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ABSTRACT

After descriptions of some problems encountered by disadvantaged youths and some general services libraries can provide, specific guidelines for library services to young disadvantaged adults are given. These include services both inside and outside the library: the selection of staff to work with the young adults, cooperation between the library and other agencies, planning special programs, making contact with and encouraging participation of the young people, developing a collection for them, and analyzing costs. A list of source materials is included, along with lists of publishers, magazines, and non-print media sources and some examples of popular titles. There are examples of several library programs for young adults and a list of suggested readings. (LS)

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# LIBRARY SERVICE GUIDE

*Appalachian  
Adult  
Education  
Center*

# PUBLIC LIBRARY SERVICES

# TO YOUNG DISADVANTAGED AD



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LIBRARY SERVICE GUIDES

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**APPALACHIAN ADULT EDUCATION CENTER**

**Public Library Training Institutes  
Library Service Guide No. 31**

**EXPANDING SERVICES TO YOUNG DISADVANTAGED ADULTS**

**by**

**Barbara Harris**

**Appalachian Adult Education Center  
Morehead State University  
Morehead, Kentucky  
December, 1974**

## Preface

This guide is one of a series on library services to disadvantaged adults. The purpose of the series is to explore alternative ways public libraries can expand services to this special group.

Each guide attempts to recognize the differences among public library budgets, staff size and training, and the differences among the communities libraries serve. Each guide deals with a particular service and, where possible, suggests several alternative ways the library can provide that service to disadvantaged adults. The library, then, can and should further adapt the suggestions to fit the resources and needs of its local community.

The guides combine (1) a thorough search of the library literature; (2) the knowledge of professional librarians, who wrote many of the guides and evaluated the entire series; and (3) the experience of the Appalachian Adult Education Center (AAEC) in designing interagency educational programs for disadvantaged adults.

The AAEC has worked with state, regional, and local public libraries in seven states in projects funded by the Bureau of Libraries and Learning Resources of the U.S. Office of Education. In one project, four urban and three rural centers demonstrated ways public libraries and adult basic education programs could improve their services to disadvantaged adults by coordinating efforts in reader guidance, recruitment, library orientation, community referral, and in the selection, use, and delivery of materials. The AAEC also conducted institutes in local public libraries in seven states in designing and implementing library services for disadvantaged adults.

Work on those and other projects led to three conclusions, upon which the guides are based: (1) that undereducated adults need information and services to help solve problems; (2) that the public library can meet those needs through adjustments in procedures and interagency cooperation; and (3) that the materials and services required for disadvantaged adults are useful and useable to all adults.

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# DEFINITIONS OF TERMS

*Adult basic education*—instruction in academic and coping skills to the level of high school equivalency, for persons 16 years old or older and out of school.

*Coping skills*—the abilities to (1) recognize an everyday problem as an information need; (2) locate information about the problem; (3) process the information; and (4) apply the information to help solve the problem.

*Easy to read materials*—print materials written in short sentences using short words. They may be colorful, contain illustrations or photographs, or use large print.

*Nonprint*—audiovisual material such as films, filmstrips, cassette tapes, pictures, and phonograph records.

*Outreach services*—programs and services outside the walls of the central library in a variety of neighborhood locations geared to those who would or could not use the central library.

*Referral services*—services which view the library as part of a community agency team referring requests for assistance and information to the appropriate agency.

*Young disadvantaged adult*—a person aged 16 to early twenties, who is out of school, who reads below the tenth grade reading level, or whose family income is below the poverty index.

# INTRODUCTION:

## WHY SERVE

## DISADVANTAGED

## YOUNG ADULTS?

### Problems of Disadvantaged Young Adults

Young disadvantaged adults must cope with a number of problems. They are out of school and often unemployed. They have not had the educational and economic benefits open to others their age. And they are involved in the difficult transition to adulthood. They no longer see themselves as children, but other people do not accept them as adults. In many towns and cities, they find few places or activities geared to their interests and needs. As a result, they become bored, frustrated, and the subject of community concern.

Most young disadvantaged adults are not library users. They are alienated from books and reading, and from the institution of the library itself. They have limited sources of accurate information on how to cope with their personal and practical problems. Their parents may have neither the time to help them nor access to the facts they need, and their peers are often unreliable sources of information.

### What the Library Can Do

The public library has information and resources to help disadvantaged youth. It can provide information on the practical problems of everyday living, job-hunting, training opportunities, military options, how to pass the high school equivalency exam. Like all young adults, disadvantaged youth are

concerned with personal and physical development and value decisions. They want straight facts on love and sex, venereal disease, and drugs. They also share with all youth interests in short lived trends and fads, and they enjoy recreational reading on subjects like rock music, sports, handicrafts, "problem" fiction, and biography.

Disadvantaged youth are more likely to look at paperbacks, pamphlets, and magazines than hardbound books. They enjoy the immediacy of nonprint communication like records and films. They are interested in programs featuring speakers on popular topics, in music programs, and in discussions with their peers.

The concerns and interests of disadvantaged youth differ from those of adults and children. They have their own culture, fads, and trends, and their own unique problems. Since they cannot afford to buy books, it is crucial that they have access to free, factual, reliable information on which to base their decisions. The library can also provide recreational reading and nonprint materials, and a program of activities designed to stimulate self-learning.

Here are four important points to remember in designing programs for young disadvantaged adults:

1. *While they share the practical problems of adults, they are also very concerned with their individual personal development, with relationships with peers and families, with the search for identity as an adult, and personal code of values.*
2. *Many young disadvantaged adults will not be reached by—or will not respond to—traditional library services. Outreach services are essential.*
3. *They are interested in both print and nonprint materials. To the young person who is out of school and has difficulty reading, films, tapes and records are appealing sources of information and pleasure. These materials can supplement a collection of easy to read paperbacks, magazines, and pamphlets.*
4. *The librarian should try to work with other community agencies in serving the needs of disadvantaged youth. This will avoid duplication of effort, and can result instead in the pooling of resources.*

This guide is divided into the following major sections: (1) planning library services for disadvantaged young adults; (2) finding out about youth in the community; (3) developing a collection; (4) how much does it cost? (5) what other libraries have done; and (6) suggested readings.

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# PLANNING SERVICES FOR DISADVANTAGED YOUNG ADULTS

## Services in the Library

Expanding library services for young disadvantaged adults involve preparation in several areas: deciding where to offer services; choosing a staff member to carry out the service; examining staff attitudes toward disadvantaged youth; working with community agencies; and planning special programs.

Materials for young disadvantaged adults should be kept with the young adult collection for easy access. If the library does not already have a separate collection for young adults, perhaps could set aside a separate place for a young adults. Disadvantaged young adults need to feel at ease in the library and are more likely to use the collection if they have a "place of their own," section which is attractive, decorated with posters and mobiles, and supervised by a librarian they trust and with whom they can talk.

## ..... and Out

Library services should also move outside the library building, with bookmobiles carrying special collections for young people, programs co-sponsored with other community agencies, library-sponsored field trips, and deposit collections where young people congregate.

**The Staff Member for the Job**

Ideally, a public library planning to expand its services to young adults should have a full-time staff member in charge of the program. Many libraries cannot afford this, however, or may not have a separate young adult department. If a full-time young adult librarian is out of the question, responsibility for services to young disadvantaged adults should be assumed by one of the librarians in the adult department. Since youth share many of the practical problems and needs of adults, the adult librarian—rather than the children's librarian—is better suited for the position.

The staff member who works with disadvantaged youth should

- be able to commit at least half his or her working time to the position
- have an understanding of young adults and their problems
- like young people and not be afraid of them
- be able to respect young people, to treat them like adults
- be able to establish rapport with youth, to overcome their suspicions of the library as an institution

**Staff Attitudes**

-be interested in non-traditional forms of library service, outreach programs outside the library building

Before attempting to expand the library's services, all the staff members should agree on the importance of the program and on why they are doing it. Being certain that you really want to expand services is particularly important in work with disadvantaged youth, who are often viewed as an "undesirable" part of society because of their sometimes nonconformist behavior. Will the staff's desire to serve a group neglected by society be changed when "legitimate" library users are bothered by groups of noisy young people? If the library wishes to be a communication center, and to serve different segments of the community, it must be ready to accept their lifestyles and behavior. The attitudes of everyone on the staff must be considered when making a commitment in budget and philosophy.

**Working with Community Agencies**

The library should never compete with other agencies in planning programs or attempting to provide services which are better done by other institutions. By cooperating with other community agencies in planning services for disadvantaged youth has several advantages:

- (1) it puts the library in a better position to find and contact young people:
- (2) it can avoid duplication of services:
- (3) it allows for co-sponsoring programs and sharing facilities;
- (4) it allows for referral services. The librarian can compile and use a list of community resources to refer young people with problems to the social, welfare, or health agency that can help.

Disadvantaged youth who are sixteen or older and out of school are eligible for adult basic education. The local adult basic education program and the public library program for young disadvantaged adults can work together in identifying disadvantaged youth who need ABE and library services, in selecting materials, and in making referrals.

Special programs can expand services to young disadvantaged adults, and can reach non-users. If the library has decided, as many libraries have done, to expand its purpose from the promotion of reading to the promotion of the library as a communication center, it can offer a variety of programs for young disadvantaged adults. Programs can focus on themes like drugs, self-defense, legal

rights, black and other ethnic history, folk music, and attitudes toward sex. Programs can provide a forum for young people to exchange information and ideas.

Special programs can include panel discussions, guest speakers, exhibits, music festivals, films, plays, and small group encounters. Experts, leaders in the community, community agencies, and young people can all be resources in program planning.

These guides can also help in planning programs:

*Guidelines for Outreach Programs for Young Adults*

Detailed guide on how to plan, develop, and evaluate programs. Available from

Bruce Daniels  
Chairman, Outreach Programs for Young Adults  
Wadsworth Avenue Branch  
Free Library of Philadelphia  
Wadsworth at Michener Street  
Philadelphia, PA 19150

*Idea Source-Book for Young Adult Programs*

Includes program ideas by subject category, and suggests related films and books, to tie in with each program.

Planning  
Special Programs



Available for \$2.00 from:

**Young Adult Services Division  
Boston Public Library  
Box 286  
Copley Square  
Boston, MA 02116**

*Gambit*

A step-by-step programming guide.  
Available for \$1.00 from:

**Maryland Library Association  
115 West Franklin Street  
Baltimore, MD 21201**

# FINDING OUT ABOUT YOUTH IN THE COMMUNITY

## Making Contacts

To develop effective library services, the librarian must first find out the characteristics of young disadvantaged adults in the community. The kinds of questions to have in mind are: *Where do they congregate? Are they unemployed? What do they see as their most pressing problems? Do they live in an urban or rural environment? Are they members of racial or ethnic minority groups?*

To get the information you can:

1. *Consult with community agencies and organizations:* welfare and social agencies, the school department for data on dropouts, local employment agencies, housing authorities, anti-poverty organizations, and groups serving special ethnic segments of the population.
2. *Explore the neighborhood.* Look at a map and note the attractions, especially those where you will find young adults in groups. Visit recreation centers, pool halls, drug stores, drive-ins, shopping malls, and crisis centers. The kind of neighborhood will influence the kind of materials that will interest the potential users. The 1970 Census is also a good source of information.

## Involving the Youth

3. *Talk to the young people themselves.* Informal conversations, in and out of the library, will reveal their needs and interests, and will give an idea of the image they have of the library.

When you contact these sources, the *AAEC Coping Skills Categories* can serve as a checklist for priorities in information needs.

It is important for disadvantaged youth to participate in planning and carrying out a program designed for them. A group of young people (sometimes called a Youth Advisory Board, or Young Adult Council) can be the librarian's best source of ideas for better library services. Informal contacts with young people can also get input from youth. This source of information does three important things: it helps the librarian keep up to date on the constantly changing needs and interests of the young people; helps publicize the library's programs; and helps the librarian evaluate programs to see if they really are successful.

# DEVELOPING A COLLECTION FOR YOUNG DISADVANTAGED ADULTS

## A Book Selection Policy

This section is divided into three parts: (1) a book selection policy; (2) guidelines for selecting materials; and (3) examples of books for young disadvantaged adults.

Some of the subjects young disadvantaged adults are interested in are controversial. This is one reason for having a book selection policy. The policy is a written statement of:

1. Your objectives—why you are building a collection
2. Responsibility for selection of materials
3. Criteria for selection—what you are looking for in materials
4. Procedures for selection
5. What to do if there is a complaint

A written policy will help you define what you are doing and why, and will be a guide when you are deciding whether or not to add new materials to the collection. Sample policies are available from the American Library Association, 50 East Huron Street, Chicago, Illinois 60611.

## Guides for Selecting Materials

A number of guides are available to help the librarian identify books and materials for disadvantaged youth. How

much is ordered will depend on the budget. Paperbacks should get first priority, because they are both inexpensive and very popular with young people. Some titles that are already in the adult collection can be reshelved with the young disadvantaged adult collection.

When ordering titles, the librarian should keep in mind the needs and interests expressed in the community survey. Ordering should follow the priorities of the survey, based on the *AAEC Life Coping Skills Categories*.

These books list easy-to-read titles:

*Hooked on Books: Program and Proof.* Daniel N. Fader. New York: Berkeley Medallion, 1968. (paperback)

*Good Reading for Poor Readers.* George D. Spache. Champaign, Illinois: Garrard, 1972.

*Gateways to Readable Books.* An annotated graded list of books in many fields for adolescents who find reading difficult. Ruth Strang. New York: Wilson, 1966.

*Sources of Good Books for Poor Readers.* George D. Spache. Delaware: International Reading Association, 1969. is available for 75 cents from:

International Reading Association  
Six Tyre Avenue  
Newark, DE 19711

Booklists compiled by young adult librarians are:

*Easy-to-Read Books for the Teenager.* selected list.

Office of Young Adult Services  
The New York Public Library  
8 East 40th Street  
New York, NY 10016

*High Interest—Low Reading Level Books.*  
Office of Young Adult Services  
Enoch Pratt-Free Library  
400 Cathedral Street  
Baltimore, MD 21201

These sources publish easy-to-read titles:

The Now Age Illustrated Series  
Academic Paperbacks  
111-Fifth Avenue  
New York, NY 10003

Kaleidoscope Readers  
Field Educational Publications  
2400 Hanover Street  
Palo Alto, CA 94304

#### Lists of Titles

#### Publishers

Action Units, Scope Play Series  
Reluctant Reader Libraries  
Scholastic Book Services  
50 West 44th Street  
New York, NY 10036

Easy Reading Books  
Scott, Foresman & Company  
1900 East Lake Avenue  
Glenview, IL 60025

Open Door Series  
Children's Press  
1224 West Van Buren Street  
Chicago, IL 60607

Signal Books  
Doubleday  
277 Park Avenue  
New York, NY 10017

These magazines have useful reviews of new books for young adults:

*School Library Journal*  
*Hornbook*  
*Booklist*  
*Wilson Library Bulletin*  
*Top of the News*

If you can afford magazines and newspapers of interest to disadvantaged youth, ask them what they like to read, and check these two lists for titles:

*Nonprint*

*Gateways to Readable Books* p. 172

*Good Books for Poor Readers* p. 134

Films, filmstrips, records and cassette are excellent materials for work with disadvantaged youth if you can afford the cost of equipment and upkeep and you can get repair service easily and quickly. These sources review nonprint materials:

*Library Journal/School Library Journal Previews*

*Media and Methods*

*I-Read, You Read, We Read...*  
American Library Association, Chicago  
1971.

The section on grades 7-9 lists and summarizes:

- recommended recordings
- motion pictures
- fiction and informational books written at that grade level
- names and addresses of motion picture and record distributors

*Magazines*

Examples of  
Books for Young  
Disadvantaged  
Adults

Community  
Fiction

Nonfiction

Educational  
Nonfiction

The following examples of books for a collection for disadvantaged youth are arranged by *AAEC Life Coping Skills Categories*. "P" after the title indicates it is available in paperback.

*Angelita Nobody*. Laurence Swinburne, McGraw, 1968.

A young girl who is half Italian, half black, and lonely.

*Don't Look at Me That Way*. Caroline Crane, Random, 1970.

A Puerto Rican girl's attempts to escape from her life of poverty.

*Durango Street*. Frank Bonham, Dutton, 1965. (P)

Rufus is pressured to join a gang, even though he is on parole.

*The Outsiders*. Susan Hinton, Viking, 1967. (P)

The gang world of the "greasers" in an Oklahoma town.

*On City Streets*. Nancy Larrick, ed., Lippincott, 1968. (P)

Poetry and photographs of the city.

*How to Prepare for the High School Equivalency Examination*. Murray Rockowitz, Barron, 1973. (P)

Family  
Fiction

Free Time  
Fiction

Nonfiction

*Preliminary Practice for the High School Equivalency Diploma Test*. David Turner, Arco, 1973. (P)

*The Rock and the Willow*. Mildred I. Lothrop, 1963. (P)  
A poor teenage girl's life in rural Alabama.

*Stranger in the House*. Zoa Sherburne Morrow, 1963. (P)  
Kathleen's mother returns from a mental institution.

*Teacup Full of Roses*. Sharon Mathis, Viking, 1972. (P)  
Paul's drug addiction divides his family.

*Overdrive*. Leslie Waller, Halo, 1968.  
Johnny's obsession with racing cars.

*The Race Driver*. W. E. Butterworth, Scholastic, 1972. (P)  
A young stock car racer is a better mechanic than driver.

*Trapped in Space*. Jack Williamson, Doubleday Signal, 1970.  
The crew of a star ship confronts an alien civilization.

*Inside Baseball*. Dell Bethel, Random House, 1969. (P)  
A how-to guide.

Health  
Fiction

*Hip Reader.* Cecelia Pollack and Patrick Lane, Book Lab, 1969. (P)  
For young adults just starting to read.

*Rock from the Beginning.* Nik Cohn, Dell, 1970. (P)  
The history of rock music.

*Toughen Up.* Frank Giles, Putnam, 1963.  
A well-illustrated physical fitness guide.

*The House That Half-Jack Built.* Eloise Engel, Scholastic, 1971. (P)  
A group of young people run a half-way house for drug users.

*Yesterday's Child.* Ann Victor, Lippincott, 1970.  
A 16-year-old after the birth of her baby.

Nonfiction

*The Addicts.* Anita Feagles, Cowles, 1971.  
Observed at a drug treatment center.

*Mind Drugs.* Margaret Hyde. McGraw-Hill, 1968. (P)  
Objective articles about mind-altering drugs written by experts.

*Single and Pregnant.* Ruth Pierce, Beacon, 1970. (P)  
The options open in this situation.

Jobs  
Nonfiction

*VD: Facts You Should Know.* An Blanzaco. Lothrop, 1970.  
Short, easy-to-read text in question and answer format.

*Get That Job.* M.C. Cobb, Cowles, 1970. (P)  
A helpful guide for the job-seeker.

*On the Job Training and Where to Find It.* R. Liston, Messner, 1973.

*Occupational Outlook Handbook Annual.* U. S. Department of Labor, S. Government Printing Office. (P)

*You're on the Air.* Daddy-O Day. Children's Press Open Door Series, 1970.  
The success of a black disc jockey in Chicago.

Transportation  
Fiction

*Roar of Engines.* John Clark. Doubleday Signal, 1970.  
A close-up look at drag racing.

*Where Speed is King; Stories of Racing Adventure.* Phyliss Fenner, Morrow, 1972.

Nonfiction

*Automobiles; How They Work.* Charles Yerkow, Putnam, 1966.  
In simple terms.

*Motorcycles; How They Work.* Charles Yerkow, Putnam, 1971.



*Understanding  
Self and Others*

Fiction

*What Car is That?* Henry Lent. Dutton, 1969.

How to identify sixty cars.

*The Contender.* Robert Lipsyte, Harper, 1967. (P)

A dropout finds a new world at a Harlem boxing center.

*His Own Where.* June Jordan, Crowell, 1971. (P)

Buddy survives, despite several serious personal problems.

*Phoebe.* Patricia Dizenzo, McGraw, 1970. (P)

A scared and pregnant teenage girl.

Nonfiction

*The Me Nobody Knows.* Stephen Joseph, ed., Avon, 1968. (P)

Young people write about their lives in the ghetto.

*Sex: Telling It Straight.* Eric Johnson, Lippincott, 1970. (P)

Clear, simple, factual approach.

# HOW MUCH DOES IT COST?

The costs of expanding services, disadvantaged young adults will vary depending on the degree of expansion the library plans to do. Each of the factors that determine costs—staff time, print materials, nonprint materials, programming, and publicity—considered below, from the least expensive alternative to the most expensive in each case.

## 1. Staff time

- a. *Part-time supervision of a book collection, in the library, by a staff member already in charge of services. This allows for very limited or no programming and publicity. Cost: salary for staff time to organize, maintain, and promote the collection.*
- b. *Full-time staff member, to be in charge of programming, outreach, publicity, book selection, making of booklists. Cost: full-time salary.*
- c. *Full-time librarian and a part-time or full-time clerk. This gives the librarian more time for service rather than paperwork. Cost: salary.*

## 2. Materials—print

- a. *Paperbacks, pamphlets, and free materials* to meet only the highest priority needs. Costs: materials and staff time for book selection, processing and maintenance of the collection.
- b. *Add magazines, newspapers, some hardback titles.* Increase the number of titles for recreational reading. Costs: same as for point a.
- c. *Increase access to titles in the collection by making up booklists.* Costs: staff time, printing costs.

## 3. Materials—nonprint

- a. *Invest in a small collection of records or cassette tapes, and an inexpensive player with headset.* Costs: staff time to select, process the materials; original cost of the equipment, and upkeep.
- b. *Expand the nonprint collection to include filmstrips, kits, photographs. Add more records/tapes.* Costs: selection, processing, upkeep, equipment, materials.

*Film projector, and screen.* Films can be borrowed or rented. Costs: original equipment cost; upkeep, film rental fees, staff time to show films.

## 4. Programming

- a. In-library programs that require minimum staff time and equipment
  - providing a meeting place for community groups
  - sponsoring a guest speaker
  - providing space for art exhibits
  - inviting musicians to perform
- b. In-library programs requiring more staff time:
  - co-sponsoring programs with community agencies
  - book discussion groups
  - panel discussions
- c. Use audiovisuals to increase the appeal of programs
- d. Outreach programming
  - take a collection of paperbacks or give-away materials to a place where young people congregate (the least expensive outreach service)

- co-sponsor a program presented outside the library (transportation costs must be considered)
- provide a full range of services outside of the library, using a van or bookmobile

5. Publicity

- a. *Word-of-mouth promotion* by youth contacts. Free media promotion.
- b. *Hand-made posters* displayed in and out of the library. Costs: staff time and materials.
- c. *Printed flyers and posters*. Costs: staff time to design the publicity, printing costs.
- d. *Develop a mailing list*. Costs: staff time to design publicity or write notices, postage.

# WHAT OTHER LIBRARIES HAVE DONE

Libraries that serve young disadvantaged adults do so as a part of a program aimed at all young adults, or as part of a program to serve the disadvantaged. Examples are:

## *The Free Library of Philadelphia Pennsylvania*

The library developed a demonstration reading program to reach and help the culturally disadvantaged. It provides materials to meet the various needs of young adults whose reading level is eighth grade or below and provided and encouraged the use of materials for non-readers who have the ability to read.

## *The Long Beach, California, Public Library*

Among its outreach programs, Long Beach selected and delivered books and films to programs sponsored by the city recreation department. Continuing contact with teen post directors kept the book racks supplied with books that appeal to young adults.

## *The Indianapolis-Marion County Public Library, Indianapolis, Indiana*

The library cooperates with Flanner House, a neighborhood program, in its store front library. The juvenile

detention center requested library aid in a weekly program for minor offenders or victims of parental neglect, aged six to eighteen. One part of the program is for dropouts.

*Enoch Pratt Free Library, Baltimore, Maryland*

The library's Young Adult Services program does not gear services specifically to the young *disadvantaged* adult, but it does have a very active program to encourage all youth to use the library. The collections include popular records, tape cassettes, commercial posters for circulation and current magazines. The library issues a variety of booklists, and *Chicory*, a publication in which inner city youth express themselves.

*Boston Public Library, Boston, Massachusetts*

Boston Public's Young Adult Services program and philosophy are similar to Pratt's, offering programs on subjects like how to deal with hassles, narcotics, "Being Black in Roxbury," Soul Sounds, and how to begin a job hunt. The library also issues a number of booklists, and "In Books in Boston," a booklist prepared by young people.

*The New York Public Library, New York, New York*

Accounts of the North Manhattan and South Bronx L.S.C.A. Projects are good sources of ideas for services designed to meet the needs of the disadvantaged, including youth. Programs have included teen-age relationships, getting the facts about V.D., videotape workshops, and a Black poetry festival co-sponsored with several community organizations. Young Adult Services also issues special interest booklists, and the annual *Books for the Teen-age*.

*Prince George's County Memorial Library, Hyattsville, Maryland*

This library, with a full-time coordinator of young adult services, has set up outreach for young adults in a model cities area.

## SUGGESTED READINGS

The following are only some of a number of useful magazine articles and books on library services for young disadvantaged adults.

Reports on two experiments in nontraditional library services:

Minudri, Regina. "What's a YAP?" (The Federal Young Adult Library Service Project) *Top of the News*, 26:62-8 November, 1969.

Moon, Eric. "High John." (University of Maryland Library Project) *Library Journal*, 93:147-155, January 15, 1968.

Additional articles:

Forsman, Carolyn. "Crisis Information Services to Youth." *Library Journal*, 97:127-34, March 15, 1972.

Manthorne, Jane. "Provisions and Programs for Disadvantaged Young People." *Library Trends*, 20:416-43 October, 1971.

McLaughlin, G. Harry. "Smog Grading—A New Readability Formula (How to grade a book) *Journal of Reading*, XIII, 8:639-46, May, 1970.

Winnick, Pauline. "Service for Disadvantaged Young Adults."

Division of Librarianship, Emory University, *Public Library Service to the Disadvantaged*, Atlanta: Emory University, 1969. pp. 58-65.

The following books and booklists were written for use with young adults in general, but do include recommendations useful for work with disadvantaged youth.

*Best Books for Young Adults*. Annual list. American Library Association, Young Adult Services Division, 50 East Huron Street, Chicago, Illinois.

*Books for the Teen-Age*. Annual list. New York Public Library, Fifth Avenue and Forty-Second Street, New York, New York.

Carlsen, G. Robert. *Books and the Teen-age Reader*. New York: Bantam, 1971.

Edwards, Margaret. *The Fair Garden and the Swarm of Beasts: The Library and the Young Adult*. New York: Hawthorn, 1969.



## LIBRARY SERVICE GUIDES

1. Materials Selection for Disadvantaged Adults
2. Assessing Community Information and Service Needs
3. Using Pamphlets with Disadvantaged Adults
4. Deposit Collections of Special Materials for Disadvantaged Adults
5. Utilizing Volunteers in Expanding Library Services to Disadvantaged Adults
6. Books By Mail Services: Moving the Library to Disadvantaged Adults
7. Evening and Weekend Library Services for Disadvantaged Adults
8. The Library as a Community Information and Referral Center
9. Planning the Expansion of Library Services to Disadvantaged Adults
10. Working with Library Trustees to Expand Library Services to Disadvantaged Adults
11. Reader Guidance Services for Disadvantaged Adults
12. The Recruitment of Disadvantaged Adults: Effective Publicity
13. Conducting Tours to the Library for Groups of Disadvantaged Adults
14. ABE—What Is It?
15. The Relationship of Disadvantage to Library Services
16. In-service Training of Personnel to Serve Disadvantaged Adults
17. Adult Education in the Library: ABE, GED, CLEP, and the Open University
18. Book Talks: Encouraging Library Materials Usage by Disadvantaged Adults
19. Techniques for Teachers: Teaching the Application of Basic Skills to Everyday Life Problems
20. Displaying Materials for Disadvantaged Adults
21. Bookmobile Services: Moving the Library to Disadvantaged Adults
22. Expanding Library Services to the Elderly
23. Using Audiovisuals With Disadvantaged Adults
24. Expanding Library Services to the Institutionalized
25. Interagency Cooperation: The Public Library and Agencies that Serve Disadvantaged Adults
26. Adjusting School Libraries for Use by Disadvantaged Adults
27. Speakers Bureaus for Disadvantaged Adults
28. Maintaining Separate Collections of Library Materials for Disadvantaged Adults
29. Client Participation in Expanding Library Services to Disadvantaged Adults
30. The Role of the College Library in the Education of Disadvantaged Adults
31. Public Library Services to Young Disadvantaged Adults
32. Working with Elected Officials to Expand Library Services to Disadvantaged Adults



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