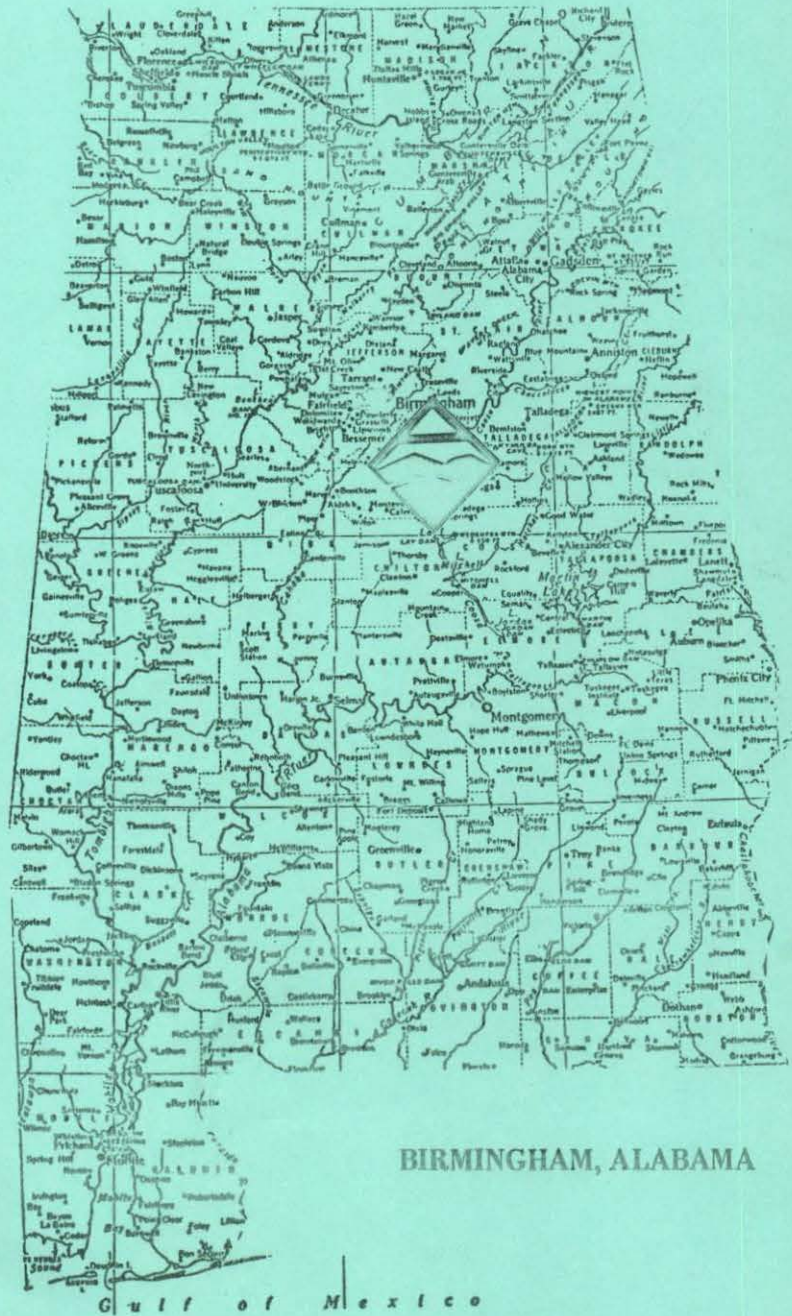


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# The Interrelating of Public Library and Basic Education Services for Disadvantaged Adults

## PROGRESS REPORT (Training and Demonstration)



APPALACHIAN  
ADULT  
EDUCATION  
CENTER

BIRMINGHAM, ALABAMA

**I N T E R I M   R E P O R T**

**1973-74 Continuation Demonstration**

**Interrelating Library and Basic Education Services  
for Disadvantaged Adults**

**U.S. Office of Education  
Bureau of Libraries and Learning Resources  
HEA II b Training**

**Ann Gwin, Project Director**

**ABE-Library Center  
2115 - 7th Avenue North  
Birmingham, Alabama 35203**

**January 21, 1974**

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## INTERIM REPORT

### PART I. CONTINUING DEMONSTRATION PROJECT

#### PROGRESS, PROBLEMS, AND SOLUTIONS

##### Staff Members

The Alabama project was allowed to use a part of the balance of funds from the 1972-73 grant to pay two persons for part-time work between June 1st and September 30th, 1973. Through the county ABE program, the staff members were able to continue on a 40 hour basis - providing library services to ABE students.

From September 30, 1973 until the present time, one staff member is paid by the county ABE program for 20 hours per week to assist with the demonstration activities. The responsibility of that person is cataloging, filing, checking out materials, showing films and filmstrips, familiarizing students with the library, making displays, recruiting, library service to the jails, assisting with library memberships and filling special requests.

Another former aide works as a teacher and librarian at the adult learning center. She continues to teach the ABE day class at the ABE-Library Center. As a part of her job, she also fills special requests, shows films, rotates the materials at the adult learning center, and meets with librarians and ABE personnel for related project activities.

The full-time secretary and project director complete the staff for this year's continuing demonstration and training project.

The continuing demonstration objectives are discussed separately with the following points brought out: progress, problems, and solutions with accompanying data.

Objective 1: To complete the bibliography developed from the 1972-73 assessment of library materials available at the central library in each adult coping skill area.

Early in the second year of the project, the bibliography of library materials was completed (it includes Dewey Decimal numbers). It was distributed to the ABE teachers in the county and city of Birmingham. The secretary assembled, typed and mailed the final bibliography. The response to it has been in the form of requests for duplicate copies for other teachers or supervisors. ABE teachers and librarians would also like to have a short list of materials that we would recommend for adult new readers.

Objective 2: To contact all libraries in Jefferson County where adult basic education (ABE) classes are located for the purpose of making available to ABE teachers (when student enrolls) an application for a library card.

On Wednesday, November 7, 1973, the project director met with Miss Ramsay, Director of Birmingham Public Library, Jack Bulow, Extension Librarian, some branch librarians, and area librarians to discuss coordination and services to ABE classes.

A sheet was distributed which gave the location of the nearest library to the nearest ABE class, addresses and hours open. The names of librarian and teacher (or supervisors) were given.

These persons were present:

Mrs. Menzell	Bessemer Public Library
Mrs. Garrett	Fairfield Public Library
Mrs. Roberts	Hueytown Library
Mrs. McCain	West End Branch Library
Mrs. Hooks	Smithfield Branch Library
Mrs. Bentley	Avondale Branch Library
Mrs. McCreedy	North Birmingham Branch Library
Mrs. Blount	Georgia Road Branch Library
Mrs. Grigsby	East Ensley Branch Library
Mrs. Pugh	South Side Branch Library
Mrs. Gray	Ensley Branch Library
Mrs. Upshaw	County Library

The agenda included:

1. Reasons for serving disadvantaged
2. Areas of service
  - a. library borrower's cards
  - b. library field trips
  - c. ABE classes in library
  - d. mini-viewer kit
  - e. building collection (materials) bibliographies, publisher, cost, etc.
  - f. extension of hours (to open at night)
  - g. community referral
  - h. attitudes
  - i. opening communication channels

The group responded, asking questions and stating problems such as:

1. transportation
2. returning borrowed materials
3. how to contact ABE teachers
4. problems with library board

Kinds of materials disseminated:

1. a listing of ABE teachers and classes and library
2. list of popular books for ABE students
3. case studies (AAEC)
4. mini-viewer kit
5. Bibliography of ABE Materials at the Birmingham Public Library
6. Leisure Reading Selection Guides

The project director showed samples of materials recommended and asked for feedback on what happened. Each librarian agreed to contact the ABE class or classes in her area. The succeeding chart indicates results (to the present time) of the meeting.

<u>LIBRARY</u>	<u>ABE CLASS IN SERVICE AREA</u>	<u>KIND OF CONTACT MADE</u>	<u>RESULTS</u>
JEFFERSON COUNTY FREE LIBRARY 2116 7TH AVENUE NORTH	BRIGHTON HIGH SCHOOL BRIGHTON, ALABAMA	LIBRARIAN MET WITH ABE SUPERVISOR	SUPERVISOR WOULD CONTACT LIBRARIAN WHEN SERVICES WERE NEEDED. THE CLASS HAD NOT BEGUN AT TIME OF CONTACT. SUPERVISOR CALLED THE LIBRARIAN LATER TO NOTIFY THAT THEY WERE READY TO MAKE PLANS FOR LIBRARY SERVICES.
	DOLOMITE HIGH SCHOOL	LIBRARIAN APPROACHED ABE TEACHER WITH MATERIALS ON BOOK- MOBILE ESPECIALLY FOR ABE CLASS	ABE TEACHER DELIGHTED WITH OFFER. ABE TEACHER SELECTED MATERIALS; CHECKED OUT BOOKS FROM BOOKMOBILE. WILL MEET BOOKMOBILE FOR BOOKS. GOOD RESPONSE.
	CORNER HIGH SCHOOL WARRIOR, ALABAMA	LIBRARIAN APPROACHED ABE TEACHER	ABE TEACHER VERY ENTHUSIASTIC TO MEET BOOKMOBILE FOR BOOKS.
BESSEMER PUBLIC LIBRARY 100 19TH STREET	BESSEMER TECH. INSTITUTE TUSCALOOSA HIGHWAY, BSMER	LIBRARIAN CALLED ABE TEACHER	ABE TEACHER HAD PREVIOUSLY CHECKED OUT MATERIALS FOR CLASS. SHE IS INTERESTED IN MORE ON LOW READING LEVEL.
	JACKSON ABRAMS HIGH 1100 N 23RD, BESSMER	LIBRARIAN CONTACTED BY PHONE	TEACHERS EXCITED OVER PROSPECTS OF LIBRARY TOURS AND MATERIALS. NO DEFINITE ARRANGEMENTS TO DATE.
	NEIGHBORHOOD SERVICE CENTER	LIBRARIAN CONTACTED BY PHONE	ABE TEACHER ENTHUSIASTIC OVER PROSPECTS OF LIBRARY TOURS AND MATERIALS. NO DEFINITE ARRANGE- MENTS TO DATE.
UEYTOWN PUBLIC LIBRARY 318 HUEYTOWN ROAD	NORTH HIGHLANDS SCHOOL 2021 29TH AVENUE NORTH	SERVICES OFFERED BY LETTER	TEACHERS INTERESTED. TEACHERS DISCUSSED THE POSSIBILITY OF LIBRARY SERVICES WITH PROJECT DIRECTOR BEFORE INITIAL LIBRARIAN'S MEETING.

<u>LIBRARY</u>	<u>ABE CLASS IN SERVICE AREA</u>	<u>KIND OF CONTACT MADE</u>	<u>RESULTS</u>
AVONDALE BRANCH LIBRARY 509 SOUTH 40TH STREET	DAVIS SCHOOL 417 29TH STREET SOUTH	MADE EXTREME EFFORT TO CONTACT ABE TEACHER	POOR RESPONSE. PERSON CONTACTED SAID IF THEY THOUGHT OF ANYTHING THE LIBRARY COULD DO THEY WOULD CALL.
	AVONDALE-KINGSTON COMM- UNITY CENTER 506 40TH NORTH	SUPERVISOR CONTACTED LIBRARIAN	COMMUNITY CENTER SUPERVISOR INTERESTED IN LIBRARY SERVICE. CONTACTED LIBRARIAN ON HIS OWN ASKING FOR SERVICE FOR AVONDALE- KINGSTON COMMUNITY CENTER. LIBRARIAN HAS ALREADY LOANED BOOKS ON SPECIAL SUBJECTS TO TEACHERS AND STUDENTS. LIBRARIAN IS WORKING WITH SUPERVISOR TO ARRANGE SHOWING OF MOVIES OR BOOK DEPOSITS.
EAST ENSLEY BRANCH LIBRARY 900 14TH STREET	COUNCIL SCHOOL 1400 AVENUE M	LIBRARIAN WROTE LETTER ASKING IF SERVICES WERE NEEDED.	PRINCIPAL RESPONDED TO LETTER. COUNCIL SCHOOL HAD LIBRARY TOURS. LEARNERS IN THE ABE CLASS CHECKED BOOKS OUT. LIBRARIAN MADE A SPECIAL EFFORT TO OPEN THE LIB- RARY AFTER USUAL HOURS.
ENSLEY BRANCH LIBRARY 1201 25TH STREET	WESTERN (JACKSON) SCHOOL	LIBRARIAN CONTACTED ABE TEACHER BY LETTER. (A SPECIAL SHELF OF MATERIALS WAS SET ASIDE FOR NEW READERS.)	MUCH USE OF SPECIAL MATERIALS ALREADY MADE.
GEORGIA ROAD BRANCH LIBRARY 401 43RD STREET NORTH	HAYES HIGH SCHOOL 501 NORTH 43RD STREET	LIBRARIAN CONTACTED ABE TEACHER	BOOK DEPOSITS WERE LEFT. FIELD TRIPS TO THE LIBRARY TO BE ARRANGED. LIBRARIAN VISITED EACH CLASSROOM; 26 OUT OF 27 PRESENT JOINED THE LIBRARY. RESPONSE WAS EXCELLENT. TOUR OF THE LIBRARY TO BE ARRANGED.



<u>LIBRARY</u>	<u>ABE CLASS IN SERVICE AREA</u>	<u>KIND OF CONTACT MADE</u>	<u>RESULTS</u>
NORTH BIRMINGHAM BRANCH LIBRARY 3200 NORTH 27TH STREET	HUDSON SCHOOL 3300 HUNTSVILLE ROAD	LIBRARIAN TRIED TO CONTACT SUPERVISOR BY PHONE. LEFT MESSAGE OFFERING LIBRARY SERVICES AND THE USE OF LIBRARY FACILITIES FOR ABE CLASS.	NO RESPONSE.
	BURDINE SCHOOL FORKLAND, ALABAMA (GREENE COUNTY)	PERSONAL CONTACT. TEACHER VISITS LIBRARY.	LIBRARIAN HAS FURNISHED THE ABE TEACHER WITH LOAN OF 12 TO 14 BOOKS PER MONTH.
SMITHFIELD BRANCH LIBRARY ONE 8TH AVENUE W	MILES COLLEGE VINESVILLE, ALABAMA		
	HILL SCHOOL 507 3RD NORTH	LIBRARIAN TRIED TO CONTACT ABE TEACHER.	RECEIVED NO RESPONSE.
	YWCA 500 8TH WAY SW		
SOUTHSIDE 2 6TH AVENUE SW	WASHINGTON SCHOOL 115 4TH AVENUE SOUTH	LIBRARIAN WROTE A LETTER OFFERING SERVICES.	NO RESPONSE.
	UAB 1714 9TH AVENUE SOUTH	LIBRARIAN WROTE A LETTER OFFERING SERVICES.	NO RESPONSE.
WEST END BRANCH LIBRARY 1241 TUSCALOOSA AVENUE	BIRMINGHAM BAPTIST COLLEGE 630 ISHKOODA ROAD	NONE. CLASS MEETS AT NIGHT.	
	EUREKA SCHOOL (NYC)	ABE TEACHER TO RETURN CALL.	

<u>LIBRARY</u>	<u>ABE CLASS IN SERVICE AREA</u>	<u>KIND OF CONTACT MADE</u>	<u>RESULTS</u>
BOOKMOBILE #3 2116 7TH AVENUE NORTH	LOVEMAN VILLAGE 300 1ST AVENUE SW	LIBRARIAN CALLED BY PHONE.	ABE TEACHER EXCITED OVER PROSPECTS OF HAVING BOOK DEPOSIT BROUGHT BY BOOKMOBILE. REQUESTED THAT PROJECT DIRECTOR CALL.
FAIRFIELD PUBLIC LIBRARY	FEDERAL PROJECTS BUILDING 6405 AVENUE D, FAIRFIELD	NONE. LIBRARIAN TALKED TO BOARD AND RECEIVED PERMISSION TO SERVE. (AN IMPORTANT FIRST STEP). WILL OFFER LIBRARY TOUR AND SPECIAL BOOKS.	

Objective 3. To develop a slide presentation about the library using slides from various areas in Alabama. The slide presentation would be used;

- (1) in the workshops with librarians across the state.
- (2) with ABE class members so that they will know what a library is like.
- (3) with interested community groups or ABE teacher workshops.

A slide presentation was prepared to show in Choctaw County. The AAEC script was adapted for the slide presentation. Several developments have occurred which prevented further progress with this objective.

1. The experience with Choctaw County brought about the realization that each library might need a separate slide presentation. The trainees present at the Choctaw County two-day planning session were quite disturbed about the slides on bookmobile service. Having talked with another library about the disadvantages of bookmobiles, the library staff and board members took a firm position against that type of library delivery service.
2. Limited time and staff made separate slide presentations for each library impossible.
3. It was soon discovered that larger regional libraries had already developed slide-tape presentations which could be adapted easily to serve the same purpose.

The ABE-Library presentation is used, on occasion, with certain groups at their request.

Objective 4. To attempt to provide library services to all ABE classes beginning with the county ABE classes.

Objective 2 was combined with Objective 4 when lack of funds and staff made this plan impossible. On a limited basis, some classes are provided with library services -- the city and county jail programs, the classes in the ABE-Library Center, and the Jefferson County Learning Center.

When the county librarians, branch librarians, and librarians representing other systems met, service to ABE groups throughout Jefferson County was discussed. The librarians agreed to serve the classes in any way they could with their limited staffs. Some good results have come about: one branch librarian has already opened her library at night for a special tour, some librarians have ordered special materials on easy reading levels, and others have left book deposits for ABE learners. In one or two instances, the librarians offered library services, only to receive a negative response from the supervisor or teacher. The project also loaned materials to libraries needing them.

The classes being served by the ABE-Library Center have always responded to library services in a positive manner. Learners like library tours, films and filmstrips, special activities involving use of library materials, and a majority of them enroll in the library.

Objective 5. To test the effectiveness of the community referral handbook in 1972-73.

At the present time, no progress has been made of this objective. The ABE-Library Center disseminated all handbooks except two and has had numerous requests for other copies. No funds were set aside to replicate the community referral handbook.

Objective 6. To continue and expand a family learning center in a public library building.

Displays, book talks, library tours, films and continuation of ABE classes were activities planned with this objective. The film hour which was planned was in operation from September through December. Free films were obtained through the Free Film Guide, APLS, and the central library. The agencies in the area were contacted and requested to announce the film hour in meetings and on bulletin boards. Films and filmstrips shown were: "You're Never Too Old", "Amos Fortune, Free Man", "Helen Keller", "Lady Beware", "Littlest Angel", "How to Grow Beautiful African Violets and Gloxinias", and "the Right to Read". This activity was not widely publicized and few people attended. (See Appendix for letter advising us about the film hour.)

Despite the unsuccessful film venture, the ABE learning center expanded and grew this year. The day ABE class often has an attendance of 18 adults and 2 or 3 children. The evening class has a good enrollment with quite a few regular students. As stated before, films, filmstrips, handicrafts, speakers, library field trips, displays, and supplementary reading material enrich the ABE curriculum.

Objective 7. To continue the recruitment program with the assistance of Jo Scott from Auburn University, under the supervision of Dr. Frank.

The initial activity involving recruitment was the fall workshop held for volunteers which included discussion on recruiting. The recruitment handbook was distributed to volunteers for use as a guide.

Tentative dates for intensive recruiting were set. Not only do the volunteers help recruit prospective members for library and ABE, but also assist in tutoring adults, teaching handicrafts, and rotating book deposits at the city jail. Records have been kept of volunteer activities.

Objective 8. Ascertain by random sample whether ABE students report greater use of library services as a result of the coordination activities between ABE and library.

Lack of time and limited staff have made progress on this objective difficult. Toward the spring of the year, we hope to find time to interview learners.

Objective 9. To orient teachers both in fall workshops and individually to the activities and results of the interrelation of library and ABE programs.

ABE teachers have had orientation, both individually and collectively to the project activities to interrelate library and ABE programs. Examples of those orientation sessions include leading discussion groups in regional and area ABE workshops, attending a continuing education conference, and speaking at summer ABE teachers' workshop. Bibliographies, coping skills lists, case studies, and community referral handbooks have been distributed to supervisors and teachers.

As a result of this objective, ABE personnel have become interested in library services; several have inquired about how they might initiate library services for their students.

\* \* \*

ADVISORY BOARD, THEIR ROLE AND PARTICIPATION IN THE  
CONTINUING DEMONSTRATION

An advisory board meeting has not been scheduled this year. At the beginning of the second year of the project, correspondence with the advisory board members informed them of progress being made. Each board member was asked to continue serving in that capacity. Fourteen advisory board members replying in the affirmative are listed below:

Mrs. Betty Beal  
Jefferson County Board of Education  
Birmingham, Alabama

Mrs. Elizabeth Beanguard  
Alabama Public Library Service  
Montgomery, Alabama

Mrs. Mozelle Cummings  
Alabama Public Library Service  
Montgomery, Alabama

Mrs. Elizabeth Forman  
Faculty, Samford University  
Birmingham, Alabama

Dr. Murray C. Gregg  
Jefferson County Board of Education  
Birmingham, Alabama

Dr. Delbert Long  
Dept. of Continuing Education-UAB  
Birmingham, Alabama

Miss Margaret Minor  
Alabama Literacy and Learning  
Birmingham, Alabama

Mrs. Melba Moebes  
Housing Authority-Birmingham  
Birmingham, Alabama

Mr. Norman Parker  
ABE State Department of Education  
Montgomery, Alabama

Miss Richardena Ramsay  
Birmingham Public Library  
Birmingham, Alabama

Mrs. Thera Richter  
Birmingham Regional Planning Commission  
Birmingham, Alabama

ADVISORY BOARD, THEIR ROLE AND PARTICIPATION IN THE  
CONTINUING DEMONSTRATION (CONT.)

Miss Margaret Loran  
Birmingham Board of Education  
Birmingham, Alabama

Mr. Ross McQueen  
State Department of Education  
Wetumpka, Alabama

Dr. W.C. Matherson  
Birmingham Board of Education  
Birmingham, Alabama

Individual advisory board members have contributed more through their wholehearted support of the project and by advising and counseling with special problems. The board members have referred other interested groups or persons to us for information and have, by their involvement, extended the scope of the project.

MATERIALS SELECTED FOR CONTINUING DEMONSTRATION

During July and August, 1973, some materials were purchased to replace and fill in the collection. Further ordering of materials has been handled through Johnson-Camden Library, Morehead State University, Morehead, Kentucky for loan to the project. Though the loan was appreciated, it did create some difficulties.

A concentration of audio visual materials limits the use of such materials. Location of suitable AV materials for undereducated adults presented some problems. Ordering materials without an opportunity to preview it may result in a quantity of material that is not particularly suited to the needs of the learner. However, it was possible to make some judgments on useful materials by soliciting the opinions of persons who have a wide knowledge in the area. The film librarian at the Jefferson County Curriculum Center and the State Library Agency kindly agreed to loan filmstrips for review and gave information on other AV materials and other sources. Refer to Appendix for list of materials showing source, category and frequency of use.



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

a. ADVISORY BOARD

The advisory board has not convened this year. Attitudes of individuals on the board have been positive; members have made favorable comments on the success of the project.

b. LIBRARY BOARD, CENTRAL LIBRARY STAFF AND BRANCH LIBRARIANS

The library board approves of the project and its goals. Attitudes of the central library staff and branch librarians range from "lukewarm" to enthusiastic. Several of the branch librarians have made an outstanding effort to contact and offer services to adult classes in the area. Two libraries have offered the city ABE program the use of their meeting rooms for ABE classes. The following is an example:

We have opened a new section in our library for "New Readers". This section can be seen as one enters the library so that there need not be any embarrassment over the use of this section. So far it has been used by adults and teen-agers alike. I have written letters to the ABE classes in my area advising them of this. Mrs. Grigsby has had some interest from them at her library, but she is closer to the schools than we are. Maybe we should talk to Dr. Matherson about having classes in our meeting room next year. Then we could have a captive audience so to speak. They would be where the books are and as they progressed the books would be readily available."

Virginia Gray

In addition, the State Library Agency has lent assistance and support in all phases of the project since its beginning in 1972. (The State ABE and Library Staffs had already become involved at a "Right to Read" workshop on the University Campus in September, 1971.) During this second year of demonstration and

LIBRARY BOARD, CENTRAL LIBRARY STAFF AND BRANCH  
LIBRARIANS (CONT.)

training, the wholehearted support and aid given by the State Library Director, and her staff have enabled us to go forward with the training design and to carry on with the demonstration.

c. ABE- STATE DEPARTMENT, COORDINATORS, LOCAL TEACHERS  
AND STUDENTS

From the beginning of our project in July, 1972, to the present, the actions and attitudes of the state ABE personnel has been exceptional. They have been concerned with the continuing demonstration as well as the training institutes. Most local ABE coordinators and teachers have shown a willingness to cooperate while only a few have reacted negatively. City and county ABE personnel have continued to support the ABE-Library Center, allowing us to use equipment and materials. Both groups have made referrals and invited staff to take part in the local ABE workshops. ABE students who are or have been in our classes at the Jefferson County Learning Center, ABE-Library Center, and other groups have usually expressed satisfaction with the program. Here are some comments from them:

"If it wasn't for the ABE-Library program, I would not get my G.E.D. I love our school."

"My goal is to get my education. I am in a wheel chair. I never walked a step in my life. I did not get to go to school but two years, and then I heard about the ABE-Library program. I was so glad I could get to go to school again and get my education. I have learned a lot since I have been going. We have a nice big class and we love our teacher so much. I live in a block of the school and I can roll down. I am so glad for that."

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

Because we do not have enough staff this year, we have not traveled to any ABE classes except the ones at the city jail. Other travel has been in connection with community agency programs, workshops and the training project.

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

The important aspect of the present demonstration is that it has provided a vehicle for communication between agencies, and personal contact with teachers and librarians. Librarians and ABE teachers are becoming aware of the need for coordination and the possibilities that it presents.

The demonstration cannot be continued this year as it was last year because the funds for staffing and material are not available.

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

- a. Many related questions and activities have arisen as a result of the continuing demonstration. Several teachers have requested use of materials for special education classes (teenagers).
- b. Church groups have used the game "Ghetto" in an endeavor to better understand the disadvantaged.
- c. In an ABE teachers workshop, the pamphlet file was used as resource materials in writing modules for Norvell Northcutt's APL Study.
- d. The Project Director was invited to participate in the Auburn University ABE teacher's workshop. The teachers present were excited about ABE-Library coordination; one teacher said she had never thought of using the resources at the library for her learners.
- e. The inmates enrolled in the city jail work release program have had an opportunity to study at the Jefferson County Adult Learning Center, for the first time. (The teacher of the class at the Learning Center has had experience in teaching basic reading and math skills to that particular group.)

- f. Teachers in systems where there is no library-ABE coordination have requested information and ideas which would promote cooperation in their community.

As a result of this demonstration, an increased awareness and interest in adult education and library coordination has been accelerated in the state of Alabama. For example, plans are being made to coordinate the two educational programs in Jackson, Alabama in the community's new library facility. The Cherokee County library plans to build a new area in the library for the convenience of ABE classes. Definite efforts are being made by librarians to buy materials which are suitable for the undereducated adult.

The State Library Agency has been involved in a project for the aging, which includes library service to the disadvantaged elderly adult. In other areas, plans are being made to coordinate the schools, public libraries and ABE programs. APLS will, in one county, furnish materials for a bookmobile and ABE will furnish the instructors.

WHAT ARE YOUR PREDICTIONS CONCERNING THE CONTINUATION OF THE COORDINATED ABE-LIBRARY THAT YOU HAVE DEVELOPED WITHOUT AAEC SUPPORT?  
WHAT CAN THE AAEC AND/OR ITS ADVISORY BOARD DO TO HELP INSURE CONTINUATION?

It is difficult to predict how the present demonstration will continue without AAEC funds. Though the activities of the project have been viewed favorably by the Birmingham Public Library administrators, the State Library Agency and the State Adult Education department, future plans for continuation are uncertain. The length of the project has been too short to change prejudices, habits, and attitudes, and also too brief to allow time for seeking funds beyond the demonstration. However, the influence of the demonstration will continue to affect libraries and adult programs throughout the state.

The AAEC Advisory Council can further the efforts of the project by interpreting the library demonstration and training to the public, by calling attention to

PREDICTIONS CONCERNING CONTINUATION WITHOUT AAEC SUPPORT  
(CONT.)

related legislation - ie; the Older Americans Act, nutrition programs and in-state projects. Members of the council could take opportunities to reveal the results of the library-adult education services in a positive manner and offer to the persons responsible (whether adult programs or library programs) their particular expertise in the profession.

\* \* \*

## PART II. PLANNING FOR TRAINING

### A. RECRUITING

#### STATE TRAINING DESIGN

On May 18, 1973, State Library personnel and state ABE personnel met together with representatives from the University of Alabama, AAEC, and the Birmingham Public Library to draft a state training design. Though the meeting was useful as a planning session, the presence of decision makers would have been advantageous during the state meeting; the progress of the demonstration was outlined, the future plans of the project clarified, and the full cooperation of the graduate school of the University given.

The AAEC asked that a meeting between the State Library personnel, state ABE personnel, University personnel, project staff and related support staff be set up in the spring of 1973 to design a state training plan.

The participants evaluated the state in geographical terms and reviewed sub-state planning districts. Each system was analyzed as a possible site for training; advantages and disadvantages were noted. A one-day awareness session was planned to be hosted by the University Library Service department.

The plan designed at that time has provided a workable structure for recruiting and training activities. Slight modifications have been made when necessary; an example was the cancellation of the planned Jefferson County Mini-Convention.

#### HOW DID YOU RECRUIT LOCAL LIBRARIES TO BE TRAINED?

In Alabama, it seemed advisable to give regional libraries the first opportunity to participate in the training. At the end of the

HOW DID YOU RECRUIT LOCAL LIBRARIES TO BE TRAINED?  
(CONT.)

awareness session at the University, those librarians who were interested were given the letter of agreement. Each region would be involved in the training. Libraries signing the letter of agreement are the same as those who have had or will have planning sessions.

Choctaw County	September 12 & 13, 1973
Anniston-Calhoun	October 8 & 9, 1973
Huntsville	November 8 & 9, 1973
Macon County-Tuskegee	January 10 & 11, 1974
Friedman Library	January 30 & 31, 1974
Wheeler-Basin	February 21 & 22, 1974

LIST LIBRARIES INDICATED INTEREST BECAUSE OF YOUR RECRUITMENT EFFORTS.

Talledega Library for the Blind and Physically Handicapped and Dothan Public Library reflected some interest as did the libraries listed above; nevertheless, they were unable to make a commitment during the time of recruitment activities.

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

Whether the recruitment methods used were the most effective and efficient is unknown. Additional effort and pre-planning could very well have increased interest in training. The timing for recruitment was a factor in the number of libraries responding to the training offered. Alabama libraries were very concerned about finances and hesitated to venture into any new programs when facing possible loss of staff and operating funds. A great deal of energy was being expended by librarians as they sought means to keep libraries open.

EFFECTIVENESS OF RECRUITMENT METHOD(S)... (CONT.)

It is anticipated that two to three other Alabama libraries will participate in the training this year. Further recruitment plans are being made to remind librarians that there is still an opportunity to take part.

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

The recruitment materials used were prepared, in part, by the project director, who relied heavily on information from AAEC. Many librarians did not understand fully what was being offered and what they could expect from the training. Telephone calls between the librarian and the project director clarified some points. The State Library Director, who communicated with interested librarians, interpreted the training plan when queried about it. Originally it was felt by those involved that the awareness session at the University would pave the way or describe the training in such a way that librarians would be eager to participate (and some were). Nevertheless, the meeting did not bring the expected results.

There were other problems relating to recruitment. The project director needed more specific information on training from AAEC earlier in the year. (it was available later) and more concise information on AAEC. There was not enough time for planning the state meeting in April, 1973. Goals of the training were not made clear to the satisfaction of all who met. Others were unsure of their role in the training.

IF YOU RELIED ON OTHERS TO SEND OUT RECRUITMENT MATERIALS, DID THEY?

The project director mailed out all recruitment materials to the libraries.



HOW MUCH SUPPORT DID YOU GET FROM OTHERS IN YOUR  
RECRUITING EFFORTS?

<u>Agency</u>	<u>Support given</u>
State Library personnel	a great deal
State extension library personnel	a great deal
Regional library personnel	some
Local head librarian	some
University personnel	some
State ABE level personnel	a great deal
Local ABE area coordinators	some
ABE teachers	some
ABE students	very little

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

After the Regional library meeting, hosted by the University's graduate library school, each participating library was sent material which described the training being offered in more detail. Portions of the "AAEC Proposal for an Institute for Training in Librarianship" were utilized to give more concrete information. Other than phone calls, this was the only follow-up.

Plans are being made for follow-up in the spring at the Alabama Library Association meeting in Montgomery. An ABE Seminar is planned which will involve those libraries already participating in the training as well as other interested libraries. It is hoped that a slide-presentation will be assembled which shows activities of Choctaw, Macon County, Anniston, Huntsville, Wheeler-Basin, and Friedman libraries in connection with the training project.

GENERALLY, HOW MUCH PERSUADING AND CONVINCING DID YOU HAVE TO DO TO GET LOCAL LIBRARIES TO SIGN THE LETTER OF AGREEMENT?

In only one instance did we have to convince a library to sign the letter of agreement. The Choctaw County Library trustees felt the letter was not specific enough and hesitated to sign the form until they knew what was involved. After much persuasion and a third trip to Choctaw County to talk with the librarian and the board chairman, we were able to get the signatures required. (The State Library Field Representative has, especially in Choctaw County, assisted in every phase of the training.)

DID YOU NEED THE HELP OF OTHERS TO CONVINC LIBRARIANS TO SIGN THE LETTER OF AGREEMENT?

Yes, in the Choctaw County Library, though the other five libraries signed willingly. The State Librarians and the State ABE supervisors offered to assist with any problems.

WHAT WERE THE REASONS GIVEN FOR NOT WANTING THE TRAINING YOU OFFERED?

None of the libraries who were offered training gave any reason for non-participation. The initial recruitment materials distributed and mailed to the librarians did not require a return letter or card indicating whether they would participate. The letter of agreement was returned with proper signatures and was the only communication requested. Of course, all materials or letters to librarians including personal contacts urged everyone who had questions to call the project director.

B. TWO-DAY PLANNING SESSION

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

All librarians who were asked to fill out pre-planning information did so. At the time of the Choctaw County Training Session, the "Pre-Planning Chart" was unavailable; therefore, the librarian was not asked to

LIBRARIANS ASKED TO FILL OUT PRE-PLANNING INFORMATION  
FORMS... (CONT.)

complete it. The project director used the information already compiled to fill out the chart.

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

The project director did some research on each community before each planning session. The State Library Director and the State Library Field Representative obtained and mailed information which contained useful facts about the library and the community. The librarian from Tuskegee visited the ABE-Library Center before the planning session to exchange information and ideas.

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

The librarians have been quite willing to set aside two days for planning sessions even though in one or two libraries it presented the problem - "who will man the desk during those two days?" or "We will have to close the library unless a volunteer can be found".

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

Yes, each librarian invited all the trustees and staff members who could be released from duty except those in the business and processing department. Though the trustees were invited, they did not always attend. In Choctaw County, all trustees attended. In Huntsville, none of the trustees attended; in Anniston, one of the trustees was present.

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?

Whether trustees presence made a difference in the planning session would be difficult to ascertain at this

INCLUDING STAFF MEMBERS AND TRUSTEES IN PLANNING...  
(CONT.)

point. The distinct variations between the community where many trustees were present and the community where few or no trustees were present would make a listing of differences impossible in this writer's opinion.

LIST OTHERS WHO ATTENDED THE PLANNING SESSION.

Librarians were urged to invite representatives from other community agencies to the session. Representatives from Senior Citizens, Model Cities, Community Action Committees, Regional Planning Commissions, and NYC were examples of "others" attending the two-day planning session. ABE teachers, coordinators, supervisors, and State ABE advisory board members were invited in Huntsville, Anniston, and Choctaw County. The Director of the Living-Learning Center, Frostproof, Florida, expressed interest in and attended a portion of the Choctaw planning session. An advantage at Huntsville was having a professor from the University Graduate School of Library Science who helped define disadvantaged and pointed out changes needed in today's libraries.

WAS THEIR PARTICIPATION A CATALYST FOR HELPING LIBRARIANS UNDERSTAND THE NEED FOR EXPANDING LIBRARY SERVICES TO DISADVANTAGED ADULTS?

At each planning session, the State Librarians and the State ABE supervisors have made valuable contributions to the discussions, drawing from their knowledge of the area and their experience with the undereducated segment of the population. The participation of "helping" agencies, librarians and educators aided in planning expansion objectives; many times agencies were willing to coordinate services to better meet the needs of disadvantaged.

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

Two full days of planning were spent at the Choctaw and Anniston sites. That much time seemed too long;

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DID YOU SPEND TWO DAYS PLANNING AT EACH SITE?...  
(CONT.)

persons attending often had other pressing matters that needed attention; participants seemed to grow weary. The Huntsville session was shortened, but still remained a two-day activity, during which the entire agenda was adequately covered. The shorter time schedule is planned for the future sessions - Macon County, Friedman and others.

DID YOU FIND THE TWO-DAY PLANNING SESSION AGENDA USEFUL? HOW? WHAT ABOUT IT DIDN'T YOU FIND USEFUL?

The agenda was very useful in that it listed the steps and outlined the important information. Though it was valuable to the project director, there was some feeling that the agenda was too rigid and should have been more flexible. Each state, community, and library is somewhat different and might require a separate and distinct approach. Some librarians felt that a friendlier beginning with emphasis on the activities and accomplishments in the area of outreach would have made a more diplomatic introduction. Furthermore, it was generally felt that communication, location and identification of areas of service were central ideas of the training to be brought out along with these questions:

What direct services and outreach activities have occurred in the past?

Expanded services in recent years?

How have volunteer groups served the library and the community?

How can community activities be related to the library?

After defining AAEC, its activities, purposes of training, reasons for serving disadvantaged, support to be offered, then ask how AAEC training project can help library site in its goals and objectives.

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 CONFRONTATION WAS NECESSARY? EXPLAIN.

The project director did not feel that confrontations were necessary in the planning sessions conducted

DID YOU FIND IT DIFFICULT TO CONFRONT LIBRARIANS  
WITH GAPS IN SERVICE...? (CONT.)

without AAEC staff (only one to date). It seems advisable to avoid confrontations if possible. If it were necessary, it should be handled very tactfully, especially by those working within the state.

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

At each of the planning sessions, there seemed to be an increased flow of communication between the library and the community; Huntsville library's planning session allowed more community interaction than the other planning sessions. Huntsville is one of the four large metropolitan areas in the state; because of this and the fact that it is a Model Cities' project, it has numerous agencies and a larger library.

DO YOU THINK THE PLANS FOR EXPANDED SERVICE WHICH WERE DEVELOPED DURING THE TWO-DAY PLANNING SESSION WOULD HAVE DEVELOPED ANYWAY?

AAEC's Alabama project to assist libraries in expanded services to adults accelerated the development of services to undereducated adults, focusing attention on Adult Education programs, and provided methods for communication and awareness. Many libraries in Alabama had already made efforts to serve the unserved populations in their communities. In many cases, the AAEC project gave opportunities to put ideas into action.

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

While many of the objectives as planned at the three sites had been, at one time or another, considered but delayed or discarded for various reasons, some

DID YOU WRITE UP AS OBJECTIVES ACTIVITIES WHICH WERE  
ALREADY "IN THE WORKS"? IF SO, WHICH SITES? (CONT.)

activities, similar or related to the objectives, had been in effect. The Choctaw County Librarian had considered the possibility of books by mail but had not taken any positive action on it. The planning session gave opportunities for undetermined plans and ideas to be reinforced as an immediate goal rather than "put away" for future discussion. Librarians seemed more willing to try new ideas knowing support was available from AAEC and its staff.

WHAT KINDS OF EXPANDED SERVICES WERE THE MOST  
DIFFICULT TO GET LIBRARIANS TO AGREE TO?

"Controversial" expanded services were: opening libraries at night and bookmobile service to adult classes and inter-filing juvenile and adult non-fiction. Some objectives were not really controversial but problems of budgeting and staff. There seemed to be reluctance on the part of most sites to undertake the objectives mentioned above. The reasons were: lack of staff, lack of space, or unnecessary (as service was already extended at hours convenient to all its community). Libraries agreed to undertake "controversial" objectives, but limited how it would be done. For example, one library agreed to inter-file juvenile and adult non-fiction, but only in the branch libraries.

WHAT WAS THE GENERAL REACTION OF THE LIBRARY STAFF AND  
TRUSTEES AFTER THE FIRST DAY OF THE PLANNING SESSION?  
AFTER THE SECOND?

At the first day of planning at the sites, the librarian seemed to be aware of what the expanded services would require of them as individuals, and were less enthusiastic about some services. The second day (with concrete plans being made) librarians felt more confident and seemed ready to make efforts to put the plans into effect - except in Choctaw County.

WHAT WAS THE GENERAL REACTION OF THE LIBRARY STAFF AND TRUSTEES AFTER THE FIRST DAY OF THE PLANNING SESSION? AFTER THE SECOND? (CONT.)

At the end of the second day in Choctaw County, the library staff and trustees were quite concerned about plans to open the library one night a week (they feared it would become a dating parlour). Despite the evidence of irritation there, the librarian and her staff have accomplished a great deal toward fulfilling the planned services. Follow-up visits by the APLS Field Representative and the project director with the librarian and her board alleviated areas of concern. The State Library Director and the State ABE supervisor have all supported the Choctaw librarian with her limited staff by encouraging her, visiting, communicating and lending materials. Trustees in Choctaw County were in favor of expanding services and agreed to give as much time as possible to aid the librarian and her staff.

DID YOU HAVE TROUBLE WRITING UP OBJECTIVES? IF SO, WHY?

- a. DURING THE PLANNING SESSION?
- b. FINAL DRAFT DONE AT WORK?

The writing of objectives was somewhat difficult because librarians seemed unsure or uncertain as to the type of plans and activities they could commit themselves to. The Choctaw objectives were useful as a model and served as a guide for writing objectives for other libraries. Having the AAEC agenda for the two-day planning sessions before any of the training began would have been a great asset. It was not available until immediately before the second planning session in Alabama (not in time to study).

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

It was helpful to have the AAEC staff during the first two planning sessions. However, if the AAEC staff member could have spent a half-day with the project director before the planning session, the project director would have had an opportunity to review the agenda and the information on the community with an experienced teacher.



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

Only in Choctaw County did the head librarian present her objectives to the board for approval before training began. In fact, the librarian called a special board meeting to determine what their library would do and presented the project director with a list of activities.

\* \* \*

PART III. TRAINING ACTIVITIES

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

To date, there have been few problems with the sites after training sessions. Librarians have had questions about how to complete AAEC logs and reports. The project director and the APLS Field Representative assisted with those forms.

In Choctaw County, the librarian has requested 16mm films and information on Books-by-Mail programs. The Field Representative gathered information on Books-by-Mail and outlined some techniques. Another Alabama librarian, who has a Books-by-Mail program, mailed the Choctaw librarian information and samples of necessary accompanying materials.

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

Much success has followed training activities at each site according to librarians and ABE supervisors. For example, after opening the Choctaw library for an ABE class, the federal programs officer requested two more ABE classes for Choctaw County. Both Anniston and Huntsville adult educators and librarians have been excited over the activities such as book deposits, library tours and new library memberships.

\* \* \*

IF YOU HAVE TRAVELLED TO DEMONSTRATION SITES OF  
OTHER AAEC PROJECTS OR TO OTHER EXEMPLARY SITES,  
PLEASE EXPLAIN THE BENEFIT OF THIS TRAVEL.

Since July, the project director has not travelled to any AAEC projects or exemplary sites.

PLEASE EXPLAIN HOW AAEC SERVICES WERE HELPFUL OR  
NOT HELPFUL IN THE FOLLOWING AREAS:

a. ESTABLISHING OBJECTIVES FOR TRAINING-

The AAEC goals and objectives as written in the "Proposal for Training..." presented some difficulties in interpretation. For the Alabama training, a more concrete outline with step-by-step plans would have been helpful. The "Description of AAEC Training" which was written later was more useful to the librarians and the staff.

b. ESTABLISHING OBJECTIVES FOR CONTINUING DEMONSTRATION-

The AAEC was helpful in planning objectives for the continuing demonstration. Having had the previous year's experience, it was easier to plan work for the coming year.

c. GAINING COOPERATION OF CENTRAL LIBRARY STAFF IN  
CONTINUING DEMONSTRATION ACTIVITIES-

It seems unlikely that AAEC could assist in gaining cooperation of central library staff - that is in the Birmingham Public Library, other than what they have already done. The project director and the director of the library met with the heads of departments asking their cooperation.

d. GAINING COOPERATION OF STATE LIBRARY PERSONNEL FOR  
TRAINING ACTIVITIES-

The AAEC's assistance in gaining cooperation of the state library personnel was invaluable. The support given by the State library has made the difference in the success of the training.

e. DEVELOPMENT OF STATE TRAINING DESIGN-

As already noted, the time given to plan the meeting (at which time the state-wide training design was discussed) was inadequate. Broad guidelines, areas of responsibility and the roles of the state planning committee should be established immediately. In planning a state-wide project, the presence of the AAEC staff, those who write objectives and determine plans, would help assure an effective design for training.

f. TRAINING RECRUITMENT METHODS AND PROCEDURES

Less information was available from AAEC on recruitment methods and procedures than in any other area. More alternatives on how to contact libraries and how to present a plan to train libraries would have been very helpful in Alabama. Another important factor in the planning for recruitment was time.

g. TWO-DAY PLANNING SESSIONS-

The staff and services of the AAEC were satisfactory for the two-day planning session. The "Agenda" was a definite aid to the project director.

h. PROVIDING TRAINING MATERIALS-

Except for the training guides, the materials provided for training have been mailed promptly and provided librarians (trainees) with needed - and hopefully useful - information.

i. PROVIDING TRAINING CONSULTANTS-

Though no training consultants have been to Alabama at this time, it is felt that this service will be one of the most useful to librarians.

j. ORGANIZATION OF ACTUAL TRAINING-

A weak point of the training was the organization.

j. ORGANIZATION OF ACTUAL TRAINING (CONT.)

Length of time was a critical factor in the organization, especially during initial training institutes.

k. DATA COLLECTION TECHNIQUES-

The collection of data from the trainees is a sticky problem but one for which there is no easy solution. The project staff has alleviated as much of the paperwork as possible by filling in names, dates, etc.

DID THE AAEC STAFF HAVE THE INFORMATION YOU WANTED AND NEEDED WHEN YOU ASKED FOR ADVISE?  yes  no

IF THEY DIDN'T HAVE IT, DID THEY GET IT FOR YOU QUICKLY?  yes  no

WERE SITE VISITS BY AAEC STAFF HELPFUL TO YOU?  yes  no

DID THE STAFF SPEND ENOUGH TIME AT THE SITE?  yes  no

WERE CONTACTS WITH AAEC STAFF OTHER THAN SITE VISITS HELPFUL TO YOU?  yes  no

WAS THE AAEC STAFF EASY TO WORK WITH?  yes  no

EVALUATION OF THE APPALACHIAN ADULT EDUCATION CENTER (AAEC) PARTICIPATION IN PROJECT ACTIVITIES

CONTINUING DEMONSTRATION

STRENGTHS: AAEC helped secure funds from Johnson-Camden Library for loan of materials (which were needed by the project for continuation). In many instances, the AAEC has opened communication channels widening the influence of the project and giving the project more prestige as a viable educational endeavor. Furthermore, project staff were able to disseminate information locally throughout the state in area ABE workshops and education seminars.

WEAKNESSES: Lack of project funds to disseminate information requested and needed to fulfil requirements of planned objectives, particularly the Community Referral Handbook; lack of sufficient staff to carry out objectives, and lack of time in demonstration.

TRAINING INSTITUTE

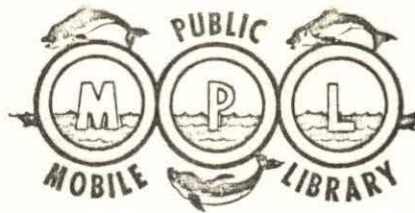
STRENGTHS: The participation of AAEC and project directors in workshops and professional conferences - NAPCAE and the American Library Association meeting. Having a librarian on the AAEC staff who charts the activities of trainers and trainees and contacts project staff often, giving opportunities for questions and assisting in providing needed information for dissemination.

EVALUATION..(CONT.)

TRAINING INSTITUTE

WEAKNESSES: Training materials- agenda, training guides, log sheets,  
and description of AAEC training not available early in the training  
project. In planning for the training, more contact from AAEC in the  
form of visits to confer with State and University personnel and with  
project staff would have been very helpful. Project directors should  
have opportunities to visit the other AAEC exemplary sites (library-ABE  
centers) to observe more closely the differences in operation of project,  
types of materials, and the communities being served as each state in the  
second year of training institutes will probably plan services for  
similar communities and will need knowledge of urban as well as rural sites.

701 Government Street



Telephone 433-0484

Mobile, Alabama 36602

October 8, 1973

Ms. Ann Gwin  
ABE - LIBRARY CENTER  
Birmingham Public Library  
2115 - 7th Avenue, North  
Birmingham, Alabama 35203

Dear Ms. Gwin:

Since your film program is not directed specifically at the senior citizen, young adult or child, I cannot refer you to those persons on our staff who have experience in programming for those groups. We have no one on our staff who has done any programming for the disadvantaged, other than myself, but I will give you what I have learned on the subject.

Although a film program can attract anyone, there are some variations which will contribute toward success or failure. Senior citizens, for example, favor travelogues. Young adults favor films which involve action, fast cutting, and limited dialogue. Although a film series involving either type of film could conceivably attract both groups, if the object of your program is to attract senior citizens, you'll have a greater likelihood of success sticking with travelogues.

In the field of film programming for the disadvantaged adult, there is a tendency toward didacticism to which many libraries fall victim. For example, the Cleveland Public Library determined that film programs might fill a positive need for transferring information on nutrition, personal finance, child care, job interview techniques and black history. Because of the modality of the disadvantaged adult, they initiated an extensive film program in their ghetto branches. No one came.

These are some well established principles about film programming for the disadvantaged.



Ms. Ann Gwin  
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October 8, 1973

1. The disadvantaged, like most people, view film as a medium of entertainment. A film program which permits some escape will attract them, however, it has to be good enough, or unusual enough to compete with what is available on television.
2. The disadvantaged, like most people, find some satisfaction in identifying with the characters or scenes or subjects contained in the film. For example, IT AIN'T CITY MUSIC is going to attract more persons familiar with country and western music.
3. The disadvantaged, like most people, enjoy a bargain. A free film program has a lot going for it, and even a nominal charge will dramatically reduce attendance.
4. The disadvantaged, unlike most people, gain their information about activities from sources other than newspaper publicity. The most successful publicity about programming is through flyers posted at laundromats, beauty shops, and grocery stores in the neighborhoods where the disadvantaged live. Posters in libraries are useless, since the disadvantaged are not library users.

With respect to sources for films, the best alternative is rental from commercial film libraries or film distributors. While there are numerous sources for free films, very few of those films will appeal to the audience you are seeking. Most of these films are designed to sell a product or promote a service. Those which do not fall into that category are didactic in nature. An exception used to be sports films, but now that television has back to back sports programming, a half hour film of the 1970 Super Bowl is a poor drawing card. Nonetheless, if you don't have money and wish to offer a few travel films to attract disadvantaged senior citizens, your best bet is the EDUCATORS GUIDE TO FREE FILMS. Modern Talking Pictures and Association-Sterling are two other large free film distributors. I would not place yourself on one of their automatic "weekly movie" programs. One week you may get a film on turret lathe operation, and the next week you may receive a film on setting your table with Wm. Rogers sterling.

You do have some films available to you from APLS in the children's category. Most of the films in the Cooperative Film Circuit were purchased for general audiences, however, there are some which may work very well with your clientele. They may be requested out-of-sequence by simply writing to the Library having that film the month needed.

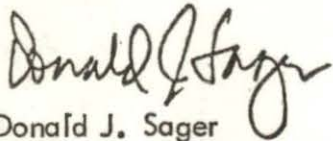
Ms. Ann Gwin  
Page 3  
October 8, 1973

I believe your best chance for a successful film series for the disadvantaged adult is rental of films from commercial distributors. Generally a one time rental charge is 10% of the cost of the film. Your best source of information is by writing to major distributors listed in Audio-visual Marketplace.

Your next best chance for success is to select a portion of the clientele who have identifiable interests, and program on the basis of films which match. Since you indicate you have limited funds, and would have to rely on free films, your best likelihood for success would be to aim at the senior citizen or the disadvantaged child. This may also explain to you why a majority of libraries having film programs sponsor children's series or travelogues. Both draw good attendance in disadvantaged neighborhoods.

I hope this is helpful to you.

Sincerely,



Donald J. Sager  
Director

DJS:sjg

MATERIALS PURCHASED BY THE ABE-LIBRARY CENTER SINCE  
JUNE 30, 1973

\*Please note-

Frequency of Use

The majority of these materials have just been received; therefore no statistics are yet available. Many of the titles are replacements which were very popular with ABE learners and have been lost or worn out. Asterisks will be placed in the margin to designate titles which have been very popular.

Type PA (paperback) HB (hardback) L (leaflet) FS-C (filmstrip-Cassette)

<u>Purchased</u>	<u>Material Entry</u>	<u>Source</u>	<u>Type</u>	<u>Category</u>	<u>Frequency of Use</u>
7/31	My Answer - Graham	Doubleday	PA	Self	3
7/31	Black Soldier - Clarke	"	PA	"	3
7/31	High School Dropout	"	PA	"	3
7/31	Lift Every Voice - Sterling	"	PA	Community	2
7/31	Love Sex and Being Human - Bohannon	"	PA	Relating to Others	3
7/31	Parents Guide to Drugs - Andrews	"	PA	Health	0
7/31	I Was a Black Panther - Moore	"	PA	Self	3
7/31	Loner - Kwoleck	"	PA	"	3
7/31	Martin Luther King - Preston	"	PA	"	4
7/31	Nancy Kimball - Laklan	"	PA	Leisure	1
7/31	Nurse in Training - Laklan	"	PA	Jobs & Income	1
7/31	Soulscript - Jordan	"	PA	Leisure	0
7/31	Shirley Chisholm - Brownmiller	"	PA	Relating to Others	0
7/31	Truth About Drugs - Austrian	"	PA	Health	1
7/31	Of Course You Can Sew - Corrigan	"	HB	Family	0
7/31	Story of Ruth - Asimov	"	HB	Relating to Others	3

					<u>of Use</u>
7/31	Time of Trial, Time of Hope- Meltzer	Doubleday	HB	Advocacy	1
7/31	Four Took Freedom - Sterling	"	PA	"	2
7/31	How to Make Your Home More Convenient - Home Journal	"	PA	Family	0
7/31	Frankly Speaking	"	HB	Relating to Others	0
7/31	Hiker's Bible	"	HB	Leisure	3
8/31	I Lost Everything in the Post Natal Depression - Bombeck	"	HB	Leisure	1
9/31	Ebony Magazine	Ebony	P	Relating to Others	3
9/31	Benjamin, Reading and Beyond	Merrill	PA	Education	Staff
10/31	Pastoral Care with the Poor	Beacon	PA	Relating to Others	Staff
10/31	How to Run Your House - Farm Journal	Doubleday	HB	Family	0
10/31	Way of Witches	"	HB	Leisure	1
10/31	30 Days to Better English - Lewis	Doubleday	PA	Relating to Others	3
11/30	Book A Step Up Your Reading Power McGraw-Hill		PA	Education	1
	" B	"	PA	"	1
	" C	"	PA	"	1
	" D	"	PA	"	1
	" E	"	PA	"	1
11/30	Large Print New Testament-Good News for Modern Man	Amer. Bible Soc.	PA	Self	0
11/30	Matthew for Modern Man (Large Print)	"	PA	"	2
11/30	Mark for Modern Man (Large Print)	"	PA	"	0
11/30	Luke for Modern Man (Large Print)	"	PA	"	0
11/30	John for Modern Man (Large Print)	"	PA	"	1
11/30	Acts for Modern Man (Large Print)	"	PA	"	0
11/30	Psalms (Large Print)	"	PA	"	0

<u>Purchased</u>	<u>Material Entry</u>	<u>Source</u>	<u>Type</u>	<u>Category</u>	<u>Frequency Of Use</u>
11/30	Jesus in the Temple	Amer. Bible Soc.	L	Relating to Others	*
11/30	Preaching of John the Baptist	"	L	"	*
11/30	Temptation of Jesus	"	L	"	*
11/30	Jesus Calls Disciples	"	L	"	*
11/30	Story About a Sower	"	L	"	*
11/30	Jesus Heals Paralysis	"	L	"	*
11/30	Jesus Feeds 5000	"	L	"	*
11/30	Jesus Heals Boy	"	L	"	*
11/30	Servant Forgiven	"	L	"	*
11/30	Jesus Stops Storm	"	L	"	*
11/30	Widows Offering	"	L	"	*
11/30	Jesus Blesses Little Children	"	L	"	*
11/30	Jesus Heals Leper	"	L	"	*
11/30	Caught in Adultery	"	L	"	*
11/30	Jesus Heals Ten Lepers	"	L	"	*
11/30	Story of the Rich Fool	"	L	"	*
11/30	Greatest Command	"	L	"	*
12/31	Ingles in 20 Lessons	Doubleday	PA	Education	1
12/31	Strange Phenomena: The Mind	Singer-SVE	PA	Self	*
12/31	Strange Phenomena: Nature and Science	"	PA	"	*

MATERIALS LOANED BY THE JOHNSON-CAMDEN LIBRARY, MOREHEAD STATE UNIVERSITY

<u>Material Entry</u>	<u>Source</u>	<u>Type</u>	<u>Category</u>	<u>Frequen of use</u>
Infant Care and Development Series (Set 2)	McGraw-Hill	FS-C	Children	1
Man in the Poetic Mode (Bk 1-6)	McDougal-Littell	PA	Leisure	4
Man in the Dramatic Mode (Bk 1-6)	"	PA	"	2
Man in the Expository Mode (Bk 1-6)	"	PA	"	3
Man in the Fictional Mode (Bk 1-6)	"	PA	"	3
Critical Areas of Health	Singer-SVE	FS-R	Health	1
Big City Rodeo Rider	Children's	HB	Leisure	*
Haunted by a Paintbrush	"	HB	"	*
So Many Detours - Jones	"	PA	Jobs	*
Iron Man - Williams	"	PA	"	*
On My Own - Davis	"	PA	"	*
The Road from West Virginia - Hardin	"	PA	"	*
The Lord is My Shepherd - Gibson	"	PA	"	*
In the Face of the Sun - Stovall	"	PA	"	*
No Hablo Inglés	"	PA	"	*
You're on the Air	"	PA	"	*
Up From El Paso	"	PA	"	*
Don't Stop Me	"	PA	"	*
What I'm All About is People	"	PA	"	*
Whatever You Can't Have	"	PA	"	*
Son of this Land	"	PA	"	*
Run for your life	"	PA	"	*
West Side Cop	"	PA	"	*
Hey, Taxi	"	PA	"	*
Bruce Tegner's Complete Bk of Karate	"	PA	"	*
Bruce Tegner's Complete Bk of Judo	"	PA	"	*

<u>Material Entry</u>	<u>Source</u>	<u>Type</u>	<u>Category</u>	<u>Frequency of use</u>
Lisa, Bright and Dark	Bookmen, Incorporated	PA	Health	*
Jonathan Livingston Seagull	"	PA	Leisure	1
Bruce Tegner's Complete Book of Self Defense	"	PA	Self	0
Go Ask Alice	"	PA	Leisure	1
Stories from the Twilight Zone	"	PA	"	2
The Solitary Horseman	"	PA	"	0
The Cross and the Switchblade	"	PA	"	3
With Banners	"	PA	"	2
Fair Tomorrow	"	PA	"	2
Trial of Conflict	"	PA	"	0
Brian Piccalo: A Short Season	"	PA	Relating to Others	2
Souder	"	PA	"	3
Farmer in the Sky	"	PA	Leisure	1
Mighty Hard Road	"	PA	Advocacy	2
Run, Baby, Run	"	PA	Self	*
The Hobbitt	"	PA	Leisure	2
Mr. Clutch: the Jerry West Story	"	PA	Relating to Others	2
Lillies of the Field	"	PA	Leisure	*
New Stories from the Twilight Zone	"	PA	"	4
More Stories from the Twilight Zone	"	PA	"	4
Wunnerful, Wunnerful	"	PA	Relating to Others	3
The Border Legion	"	PA	Leisure	0
Code of the West	"	PA	"	0
The Drift Fence	"	PA	"	0
The Deer Stalker	"	PA	"	0
The Boulder Dam	"	PA	"	0
Black Mesa	"	PA	"	0
Forsaking all others	"	PA	"	1

<u>Material Entry</u>	<u>Source</u>	<u>Type</u>	<u>Category</u>	<u>Frequency of Use</u>
Forever and a day	Bookmen	PA	Leisure	0
A Certain Crossroad	"	PA	"	0
Lighted Windows	"	PA	"	1
Hilltops Clear	"	PA	"	0
Gay Courage	"	PA	"	0
In Times Like These	"	PA	"	0
As Long As I Live	"	PA	"	1
Swift Water	"	PA	"	0
Spring Always Comes	"	PA	"	0
No Time for Love	"	PA	"	1
Love with honor	"	PA	"	0
Crises Youth Face Today (Coping With Series)	"	PA	Self	*
Changing Roles of Men and Women	"	PA	"	*
Grades, Whats So Important About Them, Anyway	"	PA	"	*
Facts and Fantasies About Smoking	"	PA	Health	*
Can You Talk With Someone Else?	"	PA	Relating to Others	*
'd Rather Do It Myself, If You Don't Mind	"	PA	Self	*
Alcohol as a Crutch	"	PA	Health	*
Coping with Cliques	"	PA	Relating to Others	*
Facts and Fantasies About Alcohol	"	PA	Health	*
Some Common Crutches	"	PA	"	*
Parents Can be a Problem	"	PA	Relating to Others	*
In Front of the Table and Behind It	"	PA	"	*
To Like and be Liked	"	PA	"	*
My Life - What Shall I do with it?	"	PA	Self	*
Living with differences	"	PA	Relating to Others	*



<u>Material Entry</u>	<u>Source</u>	<u>Type</u>	<u>Category</u>	<u>Frequency of use</u>
The Mind Benders	Amer. Guidance Service	PA	Health	*
Living with Loneliness	"	PA	Self	*
Food As a Crutch	"	PA	Health	*
Do I Know the "Me" Others Know	"	PA	Self	*
Facts and Fantasies About Drugs	"	PA	Health	*
Understanding the Law of our land	"	PA	Relating to Others	*
You Always Communicate Something	"	PA	"	*
Easing the Scene	"	PA	"	*
Job Survival Skills Kit	Singer-SVE	FS-C BKS GAMES	Jobs & Income	*
Where There's Smoke	Children's Press	PA	Jobs & Income	*
I reached for the sky	"	PA	"	*
A Foot in Two Worlds	"	PA	"	*
Speaking Out	"	PA	"	*
Call It Fate	"	PA	"	*
Enterprise	"	PA	"	*
A World of Books	"	PA	"	*
Written on Film	"	PA	"	*
El Rancho de Muchachos	"	PA	"	*
Curse Not the Darkness	"	PA	"	*
Long Time Growing	"	PA	"	*
Look to the Light Side	"	PA	"	*
Nobody Promised Me	"	PA	"	*
Someday I'm Going to be Somebody	"	PA	"	*
People are my Profession	"	PA	"	*
New Fields	"	PA	"	*
My Tribe	"	PA	"	*
Signs Tower	"	PA	"	*

<u>Material Entry</u>	<u>Source</u>	<u>Type</u>	<u>Category</u>	<u>Frequency Of Use</u>
Mission Impossible	Children's Press	PA	Jobs & Income	*
Great Spirit	"	PA	"	*
Life Story of Jesus	Pocket Books	PA	Relating to Others	*
Durango Street	Dell	PA	"	*
Between Parent and Teenager	Avon	PA	"	*
Phoebe	Bantam	PA	Self	*
Run, Baby, Run	Pyramid	PA	"	*
Turned on to Jesus	Hawthorne	PA	Relating to Others	*
Make the Most of Your Money	"	PA	Consumer Economics	*
Autobiography of Malcolm X	Grove Press	PA	Relating to Others	*
Nigger	Pocket Books	PA	"	*
Black Like Me	Signet	PA	"	*
Baby and Child Care	Pocket Books	PA	Family	*
Body Language	"	PA	Self	*
Soul on Ice	Dell	PA	"	*
The Intimate Enemy	Avon	PA	Family	*

# State of Alabama



## ALABAMA PUBLIC LIBRARY SERVICE

August 1, 1973

DIRECTOR

Mrs. Elizabeth Parks Beamguard

Mrs. Mozelle B. Cummings  
Assistant Director

Mrs. Elsie B. Clemons  
Headquarters Librarian

Mrs. Miriam B. Gerald  
Technical Services

Mrs. Mary Alice Baker  
Business Manager

EXECUTIVE BOARD  
Robert M. Denham  
Chairman

Mrs. Karl Harrison  
Vice-Chairman

Mrs. T. C. Crain

James E. Daniel

Parnell Lewis

### Memorandum

To: Library Administrators  
From: *Ann P. Hayes*, Chief Investigator  
Library ABE Project  
*Elizabeth Beamguard* Director  
Alabama Public Library Service

For the past year, the Appalachian Adult Education Center, Morehead State University (Kentucky), has conducted a federally funded project to demonstrate the coordination of public library and adult basic education services, as one of four model projects in the nation.

This project, funded by the U.S. Bureau of Libraries and Learning Resources, offers training to other public libraries in Alabama. The staffs of AAEC and the Birmingham project will be available to talk with you.

The Appalachian Adult Education Center, in cooperation with Adult Basic Education, Alabama Public Library Service, the Birmingham Public Library and the University of Alabama will sponsor a one day institute for those interested in working with uneducated adults. The institute will be held from 10:00 a.m. to 3:00 p.m. at the Continuing Education Center in Tuscaloosa on September 11. We hope you will be able to attend, or send a staff member.

Nine libraries can have similar institutes under the grant. These will be selected on a first-come, first-served basis. Training in service to disadvantaged adults will be done by the staff of the Birmingham Public Library and the Appalachian Adult Basic Education Center.

Please return the self-addressed card to Ann Gwin, Director of the Birmingham Project, to convey your interest in the institute in Tuscaloosa on September 11.

EPB:ja

*Techniques for Working with Uneducated Adults*

AAEC/APLS/BPL Institute

*The Relationship of the Public Library to Adult Basic Education*

Continuing Education Center, University of Alabama, Tuscaloosa  
September 11, 1973

Presiding

Dr. James Ramer, Dean  
Graduate School of Library Service

- 9:15 Registration
- 9:45 Library Education for Services to Special Groups  
Dr. James Ramer and Dr. Charlotte Munier  
Graduate School of Library Service, University of Alabama
- 10:15 Explanation of AAEC and the Models of the Library  
Mrs. Ann P. Hayes, Chief Investigator, Library - ABE Project
- 11:00 Adult Basic Education in Alabama  
Adult Basic Education Staff
- 11:30 Public Library Service in Alabama  
Alabama Public Library Service Staff
- 12:00 Lunch
- 1:00 Alabama's Project in AAEC  
Mrs. Ann Gwin, Project Director
- 1:45 Project Proposal for 1974  
Mrs. Ann P. Hayes

RESOURCE AGENCIES

Morehead State University  
Morehead, Kentucky

Birmingham Public Library  
Birmingham, Alabama

Division of Adult Education  
State Department of Education

Graduate School of Library Service  
University of Alabama, Tuscaloosa

Alabama Public Library Service

AAEC/APLS/BPL INSTITUTE  
CONTINUING EDUCATION CENTER

SEPTEMBER 11, 1973

PARTICIPATING LIBRARIES

Anniston-Calhoun Public Library  
Baldwin County Library  
Birmingham-Jefferson County Library  
Carl Elliot Regional Library  
Carnegie Library of Selma  
Choctawatchee Regional Library  
Cullman County Public Library  
Friedman Library  
George S. Houston Memorial Library  
Horseshoe Bend Regional Library  
Huntsville-Madison County Library  
Living-Learning Library Center  
Macon County & Tuskegee Public Library .  
Mobile Public Library  
Montgomery Public Library  
Muscle Shoals Regional Library  
St. Clair County Library  
Shelby County Library  
Talledega Public Library  
Wheeler Basin Regional Library

TO: Alabama Regional Librarians

FROM: Ann Gwin, Project Director, Birmingham Public Library

RE: The University of Alabama at Tuscaloosa meeting on  
"Techniques for Working with Disadvantaged Adults"  
September 11, 1973

APLS, the State Department of Education, and Birmingham Public Library would like to thank all of you who attended the September 11 meeting. The Birmingham Public Library has been funded with Higher Education Act Title II b demonstration funds by the Appalachian Adult Education Center, Morehead State University, to train the staff of ten Alabama libraries to be selected on a first-come, first-serve basis, one to a region. The enclosed application must be completed to apply. A brief description of the training is enclosed.

At the regional workshop hosted by the Library Science Department, University of Alabama, several aspects of service to the disadvantaged were discussed by the speakers. Dr. Charlotte Mugnier challenged the group with her queries as the purpose of libraries. She gave reasons why adults do not use libraries (though children find them appealing and exciting). She suggested that libraries would be more relevant if the non-reading public (70%) could be reached and librarians consider using more non-print.

A brief background of AAEC, an explanation of its purpose and some detailed information on the findings of the center were presented by Ann Hayes. Mrs. Beamguard pointed out that libraries act as a catalyst, coordinating with other agencies and institutions.

The administration and function of ABE in Alabama was ably discussed by Sam Hughston and Ross McQueen, ABE Supervisors. Librarians attending the session participated throughout the program with meaningful questions and comments which clarified speaker's points and made better applications to local library situations.

We are anticipating a productive year, having begun the first training workshop in Choctaw County immediately after the Tuscaloosa meeting.

In order to further the spread of the workshops, we are asking each of the ten participating libraries to host a one-day workshop in their region or district after the three-month training session.

AG/jb

## (2) GOALS

### OVER-ALL OBJECTIVE

The over-all goal of the projected institute series is the development of realistic and effective public library services to disadvantaged adults in four states.

### Who?

Entire library staffs will be involved in these training sequences, i.e. trustees, and professional, nonprofessional, and paraprofessional librarians.

### What Will They Do?

These staff members will be able;

- (1) to define accurately and realistically the library needs 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 will therefore 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 will be ascertained systematically.

## What Is The Standard?

Standards will be 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 will be designed for each local situation. Since they will vary with each state and local situation, they cannot further be defined for this proposal. (See pages 558-561).

## SUB-OBJECTIVES

- (1) One outreach service that will be stressed in all of the training sequences is the use of and information referral to community resources.

Two objectives of the New England project are a part of this proposal.

- (2) Public librarians will evidence a wider sense of collegueship within the field (particularly within their state) and show a greater interest in and commitment to professional endeavors (in serving the disadvantaged adult).



- (3) Public librarians will demonstrate a willingness to take initiative and responsibility to do things that need to be done and to support such initiatives and innovations of others in areas of mutual concern and interest.
- (4) Public libraries will initiate and maintain a dialogue with the teachers of disadvantaged adults, i.e. the local adult education staff.
- (5) Staffs in training will evidence an ability to adjust procedures if original plans do not prove feasible.
- (6) 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.
- (7) The state-university-local level organization for training public librarians will be on-going.

### (3) PARTICIPANTS

The goal of this institute series is to provide activities to a minimum of ten participating public library staffs in each state, as well as the inauguration of an on-going state-wide training design. The number of participants could vary from fifty to a hundred in some metropolitan library districts to one nonprofessional librarian in some rural counties of Kentucky. Therefore, the exact number of participants cannot be predicted. Stipends will not be paid. Obviously, minority group members will be involved where they exist on those staffs. Some preservice graduate and undergraduate library science students may also be involved in the local public library training.

### (4) CRITERIA FOR ELIGIBILITY OF PARTICIPANTS

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

## (5) PROGRAM

The following is a chronological work statement for the planned institute series.

### STATE PLANS

In late April and early May, 1973, the AAEC will meet with the state librarian, the state director of adult education, the above-mentioned university library science faculty, the demonstration site staff, and the demonstration site head librarian and director of adult basic education to frame a general state training design. Preliminary telephone conferences between the AAEC and the state libraries indicate that these may be quite dissimilar from state to state.

### TRAINERS OF TRAINERS

In late May, 1973, the AAEC will hold an intensive one-week planning and training session for demonstration site personnel. The goals for that session for on-going AAEC demonstration staffs include:

- (1) further grounding in methods of training;
- (2) planning of statewide and nationwide dissemination activities;
- (3) planning for the implementation of the state training designs.

As a practicum in training, the present four staffs will engage in the training of the new AAEC demonstration project in Clarksville, Georgia, and possibly a new demonstration project in Cincinnati, Ohio.

Based upon the experience of the current demonstration projects, it is probable that short (half day) training sequences will begin to be developed which will include awareness, interest, and trial level activities in the following areas:

- (1) planning techniques;
- (2) community needs assessment;
- (3) assessment of resources to meet needs;
- (4) nature of the target group;
- (5) specialized print and nonprint materials acquisition and handling;
- (6) introducing materials to disadvantaged adults;
- (7) human relations and communication
  - (a) between participants and their target group
  - (b) between public library staff members (working relationships)
- (8) the nature of adult education.

In addition, an awareness level package will be developed detailing known alternative in-library and outreach delivery systems for public library services to disadvantaged adults.

