety Planning)
- Furnishings (See Family: Home Management Furnishings)
(See Consumer Economics: Comparison Buying Furniture & Accessories)
- Home Building
- Maintenance and Repairs
- Owner's Liabilities and Responsibilities
- Remodeling
- Renting
- Trailers
- Utilities

INSURANCE

- Burial Insurance
- Disability Insurance
- Fire Insurance
- Health Insurance
- Homeowners Insurance
- Life Insurance
- Mortgage Insurance
- Motor Vehicles Insurance
- Private Pension Plans
- Renters Insurance
- Social Security
- Workmen's Compensation (See Jobs: Workmen's Compensation)

Hospitals

Medical Clinics (See also Community: Community Organizations, Resources & Services:
Public Health

Mental

How to Talk with A Doctor

Insect Control

Menopause

Mental Health (See also Children: Emotional Problems in Children)

Nutrition

Old Wives' Tales

Patent Medicines: Over the Counter Medicines

Personal Hygiene (See also Self: Personal Care and Grooming)

Physiology and Anatomy (See also Health: Preserving your Health)

Physiology of Lifting

Back Problems

Hernias

Pollution (See also Community: Social Problems of the Community Environment, Ecology)

Prenatal Care (See also Children: Premature Babies)

Prescriptions

Preserving your Health

Sight

Hearing

General

Quackery

Rehabilitation

Retardation Prevention (See also Children: Retarded Children)

Sanitation (See also Community: Community Hazards)

Smoking

Storing Medicine (See Family: Safety Planning)

Venereal Diseases

Weight Problems

Diets

Overweight

Underweight

Weight watching plans

What to Expect at the Hospital

JOBS

Agricultural Jobs

- Cooperatives

- Farming

- Land Use

- Sharecropping, Tenant Farming

- Woodland Management

Application Forms

Applying for a Job

Assessing Your Own Skills, Talents, and Interests

Career Planning

Child Care Facilities, Selection of (See Children: Selecting Child Care Facilities)

Civil Service Information

Distinguishing Between Good and Bad Jobs:

- Facilities, Fringe Benefits, Hours, Wages

Employee's Responsibilities

Employer's Responsibilities (See also Advocacy: Civil Rights)

Employment Agencies

Find a Job (See also Jobs: Career Planning)

- (See also Jobs: Occupational Information)

Holding a Job (See also Relating to Others: Getting Along with Others)

Job Discrimination (See also Relating to Others: Dealing with Discrimination)

- (See also Advocacy: Civil Rights)

Job Safety

Losing A Job (See also Jobs: Unemployment)

Occupational Information

Private Pension Plans (See Insurance: Private Pension Plans)

Seasonal Jobs

Social Security (See Insurance: Social Security)

Training and Re-training Programs (See also Education: Educational Institutions)

Unemployment

Unions

Upgrading on the Job (See also Jobs: Holding a Job)

Working Women

Workman's Compensation

LEISURE

Astrology

Cultural Activities: Music, Performing Arts, etc.

Dancing

Fortune Telling

Gambling

Games

Handicrafts

Hobbies

Parks

Playing with your Children (See Children: Playing with Your Children)

Radio (See Leisure: TV-Radio-Movies)

Recreation

 Indoor

 Outdoor: Camping, Fishing, Hunting, Swimming, etc.

Sewing

Sports

TV-Radio-Movies

Using Leisure Time Effectively

Vacations

RELATING TO OTHERS

Communication

 Correct Speech Usage

 Giving Directions

 Listening

 Public Speaking

 Taking Directions

 Use of Telephones

 Writing letters, reports, etc.

Entertaining

Friendship

Getting Along with Others, Interpersonal Relationships

- Accepting Help
- Dealing with Conflict
- Dealing with Criticism
- Dealing with Discrimination
- Dealing with Unwanted Advances
- Fighting Fairly
- Getting Acquainted
- Helping Others
- Meeting People
- Working with Others

Handling Intimacy (See also Family: Handling Close Personal Relationships)

Listening to Others

Love

Manners and Etiquette

Neighbors

Respecting the Ideas and Beliefs of Others

Sexual Relations (See also Family: Sexual Relations)

Sportsmanship

Understanding Others

- Attitudes
- Culture
- Ethnic Background
- Religion

RELOCATION SKILLS

Church

Community Services (See Community: Organizations, Resources, Services)

Employment (See also Jobs: Finding a Job)

Establishing Credit

Food Shopping

Housing

Moving, Expenses, Methods

Neighbors (See Relating to Others: Neighbors)

Schools

SELF

Changing Yourself
Church Affiliation
Decision Making
Describing Feelings
Etiquette (See Relating to Others: Manners & Etiquette)
ESP
Ethnic Studies
Goal Setting, Planning, and Achievement
Living Alone
Meaning of Life
Personal Adjustment
Personal Care and Grooming (See also Health: Personal Hygiene)
Personal Ethics, Values, Morals, Standards
Personal Problem Solving
Self Esteem
Self Evaluation
Self Understanding
Sensitivity to Yourself and Others--How You Come Across
Suicide
Superstition
Understanding What Makes Me the Way I Am: Heredity and Environment
Women's Liberation Movement (See also Jobs: Working Women)

TAXES

Income Tax
 City
 Federal
 State
Local Taxes
Sales Tax
Social Security (See Insurance: Social Security)
Unemployment (See Jobs: Unemployment)
Workmen's Compensation (See Jobs: Workmen's Compensation)

TRANSPORTATION

Car Pools

Defensive Driving

Driver's Licenses (See also Community: Organizations, Resources & Services: Licensing Bureaus)

Elevators

Highway Safety

Maps

Overnight Accommodations

Routing

Stations

Types of Transportation: Comparisons, Convenience, Fares, Repairs, General Information

Air

Bicycles

Boats

Buses

Cars

Hitchhiking

Motorcycles

Taxis

Trains

Appendix B: ADVISORY BOARD MEMBERS

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Combined Meeting of the Library-ABE Advisory Board
and the Regional Board of Directors

Carrousel Inn, Cincinnati, Ohio
February 12-15, 1974

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Appendix C: WORKSTATEMENT

FROM CHOCTAW COUNTY PUBLIC LIBRARY, CHOCTAW COUNTY, ALABAMA

EXPANDING SERVICES FOR DISADVANTAGED
ADULTS IN CHOCTAW COUNTY

TRAINING PLANS
FOR
CHOCTAW COUNTY LIBRARY
BUTLER, ALABAMA

September 12-13, 1973

The following objectives were developed by the Choctaw County Library staff, board of trustees, and friends in cooperation with the Appalachian Adult Education Center (AAEC), Morehead State University, Morehead Kentucky, and the AAEC Alabama Trainer and Project Director, Ann Gwin, Birmingham Public Library. This project has the support of the Alabama Public Library Service and the U.S. Office of Education, Bureau of Libraries and Learning Resources.

The following people helped in the planning:

Mary Boney	Board of Trustees
Dorothy Clark	Board of Trustees
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Moselle Cummings	Director of Extension Services, Alabama Public Library Service
Josephine Evans	Board of Trustees
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Ann Gwin	AAEC Birmingham Trainer - Director
Bertha Hamrick	Branch Librarian, Gilberttown
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Like so many communities in the country today, Choctaw County is experiencing racial unrest, including a school boycott and marches. The schools are somewhat segregated since many white families send their children to the all-white private Patrician Academy. Most of the black population lives in the county (outside Butler, the county seat). They use neither the central nor the two branch libraries very much. Geographic distance and transportation problems contribute to low use of the library. A large part of the adult population which have remained in the county are employed or are housewives in one-car families and therefore without transportation during the day. There has been discussion about the hiring of a black library student assistant or requesting that a black trustee be appointed.

Objectives, Activities, and Knowledge Needs for Expanding Services to Disadvantaged Adults in Choctaw County

Objective 1: To develop a collection of easily read materials in coping or life skills areas

Activities:

1. The AAEC list of coping skills will be surveyed by Mrs. Gay and Mrs. Johnson to ascertain those subcategories important to Choctaw County.
2. The central and branch library collections will be assessed to discover which materials are already held.
3. Since the Choctaw County Library can still borrow 800 books from the Alabama Public Library Service, the APLS holdings will also be surveyed.

4. Needed information areas not covered by the present Choctaw County collections and APLS will be filled in by judicious ordering of low-cost and free materials--probably about \$1,000's worth.
5. This collection will be listed by coping skills area and distributed to the four adult basic education staff members, the central and branch library staff, and possibly interested agency personnel in Choctaw County.
6. The collection will be housed separately, at least as an experiment, on the shelves in the central library meeting room.

Goal: To fill in important coping or life skills areas so that those kinds of information will be available to Choctaw residents through their library services.

Kinds of Knowledge Needed:

1. The adult basic education teachers' views of what materials are important to their students for solving everyday problems. This can be accomplished through a meeting of the teachers, Mrs. Johnson, and the library staff.
2. The adult students' views of the kinds of materials they want and need. This can be gathered initially in November from the ABE Student Interest Forms filled out at registration. This information should be supplemented with at least scattered interviews with adult learners by the adult education and/or library staff.
3. Selection guides and lists of available usable materials for disadvantaged adults. A materials selection sequence is being prepared by the AAEC. In addition, Ann Gwin and Alice Stephens can provide much direction.
4. Ideas on the display and use of pamphlets. A pamphlet sequence is being prepared.
5. Pros and cons of separate collections for disadvantaged adults within libraries. A sequence is being prepared.

Objective 2: To host an adult basic education class in the Butler library from November, 1973, to May, 1974

The board of trustees has given consent for a one-year trial, subject to reevaluation at the beginning of the next academic year. Problems in the Butler schools make the locating of the adult class in the library particularly attractive this year. The Butler adult education teacher is well known to Mrs. Gay. Decisions about whether the library will be

open to the public during class hours shall be made separately. Occasionally the class may need to move into the main library to clear the meeting room for other groups.

Goal: For the class actually to meet regularly at the library.

Kinds of Knowledge Needed:

1. Experiences of other libraries which host adult basic education classes. A sequence is being prepared.
2. The film from the Cleveland Public Library, Step a Little Higher. The board of trustees is interested in viewing the film at its November meeting.
3. The circulation statistics of the class members might be kept to ascertain whether nearness of materials promotes use of materials.

Objective 3: To offer books-by-mail

Activities:

1. Advertise books-by-mail by radio, newspapers, and brochures for children to take home from school. Telephone requests will be urged and every-day problem-solving and how-to-do-it nonfiction stressed as well as nonfiction. Initially, no book selection list will be developed for mailing.
2. Materials may be requested by subject, author, or title--by telephone and by request cards. The request cards will be developed and put in places that people go often--grocery stores, drug stores, laundromats, etc. The telephone numbers will include Mrs. Singley, to cut down on the necessity for toll calls.
3. On a trial basis, materials will be mailed out, but it will be the responsibility of the patron to get it back. Clear instructions about due dates (and fines perhaps) will be included. Interlibrary loan will be utilized in order to fill as high a number of requests as is possible.
4. Adult basic education students will be urged to make requests-- especially in the Gilberttown and Lisman classes.

Kinds of Knowledge Needed:

1. Alternative experiences with books-by-mail. A sequence is in preparation.

2. The number of requests and also circulation counts to see whether requests could be met and how popular the service is.

Objective 4: To work with the Choctaw County adult basic education staff

Activities:

1. The next to the last week in October a joint meeting of the library and adult basic education staff will be held. The following matters will be discussed:
 - a. the class in the library
 - b. Ann Gwin's tape-slide presentation and/or Step a Little Higher
 - c. Coping skills materials needs
 - d. How the teachers can teach the application of reading and math skills to everyday problem-solving as well as teaching the development of reading and math.
 - e. How field trips or library tours can be arranged for all of the adult students.
 - f. How to develop and use readers' interests cards
 - g. How to obtain and use information about local public service agencies which can help low-income adults solve noneducational problems.

Goal: Adult basic education students will begin to use nonfiction and fiction from the library regularly.

Kinds of Knowledge Needed:

1. Procedures for soliciting information for reader interest cards and alternative uses of the information. A sequence is in preparation.
2. Step a Little Higher
3. Procedures for adult basic education teachers for encouraging adult learners to begin to use print to solve and/or understand problems. A sequence is in preparation.

Objective 5: To introduce library services to adult basic education students

Although adult basic education students make up less than three percent of the disadvantaged adults in Choctaw County, they are an accessible group and do have friends, relatives, and neighbors with whom they communicate, as well as children.

Activities:

1. The adult basic education staff will be provided with applications for library borrowers' cards. This will be filled out at adult basic education registration.
2. Arrangements will be made for class trips to the Butler library by the Gilbertown and Lisman classes and also to the Gilbertown branch by the Gilbertown class.
 - a. The teachers will prepare the adult learners to ask questions.
 - b. The library will have a coping skills materials display.
 - c. The library staff will introduce themselves and show where things are rather than stressing card catalog, etc.
3. The Lisman and Gilbertown adult basic education classes will be provided with circulating deposit collections. These will include
 - a. Coping skills materials
 - b. Pamphlets and paperbacks
 which will be changed from time to time by the library staff. The teachers will stress that this is a public library service to raise the adult learners' expectations for the library after they leave adult education.
4. A slide-tape presentation and the AAEC Your Public Library kits will be used with the adult learners. Mrs. Gwin is developing the slide-tape for Choctaw County. She will loan twenty of her kits to Choctaw County during November.
5. Materials will be selected once for each adult learner and mailed to him or her based on that person's ABE Interest Inventory and possibly an interview. The adult learners will be able to return the books either to the adult basic education teacher or directly to the library.

Goal: For adult basic education students to begin to use nonfiction and fiction from the library regularly.

Kinds of Knowledge Needed:

1. Various methods of conducting library tours for groups of disadvantaged adults, including:
 - a. Preparation of adults prior to the tour
 - b. Logistic's including transportation needs
 - c. Actual conduct of the tour in the library

A sequence in in preparation.

2. Pros, cons, and management of deposit collections for disadvantaged adults. A sequence is in preparation.
3. Slide-tape and Your Public Library kits.

Objective 6: To coordinate agencies to serve disadvantaged adults

Activities:

1. Mrs. Johnson and Mrs. Gay will fill in the community agency referral booklet. (It is possible that some adult learners may wish to help.)
2. The booklets will be distributed in public places for the use of the public as well as to:
 - a. Library staff members
 - b. Adult education staff members
 - c. Agency personnel
 - d. School counselors
 - e. Perhaps the American Can and Vanity Fair personnel offices

Goal: To provide needed and accessible information about local services.

Kinds of Knowledge Needed:

1. How to develop a public information service. A sequence is being developed.
2. The Birmingham (Ann Gwin's) referral booklet.

Objective 7: To open the library one night a week to accommodate working people and single-car families

Activities:

1. The board of trustees has decided to open Thursday nights from 7 to 9, staggering library staff.
2. Because there is some reason to believe that a woman might feel uncomfortable running the library at night, a male volunteer will be recruited for in-service training.
3. The new schedule will be advertised on the radio and in the newspaper.
4. The library rules will be posted as a reminder to young adults.

5. The longer opening hours are to be reevaluated in May.

Goal: To make library services more accessible in the eyes of the adult and young adult community of Choctaw County.

Kinds of Knowledge Needed:

1. The results of, studies of the effects of libraries opening longer hours in rural communities--is there an increase in adult circulation? Do a different group become library patrons? What are the problems in night openings? How have other libraries resolved those problems? A sequence is in preparation.
2. Evening and general circulation statistics to see if night opening makes a decided difference.

Objective 8: To serve young in-school adults

A long discussion of the pressing problems of one of the largest age groups in the Choctaw County population--young adults--isolated the following points:

1. Young people have virtually no place to meet nor scheduled activities. Many either ride to Meridian or hang around a local drive-in eatery. Even activities for middle-class youngsters have failed, such as Candystripers for the hospital and Girl Scouts. One of the churches does sponsor an occasional dance and youth workers.
2. Ninety percent of the youth must return home when the school bus leaves in the afternoon. Even school band and sports are not available to these young people. Car pools from local industry usually are full and do not include the parents of the target group, so there is no alternative ride available.
3. While an enormous problem in the county was described, no solutions coming from the library could be found, given the library's limited resources. However, the following beginnings were suggested.

Activities:

1. Sponsor (as opposed to running) a survey of teenagers about what kinds of activities they would like to be able to engage in.
 - a. Contact PTA's of seventh and eighth grades
 - b. Contact the PTO at Patrician
 - c. Ask the following people if they would help at Choctaw High:

1. Mrs. Cleary
 2. Ruth Evans
 3. William Barnes
 4. possibly Carole Wood's daughter, who is a senior
2. Out of the results of the survey, activities will be selected which the library feels it can do.
 3. The information will be shared with other concerned groups in the community who might be able to do something.

Goal: To provide enriching opportunities for the leisure time of young adults

Kinds of Knowledge Needed:

Activities offered to young adults in other rural libraries. A sequence is in preparation.

Appendix D: REPORTING FORMS FOR PUBLIC LIBRARIES