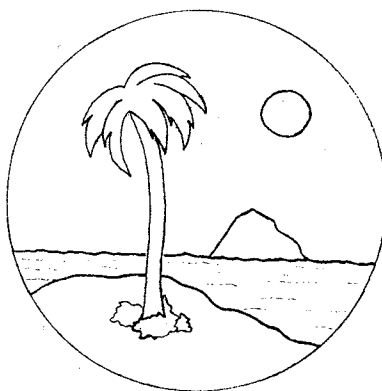


**A REVIEW OF THE
LIBRARY SKILLS WORKSHOP
HELD IN EUGENE, OREGON**

JUNE 1990



**REPORT PREPARED BY MARY ANN LUND
UNIVERSITY OF OREGON MICRONESIA PROGRAM**

EXECUTIVE SUMMARY

"This workshop really opened my eyes to a lot of things I didn't know a librarian should be aware of and should be doing in order to promote our library's materials. I used to think that libraries were places to maintain and organize books for people to come and use."

"This workshop was very helpful and fun. I learned so much by now I'm very comfortable in working in the library and helping people."

Comments made by participants of the Library Skills Workshop held June 11-30, 1990 at the University of Oregon.

Positive comments like these attest to the overall success of the Library Skills Workshop. The workshop proved to be a fun learning venture for everyone involved with it--participants, project planners and trainers alike.

Although the ultimate success of the workshop depends on the participants' ability to translate their experiences into new practices within their home libraries, the workshop had an immediate and positive impact on each of the participants. In particular, the following outcomes resulted from the workshop:

1. Each participant was exposed to new ideas about library service. The workshop sessions were designed so that each concept could be studied and practiced. Participants were also able to observe how various libraries plan for a provide a variety of library services. Although some topics were more difficult for the participants to understand, they participated in each day's session with enthusiasm and energy.
2. The participants had an opportunity to develop working relationships with other librarians working on their islands and throughout the region. The workshop sessions allowed them to exchange ideas and to consider methods of dealing with common problems and issues. The participants consistently stated that one of the most valuable aspects of the workshop was having the ability to share ideas with one another.

3. Many of the participants had never had the chance to examine libraries other than those on their islands. During the workshop, each participant was able to closely examine a number of libraries ranging from academic to public libraries.

4. The participants received a set of up-to-date reference books to take home to their libraries. During the course of the workshop, they learned how to use these books as well as how to interact with patrons needing reference assistance.

The following report describes the content of each workshop session and includes comments about each session from both the project coordinator and the participants.

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INTRODUCTION

In the summer of 1989, the United States Information Agency contracted with a library consultant to perform an assessment of libraries in Micronesia.¹ This assessment was designed to:

- Locate existing libraries throughout the region,
- Determine the strengths and weaknesses of these libraries and to suggest ways to improve library collections and level of service.
- Determine if resource sharing could distribute scarce information resources efficiently and effectively throughout the region, and to
- Suggest ways in which new information technologies might be employed within the existing libraries.

Several general recommendations were made to USIA following this assessment which emphasized that library service could be improved throughout the region by:

1. Training librarians in the proper techniques for operating libraries, and
2. Enhancing collections by the direct contribution of books and material particularly in the areas of children's books, reference material and material with a Pacific regional focus.

Believing that it was important to implement some of the recommendations presented in this library assessment, the report's author, Mary Ann Lund, and Dr. Maradel K. Gale (Director, University of Oregon Micronesia Program) submitted a grant proposal² to USIA which outlined plans for a short-term training project designed for librarians

¹Excluded were Guam and the Commonwealth of the Northern Marianas.

²A copy of the proposal is located in appendix 1.

from Micronesia. The proposal's goal was to bring working librarians employed by public, public high school and college libraries throughout Micronesia to Eugene, Oregon for an intensive three-week training program. Training was to be provided in:

- Collection Development
- Reference Services
- Children's Services
- Resource Sharing, and
- Library Administration

The proposal was funded by USIA in March, 1990.

PLANNING THE WORKSHOP

The workshop was scheduled for the three week period, June 11-29, 1990. Each week was organized around one theme. These were

- Children and Youth Services
- Reference Services and Collection Development
- Library Planning and Administration

The first week's topic, Children and Youth Services, was optional. Although the organizers felt that the topic was best directed to librarians working with children in public libraries and K-12 schools, it was felt that all the participants should have the option of attending this session. All participants were required to attend the final two weeks.

Venue

It was decided to hold the workshop in Eugene, Oregon, in conjunction with the University of Oregon Micronesia Program. This venue offered the opportunity to visit a number of small libraries which could serve as models for the Micronesia libraries. The University of Oregon's Summer Conference Services provided suitable workshop arrangements. Accommodations for the participants and the trainers consisted of dorm rooms for each participant in one of the University of Oregon dormitories,

three meals a day in campus dining halls, and meeting space for the workshop seminars.

By utilizing the University's Conference program, room and board for the participants cost half what would have been required to provide each participant with the daily per diem allowed in Eugene. While living in bare dorm rooms lacked some comfort, the setting provided the group with a "home" that encouraged group interaction and bonding. It was also easy for the project coordinator to keep track of the participants and ensure that their needs were being met to the largest degree possible.

Trainers

Library Specialists who had worked with small, isolated libraries and who were able and willing to serve as trainers for the workshop were identified and invited to participate by the beginning of May, 1990. The trainers selected to participate included:

Rivkah Sass

Consultant,
Library Planning and Development
Washington State Library
Rivkah provided training in the area of children and youth services.

Audrey Kolb

Coordinator, Northern Region
Alaska State Library
Audrey provided background information and training on reference materials and collection development

Mary Moore

Chief

Library Planning and Development

Washington State Library

Mary provided the participants with information about planning, writing library policies in the context of administration and applying for grants

In addition to the programs developed by these trainers, two special, one-day workshops occurred. LaVonne Povey, a consultant with the Eugene Public Schools, prepared a session designed for those participants who work mainly as English teachers. Her session was devoted to developing classroom activities that encourage students to use the library. Mary Ann Lund, the Project Coordinator, offered a session on cataloging.

The trainers incorporated a number of field trips into their seminar presentations. The following Eugene area libraries were visited over the course of the three week workshop:

- McCornack Elementary School Library
Paulette Thompson, librarian
- Eugene Public Library
Donna Hill, librarian
- South Eugene High School Library
Joan Banfield, librarian
- Junction City Public Library
Bette Anderson, librarian
- Springfield Public Library
Judy Harold, librarian
- Lane Community College Library
Don Macnaughton, Librarian
- University of Oregon Library

Selecting the Participants

Another element critical to the success of the workshop was the selection of participants. Most of the librarians invited to attend the workshop had been consulted during the 1989 library assessment in Micronesia. Others were nominated by school officials. In some cases, the librarian invited to attend the workshop requested that another staff member be allowed to attend the workshop in his/her place. The main consideration that was used in compiling the final list of participants was that each participant had to be involved in the day-to-day operation of a library. Twenty librarians were invited to attend the workshop; of these twenty, 18 returned the workshop application and actually attended the workshop.³

Planning the "Extras"

One of the final planning elements for the workshop, involved planning the extracurricular weekend activities for the participants. Activities were designed to introduce the participants to Oregon's sights and sounds. Each participant had to opportunity to participate in :

- a river rafting trip on the North Umpqua River
- a tour of Oregon Safari Wildlife (a drive-through game preserve featuring animals as diverse as American bison and hippopotamus)
- a trip to the Portland Zoo or to the Sea Lion Caves on the Oregon Coast.

Time was also available for participants to explore Eugene and visit friends and relatives living in the area.

Two additional events were planned for the participants. Early in the workshop we had a picnic. Everyone associated with the University of Oregon's Micronesia Program was invited to meet the participants and share the evening with them. Myles Brand, President of the University, attended the picnic and formally welcomed the workshop participants to Eugene.

³For a list of the workshop participants, see appendix 2.

The second event consisted of a small farewell celebration. In addition to providing the participants with an opportunity to gather and say good-by to each other, it also provided the Project Coordinator with a time to thank everyone for their contributions to the workshop as well as to present each participant with a Certificate recognizing their participation in the workshop.⁴

Participants also received an official 1990 University of Oregon Micronesia Program T-shirt. These shirts gave the group a sense of identity with the program as well as a souvenir of their trip to the United States.

⁴For a copy of the certificate, see appendix 3.

THE WORKSHOP

"So many people come out [to Micronesia] and we talk with them and then they go away and we never hear from them; nothing ever happens. This is different. You came out, and then we got a copy of the report, and then a letter inviting us to this workshop."

This comment, made by one of the workshop participants, gives a good idea of the positive note on which the workshop commenced. The participants arrived tired from their long journey, but excited at having an opportunity to learn new library skills.

The following sections of this report will consist of

- a short description of the highlights of each week's sessions⁵
- the project coordinator's comments about the week, and
- a summary of the participants' evaluation of the week's activities

A final evaluation of the entire program will summarize the section.

Week 1: Children and Youth Services

The first week of the workshop was devoted to the issue of Children and Young Adult Services. The trainer's overriding goal was to convince the participants of the importance of establishing a reading/library habit early in a child's life. The skills she emphasized in the program were book talking and storytelling.

The week's activities revolved primarily around lectures and brainstorming about ways to encourage adults to read to children. Each participant had the opportunity to present a book talk about a book of their choice and to prepare a story to tell the entire group. The storytelling activity was quite popular as many of the participants told stories that required active group participation in the telling of the story.

As the trainer had little experience in school librarianship, she incorporated trips to an elementary school library and a high school

⁵The trainer's course outlines are located in appendix 4.

library into her presentation. In this way, the participants were exposed to the kinds of activities that school librarians use to excite their students about books and libraries. At McCornack Elementary School, the participants were particularly impressed with a group of fifth graders who shared their "Book of the Year" awards. Each student had chosen a favorite book, written a short essay about why they liked the book and then shared the essays with the group.

A field trip to the Eugene Public Library exposed the participants to a story time program. The children's librarian had prepared a sample story time program for the participants to illustrate the various elements that go into planning a successful program. The group's rapt attention during the program illustrated the universal appeal of storytelling.

Comments

The week's activities, primarily composed of participative activities and field trips, was a perfect way to start the workshop. Group bonding occurred; the participants regularly made positive comments about the level of sharing that was taking place each day.

Brainstorming sessions on topics from "what my dream library would be like" to "how I can encourage parents to read to their children" were popular and productive. Even activities like presenting a book talk to the group, an activity that required the participant to speak up alone in front of the group, proved to be popular.

The sessions about storytelling were particularly beneficial in the way they encouraged the participants to think about their native island stories and to consider how to incorporate these stories and legends into library programming. In talking to one participant the day after the discussion on storytelling, I discovered that the reason she looked so tired (in addition to still suffering from the effects of jet lag) was because she and another participant had "stayed up until 2:30AM telling each other the stories our grandmothers and aunts used to tell us when we were children."

One unexpected outcome of the week's sessions were comments made by at least two of the participants who indicated that they would like to pursue employment or volunteer opportunities at Public or elementary school libraries as the programming for children was so fun.

My one criticism of the week was that it was so totally focused on storytelling and book talking. Although these activities are an important component in library programming for children, they are not the only kinds of activities that can be utilized by children's librarians. If future workshops are to be presented on the topic of children's programming in libraries, consideration should be given to covering topics such as how to form an advisory group, summer reading programs, library week programs, home work help sessions as well as story telling.

Participants' evaluations

As the following summary shows, the participants thoroughly enjoyed the activities they were involved in during the week. However, the evaluation did not show an equally high level of interest in transferring the book talking and storytelling activities back to their home libraries. This may be due to the fact that the special, high school and college librarians do not feel that these are appropriate activities for the population they are currently serving.

Each item was rated with 5 = strongly agree to 1 = strongly disagree

| | 5 | 4 | 3 | 2 | 1 |
|--|----|---|---|---|---|
| 1. The instructor was well prepared each day | 17 | | | | |
| 2. The instructor was easy to understand | 17 | | | | |
| 3. The instructor's handouts were useful | 15 | 2 | | | |
| 4. The instructor was friendly and answered questions easily and clearly | 16 | 1 | | | |
| 5. The instructor encouraged the class to ask questions and to participate in class activities | 17 | | | | |
| 6. The field trip to McCornack School was worthwhile | 15 | | | | |
| 7. The field trip to Eugene Public Library was worthwhile | 16 | 1 | | | |
| 8. The field trip to South Eugene High School was worthwhile | 17 | | | | |
| 9. I will try giving a book talk when I return to my library | 11 | 3 | 2 | | 1 |
| 10. I will try organizing a story time in my library | 9 | 3 | 5 | | |

Written comments:

- I will organize a group, "Friends of Library. I will convince my legislators to proclaim "Library Week".
- It did great and marvelous things for me and for others, too, with regards to library work and me as a person.

- Coming to this workshop, especially this week really made me feel like becoming a librarian for children.
- I really appreciate the workshop for many reasons: the good ideas I got, the modern libraries I visited, the helpful hand outs, the new terms I learned, the hospitality of Eugene people as well as air conditioned weather here--which I really enjoy.
- I learned a lot this week and I really appreciate it. Thank you.
- It was worth coming this week and I hope that some other library workshops will be held so we can learn, earn and know more.
- The workshop was worthwhile to me because I learned a lot from it.
- Since I deal with adult students, book talking and storytelling will not be that easy and appealing to our students, but I try to tell stories in my library as soon as I have the children's section. The workshop was great.
- A follow up next year either here or in Micronesia will be helpful/useful.
- Even though our school library deals with high school students, I learned a lot this week and have seen what a good, hard-working caring librarian can accomplish and I have been inspired. I am most worried now about finding the time to do the things I NOW want to do.
- I wish a library workshop could happen every summer because it helps me to use many ideas presented in the workshop in my library.

Week 2: Reference services/Collection Development

The objectives for this portion of the workshop were divided between helping each participant develop the skills necessary to provide reference services and the knowledge to improve the quality of their library collections. The highlight of this week's activities was the presentation of a "surprise" to each participant. The basic reference collection⁶ purchased for the library of each workshop participant was presented at

⁶A list of books purchased for the workshop is included in appendix 5. Bookplates indicating that the books were purchased for each library by the University of Oregon in conjunction with USIA were affixed to each volume. Books stamps were ordered for each library and used to further note the library's ownership of each item.

the beginning of Monday morning's session. This was followed by the week's first activity, a "treasure hunt" designed to familiarize the participants with the contents of each book.

The trainer had prepared a workbook for each participant which included all the information covered during the session along with the daily assignments. Each assignment was designed to help the participants practice the skills covered during the sessions. Most activities were designed to be completed by each individual in writing. The week's major "hands-on" exercise consisted of using the MUSTI⁷ method to "weed" a library collection. Participants practiced using the MUSTI criteria at the Junction City Public Library's collection.

Activities for the week also included:

- role playing reference interviews, acting out "helpful" and "not helpful" behavior on the part of the librarian
- attempting to complete a rough draft of a collection development policy.
- examining review sources and periodical indexes
- practicing collection skills by evaluating and selecting appropriate books for their library from a collection of gift books donated to the workshop.

Comments

The materials used for this week's session were well designed and very complete. Unfortunately, they did not prove to be well suited to all of the participants. The major problem seemed to be that many of the lessons required the participants to complete written assignments. The participant's English writing skills were not always sufficient to complete the lessons. This made portions of the workshop very difficult to work though for many of the participants. The frustration level at times was quite high until the trainer was able to adapt her material to

⁷Books are weeded according to a formula based on their age, circulation, condition, and content.

the appropriate level. Even with the modification of the material, there was a general feeling that the pace of the workshop was too fast for many of the participants.

The amount of time and effort each participant devoted to the daily sessions in spite of their frustration was impressive. Workshop sessions lasted into the evening on several occasions during the week; each participant willing attended these sessions. Everyone seemed genuinely interested in mastering the week's concepts to the best of their ability.

Even though the week's session was difficult for the participants, I felt they gained at least two valuable skills:

1. The ability to use their basic reference set of materials and an awareness of how an effective reference librarian should interact with library patrons, and
2. The confidence to weed their collections of old, inappropriate works.

Participants' evaluations

As the following summary shows, the participants had difficulty with the pace of the workshop. As indicated above, they did not all have the necessary English writing skills to easily complete all their work which led to some frustration.

Each item was rated with 5 = strongly agree to 1 = strongly disagree

| | 5 | 4 | 3 | 2 | 1 |
|---|----|---|---|---|---|
| 1. The instructor was well prepared each day | 18 | | | | |
| 2. The instructor was easy to understand | 6 | 5 | 6 | 1 | |
| 3. The instructor's handouts were useful | 17 | 1 | | | |
| 4. The instructor was friendly and answered questions easily and clearly | 13 | 3 | 2 | | |
| 5. The instructor encouraged the class to ask questions and to participate in class activities | 14 | 2 | 2 | | |
| 6. The pace of the workshop sessions was comfortable | 5 | 4 | 7 | 2 | |
| 7. The field trip to Junction City Public Library and the on-site weeding exercise was worthwhile | 18 | | | | |
| 8. The reference "treasure hunt" was a worthwhile exercise | 15 | 2 | | | |
| 9. The exercise to evaluate reference material was useful | 16 | 2 | | | |
| 10. I feel more confident that I will select appropriate material for my library with the aid of book reviews and catalogs | 15 | 3 | | | |
| 11. I will begin preparing a Collection Development Policy for my library when I return home | 13 | 5 | | | |
| 12. The Basic Reference collection of books that I received as a participant in this workshop will be a valuable addition to my library | 18 | | | | |

Written comments:

- All well, except that if we have more time, especially on reference, it would be more worth it and wonderful. One week for reference is short and strenuous.
- I have written comments on my handouts, because I'll be able to use them when I'm working in my library.
- I really needed this kind of workshop. Thank you.
- I hope to attend another workshop next year.
- It was a very difficult week, but it did come together by the end of the week. I'm not sure that we were prepared to work so hard, but I am glad that I did. I feel that I learned a lot, though it's going to take a little longer and a lot of actual doing for it all to sink in. Thank you for trying so hard.
- The handouts are very informative but I wish we could have spent more time on them.
- If the participants of certain workshops are non-native speakers of English, I suggest that some group activities should be thoroughly explained with some suggestions or examples.
- It is a very useful tool for the participants to acquire and learn these library skills. I strongly recommend that this workshop will happen again.
- Teacher is very helpful--provides individual assistance as needs arise.
- More time could have been spent on weeding exercise.

Week 3: Cataloging/Library Planning and Administration

The final week was divided into several topics. On Monday, participants had the opportunity to attend either a cataloging seminar or to work with an educational consultant to plan experiential-based activities for use in English classes; activities for both groups made use of the University of Oregon's library collection. Tuesday was set aside for field trips to Springfield Public Library and Lane Community College Library. The final three days of the week were devoted to library planning and administration.

The trainer's objective for the library planning and administration sessions was to impress upon each participant the importance of planning in relation to being a good manager. The elements of planning were carefully delineated and each participant began constructing a plan for their library, beginning with a mission statement. Rudimentary goals and objectives were also developed; their relationship to the budgeting process was stressed. In the final activity, several volunteers developed and presented a budget request following the guidelines presented by the trainer.

During the course of this portion of the workshop, the trainer also shared information with the participants about the Library Services and Construction Act funds.⁸ These funds are available to many of the libraries in Micronesia, but none of the librarians attending the workshop had ever been informed that they were eligible to compete for the grants. This information combined with the skills necessary to begin making long-range plans for their libraries, should make applying for library grants much easier in the future.

Comments

The trainer for this session was able to make each participant understand the importance of planning for the future growth and development of a library. She broke the planning process into a set of step-by-step instructions that were clear and easy to understand. She encouraged groups to work together according to the type of library they work in or their island of residence. She also encouraged them to write in their native languages.

Perhaps the most valuable aspect of this session was that it provided each participant with the knowledge that they have the responsibility to determine the direction in which their library will grow. Planning is the key element in creating libraries that reflect the communities they serve and meet the needs of those communities.

⁸Distributed by the U.S. Department of Education.

Participants' evaluations

Each item was rated with 5 = strongly agree to 1 = strongly disagree

| | 5 | 4 | 3 | 2 | 1 |
|--|----|---|---|---|---|
| 1. The instructor was well prepared each day | 17 | | | | |
| 2. The instructor was easy to understand | 17 | | | | |
| 3. The instructor's handouts were useful | 17 | | | | |
| 4. The instructor was friendly and answered questions easily and clearly | 17 | | | | |
| 5. The instructor encouraged the class to ask questions and to participate in class activities | 17 | | | | |
| 6. The pace of the workshop was comfortable | 12 | 4 | 1 | | |
| 7. I am prepared to write a Mission Statement for my library | 12 | 4 | 1 | | |
| 8. I will use the information gained from this workshop to begin preparing a set of goals and objectives for my library | 13 | 4 | | | |
| 9. I will prepare a budget for my library to present to my administrators using the information presented in this workshop | 14 | 3 | | | |
| 10. I plan to write policies such as staff and volunteer policies, selection policies, circulation policies, etc. | 10 | 7 | | | |
| 11. The cataloging workshop provided clear, simple instructions I can use to catalog my library collection | 14 | 2 | | | |

Written comments:

- Mary's workshop was just wonderful, but the time period was too short.
- It would be nice if we had the workshop at the library building so that we can use available materials as examples. Other than that, all went well and I enjoyed it very much.
- I got a pretty good idea of what to do after I get back. This portion, especially today showed me that I shouldn't be just sitting at my desk, waiting and expecting people to come, but to really reach out and touch the public which I am supposed to serve.
- I really learned what I have not learned. And I know what I didn't know. This workshop has given me knowledge that I can use to improve my library. I hope this program will continue in the near future so we could learn more about library service.
- More time is needed to work on goals, objectives, selection policies, budgets and cataloging. Speakers should have spoken more slowly.
- I still need more time to learn to catalog.
- I would like to request if we can have an other workshop out in Micronesia.
- This workshop was very helpful and fun. I learned so much by now I'm very comfortable in working in the library and helping people. I wish we can have another workshop to get some more experience to assist in being a librarian.
- This workshop really opened my eyes to a lot of things I didn't know a librarian should be aware of and should be doing them in order to promote our library's materials. I used to think that libraries were places to maintain and organize books for people to come in and use. Now that I know all these things and how to put them down in a plan if I want something good to happen. I'll make the first move and keep on until somebody hears me. And I thank Mary Moore, Mary Ann Lund, Maradel Gale, Rivkah and Audrey. You were all wonderful and, most of all, you gave us the right tools for our jobs.
- I really want this kind of workshop to happen again next year, but the length of time for each topic was short. This workshop is a big help to me in learning all the important ways of running a library.
- I learned a lot because of the workshop. I now really understand what my job is, what the library means to the community and how important the library is. I now love being a librarian.

- This week 's workshop is very clear and well presented; however, I feel that more could be presented for our use and benefit. I wish this last week was extended. I feel that I am not well satisfied with what I have gained. I want to learn and know more, but thank you for what you have presented and shared with us.

Overall Evaluation of the Workshop

The workshop, taken in its entirety, proved to be highly successful. The informal feedback from the participants, as well as their responses to the evaluations attest to this success. The one comment which I feel best expresses the workshop's success came from a participant who said "I always thought the library was a place where we organized the material and waited for the people to come to us. I didn't realize we could go out and sell the library."

This workshop provided each participant with the knowledge that going out and selling the library is not only appropriate, but also essential to the growth and development of a library. In addition, the workshop provided participants with skills that can be used to begin selling their library to their community.

The level of interest and participation in each day's activities was truly astounding. Every participant attended each session and willingly participated in the activities planned by the trainers. One of the major complaints seemed to be that the more time needed to be allocated to various topics--something not possible given the three week format of the workshop.

Considerable interest was expressed in planning a workshop to be held next summer to follow up on the topics presented during this workshop. It was unanimously felt that such a follow-up session should be held in Micronesia. A follow-up workshop would provide each librarian working in the region with the opportunity of discussing their common problems and concerns as well as sharing solutions and ideas. This would have the added benefit of allowing /encouraging the relationships developed at the Eugene workshop to grow and prosper, leading to further opportunities to share professionally with one another.

Although the workshop was a success, there were several criticisms that should be addressed in any future gathering. The first, and most critical is in regard to the travel arrangements. Although the travel arrangements were made with little lead time, they did not work well for many of the participants. Hopefully this situation could be handled better in any

future workshops.

Other issues that would need to be addressed in planning any future workshops would be to provide a more comfortable pace, presenting less material so that it could be absorbed in the time allocated. An overall schedule of events or syllabus should also be prepared for the participants.

The final difficulty that was not considered ahead of time was deciding how the participants should transport their collection of books back to their islands. Some participants chose to ship their books home via the U.S. Postal system as they found that the cost to ship excess baggage back to the islands was too costly. Transporting more than two pieces of checked baggage ran between \$40-\$50, while bags weighing more than 70 pounds cost approximately \$100. Preliminary planning should have taken all this into account prior to the day the participants left Eugene.

Summary of Participant evaluations

Rating scale, 5 = strongly agree to 1 = strongly disagree

| | 5 | 4 | 3 | 2 | 1 |
|--|----|---|---|---|---|
| 1. I am glad I attended the workshop | 17 | | | | |
| 2. The dorm accommodations were comfortable | 13 | 1 | 2 | | |
| 3. The river raft trip was fun | 15 | 2 | | | |
| 4. Additional outings to the coast or Portland were fun | 16 | 1 | | | |
| 5. There was a good mix of class time and free time | 14 | 3 | | | |
| 6. The publicity about the workshop gave an accurate description of the workshop | 13 | 3 | 1 | | |
| 7. The travel arrangements for the workshop were suitable | 8 | 2 | 3 | 3 | 1 |

Written comments:

1. What was your favorite part of the workshop? Why?

- The first week with Rivkah and the three last days with Mary because all of these things I did not know about how and what to do.
- I didn't prefer the first week over the second or the second over the third. As ignorant as I am in my work, I find the whole workshop worth leaving my family behind. Though the first week doesn't relate to my work, I chose to be here for that with interest in volunteering some of my time at the Pohnpei Public Library where they have a children's section.
- Children's collection and library management. The instructors were wonderful, clear in their discussion and well prepared.
- My favorite parts are the children readers and planning. I will be able to use these skills in my library.
- The last week was my favorite because it taught me a lot in order to solve most of my headaches. I now understand how important it is to have plans.
- My favorite part of this workshop was the children's part and reference because we spend most of our time in our community in children's section and reference.
- The very last part [planning and administration] because that is where my weakness is.
- My favorite part is the cataloging and weeding project. This is because I need to know how to catalog and weed books.
- Reference collection because I am new to work at our library and I couldn't answer the students' questions about the subjects they're looking for. But now I should be able to follow what I've learned from this workshop.
- Children's, and Planning and Administration because our teachers were great and wonderful to work with.
- The most important part is all the presenters and the information presented to us by them.
- Every part of the workshop was my favorite. All of them were new to me and I felt that all were important for me.
- Everything because it was all new to me and I also think the workshop workshop will help a lot when I go back and try to apply the

material.

- The second and the last week [collection development and library planning and administration] because it fit my field.
- Visiting all the libraries--so amazing to me. I never realized that a library could be like that.
- The last week of the workshop was good with Mary Moore because I've heard and learned a great deal of what I can do to get funds.

2. What was your least favorite part of the workshop? Why?

- Audrey's presentation--not enough time for rest. Cataloging and reference could have longer time.
- Children's aspect--not suitable to my library.
- Reference--I felt that there was so much information to grasp in such a short time.
- The second week on reference and selection. Actually, it wasn't my least favorite, but I felt that these are the most important topics and need more concentration.
- To me, all three weeks were wonderful. We don't have a children's section in our library, but I was fortunate to learn these things.
- The last week [library planning and administration] because I'm not familiar with these things, only my librarian performs this work.
- When it comes to do many assignments, but at least I learned a lot by doing them.
- Everything I got from this workshop was my favorite. I should now go back to my library and try to do the things I've learned. I should make a policy for the library and I'll talk to the Secretary of Education to learn if he agrees with me in a collection for the children at Marshall Islands High School Library. I will also discuss with the PTA if they want to help in our library.
- Taxing me with a great amount of work with limited knowledge and time.

3. What changes could have been made to improve the workshop?

- Give us time to be responsible for our reservations; we know what airlines service our islands.
- Group travel together to and from place of workshop, instead of one, two or three at a time. It'll be easier on people transporting people.
- Send more specific information about the workshop to the participants.
- Include in our packet a schedule of activities whether it is pleasure or class. Allocate more time to areas which have to be covered.
- If we could have more time and more discussions and sharing of ideas.
- Length of the workshop should be extended for us to have more time to spend on one subject. We've sort of gone through everything real fast and some of us had a hard time.
- More, more time to spend in United States.
- I think the workshop is just great. It has really given us a lot of knowledge and skills about library work.
- Could have been done in one of the FSM states.
- I can't think of any changes that would have made the workshop better. It all went well.
- I think the three weeks time period was too short. I really need more time to get every single thing in my mind. Everything was just fine except the short time period.
- Please prepare daily schedule; have another workshop out in Micronesia.
- I think the workshop went well, 100%, I don't have to improve it.
- Have a place where good air circulates and comfortable tables.

4. What topics would you like to discuss in a subsequent workshop?

- More on all these topics that we did not cover with enough time. Should have enough time in different library to look at their filing and cataloging systems.
- Planning and everything else discussed under that. See if there will be time for learning how to write persuasive letters or just give persuasive talks. Steps of how to go about it.
- Relevant library topics that this did not really wholly cover.
- Cataloging.

- The marketing, library automation and more planning.
- I think topics about references, how to set up references and also how to collect more current ones.
- Market--more time and actual marketing.
- It really doesn't matter to me. I would like to learn anything about library skills.
- I would like to discuss about my reference and how I work with the students, faculty and staff.
- Feedback and result or outcomes of short term goals. Additional information about successful library services in school or public libraries.
- More on marketing the library; write a Mission Statement, goals and objectives.
- Automated systems, program planning, more on marketing and public relations.
- Cataloging, planning and more library skills.
- Marketing plans or long range planning.
- To continue on our Mission statements, goals and objectives.

5. What new things will you implement in your library as a result of attending this workshop?

- Storytelling program--look for volunteers. Form a group "Friends of the Library". Make a long range plan.
- Install a computer system. Better service in disseminating documents to all the appropriate offices/officials on a timely basis in the local community and abroad in other FSM states.
- Weeding, public relations, lobby.
- Start with writing of policies since my library lacks any kind of policy. Weeding. Increase collection of non-fiction. Increase subscription of periodicals.
- I will implement mission, policies and guidelines and new cataloging process.
- Develop selection policy. Write a plan designed to meet the library's needs in order to serve the clients better and to increase the collection. Promote our library. This may not happen in a very short time, but I will try and do them until I've achieved them.

- Well, I got many ideas and things from this workshop.
- I will do some weeding, finding the library friends, write a mission statement, catalog, write a budget request, library policies, etc.
- If possible, I would set up the library according to the Dewey Decimal system which I think is easier to use than the Library of Congress system. Set up the Pacific Collection. These are only dreams and depend if I have money.
- The new things should be making a policy and encouraging the people to come to the library to read and study.
- Prioritize my goals and implement them to the best of my resources.
- Mission statement. Policies for selection, budget, personnel, volunteer, ordering, circulation.
- Rearrange library and signs, try to order more books. Start on a selection policy and do some weeding. I will encourage my boss to extend the library and make it a nice and welcoming place for all. Start my mission statement.
- Try to write a policy for the library. Develop a budget plan for a full-time librarian. Try to improve the library.
- Write a mission statement
- Friends of the Library. Implement a card catalog, selection policy and weeding out the outdated material. Improve my library for more clients and create a loving place for public to use.
- Write a policy. Have an advisory board. Develop long range plan.

RECOMMENDATIONS FOR FUTURE ACTIVITIES

The participants expressed a strong desire to meet again. There is certainly still a need for additional work in all the topics that this workshop considered. Meeting again will also further encourage the development of a support group for the librarians working throughout the region. However, if future workshops are to be encouraged/funded it should be done with more input from the participants.

To begin with, future workshops should be held in Micronesia. This will give the participants an opportunity to see how various libraries deal with common problems. It will also give the hosting libraries an opportunity to "show off" their libraries to the visiting librarians.

Secondly, the topics to be covered in future workshops should be chosen in accordance with the needs of the participants. For instance, the participants are all interested in cataloging; a future workshop should address that topic.

A third recommendation would be to tie any future aid to Micronesian libraries to some specific performance. For instance, USIA might make funds available for the purchase of children's materials; interested libraries would have to apply for those funds, describing why the funds are needed and what materials will be purchased with the funds. In other words, the libraries would have to compete for the funds through a grant process. This would have the benefit of forcing the libraries to apply some basic management principles to their libraries--the very skills that have been introduced in this workshop--while de-emphasizing the hand-out nature of most aid programs.

A final recommendation would be to continue providing opportunities for these librarians to study library administration by developing a self-paced, book oriented training program. The Washington State Library's Library Planning and Development Division provides such a program to rural librarians working throughout Washington State. Mary Moore, chief of the Division, would be willing to work on developing a program suitable for use in Micronesia.

APPENDIX 1

**PROPOSAL FOR LIBRARY SKILLS WORKSHOP
SUBMITTED TO THE UNITED STATES INFORMATION AGENCY**



UNIVERSITY OF OREGON

1 November 1989

PROPOSAL TO U.S. INFORMATION AGENCY PRIVATE SECTOR PROGRAMS FOR MICRONESIA LIBRARY WORKSHOP

Purpose: To bring working librarians employed by public libraries, public high school libraries and the College of Micronesia branch libraries to Eugene, Oregon for a three-week intensive training program

Training Provided: Collection development
Administration, including circulation procedures
Children's services
Resource sharing possibilities and mechanisms
Promoting libraries to administrators responsible for funding decisions
Promoting libraries to potential and actual patrons
Keeping current professionally in remote, isolated areas

When: June 12-30, 1990

Where: University of Oregon campus, Eugene, Oregon

Attendees: Librarians from Palau (MOC, Koror public library); Kosrae (high school, elementary school); Pohnpei (public library, PICS, CCM, PATS, FSM Congress); Truk (COM, high school, Xavier); Yap (high school, public library, OIHS); Marshalls (Alele, COM, high school, Assumption, Ebeye).

Trainers: Coordinator and chief trainer - Mary Ann Lund, University of Oregon

Children's specialist from University of Washington School of Librarianship in Seattle

Rural Specialist from Washington State Library system in Olympia, Washington

Rural Collection Development Specialist from Alaska State Library system in Fairbanks, Alaska

MICRONESIA



PROGRAM

Format: The workshop will contain three major modules, one each on Collection Development, Administration, and Children's Services. There will be on-going discussion and integration of materials on sharing resources, promoting library services, seeking and obtaining funding for libraries, and professional development in remote areas. In addition to group sessions on these topics, there will be exercises associated with each topic where attendees develop resources and materials for use in their respective libraries. There will be field trips to appropriate scale libraries in rural Oregon communities. Time will be allocated for individual meetings by attendees with training staff for professional development.

Budget Estimates:

| | |
|---|-----------------|
| Airfare (RT Micronesia-Eugene) 20 @ \$1800 | \$36,000 |
| Per diem in Eugene for 20 days @ \$60/day per participant x 20 attendees | 24,000 |
| Materials reproduction | 500 |
| Trainer's honoraria, travel, per diem | |
| Coordinator | 4,450 |
| Children's specialist | 2,156 |
| Rural specialist | 2,156 |
| Collection development specialist | 2,818 |
| Administration | |
| Phone, postage, fax | 1,000 |
| Secretarial assistance | 1,500 |
| TOTAL | \$74,580 |

APPENDIX 2

LIST OF WORKSHOP PARTICIPANTS

Rotha Atlaia
Marshall Islands High School
Majuro, Republic of the Marshall Islands

Jossie Bassig
PATs High School
Pohnpei, FSM

Alipherta Albery Benjamin
Community College of Micronesia
Pohnpei, FSM

Eric Kersweet Eria
Community College of Micronesia, Chuuk
Chuuk, FSM

Julie Santos Gomez
Pohnpei Public Library
Pohnpei, FSM

Akio R. Heine
College of Micronesia, Majuro
Majuro, Republic of the Marshall Islands

Sadao J. Johnnyboy
Malem Elementary School
Kosrae, FSM

Tamar Jordan
Alele Public Library
Majuro, Republic of the Marshall Islands

Person Joseph
Pohnpei Island Central School
Pohnpei, FSM

Helen S. Leebey
Yap High School
Yap, FSM

Isabel M. Rungrad
Yap Public Library
Yap, FSM

Fermina Salvador
Palau Public Library
Koror, Republic of Palau

Helen Salap
Outer Islands High School
Ulithi, Yap, Federated States of Micronesia

Bedebii Sadang
Palau High School
Koror, Republic of Palau

Juliana Simina
Congressional Library
Palikir, Pohnpei, Federated States of Micronesia

Lynn Sipenuk
Chuuk High School
Chuuk, Federated States of Micronesia

Kenye Tulensru
Kosrae High School
Kosrae, Federated States of Micronesia

Josepha Tutii
Micronesia Occupational College
Palau, Republic of Palau

APPENDIX 3

CERTIFICATE PRESENTED TO THE PARTICIPANTS



University of Oregon

CERTIFICATE OF RECOGNITION PRESENTED TO

FOR THE SUCCESSFUL COMPLETION OF THE
LIBRARY SKILLS WORKSHOP
CONSISTING OF TRAINING IN
CHILDREN AND YOUTH SERVICES, COLLECTION DEVELOPMENT,
AND LIBRARY PLANNING AND ADMINISTRATION

JUNE 11-29, 1990

UNIVERSITY OF OREGON

EUGENE, OREGON

U.S.A.

MYLES BRAND, PRESIDENT, UNIVERSITY OF OREGON

MARADEL K. GALE, DIRECTOR, MICRONESIA PROGRAM

MARY ANN LUND, PROJECT COORDINATOR

Sponsored by the University of Oregon Micronesia Program and the United States Information Agency

APPENDIX 4

COURSE OUTLINES

Rivkah K. Sass
227 Kennicott Road
Chehalis, WA 98532

May 24, 1990

Maryann Lund/Library Media Center
Spokane Falls Community College
W. 3410 Ft. Wright Drive
Spokane, WA 99204

Dear Maryann:

I have attempted to distill as much as possible what I would like to accomplish with the students next month. There's so much I'd like to share with them and so little time!

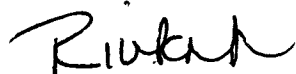
The learning objectives I want each of them to attain include:

- 1) understanding the role of children's/ya services in the library
- 2) learning techniques to develop
 - a) programs
 - b) storytimes
 - c) booktalking skills
- 3) understanding the importance of starting the library habit at an early age
 - a) working with parents
 - b) working with preschoolers
 - c) planning for children's services

Enclosed is an outline of each day's activities for you. I just had the thought that I would love to do a booktalk for some real live kids for the Micronesian students to see. I think I'll see if Paulette might be able to arrange something at her school. I need to find a very flexible 4th or fifth grade teacher who's willing to be a guinea pig!

I hope this is enough information for you. I must confess, I'm scared to death after seeing the applications. I was hoping for more public librarians. I'm afraid the high school and community college types are going to go crazy.

Talk with you soon.



Rivkah K. Sass

Rivkah K. Sass
June 1990

CHILDREN'S AND YOUNG ADULT SERVICES

Day One

Overview of children's services in the library
reader's advisory
programs
storytelling
booktalking

film: "What's so great about books?"

Day Two

Field trip to McCornack elementary school library
How to do an effective booktalk
1) selecting books to talk
2) practice techniques

Day Three

Field trip to Eugene Public Library with storytime
demonstration by Donna Hill

Developing an effective storytelling program

- 1) sources for stories
- 2) how to develop thematic programs
- 3) using music, creative dramatics, poetry & puppets with storytelling
- 4) how to select stories for telling

Day Four

Field trip to South High School media center

- 1) Materials for young adults
- 2) sources for selection
- 3) reader's advisory/booktalking
- 4) developing programs for young adults
- 5) reference services for young adults

Day Five

Wrap up

- 1) What have we learned
- 2) storytelling demonstrations
- 3) booktalking demonstrations
- 4) questions/concerns/evaluation

Audrey Kolb

TENTATIVE AGENDA

Basic Reference & Resource Sharing Skills

Learning Objectives. Students will be able to:

1. select an appropriate reference tool and locate desired information for "ready reference" level questions.
2. practice, demonstrate, and critique reference interview techniques.
3. complete and route an Interlibrary Loan Request following routing protocols.
4. explain when use of a periodical index is appropriate and be able to locate desired information.

Collection Development and Maintenance

Learning Objectives. Students will be able to:

1. identify basic types of information to gather in a community analysis
2. identify at least one review journal appropriate to the type of library
3. demonstrate discriminating use of the standard catalogs, review journals, and jobbers' catalogs in the selection of library materials
4. apply the CREW method of weeding to a library collection

TENTATIVE SCHEDULE

June 18

1. Introduction to basic reference tools & sources (Four Hours)
 - a. Classification of reference questions (lecture and assignment)
 - b. Reference experience (exercises using work sheets)
 - c. Discussion and review
2. Reference interview techniques (Two Hours)
 - a. Types of reference questions
 - b. Interpersonal skills in the reference interview (demonstration, role plays, observation, and critique)
 - c. Discussion and review

June 19

1. Periodical indexes (Two Hours)
 - a. Use of periodicals in reference work (lecture)
 - b. Types of indexes (lecture & demonstration)
 - c. Use of indexes to answer reference questions (work sheets with topics and names to search in the indexes)
2. Periodical selection (One Hour)
 - a. Factors to consider in selecting periodicals (lecture)
 - b. Introduction to subscription agencies (lecture)
 - c. Selection of periodicals (exercise using a catalog of a subscription agency)
 - d. Discussion and review

Audrey Kolb, p. 3

3. **Community analysis & book selection (3 Hours)**
 - a. Basic information to gather to analyze a community
(exercise using work sheets)
 - b. Introduction and uses of the standard catalogs
(exercises using these reference tools as a means of selecting recommended titles in a retrospective bibliography)
 - c. Children's book awards and recommended lists, introduction to a few basic review journals, and jobbers catalogs
(homework - examination of one of the review journals or catalogs for an oral report, probably in teams of two)

June 20

1. **Book Selection (continued) (Five Hours)**
 - a. Reports form homework
 - b. What to look for in a review
(exercises to identify criteria for selection, using work sheets)
 - c. Selection of materials from reviews
(practice session selecting current materials)
 - d. Using jobbers catalogs discriminantly
(exercise to identify keys to reviews, book awards, Reading Rainbow titles, state lists, etc.)
2. **Collection analysis (One Hour)**
 - a. Introduction to what it is and relationship to community analysis
 - b. Methodologies to be used

Audrey Kolb, p. 4

June 21

Field trip to a small library (Eight Hours including travel)

1. Collection analysis
 - a. Median age
 - b. Subjects and authors represented
 - c. Quality and use of those titles
 - d. Subject areas and authors not represented (practicum using the collection)
2. Weeding, primarily using the CREW method or MUSTI
 - a. Age
 - b. Circulation
 - c. Ugly (condition)
 - d. Misleading, Superseded, Trivial, Irrelevant (content) (practicum using the collection)

June 22

1. Book selection for the practicum library used the previous day (One Hour)
(probably a group exercise with participants identifying one or two subject areas and authors, in both the adult and the children's collection; then each team using one or two resources to select five or six books)
2. Micronesia reference resources (Five Hours)



STATE OF WASHINGTON

WASHINGTON STATE LIBRARY

AJ-11 • Olympia, Washington 98504-0111

May 11, 1990

Maryann Lund
Spokane Falls Community College
Library/Media Services
M/S 3020
W. 3410 Fort George Wright Drive
Spokane, Washington 99204

Dear Maryann:

I realize that I am somewhat tardy with a formal response to your letter requesting my assistance with your program for training librarians from Micronesia. As I have stated to you verbally, I would be very happy to assist by training them in the areas of planning, management, and advocacy (which will include marketing). I will arrive in Eugene on the evening of Tuesday, June 26th and will be prepared to teach on Wednesday, June 27th - Friday, June 29th.

My plans at this point are as follows:

Day 1: Planning - short range and long range- and the planning process as the basis for good management.

Learning Results:

- 1) Students will learn why planning is critical to the development of good library service.
- 2) Students will learn the elements of the planning process.
- 3) Students will learn how to write goal statements.

Day 2: Management and administration of the library.

Learning Results:

- 1) Students will learn the elements of effective library management and administration.
- 2) Students will learn how to assess the needs of the communities that they serve.
- 3) Students will learn how to construct and present an effective budget.
- 4) Students will learn how to manage and motivate staff and volunteers.

Maryann Lund

Page 2

May 1, 1990

Day 3: Advocacy for libraries and marketing of their services.

Learning Results:

- 1) Students will learn how to be advocates for their libraries.
- 2) Students will learn how to market the services that they provide.
- 3) Students will learn the relationship between planning and marketing.

I hope that these plans will fulfill your needs and those of the Micronesians. I would appreciate any suggestions for change or for a different emphasis if you see something that you are not comfortable with. Further, if there is anything additional that you want me to cover, please let me know as soon as you can. I look forward to hearing from you.

Sincerely,



Mary Y. Moore

Chief, Library Planning and Development

APPENDIX 5

LIST OF BOOKS PRESENTED TO EACH PARTICIPANT'S LIBRARY

American Medical Association Family Medical Guide
Background notes
Bartlett's Familiar quotations, 1980
Catalog of Catalogs : Where to Get Information About Almost Anything
Guinness Book of World Records
Joy of Cooking
Leonard Maltin's TV Movies and Video Guide
Lovejoy's College Guide
Manual for Writers of Term Papers
National Geographic Atlas of the World
Roget's International Thesaurus
The Rule Book
Standard Handbook for Secretaries
The United States Government Manual
Webster's New Geographical Dictionary
Webster's Third New International Dictionary of the English Language
World Almanac and Book of Facts
Your Resume : Key to a Better Job

APPENDIX 6

SCENES FROM THE LIBRARY SKILLS WORKSHOP



Library Skills Workshop, June 1990
Group Portrait



Meeting the participants at the
airport

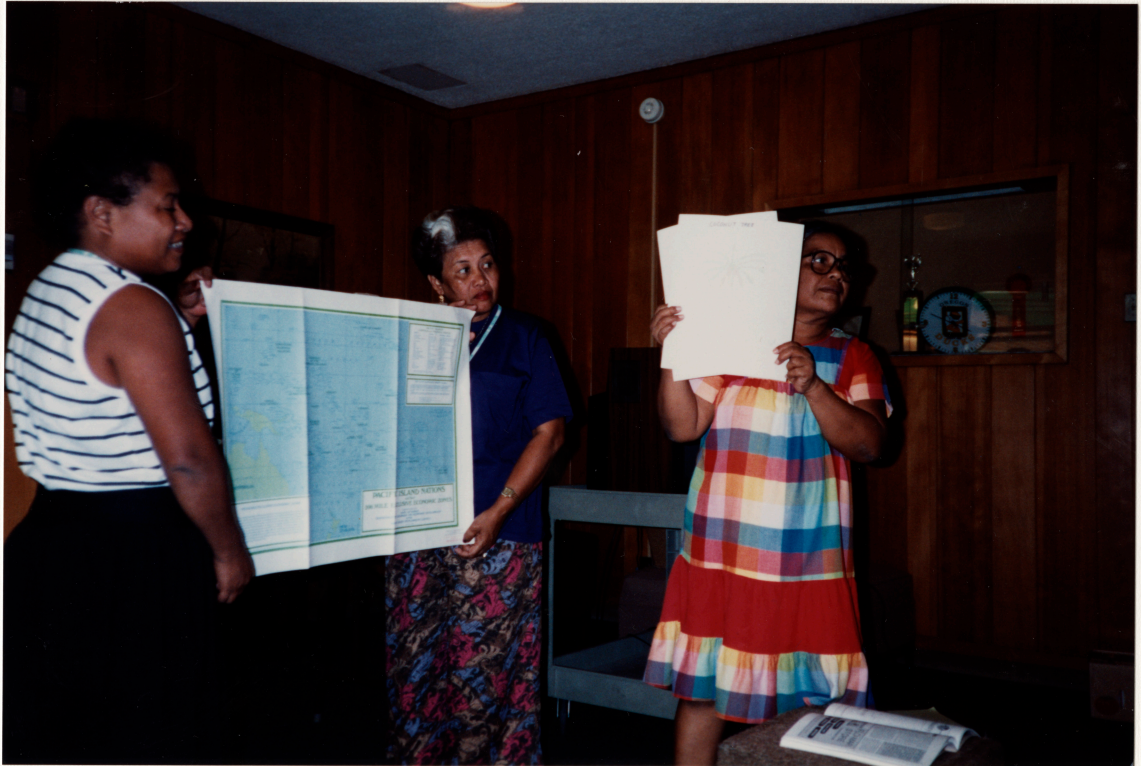


Each participant receives a set of reference books for his/her library





Scenes from the classroom



Storytelling



Working on the weeding assignment
at Junction City Public Library



Visiting libraries



Weekend outings included a trip to
the Oregon coast



Packed and ready to go to the airport