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Library Trends

Group Services in Public Libraries

GRACE T. STEVENSON
Issue Editor

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Introduction

GRACE T. STEVENSON

The concept of "group services" on which the articles in this issue of Library Trends are based is not original, but was formulated out of years of observation, discussion and practice. Formulated in late 1965, it is the same as that stated by Robert E. Lee in his Continuing Education for Adults Through the American Public Library, which was published in 1966. Lee says, "What is often called 'group work' in public libraries may be divided into two main types: (1) services to adult educational agencies and to community groups and (2) library-sponsored group programs." ¹

The educational function of the public library was agreed upon from the beginning. It was expressed in the purposes of the first libraries established in this country and has continued to find such expression, though its practice may have faltered, to the present day as evidenced in Minimum Standards for Public Library Systems, 1966.² It has appeared under different guises, from "reader's advisor" through "adult education" to the now more commonly used term "continuing education." Regardless of the term used to describe this continuing function its objective has remained the same—to teach the individual "of every age, education, philosophy, occupation, economic level, ethnic origin, and human condition . . . regardless of where he lives."³ This is a grand ambition indeed, and no public library has ever completely realized it, but as in the case of our national ambitions, it constitutes that "standard to which the wise . . . can repair."⁴ This issue of Library Trends is devoted to some of the methods being used today to attain that standard. The recently adopted Minimum Standards for Public Library Systems, 1966⁵ has been used as a basis for the advocacy of group services. Each chapter used as its text either a guiding principle or an appropriate standard from this volume, and several authors have included these quotations.

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in their chapters. Eleanor Phinney compiled a questionnaire, based partly on an article in *North Carolina Libraries*, which was sent to seventy-two libraries representative in size, geographic distribution and type of governmental structure. Each of the chapter authors was given the opportunity to include a question in the questionnaire if he so wished and the results were made available to authors. The questionnaire was designed to elicit information on trends in public library services to adult individuals and groups since the publication in 1954 of *Adult Education Activities in Public Libraries*.

Historically, group services have been a point of controversy, as many will recall. Not longer than ten to fifteen years ago prominent librarians were debating the merits of service to the individual versus service to groups, and cries of "the book is basic" and "the library is the last stronghold of service to the individual" were heard across the land. Now some of these same librarians are attempting to reach even the unorganized socio-economic groups through methods that would have been thought unorthodox in the forties and fifties, not only through the then often derided audio-visual media, but through unusual physical facilities, mobile and otherwise, even through street corner story-telling, block parties, rock bands, guitar music and beards. And more power to them—if they do reach the people.

The point is—to reach "the individual where he lives." If we can only reach him through an organized group to which he belongs, or through an unorganized, social grouping of which he is, not necessarily by choice, a member, then it is through this avenue that the approach must be made. This is not in conflict with the library's time-honored responsibility to the individual. It is only finding ways to extend that responsibility to individuals other than those whose use of the library is self-motivated.

Is this responsibility too great for the American public library to assume today? Social and economic factors have greatly increased the numbers of the two groups at opposite extremes of educational level—the illiterate or functionally illiterate who must be made productive if they are to contribute to the country's well-being and enjoy its benefits; and the highly educated, highly skilled professional, technical and managerial group whose sophisticated demands must be met. In between is that "general reader" as mentioned in Mary Lee Bundy's recent enlightening article on public library use. Unintentionally perhaps, this article seems to regard the needs of the general reader as of less importance than those of the student or professional seeking
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factual information. Undoubtedly some of these general readers are continuing to pursue their own self-education, at whatever level, and sometimes on a broad basis.

Can today's public library serve all of these groups adequately? If not, where should its emphasis be placed? This issue addresses itself to what is being done today to give library service to groups in our population, with some attention to how these services have developed. In the opinion of some of the authors, libraries are not addressing themselves sufficiently to the most difficult problems facing our time, thereby scanting their educational responsibilities. Mary Lee Bundy has pleaded that “public libraries reconsider and reassess their basic commitments and sort out carefully the alternatives before them.” 9 If these articles help us to assess more accurately where we are now, so that we may consider more intelligently where we should be, they will have served a purpose.

References

3. Ibid., p. 27.
4. George Washington's speech to the Constitutional Convention, 1787.
9. Ibid., p. 382.
Library Objectives and Community Needs

RUTH WARNCKE

The many statements of public library objectives, of a general nature or related to a specific library, are variations or extensions of Leigh's statement in The Public Library in the United States, that the objective of public library development is "to serve the community as a general center of reliable information and to provide opportunity and encouragement for people of all ages to educate themselves continuously." 1 Margaret Monroe, studying three library systems that had long maintained vigorous programs of library adult education, found that the "thread of philosophy which ran through the thinking about library adult education for this period of thirty-five years [1920–1955] was that public librarianship had a responsibility to stimulate and guide the community to use of the library's materials for the best growth of the individual in terms of his needs and interests and for the well-being of society as a whole." 2

"Stimulate and guide" is only another way of expressing Leigh's "provide opportunity and encouragement," but Monroe states two ideas that Leigh at best implies, that of individual growth concerned with individual needs and interests, and that of the welfare of society, both being seen as purposes for the use of library materials. Such bold concepts involving value judgments (in the case of the second one presumably made by the librarian) might have been expected to rouse controversy, but they have been little questioned. Those members of the profession who look with suspicion on such goals have rarely objected in print.

Librarians have interpreted these purposes differently through the years, however. Robert E. Lee has noted that "The most common educational services provided by public libraries between 1850 and 1964 were directed toward five specific educational goals. Two of these goals, civic enlightenment and personal development, remain

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constant throughout this period. Moral betterment was a goal from around 1850 to 1890, vocational improvement a major goal during the years between 1930 and 1950, and community development of major concern from 1957 to 1964.”

Determining the needs and interests of individual library users in order to guide and stimulate them to their “best growth” is an inherent function of every situation in which the librarian deals with the patron. Lee points out, however, that concern for the potential user developed before the turn of the century. To determine the needs and interests of people unknown to the librarian, and to select materials and plan services with community development as the goal, clearly require community study.

A guide to such community study as the basis for the development of adult education activities in public libraries was developed as part of the American Library Association’s Library-Community Project, 1955–60. In response to an inquiry sent in 1967 to seventy-two public libraries, to which fifty-one responded, the majority of the respondents, from libraries of varying sizes and wide geographic distribution, indicated the existence since 1954 of a trend in their libraries from “sketchy knowledge of the community to systematic study of the library’s relationship to the community.” An explanatory note defined this as “the need to know more precisely what the educational needs of the community are. There is a trend toward making a systematic study of the community to find out needs, interests, and resources.”

In order to determine the validity of the assumption that public librarians accept the responsibilities stated in the goals and purposes quoted above, and base their materials selection and services on a knowledge of their communities, it would be necessary to study every aspect of their services, especially services to adults whose needs and interests are so varied and difficult to determine. An examination, admittedly limited, of services to groups can indicate only the degree to which these activities seem to be based on generally accepted library objectives.

An overwhelming majority of librarians who responded to the questionnaire sent out by several authors of papers in this issue of Library Trends (see Phinney, “Trends and Needs,” below) reported that they identified and planned to meet the needs of community groups through assistance in program planning, library representation on coordinating councils, contacts with community coordinators, and staff membership in organizations. A smaller but significant number reported seek-
ing advice of representatives of various socio-economic groups, and using direct mailings.

The most frequently reported services regularly provided for community agencies and organizations were compilation of booklists, provision of meeting room facilities, assistance in program planning, and exhibition of materials. Also reported by well over half of the respondents were compilation of a directory of clubs and organizations, co-sponsorship of programs with community organizations, and provision for film previewing.6

The most frequently reported activity offered as part of the library's own programming was the presentation of book reviews and book talks, followed by instruction in use of the library, discussion groups on special subjects or issues, film discussion groups, and listening groups (music, poetry, drama, etc.).6

Many of the respondents accompanied their replies with brochures, announcements, programs, evaluative reports and materials lists prepared for use in group activities. Although material covering the last five years was asked for, most of that sent was dated 1966–67. Without question such materials reflect only a portion of each library's service to groups.

A survey of the literature from 1955 to 1965 yields very little description of public library service to groups to use as an indication of possible changes or trends in the goals such activities serve. World affairs discussion groups, program planning institutes, a few programs based on labor materials, and a large (in 1955) but diminishing number of activities for or concerned with the aging constitute the bulk of the roster. Therefore, the materials available for this paper are as useful a source of information as is available.

Examination of them indicates that libraries are concerned with excellence. The selection of materials used in these activities is clearly based on high standards of quality. The day of the noon-day review of the latest joke-studded autobiography or action-packed romance seems to be over. The travel films of the "into-the-sunset" variety have been superseded by more significant materials. Librarians are taking seriously their responsibility for value, as they see it.

Three different bases for developing group activities are discernible. One is the material itself, another national or world-wide concerns, and the third the special needs and interests of the individual community.

The use of material as a base is the most prevalent. From one end
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of the country to the other the same titles of books and films appear. In library after library a group has toured the Louvre with Charles Boyer and shared the problems of people of Latin America in Child of Darkness, Child of Light. Bishop Pike's You and the New Morality has appeared on lists, been reviewed, and been discussed by a group in the library, at an organization meeting, or on radio or TV. Fiction rarely seems to be considered an adequate base for such programming.

Usually where these current materials are used in a series of talks or discussions, no connecting thread among the sessions is evident. Obviously, the series is based on available materials that the librarian considers important. The goal, evidently, is to acquaint people with the best of the current output, and in some cases may simply be to entertain, or to bring people to the library. One library labels its film showings "Informative Film Entertainment."

To guide and stimulate people to consider matters of national or world-wide significance is a goal that is reflected in a somewhat smaller number of activities. Lists of materials, prepared for general distribution or often for the use of a community organization, are on such topics as peace, the United Nations, Latin America, Africa, the presidential election, modern art, and conservation. Conspicuous by their rarity are lists on Vietnam or other aspects of foreign policy; on such aspects of civil liberties as race riots, black power, illegal detention and wire tapping; on drug addiction; on the continuing Near East crises; or on religion and Federal aid to schools. No doubt many more such lists than were available for examination have been prepared and activities developed around them, but the available evidence indicates that the grittier topics do not constitute a major source of activity development, except when a current book or film happens to deal with one or another of them. Continuing world affairs and Great Books discussion programs, so well-entrenched that they are seldom reported any more, do, of course, deal with such topics, and without question, library materials collections include them.

Activities based on specific community needs are reported frequently by a few libraries, and rarely, or not at all, by most of the libraries. Some such activities are related to needs that are inevitable in any community. Family finances, including stocks, estates, real estate and income tax, are the subjects of lecture series in some libraries, illustrated occasionally by films, and accompanied by materials lists. Family living and parent education, mental health, community beauti-

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cation, the arts, problems of the mature woman, preparation for retirement, and problems of the aging are the subjects of a variety of activities.

The program activities geared to the aging require some explanation. They are prevalent, usually as a once-in-two-weeks or once-a-month group meeting. Some of them are materials-based, with reviews and showings of a variety of materials with no discernible relation to each other or to any particular audience. Others are geared to some of the interests that are generally ascribed to older people, such as travel, history, hobbies, and books on holidays. A few are designed to deal with the problems of the aging, such as health and nutrition, living with relatives, developing interests, and managing limited funds. These latter programs are usually related to the specific community, since representatives of community agencies serving the aging are often involved.

A second group of community-inspired program activities is determined by geography. Films, recordings, and books on a city, state, or region are presented to groups. Definitely community-based, these programs deal largely with the history, ecology, recreational facilities and, occasionally, the economy of the area. Although they may be designed to give information to the newcomer, or, as in the case of the nine-year summer series in the library in one of the most beautiful states of the union, to the tourist, they are no doubt enjoyed as nostalgic entertainment by many other citizens.

Activities geared specifically to current, pressing community needs are usually characterized by library cooperation with one or more agencies or organizations in the community. An urban affairs forum at the library may be co-sponsored by a Citizens Advisory Committee; a three-meeting series on the school drop-out co-sponsored by the Better Schools Committee; a session on emergency psychological services by the Family Service Association and the Mental Health Association; a program on the water resources of the area by the League of Women Voters; or a continuing series on local issues co-sponsored by the Community Association and a branch library of a large city. Whether the library initiates the process that determines the need or whether the lead is taken by another group is not indicated, and is not important as long as the library maintains sufficient awareness of the community to judge whether the areas dealt with are of true significance and that no gaps are left.

In the field of service to the disadvantaged, cooperation with other
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agencies and organizations continues to be the rule. Working with the city’s Anti-poverty Action Committee, one library sponsors a consumer education series, covering food stamps, credit buying, what food to buy and how to prepare it; another prepares lists for volunteer aides for study centers, in cooperation with the Community Leadership School; another cooperates with the YWCA on training volunteers to man a career referral office, stressing the use of materials; another develops a parents’ program with the Head Start staff. Activities in support of community literacy programs are prevalent.

A traditional way of determining major community problems and extending the library’s ability to contribute to their solution is the program planners’ institute for representatives of clubs and organizations. Several libraries reported that such an institute is an annual event; one library holds a number of such institutes in its branches. Where the emphasis is on program techniques and problems, and sources of material and information, a constructive but rather limited goal may be achieved. Only two libraries reported that planning was done with a citizen’s group, and that community issues were identified as suggested program content. Program methodology and the use of materials were demonstrated and introduced in the context of the subject areas identified. Such an institute is designed to meet the highest objectives of the library, and is based on a legitimate analysis of community needs.

An overview of all the activities indicates that most of the libraries reporting probably subscribe to the objective of continuing education, but in such a limited way that their commitment to the objective may be questioned. A series of unrelated film showings, or book reviews, or materials-based discussions does not meet the definition of library adult education agreed upon in 1954 at the Allerton Park conference on training needs of librarians doing adult education work in libraries. Lester Asheim reported that the consensus of the group assembled was that adult education, for the purposes of the conference, could be defined as

those library activities for adult individuals and groups which form a part of the total educational process and which are marked by a defined goal, derived from an analysis of needs or interests. These activities aim at a continuing cumulative educational experience for those who participate, require special planning and organization, and may be originated by the library or by a request from the individuals or groups concerned.10

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The great bulk of the activities reported is neither purposeful nor continuing and cumulative. At best it is a cafeteria offering of materials characterized, fortunately, by excellence, but contributing only incidentally to the continuing education of those who form a passive audience, or even take part in a question or discussion period.

The topic-based programs developed to meet the needs of specific segments of the community meet the objectives of continuing education. The activities that are based on a knowledge of the specific community and developed in cooperation with other community organizations and agencies fulfill the objectives at the highest level. The staffs of a relatively small proportion of libraries seem to accept the objectives fully, or to understand how to develop activities to achieve them.

In letters accompanying some of the responses, the reasons given for a limited program of services to groups were the familiar and legitimate ones of lack of staff and time. In some instances, however, the number of random activities was large. The staff needed to develop and carry out these activities could have spent their time on activities that would more specifically serve the generally accepted educational objectives of the library.

Lee points out that the educational work of the library is based for the most part on unexamined assumptions, and recommends analytical study of the ideas upon which the provision of educational services and programs of public libraries is based. The apparent tenuousness of the relationship between accepted objectives and many of the activities intended to carry them out supports his recommendation, and suggests that the matter is one of some urgency, deserving of a high priority in programs of library research.

References

4. Ibid., p. 18.
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The Availability of Information about community needs is a growing concern for many professions and public agencies. It is the purpose of this chapter to examine the approaches to community needs being advanced by various disciplines and to relate them to the philosophy and the practices of the library profession. The examination is focused on the identification of the needs of the organized and the unorganized segments of society and on the community search for leaders.

Publications from the many fields concerned with social goals and public welfare give evidence of a widespread acknowledgment of the urgency for reassessment of both human needs and human resources. There is a concern for breadth and depth in citizen understanding of community problems. There is an awareness that solutions must be based upon productive insights into and use of the competencies of all citizens. These are conclusions that service professions, tax-supported and private, recognize and reflect in their literature. The search for new directions has created a climate for professional and civic intercommunication and for approaches which have been variously reported as forms of "interdisciplinary planning," "popular participation," "community interaction," "social dialogues," "group processes" and "shared experience."

Behind all of these words are two basic concepts of the library profession: involvement and commitment.

These concepts hold that the library is at the center of community involvement. It is, in many parts of the country, the initiator of involvement. By the very nature of its function it can be no less than a participant. Knowing the community and purposefully sharing in its efforts at self-understanding is a fundamental tenet of the profession.

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The Search for Information About Community Needs

It is a conviction confirmed by the Public Library Standards, which state that "Continuous as well as periodic study of the community should be made through knowledge obtained by participation in governmental planning, through study and coordination of surveys already made by other agencies, through cooperation with other organizations in new studies, or by a library-initiated community analysis." 1

These concepts further hold that the participation of the library in community fact-finding and in its analysis and implementation is a total commitment. It involves all library personnel and the understanding and support of library boards. It constitutes a continuing learning situation which is grounded in the concept of community development not merely as a technique or a process but as an adult education function. 2

The library's first responsibility as a resource for information on community needs is the acquisition and use of a materials collection dealing with local affairs and local people. Nevertheless, it has become increasingly evident that the traditional in community information collection building is not adequate to provide an understanding of the pressures and problems that prevail in all areas of corporate life. It has been pointed out that the social sciences are "data-starved." So are communities. As a consequence the literature of the 1960's probes into more effective use of technological advances for information analysis and into the values of social laboratories for the identification of need and the answers to human problems. 3

People in organized groups have been examined by sociologists, adult educators and others from innumerable angles ranging from studies of function to correlations of status to civic effectiveness. 4

Time-tested aids used by many agencies, including libraries, in the recognition of the needs of organized groups include: (1) community studies; (2) discussion groups and town meetings; (3) clearing-house files of data on organizations, their objectives and programs; (4) affiliation with coordinating councils; (5) cooperation with and use of area communication media: newspapers, TV, and radio stations; (6) program planning institutes and leadership training courses; (7) staff participation in a diversity of organizations; (8) assignment of staff as institutional and group resource people; and (9) involvement in adult education programming. The library profession's latest contribution to this list is the accumulating experience record of the library community consultant and the neighborhood coordinator program as initiated by the Brooklyn Public Library.

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Discovering the needs of the unorganized takes the personnel of all service agencies into person-to-person relationships. This is one of the most satisfying of techniques for the identification of needs. Nevertheless, it has its limitations and public service institutions in recent years have turned to new allies for more comprehensive insights into the needs of the unorganized. These allies include: (1) the articulate and responsible leaders of socio-economic groups; (2) the workers in Head Start, adult literacy projects, and other anti-poverty programs; (3) the specialists in varying disciplines who work together through reciprocal referrals; (4) the leaders in adult and young adult continuing education activities of churches, schools and other community agencies; (5) neighborhood coordinators; (6) credit and consumer cooperatives; (7) union councils; (8) government field representatives; (9) area committees of human resources; (10) lay advisory committees for mental health and special education movements; (11) senior citizens organizations; (12) visiting nurses and rural extension agents; and (13) university extension instructors and advisors.

Efforts to develop skills in identification of the needs of individuals and groups have underscored the importance of finding leaders at the grass roots level to work on these needs. The most significant result of the search for community leaders is a change in attitude on the part of many agencies toward the involvement of people. Post-mid-century thinking supports a pluralistic approach to community problems as evidenced by efforts to involve human beings from all environments and all age groups, to coordinate the contributions of representatives of all types of organizations, to experiment with leadership recruitment and training patterns initiated by differing disciplines, and to plan ahead in terms of large units of service involving not only greater opportunities but a broad network for leadership potential.

The claim cannot be made that all approaches to leadership development are new, but there may be innovative elements in their implementation. Some represent practices that are taken for granted by workers in one field but have only recently been adapted to the programs of other specialists. Still others represent ideas that have been buried in print for decades and have been given new life by the demands of the 1960’s. The following are samples of the approaches to the identification and the training of leaders:

1. The emergence of a concept of a “participative leadership” as applied to the community planning mechanism, i.e., the involve-
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...ment of representatives of the people immediately affected by a problem in the total process of examining needs, exploring ways to meet these needs, and in the setting of priorities.

2. The enlistment of individuals from groups to be served for training as expediters to bridge the gap between the professionals and the people in the implementation of a program.

3. A shift from the "human relations" theories to the "human resources" concept of motivating volunteers, co-workers, or employees to greater initiative, responsibility, creativity, and leadership.

4. Examination of changes required to promote active citizen interest in a dynamic group democracy.

5. Consideration of ways to counter the fallacy of the "one big brain" theory and the "they" concept of responsibility in decision processes.

6. A recognition of the importance of building an indigenous leadership core supported by but not directed by experts.

The public service professions have experimented in the 1960's with programs designed to strengthen sources of community knowledge, to reduce communication barriers between professionals and individuals, and to sharpen the techniques for meeting community needs. The following are representative of the types of programs which have been advanced by a number of professions in the 1960's:

1. Training for community action through group discussion of case histories of successful and unsuccessful techniques in finding leaders and sorting out the real needs of individuals and communities.

2. Emphasizing through medical education the development of skills to answer the question, "Are there ways we can discover the kinds of strength people have, and then build on them?"

3. Structuring in-service training for isolated social workers to take advantage of informed community awareness.

4. Experimenting with the temporary relocation of college students and faculty units from the parent campus into selected communities, to do research and to guide specific changes.

5. Creating interdisciplinary departments in universities for a unified approach to controlled investigation and practical action in urban areas.

6. Employing graduates of varying disciplines to support the work of specialists as in the case of social workers and other non-medical consultants serving as working members of medical teams.
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7. Exploring a system of qualitative social accounting with indices to measure the quality of life on all levels.\(^{17}\)

8. Advancing the "futurism theory"—the concept that long-term problem-solving may be predicted and achieved within a foreseeable period of time through the use of sound information, sharp criteria, well-defined goals, coordinated work of specialists, periodic assessments, and persuasion.\(^ {18}\)

The library profession on a national level has kept pace with other disciplines in the effort to point to directions for effective community service. It has produced standards which clearly define the library's responsibility to the total community. It has published materials regarded as precision tools for getting at community information. Various divisions of ALA and some of the state libraries and library schools have conducted institutes whose proceedings and reports have laid a foundation for a literature of guidelines for leadership training and for action in diagnosing and meeting needs of people.

Library literature reflects contradictory opinions on the scope and the methods of the identification-of-needs process. There are those who insist that libraries should be aggressive agencies for social change.\(^ {19}\) This point of view is supported by challenging descriptions of direct action programs designed to reach the unserved in their own surroundings.\(^ {20}\) At the same time there are voices which counsel limiting priorities to the long-established service patterns organized for the public which voluntarily seeks out the library. Librarians at each end of the spectrum of opinion are faced with the same insistent demand for reliable data on which to base judgments. George Beaton has said, "It is difficult to predict what kind of library service is needed until you are definite about what the requirements of your users will be."\(^ {21}\)

The innovations in the library field which have strengthened the library as a community resource center in the 1960's are primarily those which were developed through community action in which the library was a partner in coordinated studies of social issues and human needs. In most instances the projects with the most striking innovative styles were those financed through Federal funds. The innovations include the use of such personnel as community coordinators, field workers, and itinerant materials specialists. Innovations also led to the establishment of informal library neighborhood centers, to audio-mobile units and other sidewalk services, to sustained and coordinated project development with allied agencies, and to the machinery for
special surveys for analyzing needs of groups and individuals within a given area. Undoubtedly these innovations cumulatively increase the library's body of knowledge of organized and unorganized group needs.

One obstacle to the acceptance of the ideas of the change-seekers in the library profession seems to have come about through confusion in communication. Critics point out that some of the devices and techniques have social welfare implications. Nevertheless, the stated objective of the proponents of out-in-the-community projects is to fulfill the library's long established educational goals for all segments of the community from the élite to the illiterate. The library innovator's major concern is still with materials, but with an emphasis on a deliberate and purposeful search for people who need those materials. The involvement of staff in the processes of identification of needs is basic to current innovative projects. The practice of assigning staff to identify the needs of the unorganized is also slowly spreading into libraries with traditional programs.

One area of recent experimentation for other disciplines, but which is established library practice, is the employment of representatives of varying cultural and economic backgrounds. Reports of special library services for the disadvantaged document the continued spread of the employment of the indigenous. However, there is little data on ways in which the average library has used people of differing ethnic backgrounds in determining or interpreting local needs. A few libraries have reached into the ranks of other professions, such as adult education, for specialists to strengthen their programs for reaching people. Others make use of volunteers from the ranks of the retired or from service clubs for personal contacts.

Libraries operating without the stimulus of Federal funds have moved at a slower pace in experimenting with new methods to reveal the needs of the non-user. Library literature does include reports of many activities which resulted from identification of a social need such as service to the homebound. In large part such activities are extensions of existing services. However, they are not unique results of new methodology. Genuine innovations are limited. Eleanor Smith has pointed out that what is needed in creating resourceful library approaches to community needs is "a commitment from librarians to experiment." 24

The fact remains that the objectives and services of a library are distinct from those of any other public agency. A corollary fact is that
the needs of large proportions of the organized and unorganized in all communities are still to be recognized and met. The widespread awareness of the gap between these two facts has led many librarians to the examination of needs through direct collaboration with representatives of socio-economic groups and other potential consumers. The unserved have a prime spot on the agenda for planning in individual libraries, in systems, and on the state and Federal levels.

Foresighted leaders in the library world are beginning to debate the possible realignment of library services to meet the demands of the urban-metropolitan dominated society of the immediate future. Research into the characteristics and requirements of the user and the non-user of public libraries has been recognized as imperative for intelligent action. A “Libraries 2000 Committee,” proposed by the ALA for mobilization of librarians for “shaping the future of American librarianship,” complements the ranks of the nation’s long-range planners. These are the signs that the library profession will keep pace with other service organizations in identifying and meeting the needs of people at all levels.

References

The Search for Information About Community Needs

11. King, op. cit., pp. 149-158.
23. Ibid., pp. 43-44.
The role of the public library in continuing education is as lacking in exact delineation today as it was twenty years ago. We continue to seek positive definition of our own role and of the library's relationship to other institutions and agencies carrying out adult education programs within their communities. Within the framework of continuing education we include liberal adult education, parent education and family life education, education for personal development and cultural enrichment, intercultural education, and those important elements of remedial education which include basic literacy training, reading improvement and training in job-related skills. A Platform for Continuing Education for Adults and the State of New York,\(^1\) issued in 1960, suggests four types of continuing education—education for work life, for family life, for public life, and for richer living—and these categories accurately point out the broad scope of continuing education. A definition proposed by Grace Stevenson in 1954 is relevant today; she said then, "Is not adult education really, in simplest terms, the continuing education of adults necessary to all men if they are to fulfill their obligations and realize their highest potential as members of society no matter at what level it begins, what details it involves, or how it is obtained?\(^2\) With this broad definition in mind, there can be no valid arguments between formal class work and informal self-education, between individual reading and group participation, between remedial reading and reading and discussion of Plato or Camus. Rather, the total resources of a community, including all the materials and services of the public library, must focus on the needs of the citizenry at a given time, must establish immediate and long-range objectives to meet these needs, and must anticipate the changing needs of the future. How does the public library meet this responsibility?

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The newly revised *Minimum Standards for Public Library Systems, 1966*, forces us to evaluate our library role, our sense of commitment, and the degree of our achievement in meeting such standards as the following:

*The community library must be an integral part of the area it serves.* Communities differ, as do people. A service institution such as the library must be clearly related to its constituency, to the predominant interests of local people, to their beliefs and aspirations, and to their problems. The library must know of, and work with, the organized groups and established institutions which the people maintain. It must coordinate other sources of information and ideas, avoid unnecessary duplication, and fill gaps in the intellectual resources available.

*The library system serves individuals and groups with special needs.* . . . The library system should have materials for, and provide services to, individuals and groups with special needs.

An analysis of the full implications of these standards points to the library as initiator, provider, and supporter of all adult education activities and services required by all people in a community as these people, individually or in groups, pursue educational goals.

In this issue of *Library Trends* we are concerned with two approaches to group services. The first approach focuses on services to the community and groups of individuals within the community having similar characteristics, interests and needs. Students, labor, business, the aging, the foreign-born, housewives, the handicapped, are examples of such groups. The second use of the term group services refers to services performed for people in groups and includes lectures, discussion groups, exhibitions, concerts, and classes. The library profession agrees that the individual reader or potential reader is the library’s primary concern but that he may be sought out and served in groups and by means of group activities as an extension of basic library service.

Some historical perspective is essential. In 1954 there came to public attention a full-scale debate on the relationship of public libraries to adult education, or, as Harry A. Overstreet phrased it, “the illusive thing called adult education.” The April, 1954, issue of the *ALA Bulletin* could well be a focal point of today’s discussion of the role of the public library in the continuing education of adults. Library literature and adult education literature gave considerable space to the identification of principles in the 1950’s and have given less space,
comparatively, in the 1960's. One assumes that this change in emphasis took place not because the issue was settled but because new problems have demanded most of our attention.

The basic philosophies of John Chancellor, Cyril O. Houle, Alvin Johnson and others are too well known in our profession to require re-emphasis here, but it may be helpful to trace a few events and publications of the 1950's which are of importance to the identification of the library's role in adult education. At the end of the 1940's the Public Library Inquiry had given focus and direction to our thinking about public library service. A major stimulus to library adult education came from the leadership of the American Library Association and projects supported by grants from the Fund for Adult Education; as one example, the Library-Community Project was established in 1955. Of great importance in the present context was the publication in 1954 of *Adult Education Activities in Public Libraries*. This survey, with data collected from four thousand libraries of all sizes during the years 1952 and 1953, concerned itself with what public libraries were doing to help adults and young adults in continuing education. A library was assumed to be providing educational services "if it performed with planning, direction, or participation one or more of the services which were included in the six general categories of service—supplying, planning, advising, training, informing, and doing." This study, statistical in nature, concentrated on services to groups and to the community at large.

*Library Adult Education in Action: Five Case Studies,* by Eleanor Phinney, was published in 1956 and described the programs of the public libraries of Mt. Vernon, New York; St. Mary's County, Maryland; the West Georgia Regional Library and the Public Library of La Crosse, Wisconsin. A major premise of this report was that the fundamental purpose of the public library was to provide the means of continuing education, and library adult education was not equated with library-sponsored group programs in any narrow concept.

The July 1959 issue of *Library Trends*, edited by C. Walter Stone, was devoted to "Current Trends in Adult Education." Stone assessed the progress made by libraries serving the field of adult education and said, "If all the accomplishments reported have not been as important, so far-reaching or as widely accepted as might be wished, these facts may be regarded as challenges for the future." Later Stone concluded,

Viewing the scene through darker glasses, the contributors seem to
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be saying that while the challenges of adult education are great (especially for public librarians) a small group of people in a few larger libraries have been and are still doing most of the important work. Further, the work which is now being done is severely handicapped by the lack of well-defined local objectives, lack of professional understanding and acceptance, and by the lack of adequate adult education training.\textsuperscript{9}

The latter part of the 1950's and the early 1960's served to establish the general principle of public library cooperation with community groups and agencies, and integration of the library with the community it served. Special programs were also organized by many libraries, such as the Great Decisions Program and a considerable expansion of the Great Books Discussion Groups which had been introduced into public libraries in the late 1940's, expanded book review and film programs, current events discussions, and forums and lectures on topics of pressing public interest. A further expansion of the public library's role in continuing education occurred in the 1960's and is clearly stated in Robert Ellis Lee's summary of Continuing Education for Adults Through the American Public Library, 1833-1964. Lee said,

Another major concern of librarians during the period from 1959 to 1964 was the attempt to provide service to the "difficult to reach" groups in society: the aged, labor, illiterates, and the culturally deprived. In the implementation of educational services to adults, there was a marked trend toward focusing services on community needs and problems, cooperating with community groups and organizations, cosponsoring activities with other community agencies, and utilizing community talents.\textsuperscript{10}

The year 1960 saw the publication of the Adult Education Association's Handbook of Adult Education in the United States and the final sentences of Grace Stevenson's chapter on "Adult Education in Libraries" are worth remembering: "To fulfill this role [as a community resource] competently the library must take an active part in community life. It is not enough for the library to be a child of its time. It must be a maker of its time as well."\textsuperscript{11} A paper by Eleanor Phinney, "Focussing Library Services on Community Needs,"\textsuperscript{12} given at a symposium on Librarianship and Adult Education at the Syracuse University School of Library Science in 1963, urged librarians to know their communities as well as their library resources.

Leadership continues to be taken by the American Library Associ-
ation in promoting educational services to special groups. The work of the Joint Committee on Library Service to Labor Groups, Adult Services Division, and the institutes and publications of the same Division on library service to the aging are examples of the library's role in continuing education on a national level. In 1964, the Adult Services Division issued an official statement on "The Library's Responsibility to the Aging," and two of its declarations on library service to the community are especially worthy of note: they stressed the need for "providing library service appropriate to the special needs of this group" and for "working with other institutions and groups concerned with these problems and needs." ALA's cooperation in organizing background reading for participants in both the Golden Anniversary White House Conference on Children and Youth in 1960 and the White House Conference on Aging in 1960-61, and its suggestions for implementation of the conference recommendations on a local level are also important examples of a national library role.

In recent years a great many libraries are focusing on library service to adults of low education and are assuming a major role in the nation's war on poverty and its concentrated efforts to overcome illiteracy. Federal funds have made possible many new and expanded programs which have recently been summarized in a government publication, The Federal Government and Public Libraries, a Ten-Year Partnership, 1957-1966. In 1965 Peter Hiatt discussed "Urban Public Library Services for Adults of Low Education" in The Library Quarterly, while the publication of Bernice MacDonald's report, Literacy Activities in Public Libraries, in 1966 stimulated national interest.

Issues of Library Journal, September 15, 1964, and Wilson Library Bulletin, September 1965, attested to the growing interest of the library profession in potential service to a new group of readers at the beginning level of adult education. Such articles and reports are necessary background for an analysis of the varied ways in which libraries approach this expansion of traditional services. Under Meredith Bloss, the New Haven Public Library, in conjunction with the city's Community Progress, Incorporated program, established its first Library Neighborhood Center in a former supermarket. Bloss says, "Our job is not to make readers out of non-readers nor to increase circulation, but to help each person be more alive, reach, or see more. It's not a matter of our reaching the under-educated, but of his reaching somewhere. It's not a matter of involving him in our programs, but of..."
finding out where he is, where he wants to go, and how he can use a helping hand on the way.” A similar approach was followed in Baltimore in 1965 when Evelyn Levy was appointed Supervisor of Library Service in the Enoch Pratt Free Library’s component of the Community Action Program. No specific literacy or continuing education activities are necessarily found in these cities but rather a broad, community-centered approach to the total needs of a group of low-income and under-educated citizens.

In the Brooklyn Public Library, the appointment of Hardy Franklin as the first Community Coordinator in charge of Brooklyn’s “outreach” program in the Bedford-Stuyvesant area was designed to acquaint community groups with library services, assess the needs of the community and act as liaison between community and library. In California, in 1966, the Oakland Public Library opened a Latin American Library to serve the special needs of its Spanish-speaking population, another evidence of a total library service approach to a specific population group. In contrast to these other cities, the Cleveland Public Library, in 1965, established a Reading Centers Project under Library Services and Construction Act funding and, under the direction of Fern Long, Supervisor of the Adult Education Department, assumed both a teaching and a reading guidance role which involved that library directly in literacy education. Earlier, the Cumberland County Public Library, Fayetteville, North Carolina, had initiated a literacy program in 1961. This library had established classes for beginning adult readers using the Laubach Literacy Films and the services of local volunteers from the Delta Sigma Theta sorority.

A direct attack on illiteracy was made by the La Retama Library in Corpus Christi, Texas, by the establishment of adult book collections of high interest but low reading level. These books were taken directly to the people in poverty areas by bookmobiles. The participation of the three public library systems of New York City, the Brooklyn Public Library, The New York Public Library and the Queens Borough Public Library in the television program, “Operation Alphabet,” involved these libraries with the Board of Education, the Welfare Department, labor and church groups, and a variety of voluntary organizations in a city-wide attack on illiteracy organized by James J. McFadden, then Acting Commissioner of Labor. The libraries participated in planning this program, made efforts to reach new patrons, sold at cost the Operation Alphabet Workbook, and made readily available great quantities of supplementary reading and job-related materials.

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It has not been the intention of this paper to comment at length upon the library's traditional role of cooperation with local boards of education and schools in working with adult classes, scheduling class visits to the library, furnishing appropriate supplementary reading materials, and introducing a wide range of library services. However, an expansion of this service is clearly evident, especially in areas of such cities as Philadelphia, Cleveland, New York, Boston, Dallas, and Chicago.

It is too early to decide the relative merits of these approaches to remedial adult education and to select the library role most needed and most effective in local situations. Should the library be the supplier of appropriate reading materials and guidance services or the operator of community centers with a variety of adult programs designed to appeal to citizens of low income and deficient education? In all cases, a sense of community involvement, a cooperative approach to community action and a leadership role are welcome signs of the public library's commitment to remedial adult education today. Kathleen Molz, writing in *The American Scholar* in 1964, had challenged librarians to say whether the public library continued to be the people's university or whether it had become a student's university. "Libraries," she said, "do not create communities, they merely serve them, and when contemporary society is itself divisive, split now between an upper and lower economic stratification, then cultural cohesion, by contrast, seems artificial and contrived." 27

Librarians especially interested in service to the functionally illiterate may wish to read two useful summaries, *Public Library Service for the Functionally Illiterate*, 28 a survey edited by Peter Hiatt and Henry T. Drennan, and an article by Pauline Winnick, "It's the Latest, It's the Greatest, It's the Lib-er-ee." 29

On a higher step of the reading ladder, the assistance given by the Miami Public Library 30 to Cuban refugees of the professional class is an example of one library's specific program for the continuing re-education of professional men in language skills, job skills, and in awareness of community resources and services at their disposal. The Reading Improvement program of the Brooklyn Public Library, 31 first established under a grant in 1955 in cooperation with Brooklyn College, has been operated solely by the Library since the grant ended. This program aids adults of all reading levels in improving their reading skills, speed, and comprehension.

In recent years it is difficult to locate any large body of published
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literature indicating a strong library involvement in liberal adult education or family life education. One may assume that adult education is now taken for granted by libraries or one may fear, as did Margaret Monroe, that the librarian shortage has forced many libraries to reduce their educational and cultural programming and limit their participation in community and group work. Could it also be possible that libraries continue to carry on programs and develop new programs, but have too little time or inclination to write about them? It is true that The New York Public Library, the system which the writer knows best, could report a lessening of attendance in Great Books Discussion Groups, but a tremendous upsurge of interest in the group discussions of Significant Modern Books of the Twentieth Century, an interest evident both in neighborhood branches and in central buildings. This library also developed a new discussion program recently, Today's American in an Age of Technological Change, and made an interesting experiment in limiting enrollment, by invitation, to business executives in two experimental sessions. These business executives were assumed to have a vital concern with the implications of technological change for the individual, for labor and management, and for government. This program, first supported by a small grant from IBM, is now open to all adult registrants.

In Baltimore and in other cities, what is now taking the place of the Enoch Pratt Free Library's famous Atomic Energy Institute of 1947? Are the majority of public libraries consciously refraining from discussions of world peace, integration, freedom of dissent, educational change, drug addiction, draft evasion and other problems of grave importance to our communities and our nation? Do we feel incapable of offering trained leadership, a nonpartisan platform, and a wealth of resource materials to reinforce group discussion of current issues and problems?

Other factors may be involved in the library's change of emphasis. Do we believe that television and radio programs today, and the speed of mass communication, have made face-to-face discussion and local programming unnecessary? There seems general agreement with Alan B. Knox that the majority of participants in continuing education are college-educated adults, middle-class, book-oriented, and with professional or managerial occupations, and that these individuals prefer to return to the university or college campus for continuing educational opportunities. Where an active university extension program exists as at University College, the Adult Education Division of Syra-
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cuse University, or at Whittier College in California, or at the University of Wisconsin Extension Division, the public library may legitimately decide to leave the area of continuing education to university extensions and make its contribution by support of adult reading at a serious level. But what of rural communities and areas without campus opportunities?

On a national basis, there have been several interesting developments extending the role of the public library in liberal adult education. These developments include the participation of the Adult Services Division, American Library Association, with the American Assembly in developing a study-discussion program, Goals for Americans, based on the report of the President’s Commission on National Goals; the preparation, by the same Division, under a grant from the Carnegie Corporation beginning in 1962, of the excellent Reading for an Age of Change series, with high potential usefulness for group discussion as well as for individual reading; extensive programming for National Library Week with educational as well as promotional emphasis and increased library-community cooperation.

On a regional basis, the state of Indiana is experimenting with the use of professional adult educators on public library staffs. This new development followed the extensive Indiana Training Plan for Library Adult Education covering the years 1954 to 1958; while it is an interesting experiment, it is too early to evaluate its success.

Another example of continuing education on a statewide basis—this time the continuing education of librarians—is the unique Spring Institute for Librarians of the Missouri Fine Arts Institute, held in conjunction with art and music specialists. Mary R. Pamment, analyzing “Adult Education Activities in the Public Libraries of the Pacific Northwest” finds primary needs to be financial support, integration of the adult education function with all aspects of library service, and coordination with the community’s cultural and educational needs.

On the local level, one example of library sponsorship of a unique pilot program on occupational trends and career planning originated in 1964, in the Public Library of Lakewood, Ohio. This program “consisted of a series of four informal forums designed to highlight for adults some of the complex changes taking place in occupations and vocational education and to acquaint them with the library’s resources in these fields.”

A development of increasing importance today is the use of edu-
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cational television and radio by many large libraries and library systems. The New York Public Library and the Detroit Public Library produce their own television programs on a regular basis, and programs during National Library Week and for other special occasions are gradually involving more and more libraries in this newer medium of education. The supplying of booklists and supplementary reading materials for television courses, cultural programs and discussions is probably an accepted and generally unreported fact, but has been called to the attention of viewers in the New York Metropolitan area by Channel 13, Educational Television. The Seattle Public Library's programming on KCTS-TV includes not only a half-hour program on Great Books but also a Program Planner's Institute. The Community Action program of the Minneapolis Public Library produced three TV shows to help inform the citizen in local poverty areas of the services offered by that library. Walter Gray, Jr. reports in an article in Adult Leadership on the exciting television series of the Oklahoma County Libraries. The programs covered "Medicine and You" and "Money and You," a Fine Arts series, a Creative Crafts series, and so on. In addition to the television series in Oklahoma, there is a study-discussion program as a lively part of the Community Workshop, the Adult Education Division of the Oklahoma County Libraries.

Where libraries do not initiate or cosponsor adult education programs they have unique opportunities to support the programs of other educational agencies. The production of bibliographies useful to community leaders, such as "Problems of Poverty, a Selected Book List," by the Westchester Library System, is an example of traditional library service. Selected films are shown to community leaders either for previewing or program planning purposes, program planners institutes are held, and library resources are called to the attention of community leaders and educators with growing frequency. Libraries make files of adult educational courses and activities available. In The New York Public Library, such a file is maintained in the Readers' Adviser's Office. Both the Milwaukee Public Library and the Racine, Wisconsin, Public Library take part in the publication and distribution of community adult education directories.

Several libraries recently have reported on efforts to teach out-of-school adults as well as students about library resources and on efforts to give them actual group instruction in the use of libraries. However, the "Library Orientation Survey," reported in the Summer 1966 issue of RQ found little agreement upon existing materials or tech-
niques, or even upon the advisability of library orientation for adults. In spite of this negative attitude, the Dayton and Montgomery County Public Library of Ohio held three successful series of Workshops on the Use of the Library in 1966. The Queens Borough Public Library, to celebrate National Library Week, 1967, had a somewhat similar program. In its new Central Library, The Reference and Research Center for Queens, it offered three lectures for adults and young adults seeking information on how to use this new facility. The lectures covered “How to Use the Public Catalog,” “Use of Non-Book Materials,” and “How to Research a Specific Topic.”

As we examine the future role of the public library in continuing education it becomes obvious that some choices must be made. Libraries with great resources will be able to serve, and to serve well, both the culturally elite and the culturally deprived. They will be able to offer the best of literature to the discriminating reader while assisting the beginning reader to use job-related materials. Most libraries, however, must grow in awareness of the urgent needs of their communities, and direct their efforts toward meeting these specific needs. In this process they will wish to identify the requirements of the community leader, the general citizen, the non-practicing reader and the non-reader who might be drawn to use educational materials for the first time. Margaret Monroe, writing on “New Patterns for Library Service” in 1966, finds newness not in the fact of library participation in adult education but rather in a new pattern of cooperative method. She says “Cooperation both with the professional workers in other agencies and with representatives of the groups to be reached is the new service pattern that consistently emerges in the 1960’s as we approach the needs of the new literate and the under-educated.” She also points out that, at this time of rapid obsolescence of technical and professional knowledge, regular study will be necessary to hold back the tides of ignorance. As a result, she finds a second new service pattern emerging for the well-educated reader who must keep on learning, a pattern which requires “development of a program of instruction in library skills.”

Has the profession reached a consensus on the library’s role in continuing education? Unfortunately, in 1961, Patrick R. Penland found that our library goals and our attitudes did not necessarily agree. He concluded, as a whole, the librarians who responded to his questionnaire seemed to be inadequately motivated for the prosecution of their educational function in contemporary society. Have we reached a
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clearer agreement, in 1968, with a philosophy and a statement of purpose which assigns a basic educative role to the public library? Does this philosophy include more than token commitment to service to the group and to the community at large as well as to the individual? Does it assume potential service to all people, rather than to the limited number who are sufficiently knowledgeable and stimulated to seek it out? If our answers are in the affirmative, we are ready to carry out, to the best of our individual abilities and resources, a program of continuing education for our community in cooperation with its citizens and groups.

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14. U.S. Department of Health, Education and Welfare, Office of the Assistant Secretary for Program Coordination. The Federal Government and Public Li-
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48. Ibid., p. 1369.

Materials to Meet Special Needs

DOROTHY SINCLAIR

"The library system serves individuals and groups with special needs. . . . Service to these individuals and groups requires . . . specialized materials."¹ That statement in the Standards for Public Library Systems reflects professional aims and aspirations; this paper will try to determine to what extent those aims and aspirations are, in turn, reflected in practice, and what problems are encountered by libraries in their effort to fulfill them. The topic, however, must be further limited to be manageable. The theme of this issue of Library Trends might seem to suggest the elimination of individuals, but they cannot be banished; they are, in fact implicitly admitted by the issue editor’s broad definition which includes socio-economic as well as organized groups. Since everyone is a member of such a group, and since everyone has at some time a need which seems to him special, an arbitrary choice of categories must be made. The four selected for consideration here are: (1) the disadvantaged, including the functionally illiterate, (2) the reader whose native tongue is not English, (3) the partially sighted, and (4) the older reader.

The composite questionnaire sent to seventy-two libraries to supply information for several papers in this issue (see Phinney, “Trends and Needs” below) could contain only one question from each contributor. Although the question for this paper was stretched to the utmost by use of tabular form, what could be asked was obviously limited and interpretation of replies correspondingly difficult. For example, when a librarian reports no problems in supplying materials for the partially-sighted, does he mean the supply is adequate, that the community has few partially-sighted citizens, or that the library makes no special effort to serve this group? Such questions cannot be answered with certainty, although in some cases the existence of a potential clientele can be deduced from census figures.

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Among the four special needs presented to questionnaire respondents, that of supplying materials for the disadvantaged ranked first as a problem, not only among total responses but even in every population group. Of forty-nine libraries which replied, thirty-nine recognized the problem, and twenty-nine gave it first rank among the four. Furthermore, the largest number (thirty-eight) noted that provision of special materials for the group had increased since 1954. Only five of the libraries reported written policy statements for the selection of such materials, with one other noting that a statement is being prepared. Fifteen noted special budget provision for materials to serve disadvantaged citizens, and fourteen reported separate collections. Two libraries purchased all their materials for this group from special funds and kept them in special collections; others with special collections drew also on general collections, but only two reported using general library resources for over half the materials needed for this service.

In an effort to identify those libraries whose communities might have the largest number of disadvantaged and functionally illiterate citizens to serve, census figures for average number of school years completed have been used. Admittedly, this figure is inadequate, and not only because it is out of date. Nevertheless, it seems reasonable to assume that cities which, in 1960, showed an average of less than ten years of school attendance for their adult populations may be faced with serious problems of literacy. Purists may object to the inclusion of the functionally illiterate adult among the disadvantaged. It is true that not all disadvantaged Americans are functionally illiterate, and that not all functional illiterates are disadvantaged. Nevertheless, illiteracy is one of the more important of the disadvantages which, together, are used to identify the multi-problem group.

Ten cities in the sample had, in 1960, an average of less than ten years of education for their adult populations. Of these, all but two had populations of over 250,000, and all but four populations of over 500,000. Seven of the ten ranked supplying materials for disadvantaged and functionally illiterate adults as the most difficult among the categories presented. An eighth gave first place to a combination of two categories—Spanish-speaking illiterates. It is of special interest that respondents from two libraries reported they had encountered no problem. The two also reported no policy statements, no special collections, and no special budget allocations. Only two of the ten libraries have policy statements for the selection of such materials,
Although a third statement is in preparation. Four have special collections purchased from special budget allocations.

Like the nation as a whole, libraries have only recently begun to give major emphasis to the needs of the disadvantaged. This is true even of those which have made special efforts to serve inner-city neighborhoods. Lowell Martin has pointed out that, in general, it is the motivated, better-educated, middle-class-oriented who have been the chief users of the service libraries offer. The new effort to reach a broader group poses problems as staggering as they are complex. In terms of materials, these problems are: availability, criteria for selection, adjustments in policy and practice, and definition and clarification of objectives.

This order appears, and is, illogical. It is, however, roughly chronological in that it reflects the order in which librarians have approached the need. They cried, at first, that there were no easy reading materials at the adult level. When such materials began at last to appear, they began to try to develop criteria for judging them. Many libraries have still, according to questionnaire responses, failed to re-think selection policies to accommodate the new materials or to adjust practices in order to accommodate them physically within the library. And it seems probable that many of these flounderings are related to uncertainty about objectives in the entire effort. How can the profession change policies and adjust practices, develop criteria and communicate needs to publishers and authors, unless it has determined beforehand what it expects and hopes to accomplish?

Some statements and tentative criteria seem to reflect a desire to transform the new adult reader into a full-fledged reader of taste and discrimination; some stress provision of useful factual information about jobs, family life, health, and the like; some emphasize the need to strengthen a proud and healthy self-image among minority readers; some reflect the more modest hope of keeping alive the simple skill of understanding the printed word by providing practice reading for the new or marginal literate; some seek reading instruction materials for library-sponsored literacy classes.

Each of these objectives is, in itself, a valid one. But while they may overlap to a degree they are distinct enough to create confusion when libraries seek materials which will accomplish them all at once. If librarians undertake the ambitious task of trying to encourage real readers, they must look for style which goes beyond mere clarity and simplicity—for wit and imagination of a high order which captures
the reader at his present level and urges him on. Authors with the
skill to write such books, plus the concern to lead them to dedicate
their skill to this effort, will be hard to find. If, at the other end of
the spectrum, reading instruction or practice is the objective, even
comic books will do. Comic books were not, in fact, ruled out in in-
structions given to a Boston Public Library Committee preparing a
list of books for Job Corps use. The recent increase in publishers' output of easy reading material
for adults has been welcomed by librarians, and has resulted in a good
deal of optimism among those who formerly had to scratch among
the children's collection for suitable books. Such optimism, however,
is not shared by all those closest to the problem. The Committee on
Reading Improvement for Adults of the Adult Services Division of
ALA has found only about 150 titles worthy of inclusion in its lists
of "Books for Adults Beginning to Read." The chairman of the
committee reports that the lists represent "every scrap we could bear
to recommend . . . children's books, ephemeral materials, . . . and ex-
perimental materials of poor or undeveloped qualities. So, the con-
clusion is: after four watchful years . . . nowhere near a sufficient
supply of materials is available."7

Many librarians have participated in evaluation sessions, in which
new materials for beginning adult readers were tested by means of
the Committee's "Checklist for Evaluating Books for Adults Beginning
to Read."8 The criteria listed are, mutatis mutandis, those tradition-
ally used in library selection: intelligibility to potential reader, clarity
and accuracy, interest or appropriateness of content for the intended
audience, and format. The checklist makes a point of the need to
judge a book in relation to its purpose, and gives special emphasis to
vocabulary, sentence length, and the presence or absence of grade-
level designations, special questions and exercises.

Librarians who used the checklist—which was itself being evalu-
ated at the sessions, along with the books—experienced great difficulty
in putting themselves imaginatively in the place of the hypothetical
beginning adult reader. One, commenting unhappily on the experi-
ence, noted that members of the test group were more critical than
librarians who had actually served beginning readers. The same com-
mentator called many of the items "badly written, condescending,
aesthetically repulsive and often irrelevant pap."9

A judgment from the user himself is obviously needed. While li-
brary experience with, and information from, users is still insufficient
for a valid conclusion, it does present a kinder view than that of the severest critic. The Cleveland Public Library's Reading Centers Project, for example, reports a favorable response from users of many of the special new series and titles. While it is true that this project is concerned with reading instruction, and need not, therefore, eliminate books because of teaching or learning apparatus, the conclusion drawn is that some of the problems which most upset librarians may not bother the intended reader. Nevertheless, the committee is right in being cautious and attempting to encourage better books. As new readers become more sophisticated, they may well see deficiencies they now ignore. Such a reaction, from a group as sensitive as the disadvantaged, could be a disaster.

To summarize, it seems clear that librarians are trying valiantly to deal with a staggering problem. Money is now available for special collections; easy books for adults are now appearing. A good many libraries have plunged into the effort; their experience will provide valuable information which should be pooled to help others. But desperately needed are a clear formulation of objectives and more real information—about the potential users, their needs and desires, the reading process itself in this context, and the kinds of materials which will really do the job. Happily, the University of Wisconsin Library School has announced a four-year study which will address itself to these very problems, to be funded by the U.S. Office of Education and directed by Mrs. Helen H. Lyman. The study will enlist the help of experts in other fields, an example which librarians would do well to follow. Like the problem of poverty itself, this effort is too large and important to be tackled by librarians alone; they need all the help they can get from colleagues in other professions.

Supplying books for foreign-language readers, that is, readers whose native language is not English, ranked second as a recognized problem among the categories presented and among the libraries responding. Again, there was no variation among population groups. Only four libraries gave the problem first rank; on the other hand, even libraries serving populations of under 50,000, which in 1960 had the lowest proportion of foreign-born residents, ranked it second. Nineteen libraries reported a marked increase in the use of such materials since 1954, a significant fact in view of the gradual decrease of the foreign-born in the total population. Of the four categories, this was most frequently singled out for special treatment: six libraries noted special policy statements, fifteen had separate budget allocations, and
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twenty-seven reported special collections. Of the last group, all but four drew more than 80 percent of materials serving foreign-language readers from such collections.

Thirteen of the libraries responding served communities which, in 1960, reported over 10 percent of the population as foreign-born. All were in the over 100,000 population category, with four serving over 1,000,000. Of the thirteen libraries, only one ranked the problem of supplying materials to this group first, six placed it second, two third, and one fourth. Three libraries reported “no problem.” Although seven of these libraries noted separate budget allocations and/or collections, none reported a selection policy statement. One did, however, note the coverage of the topic in its general statement. From these figures, one is tempted to draw the conclusion that the libraries which might be expected to be more aware of the needs of the foreign-born are, in fact, no more so than others. But the facts are insufficient and may well be misleading.

Four of the libraries serving populations which, in 1960, included over 10 percent foreign-born also appeared in the list of libraries presumed to serve the largest proportion of disadvantaged. It seems possible that in some cases the problems overlap—that is, that a part of the foreign-born population may also fall into the disadvantaged category, primarily among Spanish-speaking readers. None of the four, however, identified this composite problem, although it was noted by one or two libraries not in this group.

Providing materials for foreign-born readers presents some of the same problems met in connection with the new literate. Identifying materials, evaluating them, and obtaining them are all difficulties which increase as languages become less familiar to the average selector, and as distances from foreign distributors become greater.

In the early years of the present century, librarians could more or less take it for granted that the foreign-language reader was an “immigrant” of the old type—a newcomer with relatively little education in his own language whose foremost aims were to learn English, attain citizenship, become Americanized and assimilated into American society. Assistance to such readers, and provision of appropriate materials is an old story for many libraries, but the materials themselves may take new forms. La Crosse, Wisconsin, Public Library, for example, has used films, filmstrips and recordings in its adult class for newcomers seeking citizenship training.11

Another type of foreign-language reader is less often mentioned in
professional literature. Political refugees and exiles, emigré scholars and writers, foreign-born wives of military personnel, may not constitute a large proportion of the total population, but they are often natural library users. These people have no serious problems in learning English; many could read it before their arrival in this country. Citizenship and naturalization materials of the traditional type are both inappropriate and unnecessary for them. But they do want to read, often at a serious and advanced level, in their own languages as well as in English. Bilingual, they are also cosmopolitan in outlook, wishing to keep up with publications of their home countries, sometimes in special fields.

If the languages involved are French, German, Italian, Spanish, or Portuguese, many of the larger libraries can manage fairly well. Staff-members can read and evaluate new books, bibliographic aids are readily available, dealers can usually be found, reviews can be located and read. The Miami Public Library, faced with the needs of Cuban refugees, established its Foreign Language Division, employed Spanish-speaking librarians, and greatly enlarged its Spanish collection, using also films and records with the newcomers.12 As was pointed out in the study on Access to Public Libraries, however, libraries do not fare so well in their effort to provide materials in the less-known languages.13 While that study, in this writer's opinion, erred in its assumption that materials in better-known languages are provided in public libraries primarily for the foreign-born and for students, and therefore erred in its conclusion, it did point up the relative lack of provision for readers of East European and Oriental languages.

The Committee of the Public Library Association of ALA which prepares buying lists in foreign languages for publication in The Booklist reports that librarian reviewers, dealers, and bibliographic listings are all difficult to find in the case of Oriental and East European language materials.14 The committee, furthermore, makes no attempt to list subject materials in any depth, but concentrates on supplying lists of fiction and popular nonfiction for the average collection. Larger libraries with sizable foreign-reading populations who wish fuller coverage must therefore look elsewhere. Some are fortunate enough to have on their staffs representatives of the major language-reading communities they serve. Some depend on local dealers to locate and supply books—even, in some cases, relying fairly heavily on such foreign-publication dealers for help in selection and evaluation. A special
problem here, especially in the case of East European materials, is that of providing varying viewpoints on current and political topics. Most dealers, and most American refugee readers, are definitely on one side of the ideological fence—sometimes passionately so as a result of bitter experience. The librarian conscientiously attempting to represent the unpopular view not only has trouble obtaining it in East European materials from a local dealer, but is also likely to arouse indignation among the customers.

Lacking regular staff members who can read the less known languages, some libraries have made arrangements, formal or informal, with responsible members of the various ethnic communities to recommend authors and titles. Some take advantage of the occasional exchange or visiting librarian to look over and evaluate the collection and suggest new and fresh materials in his own language. Some enlist the help of a professional colleague who catalogs foreign language materials at a nearby university.

Even with these kinds of assistance, many collections are too heavily weighted with translations into foreign languages of English and American books, simply because it is these alone which the librarians can select with confidence and recommend with assurance. There would appear to be a real need for more cooperation in this field, for a greater sharing of rare language skills among the libraries which attempt to provide more than a smattering of collections in a variety of languages, or which should do so for the benefit of potential clientele. New systems of libraries, adding depth to their resources, would also profit. And would it be too great an imposition to ask the visiting librarians who come annually from all parts of the world under the aegis of the State Department and ALA to provide names of important new writers of their various countries, to be shared by libraries which could use them?

With regard to the partially sighted, libraries responding to the questionnaire tended to be optimistic. A number joyfully announced that the appearance of the new large-type books enabled them to report “no problem.” There appears to be a natural tendency among librarians to identify the partially sighted with the elderly, to see the problem through the dimming eyes of long-term customers who seek hopefully for large-print books and find themselves able to read fewer and fewer of the new titles. For such readers, seeking pleasure and stimulation, the new large-print books provided a welcome new lease on reading life.

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But there are younger adults whose visual handicaps may shut off not only reading for its own sake but also reading for information and even livelihood. We do not know how many younger readers are partially sighted. In the 1950's, libraries serving the blind increasingly found children among their customers, youngsters who at premature birth were exposed to too much oxygen before it was discovered that a child's sight could be damaged by such exposure. Other children, not legally blind according to the definition then in force, had to be refused service by the regulations governing the service of these special libraries. Quincy Mumford recently estimated that there are 600,000 visually handicapped Americans. Harris C. McClaskey, applying perhaps a different criterion, notes an estimated 4,000,000, of whom approximately 500,000 are children.

There is, therefore, and will continue to be, a sizable group of partially sighted people moving into adulthood, finishing their education, marrying and starting homes, beginning careers. For this group, it is inaccurate to speak of "special needs." The needs are precisely those of any other young person in the same circumstances. What is "special" is the difficulty in meeting them. Looked at in this light, the problems of serving the visually handicapped adult can hardly be solved by the new large-type books, welcome though they may be. Even the much wider range of materials for the blind, now made available to a much more liberally defined readership, cannot altogether meet the needs of this group. It is true that other special services are often available, especially for partially sighted students. Volunteers make tapes of needed readings; public and private agencies provide many types of assistance. But there appears to be a special opportunity for public libraries, one which they have as yet recognized only in part.

The library already has the necessary materials, but they are chiefly in unusable form. For the independent young person with partial sight, these resources might be thrown open by provision of optical magnifiers or other devices. The use of tapes for these users might be explored by more libraries. Special funds, public and sometimes private, are available for such expenditures in many cases. Some libraries have begun to take advantage of such opportunities; results will be watched with interest. While the effort should no doubt involve cooperation, it appears that materials and equipment should be closer to the users than are the centers now serving blind readers. Study is clearly needed, and is fortunately under way. The Center for
Library Studies at Kent State University is now conducting a survey of service to blind, partially sighted and physically handicapped persons, under the direction of John McCrossan, which will report not only the existing situation but also recommend steps to be taken.

The fourth category of needs listed in the questionnaire, that of supplying materials for older readers, ranked last among respondents. No significant variations appeared among population groups served. Only three libraries reported special funds, and only two drew over half the materials used with older readers from special collections. Two had policy statements covering materials for this group, while fourteen noted an increase in demand since 1954.

One need not deduce from these figures that libraries are unaware of the needs of older readers; indeed, they could scarcely have missed the emphasis in professional literature for some years. It appears, however, that materials in regular collections often are found appropriate for the older reader, and that special activities beyond the scope of this paper represent the focus of attention. Where special materials are set aside, or selected for older readers—for example, in selection of deposit collections for nursing homes—there appears to be some difference in philosophy, perhaps reflecting differences in the physical and mental condition of the readers involved. Some libraries stress books and films about accomplishments of older people, useful information about jobs, Medicare, etc., and material about the aging process—the last group also aimed at the group oddly named the "pre-old." Others provide nostalgic and inspirational books. Still others see their task as helping the older reader to remain intellectually alive and alert, to feel in the mainstream of affairs, and thus vary the books and films they offer. No doubt, circumstances affect the materials provided for individuals and groups, but where libraries have not studied their clientele and developed objectives, there may be need for a closer attention to these matters.

Notable in the foregoing comments about the four selected special needs is a certain amount of overlapping. The Spanish-speaking adult who is also illiterate or semi-literate has already been noted. Help in serving these readers seems just over the horizon through the recently announced Project LEER, or READ (Libros Elementales Educativos y Recreativos, in Spanish; Reading for Education and Diversion, in English.) Sponsored by Books for the People and the Bro-Dart Foundation, the project will identify appropriate titles published abroad, have them read and reviewed, and publish recommended lists.¹⁷ An-
other overlapping area among the four categories is that of the older reader whose native tongue is not English; experience indicates that these readers tend to cling to, and re-read, the old and familiar. And, as has already been noted, many older readers are partially sighted.

Overlapping problems suggest overlapping solutions. If it is true, as it seems to be, that beginning adult readers require large print, books purchased for the partially sighted may also help the newly literate. Some libraries have already reported that new adult readers have discovered and enjoyed these books. Might the new reader also benefit from talking books and recordings prepared for the visually handicapped? Since newly blind adults, turning to talking books, have been known to find pleasures in the spoken word undiscovered in the printed word during their sighted days, the talking book might provide one kind of bridge to motivate the functionally illiterate. At present, the law would not permit talking books from the Library of Congress to be used for such purposes, but libraries serving the disadvantaged might experiment with commercially produced substitutes. These particular suggestions may not be feasible; they are made not for their own sake but rather in the hope of encouraging imaginative and experimental thinking among librarians, especially those taking advantage of the newly available funds to expand their services.

Although this paper has been, of necessity, about materials, librarians should not—as they are sometimes tempted to do—think of materials first. Awareness of the need, identification of the problem, has to be the first step. Clarification of objectives comes next, and here many libraries may realistically feel that they must curtail their aims because of limited funds. But others, considering the needs, will be stimulated to search for ways to meet them—through cooperation, professional organizations, new legislation, use of volunteers. Only then can appropriate materials be brought into the picture. Whether they will be word-games, comic books, optical magnifiers, tapes or talking books in a dozen languages, libraries cannot determine until they have identified the potential audience and its need, and decided which groups they will serve, and what they hope to accomplish.

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Getting the Word Around

MILDRED T. STIBITZ

This discussion of spreading the word about library group services will attempt to consider—but certainly not to answer with any degree of finality—a number of questions about this aspect of the service. How does one distinguish between the services themselves and the means used to promote them? What are some of these means? Are they applicable to general library publicity as well as to promotion of group services? How effective have they been? Is there anything new in this area and what are the present trends?

In outlining the areas to be covered in this chapter, the editor posed a question that should be discussed before other aspects of informing the community about the library’s group services—or any services—are considered. The question is this: “Is there any general understanding among librarians of the differences between a publicity program, a public relations program, and an educational program?”

There is understandable confusion in the use of these terms. The same activities are frequently carried on by different libraries and labeled variously “education,” “publicity,” or “public relations.” At different times or in different minds, each may carry a favorable or unfavorable connotation but they are seldom defined. For the purposes of this paper, an attempt will be made to define the terms.

Definition of the library’s educational role usually occurs in connection with a distinction between this and its position as an information center or a source of recreation. Robert Ellis Lee, in his Continuing Education for Adults, 1833–1964, points out that “The library’s adult educational function is performed by providing appropriate means for adults to continue to learn, but only when there is a purposeful aim pursued within the context of librarianship.”¹ The key phrases here would seem to be “continue to learn” and “a purposeful

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aim," and these should be applicable to a program before it can be considered educational.

"Public relations" is a broad term that covers many aspects of the library's relation to its users. It may include policies determined by the governing body—such matters as fines, hours of opening, charges for services—and even the atmosphere and furnishing of the building. It is used in the Minimum Standards for Public Library Systems, 1966 as follows, "Public relations begins with a personal approach by every member of the staff to the public, and continues with the promotion of understanding attitudes toward objectives of the library; the dissemination of information regarding operations not readily discernible by the public; and the dissemination of information regarding materials, services, and activities available to the public." In considering public relations it is difficult to avoid the overworked word "image," which actually concerns the face the library turns toward its users and the community as a whole.

The third term, "publicity," is more narrow and is usually a part of a public relations program. It applies to the techniques by which the library and its services are presented. These involve the use of the various media, library publications, signs and posters, and other devices used in promotion for commercial as well as educational institutions.

There are reasons for the confusion about these terms as used in libraries. One is that the same technique may be used for all three purposes. A television series, for example, may be part of a definitely educational program. It may meet the tests of providing "appropriate means for adults to continue to learn" and be planned for this purpose. Or television may be used to create a favorable impression of the library and its place in the community, a public relations function. Or, finally, it may be used as a publicity device to announce library events or promote books on a certain topic which may be borrowed from the library.

To continue the example, each of these uses of television is a legitimate library activity, but librarians should not deceive themselves that they are conducting an educational program whenever they appear on television. It is this type of confusion which perhaps lessens the value of the returns from many questionnaires on library programs. A closer examination might indicate that many activities listed as educational should more accurately be called promotional.

A second reason for confusion lies in the nature of the product.
Although it may be a mistake to consider all reading and all library activities educational, there is a difference in educational value between a library’s materials or services and, for example, a can of soup. This value underlying all promotion of library services inevitably gives it an educational aspect even though the means of promotion may not itself constitute an educational program.

A final cause for the lack of exactness in thinking about our three terms is the question of personnel. Although large library systems may have staff members who devote themselves to educational projects while others are concerned with public relations or publicity, in many medium-sized libraries and, even more in small libraries, the same individual may be working with all three types of programs with a consequent blurring of lines.

It should be emphasized that there is a place for education, for public relations, and for publicity in any library’s program and none should be down-graded. It is important, however, to appraise each in terms of its purposes and aims. A lack of definition makes this difficult.

When one turns to the means of promoting library services, there seem to be certain basic methods that range from personal and individual contacts to attempts to reach large numbers of potential users through radio and television. Some are better adapted than others to spreading the word about group services but all also appear to be used to some degree in connection with other services or in general library publicity programs.

In response to a questionnaire prepared to provide information for this issue of Library Trends (see Phinney, “Trends and Needs,” below), a variety of libraries gave replies to a question on their methods of publicizing group services which, although not definite enough to provide valid statistical results, indicate what methods are in general use. Variations occur because of the size of the community, the availability of staff or budget, and the type of program to be publicized, but no dramatically new methods are revealed. The differences between today’s programs and those of ten or fifteen years ago are rather in increased work with other community agencies and in the changing audiences librarians are seeking. These points will be discussed later.

Like other practitioners of public relations, librarians feel that newspapers are still the most dependable medium for reaching their communities. Practically all the respondents indicated that they depended on them; many gave them the top ranking. Accessibility is certainly
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a factor here. Newspapers are found in all parts of the country and in communities of all sizes. Except in the rare cases in which libraries make use of paid advertisements, the only cost is the staff time involved. In addition, editors in small communities are often hospitable to news of library events, more so than their colleagues in the larger cities.

Calendars of events, and other publications of such community agencies as Chambers of Commerce, radio stations and newspapers, and arts councils, are a valuable means of informing communities about library group services. The Free Library of Philadelphia, for example, mentions, “Regular listing of library events in the WFLN Philadelphia Guide; Center City Resident; Delaware Valley Calendar.”

Librarians also make use of radio and television spot announcements, but several noted that these media were not available to them. Regular library radio and television programs and newspaper columns were also mentioned but less frequently. Some added the information that, although they did not conduct regular programs on the air, members of the staff appeared from time to time as guests.

The obvious conclusion that the size of the community has an effect on the means used to publicize activities is borne out by the comment from a county library in California that “in small towns . . . , word of mouth is more effective than TV spots, and in towns where the branch librarian has a regular column in the community newspaper, this is effective.”

Aside from the news media, librarians make use most frequently of folders, leaflets, or brochures they produce themselves. These may announce programs or describe the services available for groups. Examples of the latter are three prepared in the Akron Public Library: For Program Planners, Facts about Free Films and Filmstrips, and Program Ideas for Conferences and Workshops. Distribution methods vary. Such leaflets may be made available in the library itself or through community organizations. A number of libraries use direct mail for these and other publicity flyers; others say regretfully, “No budget.” Libraries which have bulletins or other regular publications consider them among their most effective means of reaching their public.

Posters within the library are often used to publicize services but rank much lower as a device to take information outside the building. The same relation appears in the use of displays and exhibits. Their use within the library is mentioned frequently but few librarians use
them outside. The use of bulletin boards follows the same pattern.

The use of announcements at meetings of organizations, inside or outside the library, varies greatly. Few librarians consider this their most important means of spreading the word; some do not use it at all. However, at the Miami Public Library announcements are made before every program held in the library. The Cleveland Public Library reports, "Library speakers give talks to groups about library services and about books," and "Field workers visit organizations and individuals." In Cleveland also, "Our Friends of the Library is a channel of information to the community."

Librarians' responses to the question about their spreading the word indicate increasingly a policy of working within community groups and in cooperation with other agencies. Examples of this are found in such notes as: "Co-sponsor or plan and develop with a nucleus group," or "Through membership on boards and committees information is channeled about library activity."

A letter from Terre Haute, Indiana, dated September, 1967, says, "The Citizens Advisory Committee has been of much help recently. In March 1966, when we first called it together, we were in the position of trying to explain how the library, as a neutral, educational institution, could serve the groups they represented and help them work together for common goals. In May of this year, they were telling us—what their needs were, what they expected of us and how we could all cooperate on community problems!"

These instances of cooperation with community groups illustrate the problem of distinguishing between group services and public relations. They are group services and, at the same time, they are an effective means of library promotion. Perhaps the only answer is to admit that there is frequent overlapping between the two, in spite of our earlier efforts to define them individually, and to attempt to keep purposes clearly in mind.

While most group service promotion uses the same techniques used in general library publicity, there are ways in which it has an advantage. One has just been indicated. Group service, through its normal contacts with local organizations, is in an advantageous position to tell its story and to let other library services be known. Its representatives attend meetings, have access to organization newsletters, and are acquainted with individuals involved in these activities.

Another advantage accrues to group service promotion because it is often concerned with specific events. These can be announced on
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flyers and brochures, related to book lists, advertised on posters. While
the same methods can be used to promote general library services, the
specific can be made much more dramatic. For this same reason, the
news media are much more likely to publicize a specific happening,
with a definite date and time, a place, speakers, perhaps, or at least
names that can be connected with it. In their definition this is news
and, as such, much more worthy of space and time than the library’s
day-in, day-out service.

Most of the evaluation of library publicity has been subjective
rather than scientific, but this is true to a degree of even professional
publicity, in spite of ratings and other devices. It is difficult to know
whether a reader asks for a particular book because he has heard it
mentioned on a library program or because it has been promoted by
the publisher.

Group service promotion—at least in so far as it is promotion of
specific events—again has a slight advantage in terms of visible results.
If publicity has been successful in reaching the intended audience,
the event may be well attended. If not, attendance may be poor. But
even here there are other factors, such as competing events, a subject
of little interest, bad weather, and many others. Conversely, a program
may succeed with no publicity at all. A long series of failures may
indicate that information has not reached the appropriate audience
or that the programs do not meet a need. Effective methods of judging
with complete authority are not available.

To sum up, group service librarians appear to have been making
use of the same means of telling their story that are being used for
general library publicity—newspapers, radio, brochures—but with
emphasis on certain techniques that are particularly appropriate to
their programs—direct mail, posters and exhibits within the library,
nouncements at meetings, and group contacts.

Any prognostication involves a certain amount of speculation but,
given the continuation of certain social trends in the country and
some of the directions in which library service is heading, some con-
clusions about the future seem reasonable.

One concerns the audience librarians are seeking to reach, with all
services and with group service in particular. At different times in
their history American public libraries have laid stress on particular
groups, meaning either organized groups or groups of individuals. At
one time, they were concerned with the young man wanting to get
ahead (in the Horatio Alger tradition) or with young people who

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needed to be kept away from the evil influences of the streets. There was the Americanization period when efforts were made to assist the immigrant who had recently arrived and needed help in learning English and adapting to American ways. There were attempts to work with organized labor. There was also a time when the leaders of the community were the target and it was thought that libraries could serve best by providing the information these men and women needed.

This list is far from complete but it illustrates how libraries have shifted their emphasis, usually, it is obvious, in response to the spirit of the times. In each case, a graph would indicate a rising interest, a peak in number and intensity of efforts, and a subsidence, but each grew out of the past and became part of the library heritage without being completely lost. It is not unnatural, therefore, that their increasing interest in community involvement should lead libraries to seek to reach the groups which are now of most concern, among them the disadvantaged, the handicapped, and the elderly.

Federal funds have encouraged the recent discovery of the elderly as a group in need of special services. Community projects such as senior citizens' centers have been developed and various kinds of activities have been directed particularly at this age group. A number of library programs in this area have been carried on and community groups have received many library services. Spreading the word to the older citizen is little different from attempting to reach him when he was younger. Newspapers, radio and television programs or spot announcements, signs and posters in centers, announcements in special group publications—all these find an audience, for one characteristic which differentiates the older person from the younger is the amount of time he has available. This is not always true, of course, but the man with hours to devote to reading the daily paper in every detail is also the one to whom library services may open new doors. The older person who is unaware of the library and unlikely to be involved in organizations presents the same kinds of problems as the younger one in the same situation and ways of reaching him must be devised.

The appearance of new types of materials sometimes provides ways of reaching new groups. An excellent instance of this is the recent spate of books in large type which appeal to a group that often was not able to read the average publication. Members of this group are found in large numbers among the elderly but there are many others
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with limited vision or limited reading ability who revel in the large print. Organizations serving the latter as well as those for the senior citizens are valuable channels for reaching those who need this service.

The recent extension of the use of talking books to those with other handicaps than blindness has been received with satisfaction by organizations such as the Arthritis Foundation. These agencies also offer a means of communication by which offers of library services can be extended to new groups in the community, even though such services are eventually for the individual or even though they may consist only in helping him locate the source of the material he needs.

Programs stimulated by Office of Economic Opportunity funds provide two audiences to be reached with word about library group services. The first is one that should not be unfamiliar with such services although unfortunately it is in some instances. This is the large number of city officials, agency heads, and community leaders who are concerned with the development of programs, and who are not always aware of the potential of library services for the groups they are trying to serve. They must be reached, usually by simple direct contact through letter or telephone, or in person.

The second, and even more challenging group, includes the economically disadvantaged and the culturally and educationally deprived. Throughout the country libraries are taking part in concerted efforts to meet the problems of these groups or are setting up their own programs. These are based on the belief that libraries have something to offer that will help break the cycle of poverty in which some Americans find themselves.

The means of spreading the word to the disadvantaged must be examined critically, for we are dealing with people who are different in many ways from those who have been considered potential library users. (We have been considering service to adults and so will not take into account the many library programs for children.) Many are illiterate or do not read with ease. They are not accustomed to books or to libraries. Of the means of reaching an audience with information about group services mentioned earlier, few will serve here. Posters and exhibits in the library? They do not come there. Brochures, newspaper articles, mailed announcements? For the person who does not read with comfort, these will not serve. Radio and television spot announcements or programs? Perhaps, but they will need to be very different from those libraries have been accustomed to present.

Although there is evidence that many of the disadvantaged do not

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belong to organized groups, where groups do exist they can form a channel of communication; but these groups may well be outside the roster of those with which librarians are accustomed to deal, and the methods used must undoubtedly be different from those used with the middle-class organizations which have been the traditional object of library programs.

Librarians working in the various programs for the disadvantaged stress the importance of personal contact by a staff of a particular sort—unpatronizing, warm, sympathetic, and patient. They emphasize also the importance of taking the service into the community, by some form of mobile library or by the use of buildings such as store-rooms which do not overawe the person unfamiliar with libraries. It is important also that contacts in the community be made by the same staff members who will be providing the library service.

In work of this kind, we come again to the difficulty of separating the service itself from efforts to publicize it. In a real sense (and to twist Marshall McLuhan's saying) the message is the medium. Telling about the library's group services is, in this case, part of the service itself. Taking the service into areas where libraries may not have reached effectively is both spreading the word and doing the work. Although librarians in the past have provided services to the poor and uneducated, they were offering them to people who sought knowledge and realized how it would help them. The first task now is to make the potential audience aware of the library's existence and then to convince it that the library's services will be of value. It will be important to develop techniques that can do this job and will supplement the always essential, but sometimes time-consuming, personal contacts. This presents a real challenge to the imagination.

If any conclusions are to be drawn from the thoughts expressed in this paper, they are very tentative. It seems evident, however, that we have not developed many new and different ways of spreading the word over the past years, although there is room for improving our use of the conventional methods; that librarians are more and more aware of the need to become a part of the community that lies outside the library building; and that it is imperative to find new techniques for reaching the many non-users of libraries—while not neglecting our present users—unless we grant that the library has nothing of value to offer all segments of a society we hope is truly democratic.
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References


A Public Affairs Program—The Detroit Public Library

JEWELL MANSFIELD

Libraries never in a vacuum. The following history of a program is a case in point.

Detroit, in 1964, was well into a massive urban renewal program with the demolition of old buildings, the erection of new public housing, municipal facilities, and office buildings. Expressways were criss-crossing the city where once homes had stood. Reaction to the changes in the city was mixed.

Public controversy reached a new high when the city fathers decided that City Hall, a Victorian building of dubious architectural distinction and physical condition, should be torn down. The emotional pitch of the public's reaction was raised, later, by the variety of proposals for the reuse of the valuable land on which the old City Hall had once stood. A new combined city-county building had already been erected. The brouhaha over the old building indicated a general lack of informed esthetic appreciation and understanding of programmed urban planning. The moment had arrived, it seemed, when the Library should project a series of public programs that would relate its wealth of resources to a local issue, as set forth in Minimum Standards for Public Library Systems, 1966.1 Detroit's citizens would be enabled to inform themselves of the need for urban planning and the philosophy behind it.

There were other factors to buttress the idea of such a program. The Library had cooperated with the City Plan Commission in the early post-war days by making its branch facilities available for neighborhood informational meetings. The library administration had long been involved with official planning bodies in the expansion of

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In February 1964, the Main Library displayed photographs of ten buildings completed around the world, called "Great Architecture for the Sixties." In April, the Detroit Public Library received an architectural "Award of Merit" for its Cass Avenue addition in the Second Library Buildings Award program sponsored jointly by the American Institute of Architects, the American Library Association, and the National Book Committee. In July, twenty-five pictures by architectural photographer Baltazar Korab highlighted beautiful structures in Detroit and Michigan. In addition in September, one of the two metropolitan newspapers planned to begin a weekly feature, "The Most Beautiful Building Contest," which would give the citizenry an opportunity to vote for its favorite among Detroit's recently erected buildings.

The chief of the Community and Group Services discussed the validity of a program on urban planning with the Library's director and service directors. It was agreed that such a program was needed, but that it should be given a cultural overlay by putting the focus on the part architects play in city planning. Then as now, Detroiters were showing themselves more responsive to programs of a cultural nature than to those concerned solely with public issues.

Since the initiation of programs and their general planning is one of the responsibilities of her office, the chief of Community and Group Services was directed to approach the president and subsequently the executive secretary of the Detroit chapter of the American Institute of Architects with a proposal for a co-sponsored program. It was to be related to city planning, and to be held in the new Friends Auditorium in the Main Library, in the city's Cultural Center. The A.I.A. accepted the proposal with instant enthusiasm, and a joint committee met for a preliminary discussion of ways and means. It was composed of the Reference Services director, who is directly responsible for Main Library activities, the chief of the Fine Arts Department, and four practicing architects, all members of the Detroit chapter of the A.I.A., with the chief of Community and Group Services as the program coordinator. At this first meeting, the committee decided on the length of the series of programs, its focus, the subject areas to be covered, the formats to be used, and the time. The architects were charged with selecting the speakers, the panelists, and such visual aids as they would find relevant. The librarians were charged with...
producing a correlated reading list to be distributed to the audience as well as to the general public. The committee decided that the program would have as its title, "Architecture In Your Life." "Architecture — A Reading List," was the title given to the reading list. The printed program and the reading list were to be designed to complement each other.

The architects came to the second meeting, ten days later, with a plan for six programs, the names of the participating personnel, and the necessary information for the printed program copy. The chief of Fine Arts department presented the general format of the proposed reading list, which her department would produce. All agreed that the titles for the list should be popular rather than scholarly, and that the annotations should be informal and lively. It was agreed, too, that the reading list should be selective rather than comprehensive. The following categories were selected to break the list up into subject areas related to the scope of the series: Background; Architects and Architecture; The City and Its Problems; Special Problems; and Today and Tomorrow. The committee also agreed that the Community and Group Services would prepare the copy for the printed program which would then be designed by the Publications department and produced in the Library's print shop. It was decided that Community and Group Services would provide publicity through the press, radio, and television, as well as see to the auditorium arrangements, and the care and feeding of all who took part in the programs.

Eero Saarinen's statement that "Architecture encompasses man's total environment" provided the theme for six free, weekly public programs which began on October 6, 1964. The Dean of Architecture of the University of Detroit began the series with a talk that outlined the history of architecture as a profession, its operating philosophy, and the way in which it affects urban development. The second program featured a panel of well-known local architects who discussed the three major responsibilities of an architect: to his client, to his profession, and to his community. The third program was a case history of how a building becomes a reality. The architect who designed Cobo Hall, Detroit's new convention facility, gave a slide talk which illustrated all stages from choice of location, consideration of functions, submission of several proposed designs and choice of the final design, to eventual construction.

The fourth and fifth programs were again panel discussions, during which practicing architects discussed various building types, the
A Public Affairs Program—The Detroit Public Library

philosophy common to them, and the faults and virtues of domestic or residential architecture. These two programs showed impressively the importance of land-use and the way in which many factors other than design determine the final shape of a building. A landscape architect and a construction engineer contributed basic information in these areas. The final program was a spectacular summary and projection into the future. The director of the City Plan Commission and an architect who works as a planner presented a slide talk relating architecture to man's total environment, taking the audience to the great cities of the world and then back to Detroit to show the progress being made and the plans on the drawing board.

Each of the programs in the series was opened by the chief of the Fine Arts department, who introduced the evening's speakers and panelists; this was according to the Library Commission policy of having a librarian open public meetings in library facilities. Each program was followed by a question and answer period—all so animated that they were difficult to cut off.

A prolonged newspaper strike deprived the program of all publicity in the two metropolitan dailies, and forced the cancellation of "The Most Beautiful Building Contest" on which we had counted for motivation of interest among prospective audience participants. The average weekly audience of sixty-five persons was somewhat disappointing to the architects as well as to the library staff. We can only say with Robert Burns, "The best laid schemes o'mice an' men/Gang aft a-gley." Nevertheless, this series of programs, "Architecture in Your Life," drew students on assignment from Wayne State University's Monteith College, a building consultant, and many lay people. In terms of content and presentation it was eminently successful. The articulate appreciation of the laymen in the audience made it obvious that we had achieved our goal of furthering their understanding of urban planning and relating the library's resources to a public issue.

Reference

Cultural Programs—The Dallas Public Library

LILLIAN BRADSHAW

Because an abundance of group educational activity exists in Dallas, the Dallas Public Library must be highly selective in its program planning. Women's clubs, retail establishments, civic organizations, universities, churches, junior colleges and business groups offer cultural programs; the public library is generally involved in the planning and presentation of these group services. In defining and delineating its special place in providing cultural services, the public library has learned it must continually examine and assess the offerings of other community groups. Often the success of these varied groups brings much of cultural value to diversified groups of citizens and also brings the library more patronage than if it had itself initiated the activity. In the interests of encouraging and supporting all community efforts for adult education, the library staff tries to define, establish and maintain a unique role for its contributions which will complement and strengthen other services.

What role does the library play in the cultural life of Dallas? We have found our major role to be provision of the program which is often beyond the scope of the organizations mentioned above. While our branch libraries regularly offer programs in art, music and literature in support of special needs and interests of their individual neighborhoods, the three activities detailed below were conceived, planned and presented for city-wide involvement of adults interested in new approaches to continuing education.

These three series, Composers Conferences, Focus on Film programs and Book Shows, required the cooperation of many adult education organizations, involved civic leadership and utilized support of all news media. Each was designed to answer an unfilled community need, to demonstrate library resources so as to make them educationally attractive to the citizens who support the library, and

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to demonstrate the related capabilities and resources of fellow cultural
institutions maintained by these same taxpayers.

Composers Conferences have been offered by the Library’s Fine
Arts department since 1958. Each conference is designed to provide
the audience with the opportunity to hear new music, to provide the
composers with an opportunity to hear their compositions performed
by professional musicians, and to set up discussion groups in which
all can discuss music with panels of respected music critics.

These conferences require extensive planning and cooperative sup-
port of all music groups within the Dallas Federation of Music Clubs
and of the music press. Volunteers solicit funds for expenses above
those provided from the library’s budget. Local universities provide
musicians to perform the compositions and the American Federation
of Musicians, Local 147, pays a portion of the performance fee for
the musicians. Newspaper, radio and television support is excellent.

At each conference, manuscripts have been entered from an average
of twenty-five states and three foreign countries. First, these are
screened by a committee representing the local music community.
Artists whose works are chosen for performance are invited to be
present, to hear and to assist in the general discussion. Among the
conference moderators have been Paul Creston, Darius Milhaud and
Gunther Schuller. The Dallas Symphony Orchestra, conference co-
sponsor, performed works of the conference moderators during its
regular concerts, thus further integrating the music activities of the
library into the mainstream of community cultural services.

These music programs have provided many young musicians with
their first opportunity to have works performed in public and have
provided citizens of Dallas with an occasion to hear, to question and
to learn new trends in music. George Henderson, Head of the Fine
Arts Department, says

We feel that the best test of the value of any art is the opportunity
to have it presented and to get public reaction to it. This Depart-
ment has a responsibility to discover and promote new talent in
its subject fields. This is done by presenting public programs in
cooperation with community organizations, which, in turn, makes
the library a part of the responsibility of the co-sponsoring organi-
izations.

While many adult educational organizations consistently present fine
music appreciation programs on a regular basis, the library, through
these programs, has tried to break new ground on which these other

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groups can build future activities. In addition, the library has established a fine community union with another major cultural group, the Dallas Symphony Orchestra. In these times of increased competition for the cultural dollar, we have found it mutually beneficial to plan group activities and to act in harmony with such a public organization maintained by and for the people.

Another cultural manifestation is represented by the Focus on Film programs as described by Mrs. Masha Porte, Head of the Audio-Visual Department:

Conceived as an educational and recreational service, “Focus on Film” is intended to acquaint the public with film services, serve as showcase for the collection, and encourage greater appreciation for the film as an art form and a medium of communication. One of the unique qualities of the film is its adaptability to an endless variety of program uses. This versatility enables the planner to fit a film into some preconceived format or program; it may inspire some association heretofore unthought of, or provide an unusual combination of cultural ideas.

There has been no consistent attempt to arrange “book-related” programs, as it is the conviction of the audio-visual staff that the film is a valid independent means of communication, and, though making use of other art forms, is itself a unique vehicle for creative expression. Only two series have been directly book related. The first season in our new building, 1955-56, was called “This is YOUR Library,” and was planned to acquaint the public with the new subject department system. Each month the program featured a different subject department by showing films on subjects in that field and by having the department head speak about his subjects. Then, to commemorate the tenth season of the series, in 1963-64, the theme was “Authors” and the films dealt with Twain, Chaucer, Hemingway, Sandburg, Dickens, W. B. Yeats, Dylan Thomas, Robert Louis Stevenson and Hans Christian Andersen.

Although for some seasons a speaker introduced each showing, guest speakers have not usually been responsible for attracting an audience. The event which benefited most from its speaker was the program of Martha Graham dance films, when Aaron Copland, who composed the music for one of them, Appalachian Spring, appeared to talk about his role in this collaboration. Mr. Copland drew an overflow attendance and hundreds were turned away.

Attendance has varied from a low of 15 for a program on community education, to a packed house for Aaron Copland. Other overflow audiences came with showings of such films as Heming-
Cultural Programs—The Dallas Public Library

way, Mystery of Stonehenge, Shakespeare: Soul of an Age, Red China, and the Chaucer program. As “Focus on Film” developed over the years, attendance has steadily increased and stabilized, with consistent response at or near capacity.

Also flexible from year to year has been the length of the season, with monthly programs varying from six to eleven in the year. Special events in connection with such activities as United Nations Week, National Library Week, and local observances, account for other showings during each year.

Attendance cards are the basis for a mailing list for announcements of film showings which are also sent to public schools, area colleges and universities, and such institutions as the YMCA’s and YWCA’s. As a result of widespread publicity from newspapers, radio, and television, audiences are drawn not only from within the city limits of Dallas, but also from the surrounding suburban communities within a 50-mile radius.

Two ingredients are important to the smooth conduct of the “Focus on Film” series. One is careful planning, from selection of films to scheduling of work deadlines for mailings, posters, press releases and program notes. Secondly, a quality of professionalism in the operation of the program itself lends a sense of occasion to the evening. Informality of dress and programming may best be left to the neighborhood branches. In the central library, an atmosphere of friendly dignity and decorum makes the occasion important.

The thousands who have participated in these programs over the years would attest to Mrs. Porte’s ability to enliven the spirit and enlighten the mind of her audiences.

The third example of this library’s educational programming concerns book-centered activities. In this era of technological change when attention is focused on media other than the book, this staff is committed to the responsibility of demonstrating the power, the beauty and the significance of the written word as a lasting record of man’s thoughts and actions. To do this, we have sponsored major book shows with significant cultural themes.

Made financially possible by the Friends of the Dallas Public Library, three such shows have been staged since 1963. Conceived by the staff, assembled and mounted with the help of appropriate consultants, these exhibits are displayed as attractively as possible and publicized on a broad scale. But the exhibit itself is only the tool for lessons in literature, history and the arts. Docents, trained in the contents of materials on display, lead tours and guide group dis-
cussions. These guides are volunteers from such groups as our Friends; the American Association of University Women; alumnae groups from Smith, Wellesley, and Brandeis; and Business and Professional Women. Each one goes through a training period concerning all phases of the volumes on display, on group reaction, on lecture techniques, and so on. Transportation is provided for students in underprivileged areas, buses pick up senior citizens at Homes, clubs schedule meetings at the library, and art classes visit the exhibits.

Our first book show, "Words That Changed The World," contained ninety-four rare and irreplaceable volumes. These volumes ranged from the Gutenberg Bible to Marx's *Manifesto of the Communist Party*; from Vesalius' *Fabrica* to Pope John's *Mater et Magistra*; and through Homer, Virgil, Dante, Chaucer, Cervantes, Shakespeare, Goethe and Tolstoy. The first edition of Milton's magnificent *Areopagitica* was on display to speak for this library's stand on censorship. The catalog's introduction, written by the library's Director, said:

This Exhibit is a declaration to the words of Western man. It offers a portion of his thoughts through which our world was changed and without which our concepts of living would be vastly different. . . . It seems fitting that a public library, whose doors are open to all, should provide such a remindful display, for words are man's most democratic cultural heritage. . . . In order that the knowledge of the past and the present may be the inheritance of all in the future, the Dallas Public Library invites young and old, scholar and student, to view and then to read, to agree or to dissent according to his own convictions—for the words on display are the heritage of all people—a heritage upon which man's thoughts and man's actions may continue to go forward.¹

On such great books, this library stands and to such an exhibit came the people to examine and to learn.

The most recent exhibit was staged in tribute to the arts which have made the book a thing of beauty. It was a testimony to the interwoven bonds between the artist, the writer and the designer and was titled "The Arts of the French Book, 1900–1965."

This subject attracted groups which had not had primary interest in previous shows. Art groups, classes and museum members saw this facet of the library's concerns. For the average patron, increasingly accustomed to paperbacks and textbooks, this display of beauty and talent within the covers of a book represented an educational experience in itself. Elements of modern bookmaking which produced the
great livre de peintre were emphasized in the display and in lectures. Artists ranged from Delacroix to Braque; books from Manet's great Le Corbeau to Picasso's magnificent Les Métamorphoses. Attention was paid to all phases of modern bookmaking, printing, type designing, papermaking, and binding.

Since the book shows are temporary exhibits, the special educational events are planned to relate to permanent values in the community. Speakers present lectures concerning content of volumes on display, highlight local collections which relate to the theme of the exhibit, describe the art of collecting, and so on. Film showings and slide presentations are popular and supplement the lectures. As each book exhibit is dismantled, the staff hopes that respect for the printed word and new avenues of pleasure have been opened to local readers.

These book shows illustrate the responsibility of the library staff to create new ways of reaching readers, of stimulating the senses and of adding stature and respect to the book itself. Attendance at the shows and at the educationally related events attests to the popularity of these group services.

A public library represents the most acceptable and accessible instrument for self education in a community. While this role can be aided by other organizations in the community, opportunities open to the public library for planning, cooperative leadership and the utilization of talents from all walks of life and all interest groups are countless. With clear educational goals based on understanding of the community's needs, group planning can truly forward group learning.

Reference

The Live Long and Like It Library Club—The Cleveland Public Library

FERN LONG

When, in 1941, the Adult Education Department was established in the Cleveland Public Library following a recommendation made in the survey conducted by Leon Carnovsky,1 one of its stated objectives was to approach, serve, and cooperate closely with every kind of community agency. The implications of this went far beyond this simple statement and meant the developing of approaches, techniques and materials which, so far as those of us who were involved in this experiment knew, had not been used before by libraries.

Our efforts to achieve this objective bore a variety of fruits. One of them was the development of a special program with and for older people. Two paths led to the creation of this service, one indirect, the other direct.

Let us consider first the former: in 1943, a German refugee, once a leading social worker in Leipzig, persuaded the Benjamin Rose Foundation, a Cleveland agency dedicated to promoting the welfare of the elderly, to attempt an experimental "golden age" program. As he developed groups in settlement houses and churches, he turned to the Cleveland Public Library for help in planning his programs, which were mainly recreational. His search was for games, entertaining films and an occasional book review.

Three years later, in 1946, another and different approach was made to us. In the interim the originator of the Golden Age Club idea had retired, and the Cleveland Welfare Federation employed a worker whose sole assignment was to devote herself to work with older people. This worker, Mrs. Lucia Bing, had worked with Clara Lucioli who at that time was head of the Judd Fund Division Service to Shut-ins.

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Convinced that programs of pure recreation were not enough for the growing numbers of older people who were finding themselves at loose ends after retirement, after the departure of grown children, and after the loss of contemporaries through death, Mrs. Bing consulted Miss Lucioli about the possibilities of the library’s attempting an informal educational program for older people. She believed that a library, with its less formal setting and atmosphere, would be a more inviting milieu for such an experiment than would a public school or conceivably a college. Besides, no cost of any kind to the participant is involved in library programs, and this was, and is, an important factor to bear in mind when planning for the majority of the elderly.

Miss Lucioli promptly recognized that the organizing of such an effort properly belonged in the Adult Education Department, and a planning conference was set up with three representatives, two from the library and one from the Welfare Federation.

The first programs, devised by the three, centered strongly on the problems felt by older people and not clearly articulated by them. Housing, health, income, loneliness—these were (and still are) the four subjects which elicited the greatest interest. In the beginning meetings were held at fortnightly intervals, but after the first year this was changed to a weekly schedule. As time passed, the range of interest broadened, and programs embraced a wide variety of subjects. A small program committee recruited from the members met regularly during the early years and indicated the group’s interests, which were really no different for this older segment of the population from those of its main body.

This may lead to a question which has frequently come up: if the interests of this group are so similar to those of the people in general, why are they segregated in their activities? Oversimplified, the answer is that society has segregated them in many subtle ways, with the result that the aged feel more at ease with their own contemporaries, especially in learning situations. The segregated, whether by age, color, religion or national origin, never really segregate themselves. Society produces the condition.

A word needs to be said about the name of this particular library activity. The planners felt sure that the concept of “club” would have a special appeal for the older, frequently friendless, person, and so it was decided to incorporate that word in the name. Very shortly before, the founder and director of the Cleveland Health Museum, Dr. Bruno Gebhard, had dubbed a hobby show held in his museum “Live Long
and Like It.” He graciously contributed the name to us. As a matter of fact, he participated in the planning of the Club’s programs concerning health, and played a major role in presenting an institute, “Health and Happiness,” a joint venture of the Health Museum, the Welfare Federation and the Library.

In 1954 the Adult Education Office of the American Library Association gave one of its Grant Awards to the Cleveland Public Library to enable it to develop experimental small-group activities within the framework of the larger “Live Long and Like It” program. The booklet Report on Project of Experimental Group Development with Older People is still requested from time to time.

There was always a close connection between our programs and related materials available in various departments of the library. For each program two books are listed as suggested reading. Two book displays are set up on a large table outside the auditorium; one is related to the subject of the day’s program, the other is intended as preparation for the following week’s. Films are used extensively, and in most instances an appropriate one is shown immediately after the subject presentation. The use of materials has in general kept pace with the evolution of the club. That is, whereas in the beginning concentration was on the subject of aging itself, there has been a constant broadening into every topic of common interest.

Almost inevitably, if one becomes active in any phase of work with older people, he becomes involved with others either in the same field or in closely related ones. Very early in the years of Cleveland’s planning for its older citizens the Welfare Federation established a Committee on Older Persons whose function was to exchange information on projects already under way, avoid duplication of efforts and stimulate new experiments. The library has always had one, and sometimes two, representatives on the Committee on Older Persons, and currently one representative serves on the Steering Committee, which is the policy-making group of the main body.

Good fortune has smiled on the “Live Long and Like It Library Club” in many ways since its inception. Not the least of these was the interest of the then editor of the Cleveland Press in the whole area of work with the elderly. He not only publicized the library activity in his newspaper, but until the time of his retirement in 1965, paid for an annual birthday luncheon for over five hundred “Live Long and Like It” members. The morning newspaper, the Cleveland Plain Dealer, has been equally generous in writing not only about the Club’s
programs but also special features about some of its most active members. When there have been local radio or television series about work with the aged, the library has invariably been included, by participation and not by mention alone. Quarterly mailings of programs go out to approximately sixteen hundred people who wish to receive them. Very likely, however, the most effective means of publicizing has been word of mouth. Some of the members carry with them extra printed programs to give to friends, or even to so casual a contact as someone sitting beside them in a bus. Public attention given to "Live Long and Like It" has not been limited to Cleveland alone. At least one syndicated column was written about it, as we know from clippings which reached us from various parts of the country. Several magazine articles by free-lance writers were published. In 1960 the United States Information Agency issued a release about "Live Long and Like It" which was picked up by newspapers in Sweden, Norway, Denmark, Switzerland and India, and possibly by others, although clippings and communications reached us from only the five mentioned.

Even though in Cleveland there has been a proliferation of activities designed for older people, there has been no slackening of interest in the "Live Long and Like It Library Club." It retains the unique position of being an educational program of almost uniformly high quality and as such the community recognizes it and values it.

Reference

Working with Local Organizations—The Enoch Pratt Free Library

EMILY W. REED

As a newcomer to the Pratt Library, one of the things which has impressed me has been the evidence of long-standing working relationships between all public agencies of the library and community groups at every level. This case history represents a backward look to see how these relationships have developed. Attention has been centered on the adult area, although work has been done with community groups by the juvenile and young adult services.

One finds that work with groups became important with the shift in administrative emphasis to the educational purpose of the library when Emerson Greenaway became Director in 1946. Margaret Monroe’s discussion of the development of group services during this period\(^1\) shows the importance of clearly defined and understood library objectives in bringing about sound relationships and programs.

Two statements of purpose from this period are of special importance as they established understanding of the place of group services within the library’s over-all function. In the first, Greenaway declared that it was no longer enough simply to provide books, but essential to provide in addition stimulation and help in understanding their content.\(^2\) The other acknowledges educational services to adults as a primary function of the library, and states that “the Library pursues an active program of stimulation, leadership, and cooperation with other agencies in encouraging the reading of socially significant materials. It accepts its responsibility for the direct communication of ideas through organization of discussion groups, institutes, film forums and the like.”\(^3\)

While the dominance of educational purpose characterizes this period, the recognition of education as a library goal was not new. The

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ordinance which established the library stated that its purpose should be “perpetually promoting and diffusing knowledge and education among the people of the city of Baltimore.”

Joseph L. Wheeler, the Director from 1926-1945, saw education as an objective of the library, even though it has been noted that his emphasis was on building book collections and staff to make research and information possible and effective. While he recognized the importance of reaching out into the community through staff participation as speakers and as members of groups, it was quite a different kind of reaching out from the library-motivated and cooperative programs of the later period. Reports from the thirties, however, show the gradual building of a foundation for the later group-focused activities. Departmental reports refer repeatedly to cooperative projects with organizations and institutions, which is significant in that cooperative or co-sponsored programs became characteristic of this library’s mode of operation under Mrs. Marion Hawes, Coordinator of Adult Services, 1948-1960.

In an annual report for 1946 a department head says that the close connection between his department and groups and institutions in his subject field was the result of a policy of twelve years standing by which the staff searched out related activities throughout the community, then established contacts with the leaders and the members of the groups involved. He also mentions his department’s having stimulated the formation or revival of organizations for which a need was apparent. Small wonder that six years later he could write that it had become an established pattern for people to turn to the library for help in planning objectives, organization, and program.

With the intensive community activity in the late forties came a consciousness of a need for staff training for work with groups. Over a period of several years, efforts were made on several levels of in-service training. Staff-wide institutes on community work and discussion leadership were held; some staff were involved in training for the “Library-Community project”; others attended library-school-sponsored institutes with effects which spread to other staff members; community studies were made in branches. When the Films Department was established in 1949, training, not only for staff but for group leaders, was found necessary for the effective use of films with groups.

All kinds of groups have been attracted by the film service. Church, business, governmental, health, and many other special interest groups
have been invited to preview films both for consultation in selection, and to make known to them our resources. In some cases the staff has contributed columns on available films to organization publications.

Various other means have been used to meet specific group needs. Casual tours of the central library have been largely replaced by visits tailored to special group interests. Many groups have been reached through exhibits at meetings from which books have been circulated, and staff who could “sell” the books have been selected to man such exhibits in order to make them most effective.

As might be expected, there have been problems. Even in programs where responsibility has been shared, demands on the staff have made us question whether a branch library has the resources to attempt such programs, and to wonder whether the library should concentrate its efforts on centrally planned programs which might be repeated in various locations. Although cosponsorship is generally effective it does not always work. The failure of one branch program requested by and planned with a neighborhood group was attributed at least in part to the possibility that the request represented “aspiration rather than community needs or interest,” and planning for others rather than themselves. In recent years we have felt the need for an objective study of our programs to be sure none of them are going on just out of habit.

Although this library has conducted or cosponsored discussion programs, we have not had many in recent years. One reason has been the amount of staff time this type of program demands, but a greater influence may have been some reservations on the part of library leadership. Monroe refers to administrative reluctance to embark on this kind of activity.

Patterns of cooperation identified in her discussion of the library’s programs still stand, for example: programs which are entirely library sponsored; programs of outside organizations in which the library provides at its own initiative auxiliary services such as reading lists, exhibits, films and talks; programs in which the organization requests the provision of these services, and thinks of the library as a cooperative agency; cosponsored programs in which an outside organization invites participation of the library in planning, program, and publicity; cosponsored programs in which the library takes the initiative; and community projects initiated by an area council or coordinating group which invites the library to participate in any of these ways. Whatever the pattern, Mrs. Hawes’ preference for the cosponsored meeting
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has had a profound influence, and it is still preferred because it provides more variety of audience and a larger opportunity for interpretation of the library's resources.

Has the library been meeting the needs of the community? If a person had been on an expedition to the innermost parts of Tibet during the last twenty years, I believe that on returning to Baltimore he could trace the large concerns that have affected the city's people during that period through the library's sponsored and cosponsored programs. There have been major institutes and branch programs on atomic energy, family problems with emphasis on parent-child relationships, crime and juvenile delinquency, intergroup relationships, aging, the United Nations, and U.S. relationships with China and Southeast Asia, unemployment, the inner city, and changing urban neighborhoods. And there have been recurring or continuing projects on leadership training and adult education, and various cultural programs.

The responsiveness to community concerns demonstrated by these programs, most of which were cooperative or cosponsored, accounts in a large part for the fact that it is still as true as it was in 1949 that "the library's position of leadership in the community is such that, whether projects are initiated on the neighborhood or city-wide level, librarians are apt to participate at the planning stage." 15

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A Program Planners Series—The Seattle Public Library

ELLEN L. WALSH

During the late 1940's it became evident that the women's clubs of Seattle needed information and help if they were to achieve their potential. The war had accelerated the pace of change, and the life of the city was different from what it had been and complex in ways which many residents neither understood nor welcomed. The clubs of Seattle, like those of other cities, have been a significant force in adult education and social change. Facing the new conditions of the post-war years, they needed more knowledge of community needs and resources for programming, and more skill in program development and presentation.

In this context, Grace Stevenson, then head of the Adult Education Department, developed a one-day program planners institute modeled after those presented by a few libraries in other parts of the United States. This 1948 institute proved to be the first of an annual series which as yet shows no sign of terminating.

The Central Library was demolished in 1957 to make room for a new building and in temporary quarters there was no room for a large meeting. The best solution seemed to be to take the program to a wider audience by changing it to a television series. Seattle's educational television station, in which the Seattle Public Library is one of the participating institutions, was interested and cooperative. The interest and cooperation have continued to the present. On television the programs have reached a greater variety of organizations as well as a larger audience. In the early years, attendance records showed a preponderance of representatives of Parent Teacher Association units. Telephone calls and letters which come after the television programs show that this disproportion no longer exists, and that men's

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organizations as well as women's find the programs worthwhile. Tele-
vision does have one inescapable handicap, however. There is no face-
to-face contact between viewers and program participants nor between
viewers and other viewers. Therefore, in the auditorium of the new
library a workshop meeting became part of the annual series.

The Planning Committee. Each year, work on the program series
begins with the formation of a planning committee. Throughout the
year, the staff of the Adult Education Department builds a file of
notes and clippings on men and women who have had noteworthy
programs or who have ideas or contacts that should prove valuable.
They are asked to serve on the committee as individuals, not as repre-
sentatives of their organizations, and usually serve only one year. In
addition to these are appointed representatives of the city and county
P.T.A. and of the parent groups connected with the Catholic schools.
These groups have been among the strongest supporters of the series.

Functions of the committee members are to suggest program con-
tent, to take part in television and workshop presentations, to suggest
names of other participants, to develop segments of the program for
presentation, and to publicize the series by distributing printed an-
nouncements or by other appropriate means. The planning commit-
tees have been of inestimable value to the series. Without them, it
might have become repetitious and out of touch with the actual needs
of organizations. With them, it has maintained variety and responsive-
ness.

Program Content. Analysis of series content for twelve years reveals
four types of presentations. Those which were specifically on the sub-
ject of program techniques accounted for 40 percent of the total.
Demonstration programs presented as examples of how to shape and
carry through a program of a certain type or on a certain subject
made up 27 percent. Club topics other than programming (parliamen-
tary procedure, publicity, committees, etc.) constituted 12 percent.
The remaining 21 percent of the presentations gave information on
sources of speakers and other aids. One community resources topic
is selected for emphasis and given extended treatment. For example,
in order to help clubs approach the subject of race relations, one
segment of the 1963 television series introduced a representative from
each of the nine organizations which offered program help in this
field. Each briefly described his organization and its objectives, then
stated specifically what it offered to program chairmen. These state-
ments were included in the information kit.

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A Program Planners Series—The Seattle Public Library

For inexperienced program chairmen, basic information on the responsibilities of program committees and the content of program meetings is always included. Experienced chairmen appreciate new ideas on using members in programs, and variations on presentation methods. All enjoy the opportunity to "preview" new speaker talent which appears in the demonstration programs.

The workshop which follows the television series is designed to give what television cannot—warmth, involvement and face-to-face contact with experienced people who can give information and direction on an individual basis. Usually there is a morning session and an evening session, not identical but similar in the subjects covered. The workshop has greatest appeal for inexperienced people, although it attracts also those with years of club work to their credit.

Very soon after the opening of the meeting, some device is used to get each participant to introduce herself and make a statement or take part in a discussion. It may be a question such as "What was your club's best program this past year?" or it may be breaking into small groups for discussion. But, whatever the device, the result is a comfortable and freely responding group. A panel of experts commenting on club problems and handling questions from the group is a part of every session's program. To encourage groups to use significant films, demonstration film discussion is included. Experience indicates that book displays get little attention at meetings unless a specific time is provided in the middle of the meeting for them to be examined. The mid-session coffee break at the workshop takes care of this point. Brief talks and demonstrations on points such as introducing speakers, keeping the meeting on schedule, and so on have proved valuable.

Information Kit. All evaluations indicate that the information kit is the most valuable element of the series. The 1967 list of sources of free speakers includes seventy-one entries divided into six categories: Public Affairs, Health and Welfare, Handicapped, International Affairs, Race Relations, Special Interest Topics. No organization is included if it provides only promotional talks on its own work or need for funds. It must provide qualified speakers on its subject field, such as a discussion of mental retardation, not a talk on how the local society uses its funds. Organizations which are listed in the kit usually find that they receive a substantial number of requests as a result. Other organizations ask to be listed because they have heard of these results.

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Speakers' bureaus which are listed supply six hundred copies of their topic sheets, giving full information on what is offered to program chairmen. The library adds book and film lists and useful guides for program chairmen, then assembles the six hundred kits for free distribution. Circulating copies are available after the distribution supply is exhausted. Each P.T.A. unit in the city receives a kit through the headquarters office. Others are issued on request and go to organizations of many types, ranging from the Association of the U.S. Army to the Y.W.C.A. Wives.

The Series as Television Material. The program planning series is one which appeals to a minority of the viewing audience, even on an educational station. But KCTS-TV recognizes that there are thousands in that minority, that each one represents an organized group within the station's area of service, and that sharing the knowledge and skill of club leaders through the medium of television meets a real need.

If standards of quality are to be met, certain inherent difficulties must be overcome. The series is primarily verbal and informative rather than visual and full of controversy. Therefore it must be carefully planned for variety and visual interest. The participants are often without television experience and need guidance in order to perform well. The television professional who is director for the series is a very important part of the team.

Results of the Series. Clubs have been influenced by many things in the past two decades, but it is safe to credit the library's series with much of the program competence which has developed over the years. Other results are identifiable. The community has benefited because of the acquaintanceship and cooperation among club people who have worked on the committees or have attended meetings. In recent years, significant contacts have been made in this way between men and women from Negro organizations and other groups in the community. Speakers' bureaus on a wider variety of topics are now functioning, many of them having asked guidance from the library on subjects and types of presentation. Several organizations have intensified the program training given within their own groups, using library materials and sometimes calling on the library for training help. For the library, the results are seen in requests for program advice, in organizational contacts, and in increased use of books and films. The series has to some degree achieved its purpose, and the clubs of this metropolitan area function better because of its existence.
Service to the Disadvantaged: A Pilot Project—The Los Angeles Public Library

EDITH P. BISHOP

In the fall of 1964, Los Angeles Public Library submitted a request for $519,536 of Library Service and Construction Act funds to finance an experimental two year program of service to the culturally and economically disadvantaged.

The program was designed to reach people of all ages and to provide an awareness of the services available, of reading guidance and opportunities for self realization. The objective was to provide the library with the means of serving more adequately the citizens of certain selected areas and to work with other agencies in offering educational, cultural and recreational stimulation and satisfaction. Primarily this was an endeavor to go into the community, taking library service to the residents.

The staff assigned to the branches of Los Angeles Public Library had long been aware of the necessity of a dynamic program of work in and with the community, especially in areas where the residents were unfamiliar with free library service, struggling with functional illiteracy and overwhelmed by providing the barest necessities to maintain life. Librarians extended themselves to meet the needs, but the staff allocations were inadequate. Budget requests for additional staff had been unfruitful. Library Services and Construction Act funds appeared the only hope to demonstrate the need and the desirability of meeting that need.

The seven regional librarians and the Director of Branches approached the problem first with the idea of fulfilling the requirements of the entire city. It became quickly evident that such an approach was not feasible economically or administratively. And so a project in four phases was proposed.

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One phase was the establishment of bookmobile service in the Southern Region, a low-income area with a heavy concentration of Negroes. The stops would be scheduled in such places as housing developments and shopping centers. Though there were branch libraries available, citizens were not using them, so it seemed essential to go to the people. A second phase would also concentrate on service to a largely Negro population. In this project the emphasis was to be coordination, stimulation and training of the staff in existing branches by three senior librarians, specialists in service to children, young adults and adults. They would work in the Central Region, operating from the regional office. The third and fourth phases were similar in that the program was to concentrate on development of service in a single community by assigning additional librarians to an existing branch. These two phases varied in the type of community they were to serve. Lincoln Heights Branch is located in a community whose population is more than 60 percent Mexican-American. Venice Branch is located in an area of mixed ethnic groups, many with low incomes and substandard housing.

With the assistance of the library's business manager, David Bass, a cost was determined and then the recommendation presented to City Librarian, Harold L. Hamill, the Administrative Group of the Library, and the Board of Library Commissioners. Affirmation by the persons consulted sped the request on its way.

Word from State Librarian, Mrs. Carma Leigh, in April, 1965, that the request had been granted was received almost with disbelief, then with excited joy and the sobering knowledge that there was great responsibility and much hard work ahead.

The necessity for acceptance of the contract by the Board of Library Commissioners and the Mayor and City Council, with the attendant delays, meant that it was December, 1965, before the first staff appointment was made. Meantime much planning was afoot. Regional librarians and the Director of Branches developed broad outlines for getting the work established.

The first appointment was that of the coordinator of the project, Mrs. Johanna Sutton. In quick succession the rest of the staff was chosen, three senior librarians and a clerk-typist for the Central Region, three librarians for Venice Branch, three for Lincoln Heights Branch and the senior librarian and three librarians for the bookmobile. Clerical staff was added as the program developed and as they were needed. All librarians and most of the clerical staff were already
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working for the library and had volunteered for this assignment. Some of these people were already working or had worked in the selected areas of the city or in similar communities; they had already tried to work with the residents within the limited time available. Their concern was both personal and professional. From the volunteers, an effort was made to select those with the energetic, imaginative dedication which is essential to success. In-service training of all staff is varied and continuous: individual members have taken conversational Spanish and courses in race relations; attendance at appropriate institutes and workshops given by universities and other agencies has been encouraged; regular monthly meetings are held to give opportunity for discussion and sharing of experiences and also to present speakers or training in such fields as audio-visual equipment and materials and community programs.

Planning of duties and establishing lines of responsibility and technical procedures were accomplished through conferences between the Project Coordinator, Director of Branches and appropriate staff member. In this way the project was able to take advantage of the knowledge of regular staff and proceed with a minimum of misunderstanding.

The bookmobile program was longest in reaching the community. The ordering, receiving and processing of materials started almost immediately using whatever temporary quarters could be commandeered. A building was located and prepared for occupancy by June, 1966. The bookmobile, with record player, public address system, projector and screen in the side of the van was ordered but the anticipated date of delivery was months away. It was decided to start service in July by using a borrowed bookmobile for the summer months. When that vehicle had to be returned in mid-September a small truck was secured, prepared for use, and service continued under trying circumstances until the long awaited van was finally delivered.

The stops are made regularly once a week and vary from an hour at a job-training center to three hours at most of the locations. The library materials are not differentiated as to juvenile or adult except for picture books and readers. This makes it possible to assist patrons to find materials they can read without any stigma or embarrassment. The bookmobile staff say that they have reached many persons not previously reached; 95 percent of the patrons are new to the library. The community has become more aware of Los Angeles Public Library and hopefully will ultimately turn to the larger book collections and longer hours of service of the branches.

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The staff in the Central Region believes they have established an image of the library as a community agency through the variety of services offered by the staff. In addition, they have created a demand for library service by a number of agencies and have made books available to greater numbers of people through deposits in such places as “Teen Posts” and Health Centers.

Lincoln Heights staff has worked closely with established groups, has joined with community organizations in their projects, and has made extensive use of paperbacks and audio-visual materials, including records for quiet listening.

The Venice staff has been able to develop a feeling among the community of the library as a center of activity; patrons turn to the library for information, they offer help with programs and the staff is invited to meetings. There is a feeling of need for service offered by the library.

The charge to all of the staff has been to take the library to the people, to experiment with materials and techniques. This challenge they have accepted. They have made personal contact by going from door-to-door, talking to people on the streets and attending meetings. There has been continuous involvement with schools, established groups and agencies working in the communities. Head-start groups and adult evening classes have provided particularly meaningful contacts. In the effort to make residents aware of the library, there have been programs and activities in the library and in the community: hobby clubs, film showings, discussion groups, dramatics, bands, fiestas, family nights, block parties, art exhibits, book fairs, guest artists, displays and discussion at banks, manufacturing plants and all kinds of meetings. Posters, banners and give-away materials have carried our message.

The materials selected for use with these citizens have been designed to meet their interests and needs, which are as varied as any other community’s. There has been emphasis on job training and basic skills, on books which are easy to read but of mature interest, on materials in Spanish and Negro history. Particular attention has been given to format; paperbacks are especially acceptable. Audio-visual materials of all types are vital. In all the selection there has been an effort to meet the patron on his own ground. We have had difficulty in identifying, locating and securing many of the materials we need. So we make do when necessary, but continue the search.

We have had two full years of service for this program. It has been
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carried on generally in accordance with the original concept. However, we soon realized that we had made one grave miscalculation. A request for amendment to the contract and the addition of $62,500 has made it possible to employ a public relations representative and a display artist. Though we still have limited experience in this area, there is already a substantial difference in the effectiveness of reaching potential patrons.

Funding of the program for another year has been granted, so we will not only carry on until December 31, 1968, but will expand the service of the bookmobile. We are adding two more librarians, another truck operator and supporting clerical staff so we can operate the van from 9 a.m. to 9 p.m. six days a week. Presently we are experimenting with integrating the project staff into the regular branch program at Lincoln Heights, although at first the special staff did not share in reference desk assignments and other regular responsibilities. We need to know how effectively we can operate with the branch librarian coordinating the program and all the staff sharing in all activities.

We must begin to seek local funding to carry on the program. Our first step will be to present a budget request to take over the bookmobile program. This most nearly approximates service we are already giving, as it is more tangible and the effects are more capable of measurement than some of the other phases. We hope we may secure Library Services and Construction Act funding to continue the work in the Central Region, at Venice and Lincoln Heights for at least another year. We must have more experience with the absorption of the program into our regular service pattern, and we must also experiment with community aides or some other means of liaison with the community.

Mrs. Selma Benjamin, a member of the project staff at Venice, expressed the sentiments of all the staff when she said in a recent report: “Our job is no bed of roses, because every success has to be earned by great effort, and by trial and error. However, I have never enjoyed a job as thoroughly as this one.”

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Library Leadership through Adult Group Services—An Assessment

R. RUSSELL MUNN

The American public library as it stands today is a remarkable achievement, indeed, one of the outstanding American contributions to civilization. I know of no department in our national life that exhibits a greater proportion of able and devoted leaders, men and women of outstanding personality whose work will live on beyond them, beneficently. They have laid a broad base for an institution that will have an even greater future when it shall bodily take to itself the leadership in adult education which it alone is capable of developing, and shall make itself over into a people's university, sound bulwark of a democratic state.¹

Thus spake Alvin Johnson in 1938. His words fell on the ears of this writer, in the springtime of his professional career, like the words of Henry V to his troops at Harfleur. Here was our mandate, not pronounced by a librarian but by one of the most distinguished educators and social scientists of his day.

Johnson, after a careful study of many leading public libraries, based his conclusion on four factors peculiar to his subject: (1) it has the control of the supply of books, the main source of learning; (2) its patrons come to it voluntarily—an essential aspect of adult education; (3) it is remarkably free from censorship, dedicated to presenting all sides of debatable questions; and (4) it is in a position to reach a larger proportion of the population of a city than any other institution except the public schools. (This exception, as most public library registration figures would confirm, was not necessary.)

Johnson was not alone in this opinion. Fourteen years earlier, Learned had written that, if fully organized as an "active intelligence center" and "if duplicated from city to city and organized on a regional or county basis for rural or semi-urban districts, it would im-

¹ R. Russell Munn was formerly Librarian, Akron Public Library, Akron, Ohio.
mediately take its place as the chief instrument of our common intellectual and cultural progress.” Morse Cartwright, long time Director of the American Association for Adult Education, Lyman Bryson, Head of the Adult Education Department of Teacher’s College, and later Cyril Houle of the University of Chicago, all non-librarians have spoken in a similar vein. Why have we not achieved more? Why has the public library, in the intervening years, not achieved this position of leadership? It cannot be said that the reasoning is faulty because the concept has never been fully tested. The most likely explanation is that the challenge has never been accepted by top library management and the necessary organizational structure has not developed.

Because I had recently been appointed to the American Library Association Board on the Library and Adult Education, it was my privilege to attend the notable “Princeton Conference” which was called by the American Association for Adult Education in January, 1939, to discuss Johnson’s findings. In attendance were the acknowledged leaders of the American public library: the administrative heads of most of the largest systems plus such leaders in the library-adult education movement as Mary U. Rothrock, Miriam Tompkins, Jennie M. Flexner, John Chancellor and Carl Milam. Also present were Alvin Johnson himself, officials of the Association and, as principal host, Frederick P. Keppel, President of the Carnegie Corporation of New York. For two days the discussion was lively and sometimes heated. No full account of the proceedings was kept but the following is an excerpt from the brief report of the Secretary:

A divergence of opinion, ranging from a strong belief in non-participation in the leadership of community-wide adult education to an equally strong belief that the library should undertake active leadership became apparent. It was stated (1) that if the library attempts to mold opinion by supplying leadership for groups, it will have to discontinue many of the services it is now rendering; (2) that the library should serve only as an auxiliary to all other agencies in the community; (3) that in the adult education of the community the librarian can be much more effective as adjutant than as general; (4) that it is the librarian’s job to supply tools to make possible efficient school work, club work, etc., and not to supply leadership; (5) that it is not feasible for the public library at the present time to stimulate further demands on the book supply and library staffs by undertaking leadership of groups when there are already insuffi-
cient reading materials and inadequate staffs to meet today's demands; (6) that the library's policy must remain elastic; it must be ready to take over activities that other organizations are unable to attempt or to carry on and also to give over leadership of activities to other organizations as soon as they are ready to assume it; (7) that librarians must take the initiative in organizing community activities relating to the library's special interest—the book.6

The varying opinions are not identified but I can testify from memory that the lines were sharply drawn between library administrators and non-administrators. One of the most vocal of those present has continued to oppose this role of community leadership up to the present time. His view is that we must not spread ourselves too thin, that we cannot do a good job of what Johnson called “pure librarianship” if we give our “time and attention to acting as community leaders of adult group thinking, talking, dramatics, and other activities.”7 These phrases do not, of course, describe the total job of leadership but they represent Wheeler's view of the question. It is significant that when Wheeler left the Enoch Pratt Free Library, his successor, Emerson Greenaway, together with the team of Amy Winslow and Marion Hawes, went farther than perhaps any other major library in approaching the goal of leadership recommended by Johnson.8

Of the obstacles to leadership which Johnson cited, the first was “the rather touching modesty of librarians themselves, immolated to the ideal of standing in an ancillary position to an abstraction . . . the assumed desires of the public.”9 I would venture the opinion that caution, rather than modesty, is a better word to describe the attitude, coupled with a realization of the hugeness of the responsibility.

Another reason for the failure of Johnson's ideas to take hold was the lack of specifics on how the job should be done. He offered no blueprints or organization charts. Although he praised the work done by the reader's advisers to which the major efforts of library-adult educators had been directed during the nineteen-thirties, he did make one significant point which has often been overlooked in the discussions of his views. He stated:

But today as in the early nineteenth century it is the rare individual who can carry his adult educational course through solitary reading. He may provide himself with the finest list of books on a subject he knows to be important, and may start on it with the most deliberate resolutions. He will probably fall by the wayside. Per-
sonal contacts, the clash of mind on mind, are necessary, in the great majority of cases, for persistent educational reading.\textsuperscript{10}

It was up to those who did accept his challenge to develop a plan and an organization. To a considerable extent the development of group services has been the answer.

In 1941 an opportunity to organize for extensive advisory services to groups was presented in the Cleveland Public Library. An "Appraisal Study"\textsuperscript{11} had recently been completed by Leon Carnovsky, assisted by Amy Winslow and, to a minor degree, by this writer. Among its recommendations was one for the establishment of an adult education department. It was decided to implement this recommendation and the responsibility for organizing and supervising the department fell to me. The pattern which was adopted, though new then, has since been recognized as sound and followed successfully in a number of other libraries.

Carnovsky and his staff were well aware of the dangers of compartmentalizing the work relating to adult education. They wanted to avoid a situation in which the rest of the library staff could feel relieved of the responsibility for the total program. To avoid this hazard the department was set up with functional relationships to other departments. The organization chart showed dotted lines extending from the department to the Main Library divisions and branch libraries, in contrast to the solid lines which indicated direct administrative authority. The department could advise and recommend action by these entities; it could not command. Obviously, the success of the program depended on the extent to which the Adult Education Department could secure the active cooperation of the line departments in carrying out its objectives.

The staff was composed of the supervisor (more recently the title of "coordinator" has been considered more appropriate), two "field workers" (now known as group advisers), the curator of the film service which was established at the same time, other assistants in the film bureau and a secretary. It was given full departmental status.

It was recognized from the beginning that group activities would be of two kinds: library-sponsored programs and advisory services to existing community organizations. Although the library-sponsored meetings taking place at the Main Library could be organized and conducted by the department itself, those taking place in the branches required the full participation and support of the branch librarians,
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not to mention the Branch Department. At the beginning this was not easy, although somewhat later extensive programs of Great Books and World Politics were organized and conducted by the branches with the assistance of the Adult Education Department staff. To a greater or lesser degree this has continued, with a variety of programs. Two outstanding later projects, work with the under-educated and with the aging, are still in operation. One of them is described by Fern Long in this issue.

The concept of field workers or group advisers was based on the knowledge that there are hundreds of existing, organized groups in any community, each one with a number of loyal members and all engaging, whether they call it that or not, in some form of adult education. They meet regularly, hear speakers, look at films or discuss topics of common interest. They usually have program chairmen who, with little or no experience in the job, struggle to come up with a series of programs to get them through the year. It was thought that, by applying the techniques of the reader's adviser, these group leaders could be interviewed and suggestions made in accordance with their needs. Various forms of program could be recommended, such as panel discussions, symposia, film forums, and suggestions could be made towards good discussion methods. Subjects of more significance than would otherwise have been chosen, could be urged. A speakers' bureau could be maintained containing names of qualified people willing to appear before such groups free or for a small fee. Reading lists could be made, book exhibits offered and, wherever possible, books and other printed materials should be related to the activities. If highly qualified educator-librarians could apply their skills and knowledge to raising the standards and performance of hundreds of groups throughout the community, this would be a major contribution to adult education. Although it would not be exactly what Alvin Johnson had in mind, it would be real leadership.

This was what was done and, to the extent to which the program has been implemented by qualified staff, it has been successful. Actually the staff has been reduced rather than increased over the years. It is interesting to speculate on what might have resulted from a dynamic outreaching to all groups in the community with a large, specialized staff of skilled group advisers.

One device, used here and elsewhere, is the program planning institute. This has been particularly successful where groups are federated, as in the case of the Federation of Women's Clubs or the Parent
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Teacher Associations or church councils. With the cooperation of the central body, unit program chairmen are called together and much information and assistance offered on a mass basis. A case study of this type of program is included in this issue.

Whether she is advising individual groups, or groups of groups in a program planning institute, the group adviser has a unique advantage. She has experience, she is presumably well read, she has a knowledge of community organization and group discussion methods. Because she consults with a variety of groups she is in a position to pick up good program ideas and pass them on to others. She can also warn against poor ideas. Her office is at the cross-roads of thinking in the community, while at the same time it is situated in what Learned called the community “intelligence center,” the library. She is in a position to effect a cross-fertilization of ideas, and, to change the metaphor, to be a catalyst for their development.

An important element which appeared on the horizon of adult education at the time of the formation of the Cleveland project was the educational film. The beginnings of the Cleveland Film Bureau have been described elsewhere. It was established in September, 1942, as a section of the Adult Education Department. The question of why there, rather than elsewhere in the library, is best answered by stating that the film is primarily a group medium and, since its utilization is involved directly in program planning, this seemed the most appropriate place. Although later film collections, such as those of the Detroit and Cincinnati public libraries, were established as parts of their audio-visual departments along with recordings and other non-book materials, in my opinion Cleveland’s original decision was correct. Experience in Akron, Seattle and other libraries seems to bear out the fact that the medium can be integrated better with the total program if organized by function rather than by form. Of course, if no sharply focused group service agency exists in the library structure, other arrangements must be made. The film can be a potent ally in any group service department because it attracts many program planners who otherwise would not come for assistance. As in the case of program planning institutes, film utilization institutes, involving church, club and social agency groups, have constituted excellent means by which the library can exercise educational leadership. Films also add greatly to the resources with which a group adviser has to work and are most valuable in planning library-sponsored programs.
According to Robert Ellis Lee,

The educational role of the library during the late 1950's and early 1960's was based on the philosophy of integrating the library with the community it served. It involved a thorough knowledge of the importance as well as the educational benefits of working with community groups and organizations; of understanding the objectives, interests and activities of community groups; of participating in the planning of community activities; and of helping the library to become a more active force in the community. 

A number of surveys have been made and articles written which bear this out, but there is very little in the literature dealing with the organization of such activities. Many of the largest libraries have designated an Adult Services Coordinator to give over-all supervision and encouragement to the library’s adult education program. There seems to be a stronger trend in this direction than toward the type of group service department described above. However, Fern Long, who has directed the Cleveland Adult Education Department since 1944 writes:

There have been times when I have compared our organizational pattern unfavorably with that of other large libraries which have instituted Adult Service Departments much more comprehensive than our Adult Education Department. However, lately I have returned to believing that our organizational pattern is not too bad. It has given us the opportunity to concentrate on experimental areas in a way that would not have been possible had we been tied to intricate administrative responsibilities.

Although the bulk of our work will always be with individuals, we must, if we are to exercise general leadership in adult education, become group-oriented in every direction. The chief librarian should be in close touch with, and where possible, an active participant in, the work of the major organizations in the community—the planning commission, the welfare federation, the Chamber of Commerce, the Urban League, as well as labor leaders and school and university authorities. He should seek out every opportunity to call attention to the varied functions of the library and the ways in which it can be helpful. Similarly, the head of the adult education agency of the library and her staff will become involved on a somewhat lower level of the community organizational structure. Other professional staff, in the reference, circulation and children’s services can also play their parts. The branches should be group-oriented on a neighborhood basis and
should be willing to call on the group service department not only for
 guidance but for tangible assistance.

In smaller libraries, where departmentalization is limited, these
functions will be carried by the chief librarian with assistance from
the staff in accordance with their talents and training. It is hoped
that, as smaller libraries become integrated with larger systems, spe-
cialized group advisers will be available.

The chief librarian in a large system has two other responsibilities
in this connection: (1) to secure adequate financial backing for group
services, and (2) to give it his moral support in time of need. To those
branch librarians who may be dedicated to the concept of "pure li-
brarianship" it can be pointed out that a reasonable number of group
activities for adults is just as essential to a balanced program as it is
for children. Specialists in the main library should be encouraged by
the administrators to cooperate in giving book reviews or talks when
requested. The whole staff should be continually reminded of the
educational objectives of the library and the means by which they
can be attained.

Next to adequate funding and strong administrative support, the
greatest need in developing a strong group service program is for
highly motivated and qualified staff. It is probably because there is
such little demand for training either from administrators or from
candidates that this is such a minor aspect of library education. Can
we expect some conviction and leadership from library schools in this
area? As Johnson recognized thirty years ago, "Most librarians . . . have
been educated to regard themselves as custodians and administrators of
books . . . whether or not educational and educationally employed."\(^\text{16}\)
Where guidance techniques are taught they still apply largely to indi-
viduals—except in work with children. The education of children's
librarians has always included training in effective methods of work-
ing with groups, and this training has never been questioned. The
paucity of similar courses for adult group services constitutes a real
handicap in the development of this work.

In 1943 the Post-war Standards for Public Libraries stated that "The
public library should have a positive program of stimulation and
leadership suited to the needs of our time."\(^\text{17}\) In the subsequent edi-
tions of the Standards however, the word "leadership" is missing from
the statements on objectives. Perhaps there is no relationship between
leadership and group services, in which case this paper is based on a
false premise. Yet this writer has long believed that failure to accept this relationship has led to faltering leadership in adult education.

In a recent article Emerson Greenaway points out that:

Public libraries have a great future in the field of adult services because time, money, and resources formerly channeled for work with students will be partially available to meet the needs of the adult population. The great infusion of federal funds for schools and colleges will make it possible to divert attention to the demands of informal continuing education.18

In our planning for this future it is hoped that provisions will be made for strong group service agencies. Working with citizen groups on all levels will go a long way toward achieving a position of leadership in the community which has so far escaped us. If we are to lead in the area of informal continuing education we must organize for it and see that talented and trained librarians are available to staff it. Those who urged that librarians be leaders rather than the servants of education based their opinions on the nature of our institution. The fact that we have not realized their hopes does not necessarily show that they were wrong. Rather, it suggests that as librarians we have not come up to their expectations. Perhaps, as Greenaway suggests, we are being offered another chance.

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Trends and Needs: The Present Condition
And Future Improvement of Group Services

ELEANOR PHINNEY

This chapter is intended to suggest some answers to the following questions: Where have we been? What are we doing? What should we be doing? How do libraries generally see the role of group services today? Adequate answers would require far more space and much fuller research than is possible under the circumstances. The writer will therefore attempt to provide a subjective judgment and forecast based on a series of surveys made during the past twelve years, as well as on the literature.

The first question may most readily be answered by reference to the literature. Among the works which can be cited are the following. The report of the ALA survey on Adult Education Activities in Public Libraries and State Extension Agencies of the United States,¹ published in 1954, constitutes a convenient and significant baseline for tracing recent trends in group services in public libraries. Lee's Continuing Education for Adults through the American Public Library, 1833–1964² provides a longer perspective from which these trends may be viewed, as well as some useful definitions and analyses of the educational objectives and responsibilities of the public library. In Monroe's work, Library Adult Education: the Biography of an Idea,³ depth is added by her carefully stated and tested thesis concerning the phases through which library adult education has passed. Her discussion of shifts in emphasis between service to the individual reader and to groups is particularly relevant. A 1959 issue of Library Trends⁴ devoted to “Current Trends in Adult Education” is a convenient midpoint summary for the period under consideration.

In Minimum Standards for Public Library Systems, 1966, provision

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of materials and services to facilitate the educational development of the community are described as among the basic functions of the public library: "In the last analysis, service, collections of books, the staff, and the physical environment recommended in this statement of standards have meaning only as they reach all the people." The extent to which all the people are being reached through the medium of group services is a major concern of this chapter.

In 1962, an article which appeared in *North Carolina Libraries* was used as a basis for a survey of state library extension agencies to determine their estimate of trends in public library services since 1954. The results were reported in the *ALA Bulletin* in 1963. Later that year, this was followed up by a similar questionnaire addressed to eighty librarians in medium-sized and larger libraries, partly in an attempt to offset any bias resulting from the state library agencies' natural orientation to the smaller library. The answers to this second survey, never fully analyzed or published, have also been drawn on to some extent in this paper. As several contributors to this issue have indicated, a questionnaire was compiled by this writer with their help, and circulated in August 1967. It was designed both to gather information on current programs of service, and to provide facts and opinions for comparison with the earlier surveys just mentioned. The seventy-two librarians to whom it was sent were chosen to provide a sample which would be representative in size, geographical distribution and type of governmental structure of libraries which were presumed to be providing adult group services. The bias of the sample is obvious, but a return of about 70 percent met the need to find out something of what is happening and of what (in these libraries at least) had changed since 1954, and to provide clues to their attitudes toward group services.

Some of the statements of trends originally formulated by Fox, Shue and Penland in 1961 were again tested in this questionnaire. For example, in the 1962, 1963 and 1967 surveys, the respondents were asked to indicate the extent to which the following trend was characteristic of library services in their state or library:

FROM satisfaction with service to individuals only

TO awareness of the fact that the individual's needs may be expressed either alone or within a group; and that groups have corporate interests over and above individual interests.

The spotlight on the individual today reveals the many interests
and needs he has which he shares with other people. Both he and
the librarian are becoming more aware of these interests. . . . Groups,
too, are making demands upon libraries for those services which
answer their needs.  

The extent to which respondents agreed with this statement rose
steadily between 1962 and 1967. Many factors which had contributed
to the library's increased awareness of group needs and their ability
to meet them were cited. In correspondence, Marie A. Davis, coordi-
nator, Office of Work with Adults and Young Adults, commented,

Philadelphia's "jungle" or most impoverished area is one of the most
highly organized areas in the city today—organizations which are
unconventional, non-traditional, lacking in the type of leadership to
which we have been accustomed, overlapping in many instances,
but nonetheless organized! In the past year or year and a half, the
so-called unmotivated, apathetic community has become mobilized.
Whether or not this form of mobilization will be effective remains
to be seen.  

Comments gave evidence both of the library's response to changing
social needs, and to the pressures of the groups themselves; replies
mentioned "society's focus on the disadvantaged," "development of
techniques for new groups," "increased and improved physical facili-
ties and added professional staff," "recognition of needs of unorganized
groups," "rapidly changing educational levels," to give only a sample.

In 1954, Adult Education Activities in Public Libraries stated "while
slightly less than 10 per cent of the libraries were doing a great deal
in helping adults and young adults continue education in group ac-
tivities, the majority of libraries were equally divided between those
doing a medium amount and those doing a little."  

Lee confirms the change in attitude demonstrated in the surveys in his statement, "The
major change during the period [1957-1964] was the gradual ac-
cptance by libraries of services and programs for groups."  

Perhaps the appearance and rapid acceptance of the term "outreach"
best sums up the more aggressive approach and fresh movement in
the direction of group services and of librarians' attitudes toward pro-
viding these services. The 1954 survey found 32.6 percent of the li-
braries taking services outside the library to groups.  

The 1962, 1963 and 1967 surveys, quoting Fox, Shue, and Penland, asked for reactions
to the following summary of trends:

[98]
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FROM library service within the library only

TO service throughout the community

Librarians are assuming less and less that their duties are bounded by the library walls, but are looking up from their desks and out at the community, and are perceiving the need for library service in community life. Hence, they are going out into the community, making contacts with groups and individuals, bringing the library to them. They are holding program institutes and workshops, sponsoring and co-sponsoring discussion groups, film forums and other activities. To reach individuals not connected with groups they are using the various communication media: newspaper, radio and television. Library talks and publicity are not confined to book reviews, but are concerned with making people aware of educational needs and of the library as a resource to fill these needs.13

Responses to this statement in 1962 showed high acceptance by state library agency heads and nearly universal acceptance in the 1963 follow-up to librarians of medium-sized and larger libraries. Comments made in the 1967 survey give evidence of the strong influence of the availability of Federal funds on the one hand, and the increased orientation of the library to “specific groups such as the aging, handicapped and, to the extent that we can identify them, the functionally illiterate,” to quote the response from the Memorial Hall Library, Andover, Massachusetts. Rockford, Illinois, reported that “We are sought and expected to furnish leadership, and more and more people are depending on us as an educational resource.” Many of the means cited are such familiar practices as using mobile units, taking materials to meetings and establishing deposit collections, but the priority given to the work of the adult services librarian in making community contacts and freeing him from desk assignments is high in comparison with 1954.

The emergence of such federally supported programs as VISTA, the Community Action Program and the Job Corps, has in each case forced libraries into a re-evaluation of their own programs and relationships to community groups and agencies. Not infrequently, they came to realize they must assume a more aggressive stance in order to retain the leadership role as a community educational agency which they, at least, had considered well-established. Identifying and reaching the non-user, particularly the disadvantaged, “the unseen man,” and coming to an understanding of the ways in which the library

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could become a vital factor in his life has in very recent years brought a new focus into group services. Elaine von Oesen has written in North Carolina Libraries, "North Carolina's public libraries had more books, more personnel, and better physical facilities in 1966 than in 1941, though they were still below standards for minimum good public library service. . . . A new awareness of the different needs and attitudes of people in the lower economic and educational segment of the community is beginning to affect service patterns."\(^{14}\) Lowell Martin puts it forcefully: "A public library that fails to work with other community agencies is engaging in irresponsible isolationism."\(^{15}\) The fact that "civic issues" have become "social issues" and that community development as an aspect of adult education has correspondingly changed its target population is increasingly reflected in the library's approach to group services.

Trends toward both cooperative arrangements between libraries and the involvement of libraries in a total community program were increasingly evident in the 1962, 1963 and 1967 surveys. A first step, the strengthening of state library agencies was identified by Grace T. Stevenson in her article in The Handbook of Adult Education in the United States, when she said that notable progress in establishing adult services had been made through the guidance and encouragement which had come from the state library extension agencies, and that three factors in their doing so have been ALA's publication and implementation of standards for public libraries, the effects of ALA projects supported by grants from the Fund for Adult Education, and the strengthening of state library agencies through the Library Services Act.\(^{16}\) The concurrent development of systems and various cooperative arrangements between libraries cited by this writer in 1963\(^{17}\) is even more fully evident as an essential ingredient in the improved status of group services in 1967.

Again, the role of Federal funds in the movement "FROM isolated efforts toward community service TO cooperation with other agencies and groups in promoting educational services . . . working with community councils and agencies and others . . . to determine which service can best be provided by the public library, which by other agencies, and which by a community-wide group" and "FROM individual libraries striving alone to meet standards of good service TO cooperation between libraries in the state in every practical area to provide better service to individuals and groups"\(^ {18}\) is clear. Both approaches—establishing working relationships with other community agencies
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and the interaction between libraries of an area—were frequently cited for their added value in stimulating review of activities to avoid duplication and to promote fuller utilization of existing resources.

A thoughtful response to the 1967 survey from Boston points out that while in 1954 that library had well-established patterns of cooperation with other agencies and community groups, today the library is "involved with governmental and poverty agencies in long-range planning which requires a greater commitment of library resources over a longer period of time with some resultant loss of autonomy. By participating in basic adult education centers, for example, we become an integral part of a total operation, rather than jointly cooperating."

Marcus A. Wright describes in a recent issue of the Wilson Library Bulletin a cooperative approach to a public relations program in a rural system which might well provide a basis for reaching adults not only with "an understanding . . . of what comprises good library service and of its availability and value to citizens of all ages," but with group services to meet a wide variety of community needs and interests.

What kinds of services are now most frequently provided for community organizations and agencies? The following typical services suggested in the 1967 survey are listed here in rank order:

1. Compilation or other provision of booklists 47
2. Provision of meeting room facilities for community groups 45
3. Assistance in program planning 43
4. Provision of exhibits of materials 42
5. Co-sponsorship of programs with community organizations 39
5. Directory of community clubs and organizations 39
7. File of community resources 34
8. Film previewing 31
9. Calendar of community adult education activities 20
10. Moderator and leadership training 10
11. Program planning institutes 9

Other services designed to provide information on community activities were noted by eight libraries.

A similar question, concerning the group activities offered by the library as part of its own programming, gave the following result:
1. Book reviews and book talks 41
2. Instruction in the use of the library (including class visits and tours) 38
3. Discussion groups on special subjects or issues 32
4. Film festivals, musical concerts, large group meetings on special topics 30
5. Film discussion groups 23
6. Listening groups (poetry, drama, etc.) 16
7. Listening groups (music) 15

Other activities mentioned included programming for special age groups (e.g., “preschool mothers,” teens, senior citizens); programs for new citizens with films to acquaint them with this country, and talks by consuls about the countries they represent; training in story-telling (for baby-sitters, Sunday School teachers, etc.); TV book reviews on regular weekly programs; creative drama and writing groups; and art exhibits.

A direct comparison with the 1954 survey was made possible by including a table which listed in rank order the eighteen community groups most frequently served by the library. Respondents were asked to indicate the extent of their current services to these groups. Since many libraries did not attempt to rank all eighteen, the results are somewhat inconclusive, but some indications of change in emphasis are clear. Those groups remaining among the first eight (given in rank order for 1967) are: women’s clubs, including study and reading clubs, remaining in first place; subject interest organizations, moving from sixth to second; parents’ organizations; informal local clubs; cultural or aesthetic organizations; missionary societies and church groups; young adult groups; and religious groups. Appreciable upward movement was evident for intercultural agencies, industrial groups, and labor unions, while services to fraternal groups, farm organizations and patriotic and veterans’ groups showed relative drops in frequency. To quote again from Davis, “many of the ongoing programs, particularly lecture series, are attended by family groups including parents and young adults. The young college crowd and young marrieds have been particularly interested in annual lecture series in which we present literary figures; for example, last year we started the series with Susan Sontag.”

Since 1954, groups not mentioned in the ALA survey have received increasing attention. Although, generally speaking, they do not come
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within the definition of organized community groups, they are included in the revised public library standards as having identifiable and specialized needs. The 1967 survey showed clearly that the focus of Federal legislation on the needs of the culturally disadvantaged, the functionally illiterate and the older person in our society has been reflected by a marked increase in library services to these groups, and in the development or adaptation of techniques for identifying and reaching them. A major gap, however, was revealed in the limited extent to which libraries have instituted or increased services to patients in hospitals, nursing homes, and so on, and to inmates of correctional institutions, where many of the disadvantaged, undereducated and the elderly may be found.

The foregoing serve only as indicators of the directions being taken by libraries in the provision of group services today. Reporting is likely to center on activities which stand out because they are new undertakings, and represent special efforts. When librarians become aware both of groups which they should be serving, and of techniques and materials which they should be employing, there is usually a stage of hesitation, based partly on a lack of the necessary skills, staff, facilities and budget, and partly on an insufficient sense of commitment or feeling of urgency. As professional leadership tackles these obstacles, and as the library's role in the total community program becomes more evident, commitment becomes firm, and the tide of activities, using new tools, materials and combinations of resources, quickens and rises, until this new area of concern becomes so much a part of the ongoing program of the institution that it no longer is singled out for special mention. Discussion group programs and services directed to older persons are cases in point.

A serious gap in the information available for this issue of Library Trends concerns administrative attitudes toward provision for group services. When, and on what basis, have administrators made decisions to channel funds and staff into expanding their services to groups? How do they decide on programming in the library, and on its content, and how is the emphasis on this programming balanced with services to community groups—going outside the walls? How have they found and trained personnel to work with people where they can be found, as Brooklyn has done, for example, in bars, beauty shops and barber shops?

Eleanor T. Smith, formerly Coordinator of Adult Services, Brooklyn Public Library, and now Library Services Program Officer, U.S. Office
of Education, Region II, has provided in correspondence an analysis of the experience of the Brooklyn Public Library in the last decade which illustrates well the development of a program based on an administration's stated policy of offering group services. It is also an honest evaluation of unsolved difficulties. She says:

All of our group services are directed toward:

1. Introducing library materials and services to adults who do not yet use the library.
2. Guiding adults who do use the library to more purposeful reading and to make more use of library services.
3. Cooperating with other education oriented organizations as a resource agency, an exhibitor of library materials related to their projects, as a participant in their programs, an outlet for their publicity, and/or a locality for their meetings.

These are the years also when we have been most experimental in kinds of programming and when we have offered a diversity in the hope of appealing to the varied interests of adults in our changing community. These have varied all the way from such pioneering programs as daily (Monday through Friday) activities for Senior Citizens and formal classes in reading improvement, to very informal instruction in preparing for Civil Service examinations for semi-skilled jobs. Long before the Poverty Program got started, we offered many programs on health education and consumer education in deprived neighborhoods. I believe we were the first public library in the country to cooperate with the New York Stock Exchange in offering investors information programs.

Various other programs of live music, poets reading their own works, and actors in play readings have been regularly scheduled as well as other cultural subjects with speakers and on film. Lectures have been offered to the public dealing with preparation for retirement. Along with all these we have had continuing book discussion groups both sponsored by the library and by the Great Books Foundation. To give more educational value to travel programs we once presented a series designed through information and advice to make Brooklyn travelers more welcome as visitors abroad. Adult elementary classes regularly come to us from the Board of Education for library orientation. Outside the library our work with adult groups has been constantly expanded, partly because we have freed more staff from desk schedules so that they could operate more frequently beyond the library walls.

We give book talks to community groups, take exhibits out to
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various organizations' meetings, and, upon request, speak about library services when we are invited to meetings. When we lend our facilities to outside groups, and we usually approve only those with educational or civic aims, we offer to arrange book exhibits in the meeting rooms related to the topics under discussion.

The prognosis for future development of services to groups at this writing seems more hopeful for activities outside our walls. If you go to where people are, and adults certainly are not in most of our agencies in large numbers ever, they seem to be interested in learning about what the library has to offer them. It must be stated, however, that this expanding activity has not resulted in increased use of our library system.

Attendance at programs in our libraries has been declining in recent years. We evaluated our programs for years in an effort to determine why they are failing to attract a substantial audience. These are some of the reasons given:

1. Our publicity does not reach the audience for whom the programs are intended.
2. People are afraid to come out at night to meetings or they prefer to stay home and look at TV.
3. Librarians generally do not care to conduct group services. They will accept "canned programs" but do not consider this type of activity important in adult services.
4. In a large metropolitan area many organizations compete for the leisure time of adults, and the library has a low priority.

Several questions were included in the 1967 survey in an attempt to determine the extent to which staff positions include specific responsibility for service to community groups, how frequently the staff includes specialists trained in disciplines other than librarianship, and the existence of access to the services of an adult services consultant, or other specialist in group services through such agencies as a state library, regional library system, university extension service, and state or local adult education department. The answers showed wide variation in practice and, by implication, in philosophy, and warrant fuller discussion than is possible here. Responses showed that though a little more than half of the libraries have positions which include specific responsibility for service to community groups, no common pattern of position title or departmental location emerges. A third of these libraries include a specialist trained in other disciplines—again, widely varying in title and specialization, with a slight edge toward public relations, audio-visual services and graphic arts or exhibit work.

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Reports of a good proportion both of new positions being established, and reassignment of work loads to free professional librarians for contact and/or group work, suggest that a trend toward a stronger commitment to group services may in fact be emerging. The series of articles, "The Library Administrator Looks at Adult Services," in a recent issue of the *ALA Bulletin*, provides a representative though far from complete gamut of approaches to serving adults. Some see the library in its traditional role as an independent educational agency in the community, and do not yet express themselves in terms of "outreach." Others, enabled to expand services because of improved library facilities, have scrutinized their community relationships and responsibilities, with resultant orientation toward greater involvement with the activities of community organizations and groups.

Greenaway places particular emphasis on the need for libraries to recognize the new directions in which they may move in an era of ever-increasing resources obtained through cooperation and Federal and state support, and states a strong case for re-orientation of library services toward adults and toward the institutions and organizations in the community. The need for again undertaking to re-establish goals, refresh the library's knowledge of its community and its needs, and develop services designed to meet these needs more directly and more precisely, is evident throughout the literature. Schwab and Greenaway have pointed the way for administrators who are still hesitating to take those difficult first steps toward identifying and reaching the unserved groups in their communities.

Perhaps it is worthwhile to look once more at two relevant statements of standards for serving community groups and organizations: "The library system provides materials and services for groups and institutions. . . . The library should have a positive program of service to the groups and organizations in its area," and "The library system serves individuals and groups with special needs. The library has the responsibility to serve all the people in the community." The evidence is ample that while these standards are recognized, there is a wide gap between philosophy and performance, and that an accepted philosophy may not result in full commitment. There is, however, also evidence of growing commitment to the idea that "all the people in the community" means just that, and that librarians are beginning to realize that the elusive individual nonreader may be first reached and identified and subsequently given the services he needs, through using the group services approach.
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It is in this area, and in that of attaining the "seamless web" of library service through cooperation, not only with library agencies, but with all community organizations and resources, that the future of effective library service to "all the people in the community" lies. Wilson Thiede expresses the need for adult education agencies to develop more meaningful programs in their communities and suggests that "the massive problems confronting adult education today require radical educational adaptations in the society." Throughout his analysis he points out ways of bringing "adult education into creative, effective and full partnership in the society"—ways which involve putting "workers in contact with workers" and working "with other community adult organizations to present a unified image" and to establish adult education "as a primary activity." The public library should be an integral part of this total effort to serve the total community.

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8. Fox, et al., op. cit., p. 75.
10. Smith, H. L., op. cit., p. 64.

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