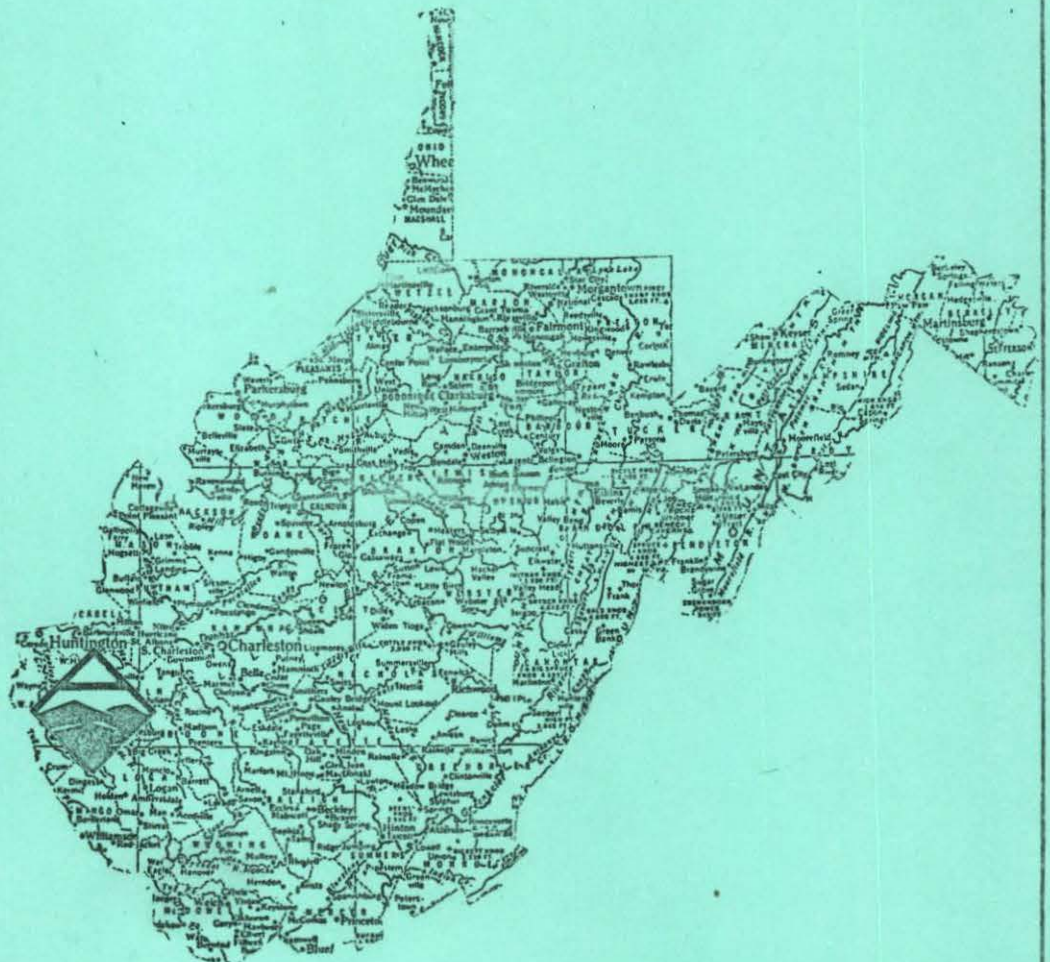




The Interrelating of Public Library and Basic Education  
Services for Disadvantaged Adults

PROGRESS REPORT (Training and Demonstration)



APPALACHIAN  
ADULT  
EDUCATION  
CENTER

HUNTINGTON (SERVICE AREA), WEST VIRGINIA

WESTERN COUNTIES REGIONAL LIBRARIES  
ABE PROJECT  
HUNTINGTON, WEST VIRGINIA

CONTINUING DEMONSTRATION PROJECT  
LIBRARY TRAINING INSTITUTE

INTERIM REPORT

- PART I: CONTINUING DEMONSTRATION
- PART II: PLANNING ACTIVITIES FOR TRAINING
- PART III: TRAINING ACTIVITIES
- PART IV: EVALUATION OF AAEC SERVICES AND STAFF

Submitted by  
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Western Counties Regional Libraries  
Phyllis J. MacVicar  
Project Coordinator

January 1974

## INTRODUCTION

The Interim Report summarizes the activities of project and library staff; for both, it has been a busy six months. Elements of change in both attitudes and methodology are apparent. Such change may be subtle or spectacular, but positive. Some observations and those elements of change are discussed below.

Librarians in particular are more aware of the nature of the disadvantaged adult and the structures his environs place upon his life. Staff are aware of problems in reaching the most disadvantaged and are pleased with the initial successes. During the training sequences started, librarians in West Virginia, particularly in small-town, understaffed libraries, were pleased at the contributions they could make by establishing goals and criteria to meet those goals. All of these instances mark positive change.

The Cabell County Public Library has decided to place adult learning centers in most of its libraries to be built. Such a plan is now dependent on favorable passage of a funding issue to be voted on March 5, 1974. Cabell County facilities would include Milton, Southeast Huntington, West Huntington, and possibly Guyandotte, in addition to a new central library. The Putnam County Library Center, now funded and being planned, will also house an adult learning center. The rationale behind this concept is that the cooperation between ABE and library staffs would be enhanced by the use of a common center, in this case, the library. The library board has also

strongly endorsed the library as a family-centered service agency with strong emphasis on continuing education. The use of CLEP materials in conjunction with the learning centers is also being planned.

These two phases--attitudinal and building planning--are positive outgrowths of both demonstration and teaching phases of the Western County Regional Library. There are two negative aspects, neither detrimental, which have arisen.

First, it has been difficult to separate the demonstration areas (rural) from the prime target (total population) that the regional library serves. All staff are well committed to the idea of serving all; the frustration of using demonstration techniques only for rural populations in Cabell, Wayne, and Putnam Counties is real. As a result, many of the successful techniques have been incorporated into all library operations. For future purposes, staff feels such splintering of effort, even for worthwhile efforts, should not occur.

Secondly, rural libraries have collections woefully inadequate to meet the coping needs of a disadvantaged population. Their budgets are inadequate for building such materials collections. That fact is best documented by the letter from Ms. Betsy Eaton of the West Virginia Library Commission: "From bits of conversation, I gathered you were as surprised at the libraries in Gassaway and Sutton as I was; I shouldn't have been, I've seen worse in this state and others. I wonder if you shared my feelings though. The objectives which seemed most elementary on paper seemed unreasonable when taken into the libraries themselves. The emphasis, particularly in promoting ABE-library relations, seemed wrong, the situation being so pitiful."

James B. Nelson, Director  
Western Counties Regional Libraries

PART 1: CONTINUING DEMONSTRATION PROJECT

OBJECTIVE 1: To report the results of the assessment of the Huntington Public Library holdings by coping skills areas.

The assessment is complete and in dissemination process. After the bibliography is assembled in book form, it will be sent to all department and branch heads in the Western Counties Regional Library system, all libraries in West Virginia participating in the training institutes, and any libraries in Appalachia interested in the bibliography.

The bibliography is being supplemented as new, appropriate materials are obtained by the main library. This responsibility has been assumed by the coordinator of adult services.

One problem of continuing to update the bibliography has been the two hours in one day necessary to choose those books received that are appropriate, and write up the bibliographic data and the annotation. After several additions to the bibliography, this has become a regular task of the coordinator of adult services. The new acquisitions will be listed in an annual annotated bibliography.

OBJECTIVE 2: To follow up the usage of the community referral handbook and to continue referral to community agencies.

The creation of a community services department is a direct result of the demonstration. A director was not employed until September 1, 1973, and has spent the first four months acquainting himself with the library services available, community services and agencies working in the region, and meeting people with whom he will work. A questionnaire was to be developed to contact those agencies listed in the directory to follow up on usage of the Community Services Handbook by the agencies. Three questions have been inserted into a survey being done by a local organization. The follow-up on the Community Services Handbook is to be assumed by the new telephone referral service within the library.

There are a multitude of smaller service organizations that are rarely used. It is necessary to sift through the services offered by several agencies to determine which agency will be most likely to provide the best service; or give the patron the names and telephone numbers of two or three agencies. There has been no publicity as yet. The library is setting up an information and referral telephone service. Library personnel are currently in contact with United Community Services to study the feasibility of combining services and using existing facilities at the library.

The primary problem in this objective is hiring someone not at all familiar with library work and expecting that person to work in outreach services. Now that the Community Services Director is familiar with the needs of the people he serves, the referral system should move along smoothly.

OBJECTIVE 3: To serve ABE students in the rural areas of Putnam, Wayne, and Cabell Counties.

This objective is part of the regular library service. The readers' profiles are felt to be a waste of time by librarians. A personal knowledge of patrons is of more value than reading level, expressed interests, or educational level. These facts can be ascertained in a brief conversation with the new patron.

Few students are making use of the library facility near their home or learning center. The bookmobile serves the majority of the students. The rest rely on small deposit collections. The Putnam County Community Action Program bus is in operation between Hurricane and Winfield on a weekly basis, with an average of twelve students per week. This will be continued indefinitely. When CAP is no longer able to provide this service, the bookmobile will assume the responsibility for services to the Putnam County Learning Center.

Materials are requested by phone or in person, and sent out in the regular library delivery system or by mail. The bookmobile department has taken over the responsibility for servicing the learning center deposit collections. To date, no ABE class has requested bookmobile service or library tours. The AAEC Library Orientation Kit has been distributed to some learning center students. Feedback was scheduled to be returned to Morehead, so we have no results of the student reaction as yet.

The Project Coordinator has been able to attend only one ABE Staff Development meeting. At that time she reminded the teachers that the library had many materials that are appropriate for their students. Requests need only to be made for materials and/or service. The result of this reminder will be noted as it becomes apparent.

OBJECTIVE 4: To work with librarians who are expanding services to ABE adult learners.

In August, a workshop for librarians was held. Representatives of the state library, the Welfare Department, and a rural regional library were present to comment on what was being presented and problems presented by our local librarians. Several groups discussed methods of serving the disadvantaged adult. An encounter game was played. The participants were asked to be "poor" in a structured society. After the role playing, many expressed extreme anger and frustration about the label "poor". This was the first of three seminars to be held during FY 73-74. The next is scheduled for mid-March.

The one main comment so far by librarians is the lack of ABE students coming to libraries other than using the bookmobile. They feel that ABE teachers are not really that interested in using library services. Librarians feel frustrated at the lack of response to their services. (This is true in several of the training sites, also.)

The Huntington Bibliography will be distributed by February 15, 1974. For the final report, the feedback reactions to the Bibliography and specific reactions to coping skills materials should be available.



WORKSHOP REPORT.....August 23, 1973

A half-day attitudinal seminar was held at the Barboursville Branch Library. There were twenty-five librarians attending. The program planned included a talk by Ms. Rebecca Evans of the West Virginia Department of Welfare, a film, "The Captive," a role playing game, and a brief period of discussion. The basic concept of the workshop was to introduce middle-class librarians to the concept of being "poor" and experiencing the frustrations of the label "poor" in a "safe" environment.

A case study written by a welfare recipient about her case worker was read by Ms. Evans. Ms. Parks, the welfare recipient, is made fully aware that she is a "case"--one of many. Her individuality is stripped from her. Ms. Parks would like to be able to earn her own money, but she can at least budget what she receives for her own needs and wants.

"The Captive" is a film which portrays the story of Herb, an unemployed coal miner who lives in a valley in the Charleston area. Herb would rather work than accept any form of public assistance. His determination is slowly beaten out of him as he tries unsuccessfully to find employment. The participants in the workshop were visibly affected by Herb's efforts and his final acquiescence to defeat.

Dr. Dan Moore, of the Marshall University Adult Education Department, led the group in the Poverty Game. The exercise required the majority of the players to be poor. There were three shopkeepers, a clergyman, a welfare worker, and a cop. The object was to obtain enough materials to produce a collage. The players were frustrated by the lack of money, credit, and the label "poor citizen" they were required to wear.

In the discussion period following the game, everyone expressed himself in angry terms regarding the nastiness of the shopkeepers, the harrassment of the cop, and the do-nothing attitude of the clergy and welfare workers. Our group became, for thirty minutes, disadvantaged adults.

We discussed in the light of these newly experienced feelings, how a librarian could and should be more ready and eager to help. We discussed the "label" of poor. How can it be overlooked when a patron is dirty and wearing tattered clothes?

The first workshop planted the seeds of re-examination of attitudes and the role a librarian plays in outreach services. Those seeds are now germinating and will be looked at during another workshop.

OBJECTIVE 5: To work with ABE staff members who are expanding services to ABE adult learners.

After consideration, it has been determined that workshops for ABE teachers were too difficult to arrange. Therefore, the staff development meetings were selected as the easiest way to meet with and talk with teachers involved. The Project Coordinator has been able to attend only one of these meetings. The purpose of her attendance was to give a progress report on demonstration and training activities. Participation in future staff development meetings is planned. A workshop is planned for the April staff development meeting. The ABE teachers will submit ideas for topics they wish to discuss and/or learn during that meeting.

#### ADVISORY BOARD MEMBERS, THEIR ROLE AND PARTICIPATION THIS YEAR IN THE CONTINUING DEMONSTRATION

As of December 31, 1973, the Advisory Board has not met. Several attempts have been made to convene the members of the last year's board, but with no success. Too many people had prior commitments. Efforts will continue to be made in order to gather local feedback and suggestions from the Advisory Board.

#### MATERIALS

Usage of Title II-A funds has been for films (on approval currently) from BFA Educational Media, a division of Columbia Broadcasting System, Inc. The demonstration funds have been used to purchase the Grolier Consumer Education-Supplement 1, replace lost or damaged books, and purchase "Tell Me Where to Turn" (Public Affairs Committee Film Service, New York, N.Y.). The film pertains to the usage of an information referral service.

Time limitation is a drawback to the usage of Title II-A funds. The materials must be returned to the Morehead State University Library by June 30, 1974. The return date leaves hardly any time for use. In a library the size of Huntington's (180,000 volumes), it is difficult to keep track of specific books. Some materials requested will not arrive until May. That gives no usage of the material. In the Western Counties Regional Library system, there are several branches to be served. This necessitates the purchase of multiple copies of one title. The other sites will probably purchase some of the same material in multiple copies. This could put as many as thirty copies of one book, cassette, or filmstrip on a shelf at the Johnson Camden Library. Since this is a university library, there would be no usage of these materials by the disadvantaged adult reader as was the purpose of the project funding. These materials were to come into the library pre-processed. Before distribution, all books had to be catalogued and have pockets and cards put in. This is a further delay in getting the materials to the public.

WHAT ACTION HAS BEEN TAKEN BY THE FOLLOWING GROUPS ON THE CONTINUING DEMONSTRATION? WHAT ATTITUDES HAVE BEEN DISPLAYED?

ADVISORY BOARD

See discussion of Advisory Board.

LIBRARY

1. The continuing demonstration has the support of the library board. There will probably be more concrete results after this report is submitted to them.

## PART II: PLANNING FOR TRAINING, RECRUITING

### 1. STATE TRAINING DESIGN

The meeting with state level ABE personnel to organize a state training design was useful. I was able to discuss with state level personnel how they felt the demonstration had succeeded or failed last year. We discussed which areas of the state we hoped would accept the training offer.

The meeting gave others the opportunity to discuss state and local needs in library services and adult education needs. As a group, we matched possible library sites strong to ABE programs. We speculated which libraries would accept the training, and discussed the most desirable locations in terms of staff, facilities, and location.

The state design provided a workable starting place. Originally, first contact with librarians was to be the end of September at WVLA meeting. By that time two planning sessions and one training session had been held. The regional workshops have not been planned. There is a possibility of holding those in the Spring so several sites can discuss common objectives and difficulties. We have not had any further contacts with out-of-state people regarding possible involvement in any workshops.

### HOW DID YOU RECRUIT LOCAL LIBRARY STAFFS TO BE TRAINED?

Recruitment was done by the director of the West Virginia Library Commission, Frederic J. Glazer, via a letter to the following libraries:

Raleigh County Public Library, Beckley  
Bluefield Public Library, Bluefield  
Kanawha County Public Library, Charleston  
Carnegie Library of Parkersburg and Wood County, Parkersburg  
Alpha Regional Library, Spencer  
Morgantown Public Library, Morgantown  
Stonewall Jackson Regional Library, Buckhannon  
Keyser-Mineral County Public Library, Keyser  
Martinsburg Public Library, Martinsburg  
Ohio County Public Library, Wheeling  
City-County Public Library, Moundsville  
Mary H. Weir Public Library, Weirton  
Fayette County Public Library, Fayetteville

A follow-up phone call was planned, but found to be unnecessary due to the remarkable response of eight libraries within two weeks of the letter's mailing. A letter also went out from the state director or ABE to his area coordinators encouraging them to request their local library's participation in the training sequence.

WEST VIRGINIA LIBRARY COMMISSION  
2004 QUARRIER STREET  
CHARLESTON, WEST VIRGINIA 25311

*Corr fee*

August 6, 1973

The West Virginia Library Commission this past year assisted the Cabell County Public Library in obtaining one of four national grants for a pilot project involving service to undereducated and disadvantaged Appalachian adults. This year the grant has again been made to Cabell County to conduct, in conjunction with the Appalachian Adult Education Center, Morehead State University, Morehead, Kentucky, training programs for libraries wishing to more effectively serve their clientele.

Are you interested in developing services and training your staff, and staffs of the other libraries in your system, in services to undereducated (or disadvantaged) adults?

This training would be for three months with ongoing technical assistance available through June 30, 1974, at no cost to any library in your region. Your involvement would require the systematic reporting of what you have done.

For the past year the Appalachian Adult Education Center at Morehead has conducted a federally funded project demonstrating the coordination of public library and adult education services in Cabell, Wayne, and Putnam counties. Alternative methods of serving undereducated adults have been developed in the areas of materials selection, materials processing, out-reach services, staff relationships with undereducated adults, community referral services and others.

The project has been funded for the fiscal year 1973-74 by the U. S. Office of Education, Bureau of Libraries and Learning Resources, to offer training to other public libraries in West Virginia. Their staff will be available at your convenience, at your library, to talk with you about expanding your services to undereducated adults. Ten libraries can be served under the grant. They will be selected on a first-come, first-served basis.

After a two-day planning session with your entire staff and board, individualized training in expanding services to disadvantaged adults will be available to your staff. Training will be done by the staffs of the project and the Appalachian Adult Education Center.

August 6, 1973

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If you are interested, please return the enclosed postcard. If you have any further questions, do not hesitate to call me.

Sincerely,

Frederic J. Glazer  
Director

FJG/jg

cc: James Nelson, Director  
Cabell County Public Library

Phyllis J. MacVicar, Project Coordinator  
Western Counties Regional Library  
Adult Basic Education Project

Ann Hayes, Chief Investigator  
Appalachian Adult Education Center  
Morehead State University

LIBRARIES SERVED BY THE COMMISSION and BOOKEXPRESS

1. ✓ Fayette County Public Library, Mrs. Jo Anderson ✓
2. Lewisburg, Greenbrier Public Library, Aldine D. Darnell  
White Sulphur Springs Public Library, Mrs. Edna Deaton
3. Hamlin Public Library, Mrs. Hattie Roush
4. Buffalo Creek Memorial Library, Mrs. Anita Doss
5. McDowell Public Library, Welch, Mrs. Francis Hicks.
6. Monroe County Travelling Library, Union, Mrs. Sue Givens
7. Richwood Public Library, Richwood, Mrs. LaTroy Beal  
Elizabeth Stephenson Memorial Library, Summersville, Mrs. B. Chapman
8. Green Bank P.C. Free Library, Mrs. Rose Bowyer
9. Wyoming County Public Library  
Oceana Branch, Mrs. Lucinda Jane Tilley  
Mullins Branch, Mrs. Jack Dick



REGIONAL LIBRARIES and LIBRARIANS

1. a. Raleigh County Public Library, Beckley ✓  
Mrs. Mary Louise Graham
- b. Bluefield Public Library ✓  
Mrs. Luella Dye
2. ✓ Kanawha County Public Library, Charleston ✓  
Nicholas Winowich
3. a. Alpha Regional Public Library, Spencer  
Vacant
- b. Carnegie Library of Parkersburg and Wood County ✓  
Mrs. Dorothy Muse
4. ✓ Morgantown Public Library, Morgantown  
Elliott Roy Horton
5. ✓ Stonewall Jackson Regional Library, Buckhannon ✓  
Clarence Coffindaffer
6. ✓ Keyser-Mineral County Library, Keyser  
Mrs. Mary R. Handlan
7. ✓ Martinsburg Public Library, Martinsburg  
Mrs. Ann M. Shewbridge
8. a. Ohio County Public Library, Wheeling ✓  
Mrs. Elizabeth D. Fair
- b. City-County Public Library, Moundsville  
Mrs. Maxine Feldmeier
9. ✓ Mary H. Weir Public Library, Weirton ✓  
S. Fred Natale

LIBRARIES WHO WERE INTERESTED BECAUSE OF RECRUITMENT EFFORTS

LIBRARIES WHO SIGNED LETTER OF AGREEMENT

Interest was expressed and letters of agreement have been signed by the following libraries:

Raleigh County Public Library  
Bluefield Public Library  
Kanawha County Public Library  
Carnegie Library of Parkersburg and Wood County  
Stonewall Jackson Regional Library  
Ohio County Public Library  
Mary H. Weir Public Library

NAMES OF LIBRARIES WHO HAVE OR WILL HAVE A TWO-DAY PLANNING SESSION

Ohio County Public Library.....September 9-11, 1973  
Parkersburg Library.....September 17-18, 1973  
Fayette County Public Library.....October 2-3, 1973  
Stonewall Jackson Regional Library.....October 25-26, 1973  
Mary H. Weir Public Library. ....November 8-9, 1973  
Kanawha County Public Library.....December 2-3, 1973  
Bluefield Public Library.....February 25-26, 1974  
Raleigh County Public Library.....February 27-28, 1974

IN RETROSPECT, WAS YOUR RECRUITMENT METHOD (S) THE MOST EFFECTIVE AND EFFICIENT MEANS OF RECRUITMENT? IF NOT, HOW WOULD YOU DO IT?

West Virginia employed the most effective and efficient method of recruitment, if results can be a guideline.

WHO WROTE YOUR RECRUITMENT MATERIALS? WERE THEY WRITTEN IN A WAY THAT WAS UNDERSTANDABLE? DID YOU HAVE TO CLARIFY THEM LATER?

The recruitment materials were written by the State Library Director and Project Coordinator. The only request or question that ever arose was for a more detailed explanation. It was felt that details would be better supplied by the Project Coordinator in a phone conversation after the library expressed interest via return postcard.

HOW MUCH TRAVELING HAVE YOU BEEN ABLE TO DO TO ABE CLASSES?

I have been unable to travel to any ABE classes. The training schedule has been heavy and demanding. Contact has been via telephone.

WHAT SEEMS TO BE MOST IMPORTANT ABOUT WHAT YOU DO NOW TO KEEP THE DEMONSTRATION GOING? IF THE DEMONSTRATION IS NOT CONTINUING AS YOU HOPED IT WOULD, WHY ISN'T IT?

The demonstration is not continuing as I hoped it would. Both librarians and teachers have commitments to their respective disciplines. They are unable to devote unlimited time to serving one cause. In FY 72-73, there was a staff of four to perform services and act as coordinating units between librarians and teachers. This staff assumed the added duties of the project. Because of this, little or no dialogue was firmly established. Now, because of the cut in staff and the statewide extension of coordination and training, the local people are having to establish their own lines of communication with little or no help from the Project Coordinator.

The coordination of library and ABE services is one of a multitude of duties in both fields. Often teachers need to be reminded of the usefulness of a library to their students and themselves. Librarians need to be reminded that the adult new reader needs non-traditional materials to facilitate learning and practice of basic and coping skills. Had the coordination been established in FY 72-73, these reminders would be almost unnecessary.

The planning sessions will be complete by March 1. Training time should be reduced by that date, also. It is hoped that more time can now be devoted to reopening the lines of communication between the library and ABE.

REPORT ANY SPIN-OFF ACTIVITIES WHICH HAVE TAKEN PLACE BECAUSE OF YOUR CONTINUING DEMONSTRATION.

There have been two spin-off activities as a result of the continuing demonstration:

1. An information and referral service is being set up in the central library. A Marshall University student is receiving credit in library practice for doing the work in getting the service moving. She will be talking with United Community Services (who want to do the same thing) to see if the coordination of efforts is feasible. This is in the beginning stages now. The final report will contain more detail as to actual implementation of the information and referral service.

2. Since this is a rural project, the main library staff has seen no students. They have only heard what is going on. Therefore, the staff is pessimistic about value of time and effort. The one urban learning center is planning to avail itself of the proximity of the library in the near future. This should give the central library staff a greater feeling of participation.
3. The Bookmobile is serving learning centers and has established new rural stops. The staff is excited about the new readers. (There is a very healthy attitude regarding services to the disadvantaged.) Bookmobile schedule changes were made at both the suggestion of the extension staff and the request of ABE students. Some branch librarians have been requesting sources of materials for adult new patrons on a low reading level. Although CAP is still taking students to the Putnam County Library, the bookmobile is prepared to make the Learning Center a regular stop. The librarians in Putnam County provide more than reading materials to the ABE students. Recipes are shared and exchanged, and technical advice is given about home decorating.
4. The branch librarians have made offers of library tours (part of regular service). The Putnam County Library is still serving the students using their facilities.

#### ABE

1. The State Adult Education Department has given this project unlimited support in Cabell, Wayne, and Putnam Counties, as well as state wide in the training phase. Arrangements were made for the project coordinator to speak at a state wide adult educators conference. The state department has contacted area supervisors about what is going on in the Huntington demonstration and urged them to request the services from their local librarians.
2. Contact with local supervisors has been limited to occasional phone calls. The training phase has taken much time in travel and setting up working relationships. The area supervisors are encouraging usage of libraries and are asking their teachers to request necessary materials.
3. To date there has been neither contact with or feedback from teachers or students.

IF YOU RELIED ON OTHERS TO SEND OUT RECRUITMENT MATERIALS, DID THEY? IF NOT, DO YOU KNOW WHY NOT?

The recruitment materials were sent out with great dispatch. West Virginia Library Commission has been quick to act upon any project request. This is concrete evidence of the commitment West Virginia has to adult outreach services.

THE SUPPORT THAT I GOT FROM OTHERS IN MY RECRUITING EFFORTS ARE AS FOLLOWS:

Amount of support in recruiting efforts:

state library personnel.....	<u>great deal</u>
extension library personnel.....	<u>great deal</u>
regional library personnel.....	<u>goodly amount</u>
local head librarian.....	<u>great deal</u>
university personnel.....	<u>some</u>
state ABE level personnel.....	<u>goodly amount</u>
local ABE area coordinators.....	<u>some</u>
ABE teachers.....	<u>some</u>
ABE students.....	<u>some</u>

WHAT KINDS OF FOLLOW-UP WORK DID YOU HAVE TO DO AFTER INITIAL OFFER OF TRAINING BEFORE THE LETTER OF AGREEMENT WAS SENT?

A telephone call was placed to each librarian acknowledging receipt of the postcard and answering any further questions. In several instances dates were set up for planning sessions.

HOW MUCH PERSUADING AND CONVINCING DID YOU HAVE TO DO TO GET LOCAL LIBRARIES TO SIGN LETTERS OF AGREEMENT?

After explaining the purpose of the Letter of Agreement, no convincing was necessary. The librarians in West Virginia looked upon the offer of training as an opportunity not to be missed, since it may not come around again.

DID YOU NEED THE HELP OF OTHERS TO CONVINCe LIBRARIANS TO SIGN LETTERS OF AGREEMENT?

No outside help was necessary, to the Project Coordinator's knowledge.

THE REASONS THAT WERE GIVEN FOR NOT WANTING THE TRAINING THAT WAS OFFERED AT SOME LIBRARIES WERE AS FOLLOWS:

The question of why not has never been asked of those librarians not responding. It was felt that they could get the information at a later date from those who participated.

B. TWO-DAY PLANNING SESSIONS

HOW MANY LIBRARIANS DID YOU ASK TO FILL OUT PRE-PLANNING INFORMATION FORMS BEFORE THE TWO-DAY PLANNING SESSION? HOW MANY DID?

All participating libraries were asked to fill out the pre-planning questionnaire. All completed the forms as best they could.

DID YOU DO COMMUNITY SURVEY RESEARCH ON YOUR OWN BEFORE YOU CONDUCTED EACH TWO-DAY PLANNING SESSION? WHICH SITES?

The Project Coordinator has lived in or near most of the training sites, so memory refreshment during the planning sessions sufficed. Research will be done on the Fayette, Raleigh, and Mercer Counties areas.

DID YOU HAVE TROUBLE GETTING LIBRARIANS TO SET ASIDE TWO DAYS FOR PLANNING? WHICH SITES? WHY? WHAT WERE THE REASONS GIVEN?

In all instances, setting aside two days was difficult. Ohio County required a half-day session on a Sunday to have every staff member in attendance. In Parkersburg and Fayette County, the meetings were held with staff members moving in and out as duties required. Stonewall Jackson Regional had two sessions of one day each to accommodate personnel from two sections of the region. Kanawha County staff is extensive, so department heads were released for the two days. This same method was used in Weirton.

BEFORE EACH TWO-DAY PLANNING MEETING, DID YOU MAKE A REAL EFFORT TO PERSUADE EACH LIBRARIAN TO INCLUDE ALL TRUSTEES AND STAFF MEMBERS IN PLANNING? WHICH SITES?

Effort was made in all sites.

DID THE LIBRARIANS ASK TRUSTEES AND OTHER AGENCIES OR ORGANIZATIONS TO ATTEND THE TWO-DAY PLANNING SESSION? WHICH SITES? DID TRUSTEES AND OTHERS COME? WHICH SITES?

Librarians asked trustees and representatives of other agencies to attend. Fayette County was the only site with neither present. Weirton has a trustee present at all times. The other six sites had trustees in attendance part of the time when their work permitted.

WAS THERE A DIFFERENCE IN THE PLANNING SESSIONS IF TRUSTEES ATTENDED?

There seemed to be no difference whether trustees attended or not. The final product still had to be submitted to the entire board.

DID YOU SPEND TWO DAYS PLANNING AT EACH SITE? WHICH SITES? HOW MUCH TIME DID YOU SPEND AT THE OTHERS?

A day and a half to two days was required at all sites.

WAS TWO DAYS TOO LONG, TOO SHORT, OR JUST THE RIGHT AMOUNT OF TIME TO PLAN AND WRITE OBJECTIVES?

Two days was pushing the participants quite hard, but to extend that time would be requiring staff to do double duty and would probably have resulted in hostility toward additional services.

WHAT KINDS OF "OTHERS" ATTENDED? LIST.

Representatives of Welfare, Tenants Services, telephone emergency help, retired citizens, school (public and ABE), major industries, and universities were in attendance.

WAS THEIR PARTICIPATION A CATALYST FOR HELPING LIBRARIANS UNDER-  
STAND THE NEED FOR EXPANDING PUBLIC LIBRARY SERVICES TO DISADVAN-  
TAGED ADULTS?

By including non-librarians, both groups could see the need and value of both services.

DID YOU FIND THE TWO-DAY PLANNING SESSION AGENDA USEFUL? HOW?  
WHAT ABOUT IT DIDN'T YOU FIND USEFUL? QUOTE COMMENTS OTHERS  
HAVE MADE ABOUT THE AGENDA.

The agenda helped the Project Coordinator stay on course to accomplish what needed to be done. At times the larger groups would go off on tangents. The agenda helped bring the group back.

DID YOU FIND IT DIFFICULT TO CONFRONT LIBRARIANS WITH GAPS IN  
SERVICE IF IT WAS NECESSARY? HOW DID YOU HANDLE THIS PROBLEM?  
DID YOU FEEL ANY CONFRONTATIONS WERE NECESSARY? WHICH SITES?  
WAS IT NECESSARY TO "COVER" YOURSELF WITH OTHERS IF A CONFRON-  
TATION WAS NECESSARY? EXPLAIN.

A confrontation was not necessary. The pre-planning questionnaire was a tool to point out needs. Careful questioning brought gaps. The librarians vocalized their gaps.

DID YOU OBSERVE ANY OTHER BENEFITS FROM THE TWO-DAY PLANNING  
SESSION, SUCH AS INCREASED FLOW OF COMMUNICATION BETWEEN  
LIBRARY STAFF? BETWEEN THE LIBRARY AND THE COMMUNITY? IF SO,  
AT WHICH SITES?

The libraries all became more aware of their responsibilities to the community, who in the community really cared that library service was available and usable, and who needed to be prodded out of complacency or educated. One deficiency libraries have is a reluctance to advertise extensively. The increase of publicity was brought up at nearly all sites without the suggestion of the Project Coordinator.



DO YOU THINK THE PLANS FOR EXPANDED SERVICES WHICH WERE DEVELOPED DURING THE TWO-DAY PLANNING SESSION WOULD HAVE BEEN DEVELOPED ANYWAY, WITHOUT YOUR PRESENCE? WHICH SITES?

The carefully outlined plans would not have come about without two-day planning sessions. One library (Stonewall Jackson) wanted to begin additional outreach, but an outside person was needed to aid success. The offer of training came at an opportune time.

DID YOU WRITE UP AS OBJECTIVES ACTIVITIES WHICH WERE ALREADY IN THE WORKS? IF SO, WHICH SITES?

In some sites the ideas for service were existent. Only the methods of implementation had to be worked out. Stonewall Jackson Region had already planned where they wanted to expand services. The planning sessions were used to determine implementation and stir up interest.

WHICH KINDS OF EXPANDED SERVICES WHICH YOU SUGGESTED WERE THE MOST DIFFICULT TO GET LIBRARIANS TO AGREE TO?

1. Interfiling adult and juvenile collections.
2. Changing bookmobile collections.
3. Deposit collections.

WHAT WERE THE REASONS GIVEN FOR NOT BEING ABLE TO EXPAND IN "CONTROVERSIAL" DIRECTIONS?

1. The librarians felt that children would check out inappropriate materials.
2. The bookmobile is old and can't get to those far away places. We've tried already and no one comes. It is too much trouble to change the schedule now; maybe later.
3. Deposit collections do no good. They sit and gather dust.

DID THEY DECIDE TO DO THEM ANYWAY? IF SO, WHAT DID YOU OR OTHERS (WHO?) DO TO ACCOMPLISH THIS?

After discussing pros and cons of interfiling, it was agreed that accessibility was of greater concern than censorship. The public library is just that--PUBLIC--and should not be required to make a value judgment whether Johnny should or should not read a specific book. That is parental responsibility. Once this philosophy was stated the staff decided to interfile all adult and juvenile fiction.

The bookmobile schedule has not been changed, but plans call for a change in the Spring.

No deposit collections, but the AAEC guide was accepted and promised to be read and considered.

DO YOU THINK YOU WERE ASKING TOO LITTLE OR TOO MUCH OF YOUR LOCAL LIBRARIANS DURING THE TWO-DAY PLANNING SESSION? WHICH SITES TOO LITTLE, WHICH TOO MUCH?

In all sites, it was asking too much of librarians. All have limited staff, most have meager facilities. But the fact that they found time and agreed to any of the objectives shows huge ambition and commitment.

WHAT WAS THE GENERAL REACTION OF LIBRARY TRUSTEES TO THE TWO-DAY PLANNING SESSIONS?

Since all libraries and their trustees have approved the objectives, it is safe to assume trustees have reacted favorably to the two-day planning sessions.

WHAT WERE THE GENERAL REACTIONS OF THE LIBRARY STAFFS AFTER THE FIRST DAY OF THE PLANNING SESSION? AFTER THE SECOND?

After the first day's planning, library staffs were mentally and physically exhausted, but ready to plow on. The end of the second day was greeted with universal sighs of relief. They were surprised that they drew up such ambitious objectives. The real reactions set in when the objectives were returned for board approval. They then began to question whether they could do all they said they could.

DID YOU HAVE TROUBLE WRITING UP THE OBJECTIVES? IF SO, WHY?  
(a) DURING THE PLANNING SESSION? (b) FINAL DRAFT DONE AT WORK?

Difficulty with writing objectives occurred during the planning session. So many good ideas were discussed that it was nearly impossible to write them all down. The final draft was usually a verbatim copy of what was done at the planning session. Notes were of no value. The objectives had to be written at the planning sessions in order to insure accuracy.

HOW COULD THE AAEC HAVE BETTER PREPARED YOU FOR THE TWO-DAY PLANNING SESSION?

AAEC could have mentioned the mental and physical exhaustion of managing a large group and drawing on their thinking processes. Participating in planning and leading the actual planning are very difficult, but this can really be learned only through experience. More practice in dealing with resistance would have helped.

WAS IT USEFUL OR NOT USEFUL TO HAVE AAEC STAFF HELP YOU CONDUCT THE FIRST TWO PLANNING SESSIONS? IF USEFUL, HOW?

AAEC help at first sessions was an absolute necessity. Observation of methods and then supervised practice of observation were necessary to aid self-confidence.

WHICH OF THE HEAD LIBRARIANS PRESENTED THE OBJECTIVES OR WORK STATEMENT TO THEIR BOARD FOR APPROVAL BEFORE YOU BEGAN TRAINING?

Wheeling was the only site to begin training before board approval.

PART III: TRAINING ACTIVITIES

FILL OUT DATA COLLECTION FORMS

Data forms and information included on respective sheets.

WHAT TRAINING PROBLEMS HAVE YOU HAD IN EACH SITE? HOW HAVE YOU HANDLED THEM?

The main problem with training at all sites was the urgent need for bibliographies and training sequences. Librarians are very dependent upon print materials. To date, these problems have been overcome with verbal listings, many promises, and sending guides as they are available. At three sites, pamphlet files are being set up. The massiveness of obtaining and arranging the file is depressing. Encouragement and instructions have been given. Now continued encouragement is necessary.

Community people have been most receptive to the ideas expressed by the librarians. They have pitched in whole-heartedly. So far, training problems have been minimal.

WHAT TRAINING SUCCESSES HAVE YOU HAD? IN YOUR OPINION, WHAT HAVE YOU DONE THAT WAS ESPECIALLY SUCCESSFUL AND USEFUL? AT WHICH SITE?

The greatest training success so far has been the existence of libraries that want the training. Most of the librarians run a 5,000 volume or less operation, are open fifteen to thirty hours per week, and serve only the "little old ladies" of the community. Now they are seeing the need to serve a broader range of people with a wider range of materials.

The biggest success has been establishment of pamphlet files by copying skills areas. Stonewall Jackson Region is setting up by counties an information center with adaptation of the Bailey Handbook of Community Resources. They are also tying into a recently established telephone referral service in one city of the region.

PART IV: EVALUATION OF AAEC SERVICES AND STAFF

TRAINING WORKSHOP

1. Length of Workshop \_\_\_\_\_ useful
2. Roleplaying \_\_\_\_\_ valuable
3. Viewing of Slide-tape \_\_\_\_\_ useful
4. Discussion of Slide-tape \_\_\_\_\_ useful
5. Small group discussions of training sequences \_\_\_\_\_ valuable
6. Training Sequence Materials \_\_\_\_\_ valuable
7. Large Group Discussions \_\_\_\_\_ useful
8. Large Group Lectures \_\_\_\_\_ useful
9. Informal contacts with:
  - a. project directors \_\_\_\_\_ valuable
  - b. ABE support personnel \_\_\_\_\_ valuable
  - c. library support personnel \_\_\_\_\_ valuable
  - d. AAEC staff \_\_\_\_\_ valuable

SUCCESS OF THE WORKSHOP

METHODS OF TRAINING \_\_\_\_\_ somewhat successful

ACTIVITIES IN TRAINING \_\_\_\_\_ fairly successful

PLANNING FOR TRAINING \_\_\_\_\_ fairly successful

PLANNING FOR DISSEMINATION \_\_\_\_\_ successful

TRAINING OF NEW DEMONSTRATION PROJECT DIRECTORS \_\_\_\_\_ unknown due to insufficient data at this time

TRAVEL

NAPCAE-AEA CONFERENCE:

1. Dissemination of project purpose and activities \_\_\_\_\_ valuable
2. Learning about ABE from:
  - a. other project staff \_\_\_\_\_ valuable
  - b. conference presentation \_\_\_\_\_ useful
  - c. other professionals \_\_\_\_\_ useful
3. Learning about library services for the disadvantaged from:
  - a. other project staff \_\_\_\_\_ valuable
  - b. conference presentation \_\_\_\_\_ useful
  - c. other professionals \_\_\_\_\_ useful

4. AAEC booth activities \_\_\_\_\_ valuable
5. Personal Growth \_\_\_\_\_ valuable
6. Informal professional contact \_\_\_\_\_ valuable  
(Scheduling too heavy, but necessary)

### AAEC SERVICES

Please explain how AAEC services were helpful or not helpful in the following areas:

#### ESTABLISHING OBJECTIVES FOR TRAINING

#### ESTABLISHING OBJECTIVES FOR CONTINUING DEMONSTRATION

Helpful--recorded in an organized manner thoughts expressed at planning sessions.

#### GAINING COOPERATION OF CENTRAL LIBRARY STAFF IN CONTINUING DEMONSTRATION ACTIVITIES

Help not necessary.

#### GAINING COOPERATION OF STATE LIBRARY PERSONNEL FOR TRAINING ACTIVITIES

Help not necessary.

#### DEVELOPMENT OF STATE TRAINING DESIGN

Not helpful--design came from state and local personnel.

#### TRAINING RECRUITMENT METHODS AND PROCEDURES

Help not necessary.

#### TWO-DAY PLANNING SESSIONS

Helpful--without AAEC, planning sessions would not have been possible, since necessary knowledge was not totally available locally.

### PROVIDING TRAINING MATERIALS

Sometimes helpful--training materials were not always available when needed.

### PROVIDING TRAINING CONSULTANTS

None requested to date.

### ORGANIZATION OF ACTUAL TRAINING

Not helpful to date--no requests have been made for that type of assistance.

### DATA COLLECTION TECHNIQUES

Helpful--necessary forms and guides were quickly provided. Easily used techniques.

### AAEC STAFF

- a. Did the AAEC staff have the information you wanted and needed when you asked for advice? \_\_\_\_\_ sometimes
- b. If they didn't have it, did they get it for you quickly? \_\_\_\_\_ yes
- c. Were site visits by AAEC staff helpful to you? \_\_\_\_\_ yes
- d. Did the staff spend enough time at the site? \_\_\_\_\_ yes
- e. Were contacts with AAEC staff other than site visits helpful to you? \_\_\_\_\_ yes
- f. Was the AAEC staff easy to work with? \_\_\_\_\_ usually

### CONTINUING DEMONSTRATION

- STRENGTHS:
- 1. Staff and/or outsiders available to solve problems.
  - 2. Contacts with other professionals to expand knowledge and ideas.
  - 3. AAEC staff "think tank" attitude toward problems.

- WEAKNESSES:
- 1. Shortness of materials and funding.
  - 2. Could use AAEC staff on site once or twice in continuing demonstration.

## TRAINING INSTITUTE

**STRENGTHS:**

1. Guidance in planning sessions.
2. Creativity of staff (ideas for objectives, and how to implement them).

**WEAKNESSES:**

1. Shortness of travel money.
2. Print materials not available (fully realize difficulties).



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 Morehead State University  
 Library Training Institute  
TELEPHONE CALLS  
 (To be completed by trainers)

Your Name Phyllis MacVicar State West Virginia Library Fayette County Public Library

	DATE	DATE	DATE	DATE	DATE
WHO ON STAFF	8-16-73 Jo Anderson	8-17-73 Jo Anderson	9-17-73 Jo Anderson	10-10-73	
WHAT ABOUT	set up planning date	same	unknown	cancel training	
WHY				illness	
MATERIALS USED					
WHAT HAPPENED Problems Successes	Not in	Planning dates confirmed		reschedule after 1-11-74	
TIME SPENT	3 min.	15 min.		5 min.	
OBJECTIVE ACTIVITY PERTAINS TO (Number and Title)					

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Morehead State University

Library Training Institute

PERSONAL CONTACT BY TRAINER

(To be completed by trainers)

Your Name Phyllis MacVicar State West Virginia Library Fayette County Public Library

	DATE	DATE	DATE	DATE	DATE
WHO ON STAFF	10-2 & 3, 1973 all				
WHAT ABOUT	Planning				
WHY					
WHERE	Fayetteville				
MATERIALS USED					
WHAT HAPPENED Problems Successes	Drew up Obj. A little too "in house"				
TIME SPENT	2 days				
OBJECTIVE ACTIVITY PERTAINS TO (Number and Title)	all				

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 Library Training Institute  
TELEPHONE CALLS  
 (To be completed by trainers)

Your Name Phyllis MacVicar State West Virginia Library Kanawha County Public Library

	DATE	DATE	DATE	DATE	DATE
WHO ON STAFF	8-22-73 Winowich	8-26-73 E. Coskey	10-4-73 Winowich	1-15-74 E. Coskey	
WHAT ABOUT	set up planning date	the library	Definite planning date	Objectives	
WHY		informstion re-staff		revise or delete-not met with AAEC approv.	
MATERIALS USED					
WHAT HAPPENED Problems Successes	decided to wait until after WVLA to finalize dates	incomplete out of office	set up for 12-3 & 4, 73	plan to meet with E. Coskey & start- 1-23-74	
TIME SPENT	10 min.	3min.	20min.	3min.	
OBJECTIVE ACTIVITY PERTAINS TO (Number and Title)				Objective 2 Objective 7 Paperback exchanges.	

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 Morehead State University  
 Library Training Institute  
PERSONAL CONTACT BY TRAINER  
 (To be completed by trainers)

Your Name Phyllis MacVicar State West Virginia Library KHE Kanawha County Public

	DATE	DATE	DATE	DATE	DATE
WHO ON STAFF	10-19-73 E. Coskey & Mr. Winowich	12-3 & 4, 73 ALL			
WHAT ABOUT	Library	Planning			
WHY	lay of land & meet people				
WHERE	on site	on site			
MATERIALS USED					
WHAT HAPPENED Problems Successes	found Mr. W. a little reluctant to stick his neck out for something new	Objectives drawn up Mr. W. not at planning session			
TIME SPENT	3hrs.	2 days.			
OBJECTIVE ACTIVITY PERTAINS TO (Number and Title)		ALL			

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TELEPHONE CALLS  
 (To be completed by trainers)

Your Name Phyllis MacVicar State West Virginia Library Mercer County Public

	DATE	DATE	DATE	DATE	DATE
WHO ON STAFF	8-14-73 Luella Dye	12-17-73 Luella Dye			
WHAT ABOUT	Planning	Planning			
WHY	to set up aft. 1-1-74	Set dates			
MATERIALS USED					
WHAT HAPPENED Problems Successes	return call after 12-15-73	Made acquaintance Very Good 2-20 & 21, 74			
TIME SPENT	5 min.	10min.			
OBJECTIVE ACTIVITY PERTAINS TO (Number and Title)					

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TELEPHONE CALLS

(To be completed by trainers)

Your Name Phyllis MacVicar State West Virginia Library Ohio County Public(Wheeling)

	DATE	DATE	DATE	DATE	DATE
WHO ON STAFF	7-24-73 Liz Fair	8-30-73 Liz	10-5-73 Liz	10-10-73	
WHAT ABOUT	Program	Involvement in Project	Workshop	Unknown	
WHY	Interested & also WVLA to be on program	set up planning dates	settle details & participants		
MATERIALS USED					
WHAT HAPPENED Problems Successes	time given to speak at Public Library section	decided to do planning session before WVLA to be first	OK		
TIME SPENT	10 min	10 min	20 min.		
OBJECTIVE ACTIVITY PERTAINS TO (Number and Title)					

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PERSONAL CONTACT BY TRAINER  
 (To be completed by trainers)

Your Name Phyllis MacVicar State West Virginia Library Ohio County Public (Wheeling)  
~~Region~~

	DATE	DATE	DATE	DATE	DATE
WHO ON STAFF	9-9 & 10-73 All	9-24/25/26/-73 All	10/11/12/73 Dept. heads & outsiders	11/19/73 Liz	1/14/74 Liz
WHAT ABOUT	Planning	Training	Workshop	Leaving	progress for Interim Report
WHY	Do Obj's.	site visits-meet staffs-discuss need-re-objectives	PR & recruitment library community involvement	She, staff & Board wanted out..	
WHERE	on site	Wheeling, Warwood Bookmobile	on site	on site	WHeeling
MATERIALS USED			Bexer Kit, films MSL, CSL, Biblio. Poverty game.		
WHAT HAPPENED Problems Successes	Wrote Obj. Board reluctant staff overworked	reku resistance from Bmobile children-Warwood small-not really poor	Dialogue started recruitment learned with staff not overcome	she told me troubles and wanted out F.Glazer to arbitrate	Some progress made Kee will request services to see if Liz can comply
TIME SPENT	2 days	3 days	2 days	2 hours	3 hours
OBJECTIVE ACTIVITY PERTAINS TO (Number and Title)	ALL	ALL	ALL	ALL	ALL

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TELEPHONE CALLS

(To be completed by trainers)

Parkersburg & Wood County

Your Name Phyllis MacVicar

State West Virginia

Library Carnegie Public library

	DATE	DATE	DATE	DATE	DATE
WHO ON STAFF	8/13/73 Mrs. Muse	8/24/73 Mrs. Muse	9/5/73 Mrs. Muse	9/17/73 (2) Mrs. Muse	11/6/93 Mrs. Muse
WHAT ABOUT	set up dates for planning discuss program	set definite dates for planning	same	left materials by mistake	reschedule confer. at Parkersburg Community Collge
WHY					unable to keep appointment
MATERIALS USED					
WHAT HAPPENED Problems Successes	unable to set definite date	unable to reach Mrs. Muse	Scheduled planning for October		Rescheduled
TIME SPENT	10 min.	3 min.	5 min.	3 min	3 min
OBJECTIVE ACTIVITY PERTAINS TO (Number and Title)					Objective 4 Co-op with PCC



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TELEPHONE CALLS  
 (To be completed by trainers)

Your Name Phyllis MacVicar State West Virginia Library Parkersburg

	DATE	DATE	DATE	DATE	DATE
WHO ON STAFF	11/6/73 PCC-Tom Hillyard				
WHAT ABOUT	reschedule meeting				
WHY	unable to keep appt.				
MATERIALS USED					
WHAT HAPPENED Problems Successes	rescheduled with Mrs. Muse				
TIME SPENT	3 min.				
OBJECTIVE ACTIVITY PERTAINS TO (Number and Title)	Obj. 4 Co-op with PCC				

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PERSONAL CONTACT BY TRAINER

(To be completed by trainers)

Your Name Phyllis MacVicar State West Virginia Library Parkersburg

	DATE	DATE	DATE	DATE	DATE
WHO ON STAFF	8/27/73 Entire Staff	9/17 & 18, 73 Entire Staff	10/15 & 16/73 Entire Staff & Branches	11/19/73 Tom Hillyard PCC	1/14/74 Dorothy & Ann
WHAT ABOUT	Meet staff	Planning	<del>with Vienna</del> Training	PCC & CLEP	progress & evaluation forms to fill out
WHY	familiar with library facility		with Vienna Branch St. Mary's	CLEP prg.	
WHERE	on site	on site	in Region	@ Parkersburg Comm. College	on site
MATERIALS USED			Referral book Biblio. LRL, MSU pamphlets Pamph. source		
WHAT HAPPENED Problems Successes	Met with staff briefly	drew up Obj's. sat staff time short	Vienna nothing pamph. on order St. Mary's to work with program	Learned CLEP set up meeting for later date	much progress within constraints Dorothy loosening up
TIME SPENT	2 hrs.	2 days	2 days	3 hrs.	1 hr.
OBJECTIVE ACTIVITY PERTAINS TO (Number and Title)	Pre-planning all	all	all ,	CLEP Obj. :	

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TELEPHONE CALLS  
 (To be completed by trainers)

Your Name Phyllis MacVicar State West Virginia Library Raleigh County

	DATE	DATE	DATE	DATE	DATE
WHO ON STAFF	8-16-73 M.L. Graham	12-17-73 M.L. Graham			
WHAT ABOUT	Planning	Planning			
WHY		Definite Dates			
MATERIALS USED					
WHAT HAPPENED Problems Successes	Postpone discision until after 12-15-73	Dates set Feb. 27 & 28th 1974			
TIME SPENT	10 minutes	10 minutes			
OBJECTIVE ACTIVITY PERTAINS TO (Number and Title)					

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TELEPHONE CALLS  
 (To be completed by trainers)

Your Name Phyllis MacVicar State West Virginia Library Stonewall Jackson Regional

	DATE	DATE	DATE	DATE	DATE
WHO ON STAFF	8-16-73 C.Coffindaffer	9-5-73 Merle Moore Clarksburg	12-13-73 C.Coffindaffer	12-17-73 C. Coffindaffer	1-3-74 C.Coffindaffer
WHAT ABOUT	set up planning sessions	Planning	Training sites	Reschedule training after 1-1-74	Verify Training dates
WHY			cancelled	scheduled tentatively for 1-7-74	see above
MATERIALS USED					
WHAT HAPPENED Problems Successes	Drew up specific dates for planning session	Disc. who on staff to inclu. and purpose.	Printouts not available		O.K. for 1-9 & 10, 74
TIME SPENT	10 min.	5 min.	3 min.	5 min.	5 min.
OBJECTIVE ACTIVITY PERTAINS TO (Number and Title)			All Objectives	ALL	Done

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TELEPHONE CALLS

(To be completed by trainers)

Your Name Phyllis MacVicar State West Virginia Library Stonewall Jackson Regional

	DATE	DATE	DATE	DATE	DATE
WHO ON STAFF	1-15-74 Virginia for Clarence				
WHAT ABOUT	Community survey guide				
WHY	needed in Weirton				
MATERIALS USED					
WHAT HAPPENED Problems Successes	Will be sent to arr. Weirton 1-21 or 22.				
TIME SPENT	3min				
OBJECTIVE ACTIVITY PERTAINS TO (Number and Title)	#4-Community Survey- (Weirton Obj)				

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PERSONAL CONTACT BY TRAINER  
 (To be completed by trainers)

Your Name Phyllis MacVicar State West Virginia Library Stonewall Jackson Regional

	DATE	DATE	DATE	DATE	DATE
WHO ON STAFF	10-25 & 26, 73 C.Coffindaffer	1-9 & 10-74 Coffindaffer & affiliates			
WHAT ABOUT	Planning session	Training providing guides			
WHY		start work on Obj.			
WHERE	Buckhannon & Clarksburg	Buckhannon, Skin. Gass. Clks. Elkins Phillipi			
MATERIALS USED		Pamphlets & Comm. Survey guides, L.R. list			
WHAT HAPPENED Problems Successes	Drew up Obj's.				
TIME SPENT	2 days	2 days			
OBJECTIVE ACTIVITY PERTAINS TO (Number and Title)	All	All			

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PERSONAL CONTACT BY TRAINER

(To be completed by trainers)

Your Name Phyllis MacVicar State West Virginia Library Mary H. Weir, Weirton, W.Va.

	DATE	DATE	DATE	DATE	DATE
WHO ON STAFF	11-8-73 Fred & John	11-21-73 Fred & John	1-21 & 22-74 all staff		
WHAT ABOUT	Planning	Objective	Training		
WHY	Do Objectives	go over to be sure OK			
WHERE	on site	on site	on site		
MATERIALS USED			Pamphlet & Comm survey guide Biblio. Leisure	Reff. books(2) reading.	
WHAT HAPPENED Problems Successes					
TIME SPENT					
OBJECTIVE ACTIVITY PERTAINS TO (Number and Title)				ALL	