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LIBRARY SERVICES TO SENIOR CITIZENS:
AN EXPERIMENTAL STUDY

By
Robin M. Megow

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
At
Rowan University
May 1, 2001

Approved by _____
Professor
Date Approved May 1, 2001

ABSTRACT

Robin M. Megow
Library Services to Senior Citizens: An Experimental Study
2001

Marilyn L. Shontz, Advisor
Master of Arts Degree
School and Public Librarianship

The purpose of this study was to observe and evaluate the effects of the implementation of several enhancements to library service designed to benefit senior citizens in particular. This segment of the population does not seem to be utilizing the full resources of the library. Patrons' attitudes before and after these enhancements were noted and compared.

A total of sixteen senior citizens participated in a series of five classes. Classes were conducted at three branches of the Gloucester County Library System. The classes provided instruction in library skills such as online catalog searching, use of the EBSCOhost periodical database, and basic Internet searching. Participants were familiarized with the new larger computer monitors acquired for their use, and the new collection of books – the Senior Collection. Titles for the latter were selected with senior citizens' interests in mind. Identical questionnaires were distributed at the beginning and end of the five class sessions to determine changes in participants' attitudes and perceptions of their library skills. Responses were tabulated and percentages noted.

It was found that seniors did benefit from specific enhancements. They preferred the larger monitors, and also had a preference for classes with their peers. Their library skills were improved after completing the series of classes. Skills were gained in online catalog searching, as well as Internet searching. Satisfaction with specific areas of the collection improved as a result of the classes. Participants also acquired the skill of searching EBSCOhost for magazine articles. The students' overall confidence in their ability to research a topic at the public library showed a marked increase.

MINI-ABSTRACT

Robin M. Megow

Library Services to Senior Citizens: An Experimental Study
2001

Marilyn L. Shontz, Advisor

Master of Arts Degree

School and Public Librarianship

The purpose of this study was to evaluate the effects of implementation of enhancements to library service designed to benefit senior citizens. Special classes were held. Library skills of seniors did improve by the end of the classes. In particular, participants' overall confidence in their ability to research a topic at the library showed a marked increase.

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CHAPTER I

STATEMENT OF THE PROBLEM

Significance of the Topic

There was evidence that senior citizens were not making full use of public library resources of the Gloucester County Library System. Membership figures for this group were disproportionately low for their population numbers. In addition, unease with regard to the online catalog, electronic databases, and the Internet in general has been observed by staff in those seniors that do frequent the library. The library must meet the informational and recreational reading needs of all segments of the public in order to fulfill its mission. These seniors, being residents of member communities, and having a wide variety of interests, with the time and inclination to pursue these interests, represent a vital segment of the library's patrons whose special needs must be addressed.

Purpose of the Study

The purpose of this study was to observe and evaluate the effects of the implementation of several enhancements to library service designed to benefit senior citizens in particular. Patrons' attitudes before and after these enhancements were

surveyed and compared. Also, membership statistics were taken before and after implementation to determine any change in senior memberships. Although confined to a particular library, it is believed the methods used and the results of this study are useful to other public libraries seeking to encourage the membership and participation of its resident senior citizens.


The components of the Special Populations Grant currently being administered at the Gloucester County Library System (GCLS) provide the enhancements used in this study. These were:

- 📖 Library skills classes for seniors. This series of classes was taught by a librarian and met once a week for 5 weeks. For maximum convenience to seniors, classes were held at 3 branches of the system – Glassboro, Logan and Mullica Hill. Classes were held to allow daylight driving.

- 📖 The non-fiction collection was expanded in the popular areas of retirement planning, health, investments and travel. When available, the large-print editions of these items were purchased.

- 📖 The New York Times, recently available in large-print, was purchased.


- 📖 Current computer monitors in the library were no larger than 17". One 21" monitor was purchased for each of the four branches to allow for more comfortable viewing.


 These enhancements and other library services were actively promoted to seniors through publicity flyers mailed to appropriate groups, as well as through press releases.

Definition of Terms

Senior citizens, or seniors, or older adults were defined as persons 60 years old or older. Patrons are defined to be those who attend classes. Large-print was defined as the font size used by Thorndike and other book publishers to improve the visibility of print for persons with visual impairments. Library resources were: online catalog, electronic databases, services of the reference librarian, the collection – including videos, books, large-print books, compact disks, CD-ROMs, and audiotapes. Other resources were defined to be adult programming, meeting room availability, and inter-library loan services. “Library” referred to the Gloucester County Library System. (GCLS)

Assumptions

 Seniors will truthfully answer their questionnaires

 Seniors are interested in using public library resources.

 Providing certain enhancements can influence patron behavior.

 Increased use of the library will be reflected in increased membership statistics.

📖 Implementations will be promoted effectively and seniors will be aware of them.

📖 Larger monitors will improve computer accessibility for seniors.

📖 Large-print books will be welcomed by seniors to ease reading.

📖 Seniors are interested in the following topics: retirement, health, investing, and travel.

Limitations

This study was limited to 3 branches of the GCLS- Glassboro, Logan, and Mullica Hill. Seniors 60 and older were targeted. Only those able to visit the library were studied (not homebound). It is limited to the enhancements itemized above, although others that patrons requested were reported.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

While there is consensus within the library community that the special needs of senior citizens must be identified and provided for by public libraries, there are few studies on an actual implementation process.

Research Reports

One study, conducted in Canada in 1990 by Allen and Wilkinson, surveyed library patron attitudes towards services for seniors. A questionnaire was distributed to senior and non-senior patrons addressing three specific issues. Results were clearly presented in tabular as well as bar graph format. Insight was gained on the first issue – market segment definition. While many respondents perceived seniors as being over sixty- five years of age, other participants in the survey regarded fifty- five or sixty years as the threshold for senior status. Researchers concluded that libraries could consider including these adults in their target market, greatly increasing the potential size of the senior group.

Another finding in the Allen and Wilkinson study was the high level of support for product-differentiated service for senior library patrons. This type of service was clearly

defined as those services geared for seniors, but accessible to any patron. It was differentiated from targeted service, which restricts the service to a particular group exclusively. Finally, the third issue – promotion of services – was reported. Seniors did not differ from the rest of the population in their awareness of library programs, it was discovered, nor in the means through which they were informed of them (newspapers, word -of -mouth, etc.).

Results of the Allen and Wilkinson study can be useful to the librarian planning a program specifically for seniors. However, the authors' credentials were not given, and their actual experience with such a situation was not known. This study serves as an informative, encouraging preview for someone actually implementing such a program.

Also of interest to the researcher was the article by Williamson, (1999) an Australian researcher in library science. Her paper provided an overview of twenty years of studies she has made on the library needs of older adults. Pertinent to this thesis were the research questions posed in these various studies, methodologies used, and results analysis. However, as in Allen and Wilkinson's (1990) study, existing attitudes and behaviors were being investigated, and not responses to implementing changes. The belief that seniors have more difficulties with computers, searching the Internet, and using online databases than the rest of the population was reinforced. Libraries can provide a vital service in providing instruction in these areas for this target group.

Kendall's article in 1996 also surveyed the literature, from a somewhat British perspective – teas are one of the recommended inducement strategies. Her findings were consistent with Williamson's, and the conclusions led to a thoughtful list of practical

suggestions for enhancing library services to older adults, divided into three levels.

These levels were based on cost.

Kleiman, (1995), while focusing on serving future senior citizens in the year 2020, provided information on the latest developments in services for seniors. One was Senionet, an online network for older adults. Also mentioned were various model library programs with telephone numbers and contact person provided, such as the Brooklyn Public Library's Sage Program, a program for the healthy, active elderly as well as the disabled senior citizens. This article, while not qualifying as a true research report, provided this researcher with background information. This information came from an excellent source, Kleiman being the chair of the American Library Association's preconference "Towards the White House Conference on Aging".

Pilot Programs

Jurewicz, (1999) director of an Indiana public library, actually implemented a project called "Internet Co-Pilot ". Her published report was informal and brief, with no literature review or quantified results. However, she presented an informative narrative on this program for seniors. The mechanics of the program were detailed, including the recruiting of the local high school's Key Club members as volunteers for providing one - on -one assistance. Class content was presented, as well as publicity strategies. Inclusion of some statistical data would have strengthened the conclusions of project, such as before and after survey results, and membership or participation figures. Some anecdotal

comments by individual seniors were the only results provided from this apparently successful project.

The most pertinent journal article unearthed in this literature review was the one authored by Puacz and Bradfield (2000). No quantified results were gathered, so the program cannot be scientifically evaluated or conclusions drawn. However, the usefulness of this project was in the discussion of the process. A need was perceived, at the Vigo County Public Library, based on informal patron feedback, for special computer classes for seniors. These were designed to include basic computer skills, as well as strategies for navigating the World Wide Web. Promotional efforts were described, and the flyers and posters resulted in thirty seniors signed up for class after only five days of publicity. The contents of each of the four classes in the series were itemized, along with the teaching methods. Emphasis was placed on the importance of handouts summarizing key elements of the course. The instructor brought a selection of books and videotapes on computer topics to the sessions, encouraging participants to check them out at the end of each presentation. Topics covered, that were much appreciated by seniors, included mouse practice, clicking on hyperlinks, and using the navigation buttons. Based again on informal patron feedback, Puacz and Bradfield modified the class schedule for the second series of classes.

The response of the seniors to the Vigo County Public Library program was observed to be very positive. Due to popular demand, more advanced classes on such topics as e-mail and word processing were planned next. The seniors at this library became noticeably more comfortable with the technology in their library, and were more frequent visitors. Circulation of computer books and videos increased, especially immediately

following a class. This article provided the researcher with a good overview of a successful program that enhanced library services for senior citizens. Although no data collection was done (or included in this article), many valuable tips were obtained for use in actually implementing a similar program.

Summary

An experimental study in the area of improved library services for seniors would be a welcome addition to the literature. There seems to be potential here for libraries to increase membership as well as patron satisfaction. A documented research study would encourage efforts in this vital area as well as provide a validating example to cite when seeking funds.

CHAPTER III
METHODOLOGY

Overall Design and Justification

Experimental research was conducted to reach conclusions regarding senior citizens' use of the public library. By ascertaining skills and perceptions before and after attendance at a series of special classes, changes in these areas were noted and reported quantitatively. Membership figures before and after were also be obtained. The design of the experiment is symbolized by



where O1 signifies the initial data, X is the implementation of the classes and other enhancements, and O2 is the responses gathered after the classes. This is known as the One – Group Pretest – Posttest Design.

Implementation was achieved through a series of 5 classes. In the first class the survey was distributed and the completed responses collected. A brief explanation of the components of the grant was given, followed by a tour of the library. The tour identified the location of the reference desk, the large screen monitor, the Senior Citizen Collection, other collections, the PAC terminals, and the designated EBSCOhost computer terminal. Next, the class accessed the library's home page and reference links page.

Searching the Internet for individual or company addresses and phone numbers was the next area of focus. Handouts were provided. Topic ideas for the following classes were then solicited.

Classes two through five investigated particular topics of interest to seniors, using the library's resources. Relevant books and non-print items were located, as well as pertinent magazine articles. Websites of interest were visited and bibliographies were provided. See Appendix B for sample class sessions format.

Statement of Purpose

This study observed and evaluated the implementation of several enhancements to public library services for senior citizens. The feasibility of future efforts in this direction, including grant proposals, was determined by the results of this experimental study.

Population

The population for this study was the class participants from three locations. Since class members were requested to answer the questionnaire, the population and sample were identical. As the class was promoted exclusively for seniors, it was anticipated that attendees will be 60 years old or older. This was verified by the questionnaire. Class size was limited to eight at Mullica Hill, and six at the other branches because of computer availability.

Variables

It was anticipated that participation in library classes – the independent variable – would positively affect senior citizen’s library skills and library use– the dependent variable. The experimental study determined the truth of this hypothesis. Verification could provide grounds for seeking further grant funds in the future.

Method of Data Collection

Questionnaires were given to all class members at the beginning and end of the series of classes. Results of the pre and posttest questionnaire provided the detailed information needed for this study. These surveys asked the respondents to assess their competency in various library skills. In this way, any changes over time were measured. The questionnaire addressed the following areas: online catalog searching, use of the periodical database, knowledge of the collection, and Internet searching. A copy is included in Appendix A.

The classes met in the computer-training center at the Mullica Hill branch, which contains seven work stations. Classes at Glassboro met in their computer room that has four stations, and Logan's computer area contains four PCs as well.

Reliability and Validity

To ensure the effectiveness and validity of the questionnaire, two pretests were conducted. One group consisted of students in the master's degree program in librarianship at Rowan University. While not of the target age, this group is attuned to the details of questionnaire design, and provided valuable input. The second group used to pretest was the Retired Educators of Gloucester County. The pretest was done following a presentation given to promote library services to seniors. The questions were understood, none were skipped. Since respondents similarly interpreted questions, the survey can be considered a reliable instrument for purposes of this study. Also, as the answers obtained from the senior pretest group were appropriate for each question, this questionnaire can be considered valid for measuring library skills as presented in the classes.

CHAPTER IV

ANALYSIS OF DATA

Response Rate

The response rate for this project was 100 per cent. This was possible because the questionnaires were administered in person, and all participants were willing to respond. The second set of data was taken at the end of the fifth class. In the two situations where the participants missed this class, arrangements were made for a mailed return of the questionnaire. Sixteen sets of questionnaires were collected. Data from all three sites were combined, since the implementation methods were identical.

Methods Used

A series of five classes at three different sites in the Gloucester County Library System was conducted. All were well attended. Library skills such as basic Internet searching, use of the online catalog, magazine database searching, and familiarity with the library's own website were taught. Bibliographies were prepared by the instructor for classes two through four, based on patron feedback. Discussions were encouraged, and were often lively. Identical questionnaires were distributed and completed at the beginning of the first class and the end of the last class.

Presentation of Results

The data presentation follows the design of the questionnaire. Each question is listed, followed by a table of the results. An analysis of each set of results then follows.

1. Do you have a library card with the Gloucester County Library or one its branches?

This question was designed to determine if library memberships would be affected by offering special classes for seniors.

Table 1

Library Memberships

Held Memberships	Before	After
Yes	8	9
No	8	7

One person became a member during the time period of the classes. Classes were advertised county wide; however not all communities belong to the library system. Some participants came for the classes, but were not interested in purchasing a library membership for sixty dollars.

2. The library's computer monitors all have 15" screens. A larger, 21" monitor has been installed at each branch. How easy are these new screens to view?

This question was asked to determine seniors' attitude toward the four new monitors, designed to enhance viewing, particularly of text.

Table 2

Seniors' Assessment of New Screens

	Before	After
Very Easy	5	7
Easy	1	6
Difficult	1	1
Very Difficult	0	0
Haven't Used It	9	2

Thirteen people perceived the new screens as easy or very easy to use, after the classes, as opposed to six before the classes. In addition, nine of the sixteen people had not used the screen prior to the classes, as compared to two people after the classes.

3. How would you rate the ease of using our online catalog to find books and other items?

This is one of the fundamental skills taught in all sections of the classes. Before and after results were important in determining the success of this effort.

Table 3

Ease of Using Online Catalog

	Before	After
Very Easy	1	5
Easy	4	9
Difficult	2	1
Very Difficult	0	0
Haven't Used It	9	1

Fourteen participants found this to be easy or very easy at the completion of the course. Previously, only five found using the online catalog easy or very easy. In the pretest, 9 participants had not used it at all previously. One person inexplicably reported not using it after the sessions, however, it was in fact used in every class.

4. When looking for specific titles, how often are you able to find what you need?

This question related to searching skills as well as the status of the library's collection.

Table 4

Finding Specific Titles

	Before	After
Always	0	1
Usually	7	10
Sometimes	4	2
Rarely	1	1
Never	4	2

It can be seen that eleven people could find specific titles usually or always after the classes, compared with only seven people before the classes.

5. How would you rate your current skills in searching the Internet?

Internet searching is another of the main topics covered in the classes. The researcher expected that before and after results would reflect an improvement in this area.

Table 5

Internet Skills

	Before	After
Excellent	0	0
Good	0	6
Fair	4	7
Poor	5	2
No Knowledge	7	1

Seven seniors reported no knowledge of Internet searching before the classes; this number was reduced to one after the classes. Thirteen participants judged their skills to be good or fair after; an increase of nine people from before.

6. When looking for books or magazines in large-print format, how satisfied are you with the library's current selection?

Large-print books are popular with many seniors; this question addressed the size of our collection in this format.

Table 6

Satisfaction With Large-Print Collection

	Before	After
Very Satisfied	1	1
Satisfied	2	4
Not Satisfied	0	0
Do Not Use Large Print	13	11

There were no significant changes in this knowledge before and after. It appears that two people who previously did not use large print now began to do so, however.

7. How would you rate the library's collection of Health and Exercise Materials?

This question, and the one following, addressed senior satisfaction with two subject areas that were supplemented by the current Senior Grant funding.

Table 7

Satisfaction with Health and Exercise Materials

	Before	After
Very Satisfied	0	1
Satisfied	4	5
Not Satisfied	0	0
Don't Know	12	10

There were no significant changes in this area of knowledge. Six were satisfied or very satisfied after, as opposed to four persons before. The number who "don't know" was reduced from twelve to ten.

8. How would you rate the library's collection of Retirement and Financial Planning Materials?

Table 8

Satisfaction with Retirement and Financial Planning Materials

	Before	After
Very Satisfied	0	1
Satisfied	3	9
Not Satisfied	0	0
Don't Know	13	6

Ten people were satisfied or very satisfied with this area after, in contrast with only three before the classes. Those with no knowledge went from thirteen to six patrons. Class participants in Logan and Glassboro requested Mutual Funds, and Stocks as the focus for a total of three classes.

9. How easy is it to find magazine articles on EBSCOhost, our online magazine database?

This is another fundamental skill covered in each series of classes.

Table 9

Skills with EBSCOhost

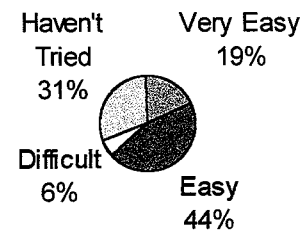
	Before	After
Very Easy	0	3
Easy	1	7
Difficult	0	1
Very Difficult	0	0
Haven't Tried	15	5

Figure 1
Skills with EBSCOhost, before and after

Before Classes



After Classes



Ten seniors found working with EBSCOhost easy or very easy after the classes. Only one person had been comfortable with this database before the sessions. Fifteen had never used the database previously; this number went down to five after the classes.

10. Do you prefer to attend classes in computer and library skills that are exclusively for seniors?

This question was to determine participants' preference in the make-up of classes.

Table 10

Preference for Seniors Only Classes

	Before	After
Definitely Prefer	3	3
Prefer	7	7
Doesn't Matter	6	6
Don't Know	0	0

Senior's opinions on this matter did not change as a result of the classes. Ten of the sixteen prefer or definitely prefer classes with peers, the remaining six considered this inconsequential.

11. How frequently do you visit the library?

The researcher expected that the classes would result in an increase in library use.

Table 11

Frequency of Library Visits

	Before	After
Once a week	3	4
Once/ two weeks	1	3
Once/ month	2	4
Several times a year	4	3
At least once a year	4	1
This is my first time	2	1

Frequency of library visits increased somewhat by the end of the classes. Eleven participants reported visits of at least once a month, in contrast with six persons reporting at least once a month before the classes.

12. How comfortable are you researching a topic at the library?

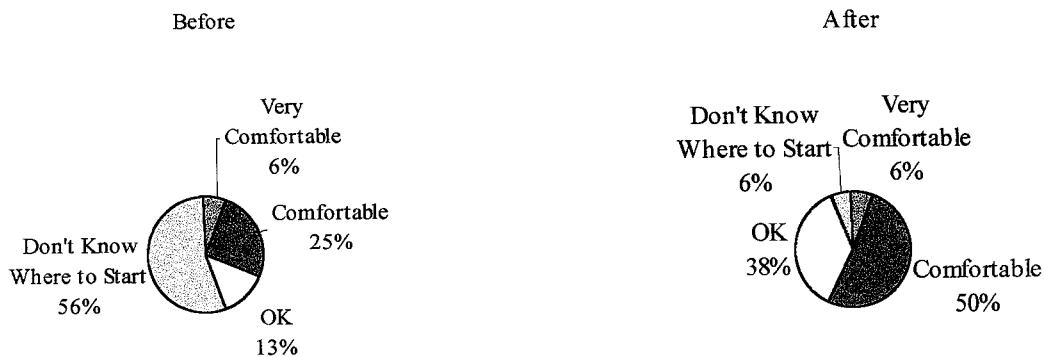
This question was intended as a measure of overall library skills. The researcher expected an increase from pre to post test questionnaires.

Table 12

Confidence at Researching a Topic

	Before	After
Very Comfortable	1	1
Comfortable	4	8
OK	2	6
Don't Know Where to Start	9	1

Figure 2
Seniors' confidence in researching a topic, before and after



Fifteen seniors assessed their overall library skills as OK or better after the classes. Prior to the classes, only seven were OK, comfortable, or very comfortable. Also significant was the group in the “Don’t know where to start” category. Nine reported this initially, it dwindled to one at the end of the session.

13. Age

Table 13

Age of Participants

60 or under	1
61-65	5
66-70	2
71-75	4
76-80	2
81-85	2

As the Table 13 shows, seniors from 60 to 85 participated in this study.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to observe and evaluate the effects of the implementation of several enhancements to library services designed to benefit senior citizens in particular. This segment of the population does not seem to be utilizing the full resources of the library. Patrons' attitudes before and after these enhancements were surveyed and compared.

A total of sixteen senior citizens participated in a series of five classes. Classes were conducted at three branches of the Gloucester County Library System. The classes provided instruction in library skills such as online catalog searching, use of the EBSCOhost periodical database, and basic Internet searching. Participants were familiarized with the new larger computer monitors acquired for their use and the new collection of books for seniors. Identical questionnaires were distributed at the beginning and end of the five class sessions to determine changes in participants' attitudes and perceptions of their library skills. Responses were tabulated and percentages noted.

It was found that seniors do benefit from specific enhancements. They preferred the larger monitors, and also had a preference for classes with their peers. Their library skills were improved after completing the series of classes.

Conclusions

1. Seniors considered large screen monitors beneficial.
2. Skills in online catalog searching were strengthened as a result of instruction, thereby enhancing senior patrons' library use.
3. Seniors improved their Internet searching skills as the result of the classes.
4. Only a small percentage of this group of seniors used large print materials.
5. Seniors appreciated many areas of the collection, and were not focussed on retirement planning or health issues. Their knowledge of specific areas of the collection was expanded through classes targeting a particular area.
6. Skills and appreciation for EBSCOhost increased after the classes.
7. Seniors had a preference for classes with their peers. Ten out of sixteen expressed this preference both before and after.

Uses of Results

These results can be used by the library to validate future grant proposals in this area. Classes and enhancements for seniors were well received. These results can be compared with future efforts to determine increases or decreases in effectiveness. The content of future classes can be planned based on the results of this study. Topic oriented classes in library skills may be appealing to patrons of any age.

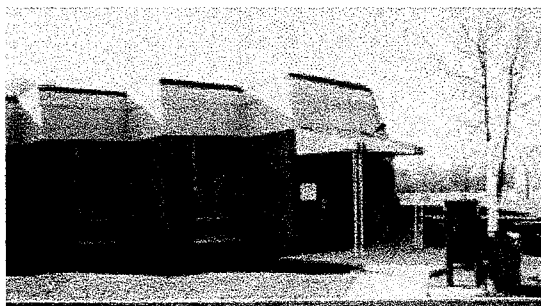
Recommendations

It is recommended that senior classes should be continued at the Gloucester County Library. Perhaps a weekly class, with a less structured enrollment, could be considered. Some participants were somewhat uncomfortable with a five-week commitment. Seniors also expressed a strong interest in basic computer classes, and special classes on e-mail. Grant proposals for these classes are recommended.

There was doubling up on the computers, to allow for maximum enrollment. Some participants expressed the desire for each student to have their own computer. This will be considered in the next set of classes. The new training center in the new branch library in Gibbstown will be a welcome venue for these classes, with over 10 stations.

APPENDIX A

Survey for Seniors



Survey for Participants in
“Hot Topics for Seniors”

1. Do you have a library card with the Gloucester County Library or one of its branches? Yes _____ No _____

2. The library’s computer monitors all have 15” screens. A larger, 21” monitor has been installed at each branch. How easy are these new screens to view?

Very Easy _____ Easy _____ Difficult _____ Very Difficult _____
Haven’t Used it at all _____

3. How would you rate the ease of using our online catalog to find books and other items?

Very easy _____ Easy _____ Difficult _____ Very Difficult _____
Haven’t used it _____

4. When looking for specific titles, how often are you able to find what you need?

Always _____ Usually _____ Sometimes _____ Rarely _____ Never _____

5. How would you rate your current skills in searching the Internet?

Excellent _____ Good _____ Fair _____ Poor _____
No Knowledge _____

6. When looking for books or magazines in large-print format, how satisfied are you with the library's current selection?

Very Satisfied _____ Satisfied _____ Not Satisfied _____
I do not use Large Print materials _____

7. How would you rate the library's collection of Health and Exercise materials?

Very Satisfied _____ Satisfied _____ Not Satisfied _____
Don't Know _____

8. How would you rate the library's collection of Retirement and Financial Planning materials?

Very Satisfied _____ Satisfied _____ Not Satisfied _____
Don't Know _____

9. How easy is it to find magazine articles on Ebscohost, our online magazine database?

Very Easy _____ Easy _____ Difficult _____ Very Difficult _____
Haven't Tried _____

10. Do you prefer to attend classes in computer and library skills that are exclusively for seniors?

Definitely prefer _____ Prefer _____ Doesn't matter _____
Don't know _____

11. How frequently do you visit the library?

Once/week _____ Once/2 weeks _____ Once/month _____
Several times a year _____ At least once/year _____
This is my first time _____.

12. How comfortable are you researching a topic at the library?

Very comfortable _____ Comfortable _____ OK _____
Don't know where to start _____.

13. Age _____

Please feel free to use the space on the back for additional comments. Thank you for your participation in this survey.

APPENDIX B

Sample Class Contents

Week I

1. Introduction, explanation of the grant and the scope of the classes.
2. Tour of the library.
3. Completion of questionnaire
4. Review the library's website.
5. Discuss some basic Internet searching techniques.
6. Solicit suggestions for next week's topic.

Week II

1. Demonstrate and practice online catalog searching for selected topic.
2. Discuss search settings, sort list, collection codes.
3. Demonstrate the use of EBSCOhost database.

Week III

1. If appropriate, demonstrate CD-ROM use.
2. Review catalog searching.
3. Internet searching: discuss address searching and search engines.

Week IV

1. Discuss researching newspaper articles.
2. Review online catalog.
3. Search the web, present websites.

Week V

1. Present library website's links on a particular topic.
2. Review use of Google or other search engine.
3. Review online catalog.
4. Try out reader's advisory database: Novelist.
5. Distribute final questionnaire; solicit ideas for future classes.

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