Introduction

Since 1993, the Montgomery-Floyd Regional Library (MFRL) has promoted an ongoing program to provide universal information access for the residents of the diverse communities of the New River Valley. Under the Telecommunications and Information Infrastructure Assistance Program (TIIAP) grant, MFRL along with its partners the Blacksburg Electronic Village (BEV) and Montgomery County Schools, has proactively and aggressively addressed the issue of disparity in information access by providing not only easy access to information resources on the Internet, but also the training required to make effective use of these resources.

MFRL began its first program of Internet training for staff in October 1993 at the Blacksburg Area Branch (BAB)[1]. Public Internet access officially opened in January 1994 with public training beginning shortly thereafter at the BAB. The MFRL Computer Specialist and the Electronic Reference Librarian conducted these classes and demonstrations[2].

Initially, a single T-1 data line fed seven computers at the BAB. MFRL expanded this public Internet access to include the other two MFRL libraries[3] via a frame relay WAN integrated with SIRSI, the MFRL automation system[4]. T-1 lines were installed between Blacksburg and Christiansburg, providing a 1.55 Mbps data transmission and adequate bandwidth to facilitate use of advanced applications. The Floyd library was connected to the WAN via a 56 Kbps data line due to the site's smaller size, fewer computers and limited budget.

Providing Internet access at all three branches of the MFRL necessitated providing additional training to both staff and to the public. Previous MFRL studies conducted under Library Services and Construction Act (LSCA) grants revealed that familiarizing existing staff with Internet navigation protocols required an initial training session, plus three follow-up sessions, and that even after these training sessions, some staff did not feel comfortable with answering patron questions about the Internet or its usage[5]. The Library felt it was necessary to hire personnel specific to the duties of public Internet training. The goal was to help the public achieve an appreciable level of network literacy, to help eliminate the fragmentation of local communities into segments of information "haves" and information "have-nots."

In 1995, Montgomery-Floyd Regional Library, the Montgomery County Public Schools, and the Blacksburg Electronic Village submitted a joint application for Federal assistance to the National Telecommunications and Information Administration (NTIA), through TIIAP. The grant was approved in the Fall of 1995. As a result, a full-time Internet Trainer was hired at the library. The hiring of the trainer was delayed several months in order to set up the logistics of paying the NTIA-funded trainer through the Montgomery County payroll.

In April 1996, training began at all branches of the MFRL system: Blacksburg, Christiansburg and Floyd. This project was the first time MFRL tried to implement Internet training at all three branches. For eighteen months, this grant-funded Regional Library Internet Trainer maintained a training schedule that rotated between branches. This training program covered demand for both public and staff training, in three communities of widely varied composition and culture.

The Internet applications taught by the grant-funded Internet Trainer were Netscape Navigatorã , Eudora Liteã , a variety of HTML editors and WSFTPã .

Training Dates

Subjects:	Dates:
World Wide Web Basics (WWW Basics)	May 1996 – October 1997
Eudora Lightã 1.5.2: Introduction to Electronic Mail (Eudoraâ Email)	May 1996 – May 1997
Searching Cyberspace	September 1996 – October 1997
HTML Basics: Creating Your Own Web Page (HTML Basics)	November 1996 – October 1997

Scope

This report covers free Internet training for the public at the MFRL. The statistical coverage of this report is the time period of May 1996 through May 1997. Public Internet training under the TIIAP grant continues through October 1997.

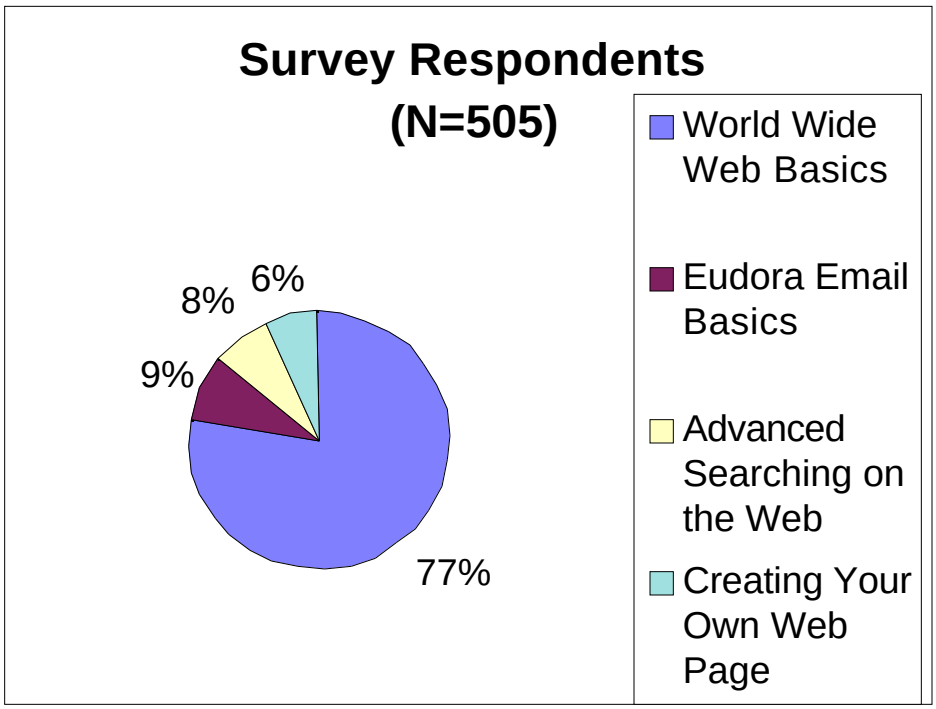
Methodology

Surveys were included in each packet of training materials[6]. Upon completion of each session, all trainees were asked to complete a survey regarding the training they received. Out of 1002 persons trained over the thirteen-month period, 505 filled out surveys; and 497 did not return surveys. The statistical analysis detailed in this report is based upon these survey responses.

While the surveys clearly stated that supplying a name was optional, a number of the trainees included this information. As anticipated, many respondents were reluctant to supply much detail that could be attached to their name. The survey statistics have been computed anonymously, and the information in the surveys themselves is confidential.

The initial survey was appended in May 1996, employing a slightly different set of questions than those used in the following months. The responses to these particular questions could not be used in the computation of overall statistics, although they did afford some useful qualitative data. The first set of surveys were designed by the Internet Trainer solely for use in determining general demographics, obtaining qualitative data for use in the development of lesson plans for existing classes, and for helping determine what other subjects might be covered in future classes[7].

MFRL felt that gathering qualitative data – as well as detailed quantitative data - would be helpful not only to the Internet Trainer, but also to the whole project, so we retained the basic survey format. According to reports by both Project GAIN[8] and the then MFRL Computer Specialist[9], qualitative data can be at least as useful as quantitative data in evaluating responses to research questions, and consequently, in determining the overall success of an Internet skills training project.



Analysis of Data

Residence

The trainees were given the options of responding to question 1 with the choices listed in TABLE I. By "Montgomery County," outlying, non-incorporated areas are indicated. Approximately 91% of trainees were drawn from the residents of the MFRL system's home districts of Montgomery County, Floyd County, and the towns of Blacksburg, Christiansburg and Riner. About 9% of trainees came from outside the library's service area. The "Other" category, when checked, often included such responses as Riner[10], Meadows of Dan, Carroll County, Patrick County, Newport, Shawsville or Pearisburg.

TABLE I.

Q1 – Residence	
Montgomery County	23.17%
Floyd County	26.34%
Pulaski County	2.18%
Christiansburg	22.77%
Blacksburg	19.01%
Radford	0.40%
Dublin	0.20%
Salem	0.00%
Roanoke	0.00%
Giles County	2.57%
Other	2.18%
no response	1.19%
TOTAL:	**100%**

n=499

Gender

TABLE II shows the gender distribution of respondents. 28% checked “male,” and 54% checked “female.” 82% of respondents answered this question.

TABLE II.

Q2 – Gender	
male	28%
female	54%
no response	18%
TOTAL:	**100%**

n=415

It was reported in Patron Usage of the Internet at the Blacksburg Area Library[11] that figures from a Blacksburg Electronic Village <http://www.bev.net> background questionnaire[12] that showed 78.1% of those purchasing BEV access from home or work were male, while 21.9% of this group were female. Over the time period of April 1994 to October 1995, the percentage of female BEV users rose from 26% to 33%[13]. The Federal Government and the TIIAP grant program is interesting in helping reduce access disparities. The gender disparity has been identified as an important local issue related to computer and Internet use.

Nash’s 1993 report on reference services at the library showed an approximate 2-to-1 ratio of respondents who checked “male” to those who checked “female”, with 64% answering “male” and 36% answering “female.”[14] The second Reference Services Survey (RSS II, 1995) produced a figure of 58% “female” and 42% “male”[15]. So, in two years, the percentage of female respondents to a similar survey had risen dramatically.

This 2-to-1 female-to-male ratio observed in the RSS was reproduced in the recent MFRL public Internet training survey; however it is interesting to note that 18% declined to answer this question at all. Interestingly, there seemed to be a resistance to divulging gender amongst the survey respondents, even amongst those who were willing to answer detailed questions about other issues such as educational level, the quality of training they received, and about their further interests.

Age

As mentioned above under Methodology, there were two versions of the survey. Only surveys 1 - 227 asked for a specific age; surveys 228 - 505 called for respondents to select an age group. However, an average age of 47 was obtained for surveys 1 - 227. As shown in TABLE III, 70% of those responding to question 3 in surveys 228 - 505 were in the 26 - 64 age category; that is to say, were adults rather than senior citizens, college-age adults, young adults, or children.

TABLE III.

Q3 – Age Group		
<13	4%	Child
13-18	3%	young adult
19-25	4%	college age
26-64	70%	Adult
65+	19%	Senior
no response	1%	
TOTAL:	**100%**	***n=500***

The Reference Services Survey (1993) and the RSS II (1995) returned average ages of 38 and 37, respectively. The current survey was conducted using information gathered from all three branches of the MFRL, including Christiansburg and Floyd; therefore, the result of 47 years of age cannot be directly compared with the results of the previous surveys, which covered only users of the Blacksburg Area Branch (BAB).[16] However it is noteworthy that the result of 47 years of age compares similarly to the result of 49 years of age obtained by the October 1996 BEV "About Town" survey, covering the general demographics of the Blacksburg area.[17]

Estimates based on 1990 U. S. Census data show that the average age of residents of Montgomery County is 31, the average age of residents of Floyd County is 38, and the average age of residents of the town of Blacksburg is 27. Blacksburg's average age is lowest due to the large student population of Virginia Tech. Therefore, it appears that the survey respondents from MFRL free Internet classes were of a slightly older age bracket than the average.

Education

TABLE IV, which shows the distribution of educational levels selected by the survey respondents, is of great interest. 18% of those responding to this set of surveys declared a high school education or less, whereas 81% claimed to have at least some college education.

TABLE IV.

Q4 – Educational Level		
Elementary School	2%	
Middle School	2%	
High School	13%	
Some College	22%	
One-Year Degree	0%	
Two-Year Degree	5%	
Bachelor's Degree	24%	
Some Graduate School	5%	
Master's Degree	16%	
Ph.D.	5%	
Professional Degree	3%	
Registered Nurse	1%	
no response	1%	
TOTAL:	**100%**	***n=499***

It might be expected that in a rural area such as the New River Valley, a large proportion of participants might have little to no advanced education. This was found to be the case *only by comparison* with the figures collected from the RSS I (1993) and RSS II (1995), which covered only the Blacksburg Area Branch. As previously stated, Blacksburg has a lower average age due to the student population of Virginia Tech. RSS I (1993) revealed that approximately 12% of survey respondents had a high school education, or less; RSS II (1995) gave a figure of about 10%.

18% is not the huge proportion that might have been expected, given the addition to the survey group of large numbers of trainees from rural areas. This may very well be due to the fact that there are two major universities in the area: Virginia Tech, Radford University and the New River Community College. So there is a broad availability of advanced education for Valley residents - barring economic and other factors.

However, the Internet Trainer's experience with these "highly educated" trainees showed that educational level did not necessarily translate into computer literacy. In the October 2, 1996 report to the Blacksburg Electronic Village, the Internet Trainer reported that 50% of those who reported for training in World Wide Web basics disregarded the specification that classes were for those who already possessed some broad computer literacy, including familiarity with using a mouse. It was reported that at least 10 minutes of class time were required each session in order to catch these trainees up on basic computing concepts[18].

Computing

TABLE V may shed some light on another preconceived notion about the residents of the area. This question, which was answered by a full 99% of survey respondents, indicates that twice as many of those filling out the survey have computers at home, as do not.

TABLE V.

Q5 – Computer at Home?	
yes	66%
no	33%
no response	1%
TOTAL:	**100%**

n=501

However, it may be that many of these computers are outmoded older models, as indicated by the data in TABLE VI. Only 38% of respondents - as compared with 66% of total respondents who claimed to have a computer at home - indicated that their home computer possessed the capability to connect to the Internet.

TABLE VI.

Q6 – Internet Access?	
yes	38%
no	51%
no response	10%
TOTAL:	**100%**

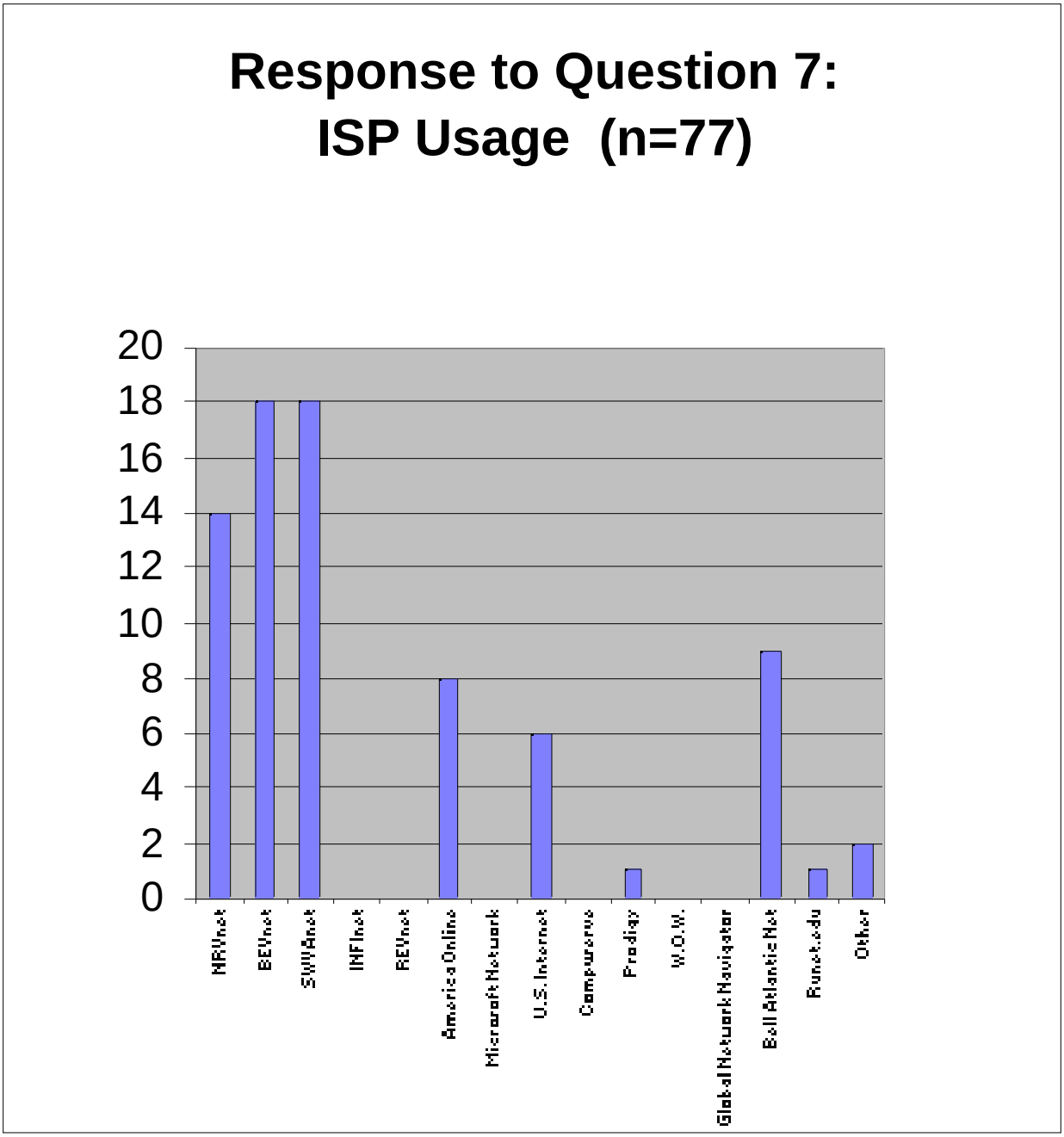
n=452

A full 10% declined to answer this question, possibly feeling a little hesitant to admit being behind the technical revolution; whereas if they possessed no computer at all, there seemed to be no disinclination to admit this. (Only 1% failed to answer the question regarding possession of a home computer – see TABLE V).

Due to the change in survey structure, only 278 out of 505 surveys were usable for calculating the statistics pertaining to this question, which asked which Internet Service Provider was used by trainees (FIGURE VII).

BEV.net and SWVA.net were listed as the most common Internet Service Providers among survey respondents, with 6% each. NRV.net was the next most popular choice among respondents, with 5% of 278 indicating this choice. U.S. Internet was listed as ISP by 2% of respondents, but it is difficult to make much of this statistic because local provider NRV.net was purchased by U.S. Internet in 1996. America Online and Bell Atlantic Net were each selected by 3% of the respondents, and "other" was checked by 1%[19]. A full 72% of survey respondents declined to answer this question at all.

FIGURE VII:


Response to Question 7:
ISP Usage (n=77)
20
18
16
14
12
10
8
6
4
2
0
NRVnet
BEVnet
SWVnet
INFInet
REVnet
America Online
Microsoft Network
U.S. Internet
Compuserve
Prodigy
W.O.W.
Global Network Navigator
Bell Atlantic Net
Runet.edu
Other

As shown in TABLE VIII, 44% of respondents claimed to use a computer at work, and 36% claimed to not use a computer at work. 20% failed to answer this question at all. Many explained a "no" answer by writing in either "unemployment" or "retirement."

TABLE VIII.

Q8 – Computer at Work?	
yes	44%
no	36%
no response	20%
TOTAL:	**100%**

n=405

Only 21% of respondents said that they regularly used a computer with Internet access at work (TABLE IX). Some of these trainees may have been MFRL staff. A full 42% of those filling out the survey gave no response to this question. Some of those who responded that they did not use a computer with Internet access at work gave the reason as "unemployment" or "retirement," as in question 8.

TABLE IX.

Q9 – Internet Access?	
yes	21%
no	37%
no response	42%
TOTAL:	**100%**

n=161

Rating

Question 10 asked trainees to rate the class they'd just completed. 98% of respondents gave an answer to this question (TABLE X). 74% of respondents rated the class as "excellent" and 23% rated it as "good." Only 2% indicated that they considered the class taken to be "average," but none of the respondents said that they felt the class taken was "poor." On the first 227 surveys, one possible option to be considered was "useless;" this response was not selected by any respondents.

TABLE X.

Q10 – Rating of Class	
excellent	74%
good	23%
average	2%
poor	0%
no response	2%
TOTAL:	**100%**

n=496

Qualitative

In question 11, class participants were asked which areas they felt should have received more emphasis in the particular MFRL class taken (TABLE XI). Out of 278 respondents, 87 (approximately 31%) wanted more practice time. All other responses were less than 10%.

TABLE XI.

Q11 – More Emphasis?	#	%	
terms	9	3%	
Netscape	13	5%	
how to search	24	9%	
search engines	9	3%	
subject indices	6	2%	
practice	87	31%	
other	6	2%	*n=278*

31% of respondents indicated a desire for more practice time; this may be a reflection of the Internet Trainer's observation that "playtime" was well utilized by the trainees[20]. Perhaps the students enjoyed the class and the material so much, that they wished to have more unstructured practice time. According to Patron Usage of the Internet at the Blacksburg Area Branch[21], this kind of "play" could be a key element to success with Internet navigation skills. And in Staff Perceptions of Internet Training[22] noted that a certain level of competence could be gained from "many hours of 'surfing cyberspace.'"

Some examples of comments added to this question are

"Very useful class, plan to attend more"
"Great Job!"
"This is a great service"
"Very helpful."
"Excellent presentation."

Question 12 asked about trainees' areas of additional interest on the Internet (TABLE XII). Suggested areas included "email," "ftp," "gophers," and numerous other Internet applications. 69% of respondents indicated a desire to learn more about email. Other statistically significant percentages applied to the topic areas: "FTP," "Gophers," "Telneting," "IRC (chat)," "Newsgroups," "HTML" and "Audio/video."

TABLE XII.

Q12 – Area of Interest?	#	%	
Email	191	69%	
FTP	39	14%	
Gophers	39	14%	
Telneting	38	14%	
IIRC (chat)	42	15%	
Newsgroups	39	14%	
Plug-ins	25	9%	
HTML	30	11%	
JAVA	22	8%	
USENET	18	6%	
Audio/video	39	14%	
Archie	20	7%	
Veronica	20	7%	
Jughead	21	8%	
Finger	15	5%	
Censoring Software	19	7%	
Other	11	4%	*n=278*

Responses not covered in TABLE XII included "chat," "jobs," "databases," "games," "addresses," "business," "OCLC FirstSearchä "[23] and "education."

Question 12 had a sub-question about topic interest areas, which was transformed into question 13 for surveys 228 - 505. Listed areas were “genealogy,” “scholarships” and “grants.” TABLE XIII shows the responses to this inquiry. 30% of respondents were interested in genealogy. 24% of respondents marked the “other” category, pencilling in such remarks as “advertising my business,” “stock market,” “jobs,” “medical,” “travel” and “civil war history.” Again, a number of respondents wrote that they were interested in a class in computer basics.

TABLE XIII.

Q13 – ‘Net Research on…?	
Genealogy	**152**
Scholarships.	**56**
Grants	**22**
Other	**122**

n=505

Some examples of comments added to this question were:

“Had trouble keeping up”
“All areas need more emphasis”
“Would like to see ‘Computer Basics.’”
“Lots of fun - excellent instructor”
“The instructor is very reasonable & knowledgeable - I learned a lot. Thank you.”
“Presenter did wonderful job of making people feel at ease - demystified process.”
“Discussion of WSFTP excellent! Wish I'd had this info a few months ago.”
“Very useful class, plan to attend more.”
“Really informative, explained everything clearly.”
“A very informative class.”
“Great instructor!”
“Great class!”
“This is a great service!”
“Thanks for this wonderful service!”

Conclusions

One focus of reporting on these surveys was to compare the basic demographics of trainees with those from previous surveys conducted at the Blacksburg Branch of the Montgomery-Floyd Regional Library. Another focus was to use the survey responses to help evaluate the scope and effectiveness of the MFRL training for public access to the Internet during the time period of May 1996 through May 1997.

The vast majority of trainees fell into the "adult" category. The average age of participants system-wide for the first 227 surveys was determined to be 47, as opposed to 38 and 37, as calculated from RSS I (1993) and RSS II 1995), respectively[24]. So, the addition of the demographics of the Town of Christiansburg and Floyd County skewed the results toward higher age brackets. 19% of the trainees were in the 65-years-plus bracket, showing a real demand amongst the senior community for training in technology. In fact, the Internet Trainer specifically noted the enthusiasm and commitment of the seniors who attended her classes[25].

As in the RSS I and RSS II, gender distribution of recent trainees was found to strongly favor "female." This tends to indicate that the women of the area have as much interest in the Internet as the men, and will use it if the facilities are available.

Although 18% of respondents to the current survey reported a high school degree or less formal education, as opposed to 12% and 10% in the Blacksburg-based surveys to which we are comparing data, this still leaves 81% of current respondents reporting at least some college schooling. Therefore, in spite of the rural atmosphere of the area, the overall level of education is quite high.

Regarding the scope and effectiveness of the MFRL public Internet training for the period of May 1996 through May 1997, it should be pointed out that *at least* 1002 people were trained during this time period. Immediately following the beginning of WWW Basics classes, popularity of the Internet access terminals at the MFRL branches jumped tremendously. Suddenly, the library didn't have enough terminals to meet demand. It was not uncommon for patrons to encounter a wait time of 15 to 60 minutes on an average afternoon for a chance use the Internet. MFRL responded to this situation by adding more workstations, and as the training proceeded over the course of the year, demand continued to increase. Librarians noticed many patrons returning for regular Internet sessions. The result at the Christiansburg Branch was that two workstations were designated for SIRSI online catalog access only, while all seven additional workstations provided for Internet access.

In terms of increasing public awareness of the Internet and popularity of its use in all three MFRL branches, the training program was a success. The Internet Trainer reported that "We reached many people who would otherwise never have had exposure to either the Internet or computers in general, in a systematic way which both increased their skills and awareness."[26]

The Internet Trainer related other stories of success, including experience of several first-year French students at Floyd High School. After taking the WWW Basics class, they were able to contact students in France and become virtual penpals with these students.[27] The Trainer also related that "[A y]oung couple attended several of my classes including HTML Basics. They had recently had their first child .... They went on to create a web page with shots of their baby's pictures to keep their family ... up to date with the baby development."[28] Another observation relevant to the success of the project: "An unemployed mother without computer skills attended all 4 of my courses and through the monster board web site found a job paying quite well enabling her to work at home and continue to care for her young children."[29]

It is rewarding to see people taking advantage of the Internet training and access at Montgomery-Floyd Regional Library, using this resource to enrich their lives. The library hopes that the program will continue to set a high standard of equal access opportunity leadership in the years to come.

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APPENDIX: SURVEYS

WWW Basics…
survey

1. In what city or county do you currently reside?

_____

2. What is your Age? _____

3. Are you male or female? _____

4. What is your highest level of education?

_____

5. Do you have a computer at home? _____

6. Do you use a computer at work? _____

7. Do you have internet access? _____

8. Do you have a BEV e-mail account? _____

What is your address? _____

9. What is your overall rating of this class?

Excellent Good Average Poor Useless

10. What areas did you feel needed more emphasis, if any? _____

11. What areas of the Internet would you like to learn more about? _____

12. Would you be interested in an Internet class focused on:

Creating A Web Page
Using the 'Net to find Scholarships
Genealogical research using the 'Net
Advanced Netscape
E-mail Basics

WWW Basics…
survey

In what city or county do you currently reside?

Montgomery Co. Floyd Co. Christiansburg
Blacksburg Radford Pulaski Co.
Dublin Salem Roanoke
Other _____

What is your Age? Male Female

Under 13 13-18 19-25 26-64 65+

What is your highest level of education?

Elementary Middle School Highschool Some College
2 Yr. Degree Bachelors Degree Some Graduate School
Masters Degree Ph.D. Professional Degree

Do you have a computer at home? Yes No **Internet Access?** Yes No

If Yes, who is your I.S.P. (Internet Service Provider)?

NRVnet B.E.V. Citizens (SWVAnet) Infinet
REVnet A.O.L. CompuServe Prodigy
WOW! G.N.N. Other _____

Do you use a computer at work? Yes No **Internet Access?** Yes No

What is your E-Mail address(es)? _____

What is your overall rating of this class? Excellent Good Average Poor

What areas did you feel needed more emphasis, if any?

1. What areas of the Internet would you like to learn more about? _____
2. Would you be interested in an Internet class focused on:
   - Creating A Web Page
   - Using the 'Net to find Scholarships
   - Genealogical research using the 'Net
   - Advanced Netscape
   - E-mail Basics

Name (optional) Date

World Wide Web Basics

Survey

In what city or county do you currently reside?

Montgomery Co. Floyd Co. Giles Co.
Pulaski Co. Blacksburg Radford
Christiansburg Salem Roanoke
Other:

What is your Age? Male Female

Under 13 13-18 19-25 26-45 46-64 65+

What is your highest level of education?

Elementary Middle School Highschool Some College
2 Yr. Degree Bachelors Degree Some Graduate School
Masters Degree Ph.D. Professional Degree

Do you have a computer at home? Yes No

Internet Access? Yes No

If Yes, who is your I.S.P. (Internet Service Provider)?

Citizens (SWVAnet) Infinet US Internet
REVnet A.O.L. CompuServe Prodigy
Other:

Do you use a computer at work? Yes No

Internet Access? Yes No

What is your E-Mail address(es)?

What is your overall rating of this class? Excellent

Good Average Poor

What areas did you feel needed more emphasis, if any?

Term Explanations Netscape Menus & Tools How to Search
Search Engines Subject Indices Practice Time
Other

Using the 'Net to research topics? Genealogy Scholarships Grants

Other:

Additional Comments:

NOTES

[1] See "Bradley Nash, Jr. Staff Perceptions of Internet Training. Montgomery-Floyd Regional Library, Blacksburg Branch: Blacksburg, VA, 1995" for more information about this project.

[2] Referred to as "BEV Librarian" in other MFRL reports on LCSA-funded activities.

3 Headquarters Library in the Town of Christiansburg and the Jessie Peterman Branch Library in the Town of Floyd.

4 SIRSI Corporation's *Unicorn Collection Management System* is now in use at all MFRL branches.

5 "Though a few staff members still remain uncomfortable with using the BEV system, this small minority may be unreachable for a variety of individual and organizational reasons." Bradley Nash Jr. Staff Perceptions of Internet Training.

[6] See Appendix for full text and composition of the surveys used.

7 The questions referred to are:

"What is your Internet service provider?" (Pertaining to the question, "Do you have Internet access at home?")

"Do you have Internet access at work?"

"What areas did you feel needed more emphasis, if any?"

"What other Internet-related topic would you like training in?"

"Using the 'Net to research topics?"

[8] "Because data were collected from different instruments regarding the same research questions and issues, the study team incorporated findings from both the qualitative and quantitative data analysis together ... In general, the study team found the qualitative data to be much more useful in addressing the research questions." Charles R. McClure, Waldo C. Babcock, Karen A. Nelson, Jean Armour Polly, Stephen R. Kankus. The Project GAIN Report: Connecting Rural Public Libraries to the Internet. NYSERNet, Inc., 1994.

[9] "Two common conclusions grew out of both project evaluation experiences: 1) qualitative data proved more useful than quantitative data 2) more data was collected than could be processed." Steven P. Helm, "Public Access to the Internet: The Blacksburg Experience." Virginia Librarian, Oct.-Dec 1994.

[10] Riner, it should be noted, is part of Montgomery County. The figures for Riner were added into the overall totals for "Montgomery County," and subtracted from "Other."

[11] Bradley Nash, Jr. Patron Usage of the Internet at the Blacksburg Area Library
Montgomery-Floyd Regional Library, Blacksburg Branch: Blacksburg, VA, 1995.

12 "Males count for 79% of the group size." Cortney Vargo. Summary of the BEV Background Questionnaire, <**Error! Bookmark not defined.**>, (August 11, 1997).

13 Scott Patterson and Andrea Kavanaugh. Summary of User Profiles and Expectations.
<http://www.bev.net/project/research/Users11_95.html>, (August 11, 1997).

14 Bradley Nash, Jr. Patron Usage of the Internet at the Blacksburg Area Library
Montgomery-Floyd Regional Library, Blacksburg Branch: Blacksburg, VA, 1993.

[15] Walter Zicko, Reference Services Survey II: Impact of Internet Access on Reference Services; Comparison with Benchmark Data, Montgomery-Floyd Regional Library, Blacksburg Branch: Blacksburg, VA, 1995.

[16] Only 40 out of 227 respondents in the first survey group reported Blacksburg as a residence, hardly a representative sample from which to draw statistics.

17 Scott Patterson and Andrea Kavanaugh. ABOUT TOWN Survey Highlights, January 1997
<http://www.bev.net/project/research/AT.96.html> (August 11, 1997).

[18] "All the classes are specified as being for those who have a basic knowledge of computer including keyboarding, use of a mouse, and windows but I have found that a good 50% of those who sign-up for the class disregard the specification and come having no computer experience whatsoever. This often extends the class due to the fact I must teach the basics of windows and how to use a mouse (this being the most difficult and often requiring 10 or more minutes of practice)." Kimberly S. Vendrick, Internet Trainer Information for BEV Quarterly Report, Wednesday, October 2, 1996.

19 Bell Atlantic first began providing Internet access in the New River Valley in 1996.

[20] "Each one of the courses I teach is approximately 2 hours in duration and I try never to go beyond 2 and 1/2. I use the "playtime" during the sessions to both provide additional (and more independent) hands-on practice and to have time to answer (and often demonstrate) questions on a one-to-one basis. This 'playtime' is often what brings the class to 2 & 1/2 hr." Kimberly S. Vendrick, Internet Trainer Information for BEV Quarterly Report, Wednesday, October 2, 1996.

[21] Bradley Nash, Jr. Patron Usage of the Internet at the Blacksburg Area Library Montgomery-Floyd Regional Library, Blacksburg Branch: Blacksburg, VA, 1995.

[22] Bradley Nash, Jr. Staff Perceptions of Internet Training. Montgomery-Floyd Regional Library, Blacksburg Branch: Blacksburg, VA, 1995.

23 "The OCLC FirstSearchä service gives library users access to over 60 online databases and more than 1.5 million full-text articles, including WorldCatã , OCLC NetFirstã , OCLC ArticleFirstã , OCLC ContentsFirstã , OCLC FastDocã , OCLC PapersFirstã , OCLC ProceedingsFirstã , and OCLC Union Lists of Periodicalsã , and many other databases." <http://www.oclc.org/oclc/menu/fs.htm> (August 15, 1997)

24 It should be noted that the respondents to the RSS & RSS II were simply library users, not specifically trainees.

[25] "The only other element I'd like to point out is the numbers & enthusiasm of the senior citizens who were reached during my tenure. They were by far my best students as a group and also they usually came the furthest – from NO computer skills to PC owners who regularly utilize both email & the web for both pleasure (predominantly) and their financial interests (i.e., tracing stocks, finding part-time jobs, etc.)." Kimberly V. Evans, "Notes from the Ex-Internet Trainer," letter to the Network Services Clerk/Typist, August 1997.

[26] ibid.

[27] ibid.

[28] ibid.

[29] ibid.