



Provisions and Programs for Disadvantaged Young People

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“LACKING MOVIE HOUSES, coffee houses, drop-in centers, and book stores, many can find few places or activities they care to plug into, except perhaps for their local street corner.”¹ Speaking is a librarian who recently made a notable service contribution to some of Boston’s disadvantaged young adults. Andrea Brooks’s efforts will be cited later, but the key point to be made here is the route she pursued, a route which began with her commitment to reach young adults “alienated not only from books and the linear process of reading but also from the enclosed institution of the library itself.”¹ Important at the earliest stage of her project was the acquisition of full knowledge of the young people in her community which resulted in a composite profile of the youth she hoped to reach.

Such sources of data on local teen-agers include census figures, welfare and social agencies, the school department (especially for data on dropouts), local employment agencies, housing authorities, anti-poverty organizations, and groups serving special ethnic segments of the population.² But such information is only a start in the librarian’s outreach efforts. Demography with its faceless statistics scarcely prepares the librarian for the restless, uncertain, challenging flesh-and-blood young people themselves.

In addition to local data available from the sources cited above, the librarian must turn to the published observations of the social scientist, data extracted with intellectual detachment from many sources. Newton Metfessel reminds us that disadvantaged young people have a “cognitive style which responds more to visual and kinesthetic signals than oral or written stimuli.”³

And proving the point at the scene of the action, for example at

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Maryland's High John Library Project, we watch, as innovator Richard Moses did, the monstrous generator sending a beam into the night sky, we watch outdoor movies, and we hear the Diamond Cyclones tuning up their nine pieces of amplified sound—pulsating examples of visual, kinesthetic signals!⁴

Thus the librarian feels his way on two levels: through the educated view of the social scientist and through his own explorations. Ultimately, well buttressed with such data he is prepared to meet the *individuals out there*. A young adult worker in Boston remembers her initial surprise at discovering that many of the black teen-agers she was working with in Roxbury were ski enthusiasts. Somehow, from background data on urban blacks, she had expected their sports interests to be circumscribed by judo and basketball.⁵

Librarians making a commitment to reach disadvantaged young adults give priority to arriving at a profile of young people in their community. They get to know the "kids" and where the kids are at. According to Verna Ballentine of the Oakland Public Library, being a teen-ager in some parts of her community meant that "usually there is not enough money in the family even for trips to nearby cities such as San Francisco or Berkeley."⁶ Freshley and Forte described the world and people of the housing development in which they brought a library into being: "The world of the housing development is a different world from the one most of us live in. . . . We live in a world that is horizontal . . . houses and people are spread out. The world of the housing development is a vertical world . . . people piled on top of people."⁷

And a librarian in the Sacramento City-County Library summarizes the disadvantaged's world this way: "The concern of the young adult is not books. Books have little meaning when there are hunger, rats, roaches, and lack of a decent home life to contend with."⁸ In speaking of the "have-not" youngsters in their community of Canton, Ohio, librarians Merlin Wolcott and Janet Polacheck agree that the young adult is caught between two worlds, "one dying and one powerless to be born," and—thus trapped—he does not know whether to be "proud, belligerent, violent, passive, ambitious or without hope."⁹

Sounding a warning note that public libraries may not be ready to welcome in the flesh the young people they aspire to reach on paper, one young adult librarian in Boston gives a candid view of the behavior of his community's dropouts: "[they] possess annoying habits such as cigarette smoking when and if they can get away with it, congregating in the vestibule in large numbers on cold days, defacing walls,

making a great commotion, and greatly disturbing 'legitimate' library patrons. . . . It is my idealistic hope that libraries reach this 'undesirable' section of society in some way, and that they do not continue to be neglected, as they have been by much of society and its institutions."⁸

In addition to getting a clear profile of its target young people, the library re-articulates its objectives as Meredith Bloss did in establishing the New Haven Library Center: "We are *not* out to make readers out of nonreaders; to instill the love of books *per se*; to increase library usage or attendance."⁹ Or perhaps we phrase our major goal in the words of Regina Minudri as she looked at the first public library substitute of California's Federal Young Adult Library Services Project (YAP) which was dedicated to "attract those kids who don't and won't use the public library for whatever reason."¹⁰ So we restate our objectives: to change the image of the library from an establishment place, a bastion of middle class mannerliness, to a living, changing idea place, a people place. We change our focus on reading to an emphasis on ideas, thinking and communication. We let down rules a little and build up individuality and self-esteem.

With objectives restated, potential young adult users located and profiled, the librarian stands ready to find and try various ways of reaching the unreached. For the library moving beyond the traditional bounds of services, the way is easier than it was four or five years ago. Pathfinders have already made an attempt, and they provide handholds for the next pioneers. Their efforts, revealed in library literature and in questionnaires developed for this article, will serve, hopefully, as models for a new breed of librarians prepared to cope with an old breed of libraries.

A good start for beginning pioneers is the "Guidelines for Library Service to Disadvantaged Youth"¹¹ spelled out by a committee of the American Library Association's Young Adult Services Division in 1966. Five years later the guidelines still remain accurate in terms of library location, staffing, programming, materials, and administration. Also useful is *Rural Library Services to Disadvantaged Youth* for its comprehensive scan of ways to bring rural young people into the library scene.

The essential elements cited in these guidelines revolve around youth involvement, programming, media and paperbacks, outreach, and cooperation with community agencies. The words which reverber-

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ate from the action are informality, mobility, spontaneity, creativity, and competitiveness.

Youth involvement has been defined as the "participation of youth (teens and early twenties) in decision-making regarding policies and programs that have direct or indirect impact upon themselves. Obviously this includes participation from the target population of youth, e.g., poverty groups, offender groups, students, or ghetto youngsters, depending upon the program mission."¹³ Libraries directing their efforts to offering services to disadvantaged young adults readily admit the essentiality of youth involvement.

In 1963 librarians of the Boston Public Library firmly supported this view when they formalized a long-standing deference to youth involvement in their pamphlet *Guidelines on Young Adult Councils in the Boston Public Library*. They phrased the need for the voice of young people in the library this way: "Young people are joiners, they have valid ideas that deserve to be heard, and they want to take their place in the community. Put all this together and you have the natural basis for a Young Adult Council."¹⁴ Thus committed, libraries constantly rely on their teen-age patrons (within the formal structure of a council, or informally) to aid in furthering library objectives—in book selection, programming, school-library contacts, and in outreach activities. In a recent experiment in youth involvement, four young people of mixed ethnic and economic background told an assemblage of Boston librarians their candid views on libraries—why they go to libraries, how they are served when they get there, and what their version is of the ideal public library.¹⁵ In a taping of Roxbury teen-agers' views of the library, one young man described the state of library use: "Look at the door man, watch how many cats you see going inside. Not many, man, not many."¹⁶ Other libraries are turning to their young patrons increasingly for active participation in advice and decision-making. The Orlando (Florida) Public Library finds the Youth Council invaluable. Now in action more than two years, the council shares in creative programming, such as the "Your Local Government" series for citizens and students.¹⁷ In her analysis of disadvantaged youth, Barbara Kemp says, "Perhaps the greatest source of strength among disadvantaged youth is the resourcefulness with which most of them cope with the difficult conditions of life."¹⁸ This same resourcefulness can be translated into a force for improved performance by public libraries. So convinced of this is the Lubbock City-County Library in Texas that it is considering

setting up a young adult library board to participate in regular board meetings, at least in an advisory capacity.

Young adults with a listened-to voice in library planning are earnest advocates of programs inside and outside the library. For the purist who tries to detect clear-cut relationships between given programs and book-centered objectives, many programs seem thoroughly remote from library objectives. But for young people and librarians who see libraries as communication centers where information and ideas can be transmitted with dynamism and vitality, there appears to be little which is beyond the purview of library sponsorship. So, increasingly, from coast to coast, libraries resound with the music of the now generation, with the heave and ho of judo demonstrations, with the tempo of things happening. For the often non-verbal disadvantaged young adult, the visual, kinesthetic elements of such programs are right.

Interestingly enough, programs directed to disadvantaged young adults bear, in both content and format, a remarkable similitude to programs for advantaged young adults. It appears that the same dominant tastes, fads, and interests of teen-agers pervade North, South, East and West, cross economic strata, and transcend ethnic differences. As a committee of the Young Adult Services Division has summarized it, "the interests of 'disadvantaged' youth in slum areas are as diverse as those of teenagers throughout society."¹⁹ For this reason examples of programming for advantaged youth which might well be duplicated (with appropriate modification) in less affluent neighborhoods will be cited in this paper.

Recurring themes in programs (and, of course, in materials selection) are drugs, self-defense, cars, legal rights, the war (Vietnam), magic and astrology, sex education, sports, black history, folk music, fashion, and teen psychology. In the Oxon Hill Branch of Prince George's County Memorial Library (Maryland), a series on drugs features a senator's representative speaking on drug legislation, a showing of drug films, and a speaker on "Working with the Addicted." A few states away in Boston's Brighton Branch Library a drug series features a street priest and a panel of former teen-age drug users. The Free Library of Philadelphia calls its program "How was the Trip?" and offers a play showing the effects of drugs on an average family.

In response to concern about the war in Vietnam and consistent with public library "fairness," the Boston Public Library offered three treatments on the Asian war: one by a recently returned army engineer who took his youth and his camera to war, a second by a Quaker who

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had worked in several countries of Southeast Asia, and a third by the son (a student at Harvard) of a U. S. ambassador to a country close to the conflict. The Free Library of Philadelphia responded to the interests of its teens with a Patriots for Peace film program.

Similar variations on a theme are repeated in public libraries throughout the country as they endeavor to appeal to action-minded teen-agers who are often non-users of libraries. A sampling of activities shows a multitude of program formats: speakers, films, panel presentations, rap sessions, demonstrations, and discussions. Here is a brief view of specific examples:

1. In the Canton (Ohio) Public Library a group calling themselves the Black Pow-Wow meets to discuss matters of concern with members of the community, ranging from businessmen to policemen.
2. The Los Angeles Public Library (West Valley Region) sponsors a three-band rock program.
3. The Kansas City (Missouri) Public Library announces Saturday "reel breaks" for young adults, highlighting films of current interest.
4. The Free Library of Philadelphia sponsors "The Heavy Weights" for young adults, a film discussion series on pressing issues such as war, poverty, pre-marital sex, and drugs.
5. Oakland (California) Public Library holds a Job Information Day with counseling on how to apply for a job, how to act in an interview, how to hold a job. Also sponsored is a college clinic for college aspirants.
6. The Grove Hall Branch of the Boston Public Library presents an evening of *soul sound* inviting black teen-agers to "Come hear your sisters sing the music of today."
7. The East Los Angeles Library presents "Teatro Popular de la Vida y Muerte," a Chicano theater from Long Beach State College.

Fashion, sex education—all the "in" subjects with teens are program ingredients across the country. One of the most unique and timely teen programs was held at the Oxon Hill Branch of Prince George's County Memorial Library. Five hippies met with an irrepressible group of heckling, hostile, curious young people, and—despite a stink bomb and egg-throwing—described the philosophy behind their life style.²⁰ Programs like "Rent a Hippie" succeed in bringing young people *into* libraries, but there are few such *au courant*, attention grabbing possibilities.

Since many disadvantaged young adults are so classified because of their membership in ethnic groups which have been the target of prejudice, libraries particularly try to pay tribute—in programs, publica-

tions, and materials selection—to the cultural backgrounds of community young people. Libraries in Amarillo (Texas), Salt Lake City (Utah), Colorado Springs (Colorado), Boston, and elsewhere offer staff-made book lists and bibliographies for their minority groups and for the wider population who should learn about minority cultures. Notable among such publications are the dramatic book lists published by the Denver Public Library. Extensive materials lists on Indian, Negro, and Mexican heritages are enclosed in artistically designed covers in motifs consistent with each culture.

Other tributes to minority cultures include the Ontario City (California) Library's observation of holidays important in Mexico, such as Cinco de Mayo and 16 de Septiembre; the Los Angeles Public Library's participation in the three-night Las Posadas, cooperatively with other organizations and attracting more than a thousand people; the Queens Borough (New York) Public Library's invitation to young adults in its "Have Fun in Fun City"²¹ to attend street festivals honoring Italian saints' days and other minority events; and the plans of the Boston Public Library to make parade floats in celebration of Puerto Rican Independence Day on July 25 and the Chinese New Year.

Such efforts in libraries serving ethnic minority groups provide a sense of pride and involvement in participants, and—it is hoped—make the public library a little more public.

Whether the programs focus on the cultural heritage of teen-agers, or simply on their special interests and fads, they depend frequently on intensive use of audiovisuals. For the non-verbal young person films can offer a mind-awakening, stretching, growing experience. As Moses phrased it in ALA's *Non-Book Materials for Have-Not Youth*, "They [the young adults] see a dogsled, react to a marching band, identify with a swooning teenager, experience an angry father, lift with a jet plane, wonder at a sunset; they hear a song from Alaska, a steel drum from Trinidad, an echo from the past, a ringing from the future."²²

In libraries across the country from Bridgeport to Baltimore and beyond, young adults are watching the story of Phoebe and her pre-marital pregnancy, or the long-distance runner and his loneliness, or the carpenter carrying his cross through the city. They are attending film series like "Flickout" and Philadelphia's "Where It's At." They want way-out, experimental films, comic films, horror films, judo films. And films are working. Teens in disadvantaged neighborhoods are going where the movies are—in the library parking lot on summer evenings, curbside next to the bookmobile, or even in the library!

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In serving teens, libraries need to build in other provisions for experiential expansion or for broadening cultural horizons—call it whatever one chooses. Film showings can do this in part, but library-sponsored field trips are invaluable ways of stretching young people's views of the world beyond their neighborhoods. Alexander Frazier, in his presentation of the need for compensatory education for the culturally disadvantaged put it this way: "They need all kinds of encounters with the unfamiliar."²³ The Boston Public Library has tried "encounters with the unfamiliar" in the shape of field trips to the airport, the Isabella Stewart Gardner Museum, a session of the Massachusetts legislature, a beauty culture school, a film showing of "A Man for All Seasons"—all part of a "Library Inside-Out" program for experiential growth.

In her description of the characteristics for learning evinced by disadvantaged youth, Barbara Kemp points out that "They are creative, motivated, and proficient in areas where their interests lie."²⁴ It is to the creative side of the too often failure-oriented young person that libraries are particularly gearing their programs. Booklets of original reviews and writings, in which young people evaluate materials in an unfettered, uncensored format, or publish their own verse and art, are increasing. Baltimore's Enoch Pratt Free Library has its *You're the Critic*, the Nassau Library System has its *Scrutinize*, Prince George's County its *Bookworms*, Dallas its *Whangdoodle*, Boston its *In Books in Boston*. The Albany Public Library of Albany, Georgia, and other libraries have such publications in the planning stage.

Poetry, once remote from young adult tastes, has moved to an "innow" priority in the past few years. Lydia LaFleur has held successful original poetry programs at the Countee Cullen Library in which teens of North Manhattan read their own works.²⁵ An unusually perceptive verse which was read at one of the Poetry Evenings in Harlem provides a message which could be applied to libraries in their beginning outreach efforts. In "The Affluent Society" young Baron Foxhall says:

We make gestures to help the poor
But can we let our consciences be pacified
When so many have suffered and so many have died?
Can we let these first efforts satisfy when there
has to be more?²⁶

From the Los Angeles Public Library's North Hollywood Branch comes the following report: "the Read-in group is stalled on poetry. Nothing else will do. Concentration is on two or three original poems and the plan to see them in print."²⁷

In a double appeal to the creativity and competitiveness of young people, both the Queens Borough Public Library and the Boston Public Library have sponsored contests for young adults with a creative bent. Queens recently held a ballad writing competition asking only that the theme of the ballad relate in some way to the library. As the library's publicity release pointed out, "If Johnny Cash could write a ballad on Folsom Prison, anyone should be able to meet this challenge."²⁸

Boston's competition invited answers to the question, "What is a city?" The verses, essays, and art which poured into the judges' hands have had far-reaching results. Published in a book by the Boston Public Library, many of the entries have been quoted or reprinted in books, newspapers, television, commercial 8mm. film, and, currently, one poem is being considered for a symphony. For the young people involved—some advantaged, some disadvantaged—the library has proved a force in their lives, a force for growth, attainment, and heightened self-esteem.

A sampling of other creative activities in public libraries includes projects ranging throughout the arts. A branch of the Sacramento City-County Public Library plans to inaugurate a painting class directed by a young resident. Art supplies will be donated, and the paintings will be displayed in the library. The Los Angeles Public Library sponsors a creative arts series at the Baldwin Hills Library with emphasis on original writing and drama. Fortunate in having noted poet Sam Cornish on its staff, Baltimore's Enoch Pratt Free Library has involved young people in creative projects in both drama and poetry. The Tampa (Florida) Public Library works with the Youth of Tampa Association in supporting extensive activities in the arts: folk singing, rock concerts, art films, and impressionistic dances. The Riverside (California) Public Library has sponsored an act-in for teens. The Queens Borough (New York) Public Library launched a four-day festival vibrant with creative activities and called it a "Maytime Maxi."

The most popular creative efforts by young people proceed in the direction of media-making: photographic impressions, slide-tapes, sound filmstrips, and films. Schools have pioneered such creativity with courses on film making; but public libraries, long involved in media use, are moving into media production. For two years now a group of black teen-agers in Boston's Roxbury branches have been scouting their neighborhoods with cameras in an effort to create a slide-tape called "Black Is Beautiful." In this particular example, the doing seems

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to be as satisfying as the culmination of the project which remains, date-wise, indeterminate. So motivated are the members of the team that they prefer to do their own fund-raising to pay the costs of film and film processing. To defray such expenses they have publicized their services and have washed windows and cars, done housework, and even polished silver.

In another part of Boston, Andrea Brooks inspired and led to completion a singular creative effort among East Boston teen-agers. During a four-month period about twenty young people produced—from script to finished product—a fifteen-minute 16mm. film called "God Helps Those Who Help Themselves." The film depicts the emerging criminal adventures of a fourteen-year-old boy and includes a memorable death scene filmed in a casket of the local funeral home. Brooks's report of this project admits that many of the results and their tie-in with library goals remain intangible, but, she concludes, "When a usually inarticulate drop-out, almost unaware of his new habits of observation, comments excitedly about a beautiful frame, or when an undisciplined, bored 14-year-old spends half of his weekends earning money so he can spend the other half shooting the film he bought with it, the librarian feels that her reaching out has fulfilled his goals."²⁹

Librarians contemplating film-making activities can learn from Brooks and from similar projects. Bordering the Bowery in the lower east side of Manhattan is a Puerto Rican neighborhood of run down tenements and small stores. The youngsters there often drop out, look futilely for jobs, then sometimes turn to drugs and crime. Lynne Hofer's article about this group, "Teenagers Bring a Unique Vision to Life around Them,"³⁰ provides inspiration and practical data on disadvantaged teens and film making.

In addition to "creating," young adults like to sit around and talk or rap; and public libraries recognize this proclivity. Bridgeport (Connecticut) reports trying out rap sessions. The Tulsa (Oklahoma) City-County Library encourages spontaneous discussion groups centered around current interests and problems of teen-agers. The public library in Amarillo (Texas) sponsors discussion groups for high school and college young people using timely issues and intercultural selections as source materials, and the Brownwood (Texas) Public Library is planning to inaugurate young adult discussion groups. The Carnegie Free Library in Sioux Falls (South Dakota) reports a lively summer enclave which was small in number but lively in involvement. To recite libraries using a discussion format with disadvantaged (and advan-

taged) young people would fill volumes. Actually, such an activity is a good starting point for the library experimenting in reaching young people. Teen-agers naturally congregate with their peers and rap. Success lies in finding the way to move the teens and their talk into the library scene.

While exhilarating programs within libraries are being tried, outreach by means of bookmobiles is proving particularly successful with young adults, the generation most attuned to wheels. Since 1968 the Queens Borough Public Library has sent forth a special Teenmobile, a library-in-action providing summer service for teens in poverty areas. Designed to attract young people, the mobile unit brings popular paperbacks, current long-playing phonorecords, and magazines into the home ground of teen-agers who may well be turned off by the traditional library.³¹

As part of its federally funded program for Latin Americans, Oakland plans to use a small bookmobile designated particularly for use in young adult services. New York State's Mid-York Library System has recently announced the acquisition of a special van for its outreach work with the underprivileged in Utica.³² Called a "Whatz' It" van, the vehicle will provide a multi-media service. It is equipped with a 16 mm. projector and a rear-view daylight screen for sidewalk shows. Recordings will send forth the latest soul or rock music through a public address system. Paperbacks are bountiful. In addition to transporting materials, the Tulsa (Oklahoma) City-County Library provides action when it travels its route. It is not unusual for impromptu basketball games, parties, or drawing classes to "happen" for young adults at bookmobile stops.

In the summer of 1970 staff members of Rochester (New York) Public Library's Charlotte Branch took their library services to Charlotte Beach. The reports of librarian Dick Gervickas show dynamically how outreach can work and can locate a group of older young adults seldom seen in branch libraries. The visits to the beach area, says Gervickas, "allowed for a real give-and-take session between librarians and young adults." A sample afternoon at the beach happened like this: "Parked my station wagon by gate to beach area, displayed books on tail gate, roof, hood. Made several signs 'Roast and Read,' 'Borrow a Book,' etc. and taped them to wagon. Talked to strollers, people in area; told them what we were doing."³³ And the remarkable things they were doing included film showings at the bathhouse!

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Outreach by bookmobile and other vehicles gets the message of libraries to young people who have freedom of movement within the community. Even more important is the provision of materials and services to institutionalized young people. The Salt Lake City Public Library offers occasional programs at a home for unwed mothers. Librarians of the Oakland Public Library and the Boston Public Library have been providing weekly services (book talks, deposits, film programs) to several homes for pregnant girls. The public library of Canton, Ohio operates a reading room at the county detention home and hopes to extend service to the Mental Health Center and to drug control centers.

In a program deserving emulation by libraries everywhere, the Buffalo and Erie County Public Library has achieved marked success in providing books for the inmates who are at the Erie County Jail. Unsentenced, awaiting trial, with no specific jobs, and nothing to fill their hours from morning to night, the men are responding to the recently instituted library service. Two staff members from the library work at the jail every Monday and Friday. They go into the cell-blocks with a truck full of books and acquaint inmates with their content.³⁴

A word needs to be interjected here on the materials being successfully used in jail and other library outreach programs. In virtually every response to questionnaires asking how libraries try to reach disadvantaged young adults, the response was *paperbacks*: paperbacks in bookmobiles, in street libraries, ethnic collections in paperbacks, paperbacks in prisons. Paperbacks have undoubtedly revolutionized the image of libraries and reading. They appear indispensable in work with the disadvantaged.

The public library makes a mistake if it tries to go it alone to reach its unreached young patrons. The library definitely needs to be part of the community agency team. As Pauline Winnick, public library specialist in services to children and young people, Library Services Branch, U.S. Office of Education, has expressed the responsibility, "We should be part of the fraternity of professionals in the community."³⁵ Thus supported, the library is in a better position to find and contact young people, to provide unique rather than duplicative services, to co-sponsor programs when advisable, to share facilities, and to communicate and cooperate with all community groups involved with youth. Thus when the Philadelphia Free Library offers a program on sex education, it turns to the Family Service of Philadelphia for a speaker;

Boston co-sponsors a judo program with the YMCA; the Tampa Public Library joins forces in its programming with the Youth of Tampa Association.

An encouraging example of the value of being on the community team comes from the Seattle Public Library. In a unique, one-of-its-kind effort, the chamber of commerce in Seattle runs a training consortium to bring disadvantaged citizens into the work force. In the four-week pre-job training period directed by the consortium, the library has a role, giving a three-lesson orientation. A preliminary evaluation of the library's effort says, "Many of them came as non-library users, and may continue to be non-library users, but they have a less negative attitude toward the institution."³⁶ And a wider positive result, apparent but not expressed, is the fine example of cooperation between the library and the chamber of commerce.

As a member of the team the library is in a position to help that group of young adults who are giving up one part of the establishment—school—and are scarcely ready for another part—jobs. The Free Library of Philadelphia has been active in its Reader Development Program in supplying bibliographies geared to the needs of the jobless and the dropouts. The Tulsa Public Library purchases special material geared to the educational needs of young adults, including vocational training guides and high school equivalency tests. The Mesa (Arizona) Public Library cooperates with special training classes in helping school dropouts obtain education and training. Many public libraries cooperate with private and public agencies in tutorial programs for dropouts and foreign-language speaking groups. As an example, the Oakland Public Library has met marked success with its tutorial program of the past two years and would like to expand to other parts of the city when the number of qualified tutors is increased. This year sixty-five tutors worked with 101 students on subjects ranging from mathematics to chemistry.

Another area in which all public libraries can give vital service to disadvantaged young adults is referral. No matter how limited its budget, how outmoded its plant, over a period of time a library can put together a community resources manual of the people, agencies, organizations and services (ongoing and emergency) available to help teens. In line with this necessary function, Tucson, Arizona cites as a paramount function its referral of disadvantaged young adults to other social, welfare, and health agencies where they may receive help with their problems. Such referral data are easily available if the library—as

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a member of the community agency team—has built bridges to other groups.

Because the reach to disadvantaged teens is so evolutionary (and untried still in many libraries) this paper has included examples of service ranging from the near-traditional to truly innovative programs. It is quite accurate to say that what is experimental for one library may seem—in the evolutionary stream—archaic in another. This paper has concentrated more on examples of service than on evaluations simply because little evaluation is available. It is expected that 1971 will yield the results of several studies currently in progress under the sponsorship of the U. S. Office of Education and the American Library Association. Pending the publication of evaluative studies, public libraries committed to reaching disadvantaged young adults will do well to contemplate and come up with answers to the following vital questions:

1. Are libraries really ready to welcome inside the institution the *people out there* with their different life styles, languages, and values?
2. Would libraries serve the disadvantaged areas best if, in these areas, they were under community control?
3. Is successful service to disadvantaged young adults only possible in libraries which have already made a commitment—in budget and philosophy—to serving young adults in general?
4. Will the measurement of results against cost show that reaching the unreached is too expensive for public libraries to undertake?
5. To reach teen-agers is it necessary to divorce the library serving teens from its parent organization, as in the case of teen bookmobile service, the High John Project, the Federal Young Adult Project Libraries in California, and Chicago's libraries in housing developments?
6. Is the public library's commitment to serve disadvantaged teens only a peripheral one dependent on outside funding?
7. Are libraries in disadvantaged areas serving as a substitute for youth recreation centers? If such centers existed, would libraries stay closer to an information function?

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