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Rutgers — The State University, Ph.D., 1963
Library Science

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PUBLIC LIBRARY BRANCH SERVICES FOR ADULTS OF LOW EDCCATION

A THESIS

SUBMITTED TO THE GRADUATE SCHOOL

RUTGERS THE STATE UNIVERSITY

BY

PETER HIATT

IN PARTIAL FULFILLMENT OF THE

REQUIRSMENTS FOR THE DEGREE

OF

DOCTOR OF PHILOSOPHY

NEW BRUNSWICK, NEW JERSEY DECEMBER, 1962

PREFACE

This study was made possible through the cooperation of many librarians. I would especially like to thank Miss Katherine Prescott and her staff at the Carnegie West Branch Library, Tree Public Library, Cleveland, Chio and Hiss Janet Stevena and her staff at the Pennsylvania Aveue Branch Library, Enoch Pratt Free Library, Baltiaore, Maryland. I would also like to thank the Clereland Public Library and the Enoch Pratt Free Library for permision to pursue the heart of this study in their libraries.

The cooperation of the public libraries of Elizbeth, Jersey City, Paterson and Trenton in New Jersey and of Brooklyn, the Bronx, and Queens Borough in New York is appreciated.

I am indebted to Dr. Ralph 6. Shaw and Dr. Theodore C, Hiues who, from the concept of this project to its completion, have given me special assistance and guidance.

Finally, ay deepest gratitude goes to Dr. Margaret E. Monroe both for my first insights into the field of library eerrlee and also for her unflagging Inspiration and sound counsel throughout this **project**.

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INTRODUCTION

The Problem

Metropolitan areas are being faced by increasingly difficult problems caused by the departure of comparatively highly educated individuals and their replacement by less well educated adults in different occupation groups. Librarians have been seriously handicapped by a lack of knowledge of how these people of low education--who normally make little use of books and libraries--can be reached.

Given workable methods, the library can be one of the institutions which contribute directly to the education, growth, and adjustment of this group. The first step in such a process should be developing the interest of such adults in using libraries. This study is an attempt to isolate some factors that can be shown to have encouraged library use by adults of low education in metropolitan core city branches.

Many metropolitan areas have been witnessing continual population shifts. The phenomenon of new cultural groups coming into a city and replacing groups who have moved out is the typical rather than the exceptional picture.

New York City furnishes one example of such shifts.

As early as Peter Stuyvesant's New York, Dutch were displaced by incoming English. In the 18th century, Germans, French and Scots

followed; in the early and middle 19th century, Irish and Italians; after the Civil War, Germans and Italians; in the early 20th century, Italians, Russian Jews, Greeks, Poles, etc. The influx of new groups --national, ethnic, religious—has meant a struggle to gain a foothold, to rise above a lowly position, and finally assimilation into the polycultural city that is New York. The changes we witness today in New York--the influx of culturally different Puerto Ricans and of poorly educated Negroes from the South--are a continuation of this historic pattern.

Public libraries in metropolitan areas affected by such changes have, for many decades, been concerned with serving newly arriving people. At the turn of the century, for example, special collections, book lists, lectures, library tours, evening entertainments, literary clubs, and courses were techniques which some libraries found useful in helping the foreigner become acquainted with the American way of life.[1,2,3] "If the immigrants of today are to be the voters of tomorrow is it not desirable that they should be educated?" asked a New Jersey librarian who was active in working with newly arriving foreigners prior to World War I.[4]

Public libraries serving metropolitan areas in the 1960's find much the same pattern: the departure of a large proportion of the library's natural public and the influx of groups with a different background. And, today, many newcomer groups lack the habit of use of books and of libraries.

Two groups might be considered as examples of such newcomers in metropolitan core cities. Both these groups are poorly equipped to

meet the problems of metropolitan living.

Puerto Ricans looking for better wages and opportunity for improvement have been moving into many metropolitan cities in great numbers. And rural Negroes, also with little education, are moving into our largest cities. "As a special consumer group . . . the Negro who has become the major newcomer to Metropolitan United States, may replace the foreign-born as a consumer of library services. In many of our metropolitan areas the Negro, who is now in transition from a rural to an urban way of life, may make up from a fifth to a half of the population," comments Philip Hauser, a sociologist long concerned with public libraries.[5]

The public library professes among its goals the provision of "opportunity and encouragement for children, young people, men and women to educate themselves continuously; to promote democratic attitudes and values; to improve people's ability to participate usefully in activities in which they are involved as citizens of their communities, the United States, and the world; and to equip persons, and to keep them equipped for efficient activities in useful occupations and practical affairs."[6] Dr. Hauser points to the public library as "a highly significant agency among the various institutions which will assist the Negro in making this basic transition in his way of life."[7]

Fulfilling this role with the newcomers--southern Negro, Puerto Rican and others--is made difficult not only by their cultural background as was so with newcomers in the past, but also by characteristics associated with their educational level and occupational patterns.

Studies of reading as well as of library use have indicated

that there is a direct correlation between the level of readers' education and their use of books and libraries. Lower income and lower education are often accompanied by low library and book use. In addition, many of the urban newcomers are involved in occupations which are seldom associated with high library use.[8]

However, a study made in 1946 has shown that as much as 23 per cent of adults of low education and low income are regular readers. Henry C. Link (in People and Books)[9] found that 23 per cent of adults with 8th grade education or less and in the lower-income category read one book a month or more. Thirty-six per cent of adults of all educational levels but of lower income read one book or more a month. Twenty-five per cent of adults with 8th grade education or less of all income levels read one book or more a month. Whether these figures would be fully valid 15 years later, it is nevertheless probable that better than 20 per cent of those of both low education and low income may be expected to be book users. A library serving an area of low income and low education may expect to find book readers among 20 to 25 per cent of this group. The factors affecting their reading habits have not been fully identified, but it is assumed that the library can stimulate and sustain use of the library in a proportion of these readers.

As have others in the past, the newest immigrants to the big city need to be assimilated into the main stream of American culture. If metropolitan public libraries are to fulfill their goal of helping these people enter into the common stream of society, it is necessary to encourage these people to use libraries. Yet it is apparent that

in some metropolitan public library branches the influx of new cultural groups has resulted not in greater but in decreased library use.

The point of inquiry, then, is to isolate factors in library service programs that can be shown to have encouraged use of public library branches by adults of low education in metropolitan core city areas.

The Design of This Study

Purpose of the Study

The purpose of this study is to isolate factors in library service programs that can be shown to have encouraged interest in library use by adults of low education, and also to judge the relative significance among these factors as well as among non-service factors in encouraging interest in library use.

Topic

Public Library Branch Services for Adults of Low Education. An investigation of the services designed to encourage use of public library branches by adults with low education.

Hypothesis

There is a direct relationship between interest in library use by adults of low education in metropolitan core city areas and adaptation of branch library services in these areas.

Furthermore, there are elements in branch library services which can be identified as encouraging use of the library by low-education adults in these areas. There may also be combinations of

these elements of service which can be effective in encouraging use by adults of low education in these areas.

The Method

In order to find if there is a relationship between interest in library use by adults of low education and adaptation of services, case study as a method seemed most likely to reveal pertinent evidence.

By determining cause and effect relationships in the use of the library, it was hoped to find whether such links between services to low-education adults and use exist: a detailed study of the context in which library service is offered and the relationship of the context and the service to users of the service should be expected to reveal such links if they exist.

Part I. It is necessary to identify for case study a library which both attempts an intensive service to the groups to be studied and one which has been successful in encouraging use.

One indication of willingness to use a library is the act of registering for a borrower's card. A higher percentage of adult registration would be expected in libraries which have made special efforts to adapt services to their changed community. In selecting branches most fruitful for the study of such services, one measurable indication of the success of their services should be a higher per cent of registration.

No previous information concerning expected adult registration

in low-education neighborhoods was available. Therefore for use as one basis in selecting branches for investigation, Part I of this study was executed in order to establish an estimate of adult branch registration in low-education neighborhoods of metropolitan core cities in which the library has done little to encourage use by adults with low education. For purposes of establishing this estimate, neighborhoods with an educational level below that of the national median were considered to be low education.

Part II. I. Select for detailed study two branch libraries in low-education areas where the program of services is designed to encourage use by low-education adults and in which the adult registration is significantly higher than the percentages found in Part I.[10]

II. Execute a community study of the branch library's service area with special attention not only to the general character of the community, but also to growth, trends, organizational changes, etc. that would be expected to cause a change in library use.

III. Develop a preliminary checklist of elements of service that might be adapted to such a population.

IV. Identify those elements of the library's program of services that can be shown to have encouraged branch library use by adults of low education.

A. Describe the program of services in the branch area, and develop a chronological record of these services.

1. Study branch and system reports, annual reports, records of service.
2. Interview librarians.
3. Observe services.

B. Revise the preliminary checklist of elements of service to represent the branch library's program of services.

C. Interview adults who have finished their formal schooling with 8th grade or less.

1. Adults using the library during a two-week period.
2. Adults who have registered in a preceding four-week period.

D. Determine, for each group, important characteristics of likely pertinence to library use, e.g. occupation, organizational membership.

E. Determine how the library was brought to their attention and what factors encouraged their interest in use of the library, with particular emphasis on the services and the contexts in which the services reached each interviewee.

V. Analysis and interpretation

A. Summarize the frequency of interviewees' mention of each element of service considered an effective in encouraging interest and use of the library.

B. Analyze the context in which the services were

presented to identify the qualities which caused the interviewees to use the library.

C. Develop correlations between the elements of service and their content and interest in use of the library by users.

VI. Present possible areas for further study suggested by the investigations of the two branch libraries.

The Limitations of the Study

The method chosen for this study allows a few cases for analysis.

This method does not allow for an extensive survey of low education adult users of branch libraries, and consequently does not offer findings through conclusive statistical data. It is not possible, or, certainly, not advisable to form generalizations about low education adult use of libraries from these cases. Nor is it sound to predict patterns of use that might result from the adoption of a particular service as attempted in one of the branches studied.

It is hoped that the analysis of those cases in which evidence can be found that links adaptation of library service to the encouragement of interest in library use by such adults will be of value to those involved in such situations.

The information revealed by those interviewed also offers interesting, if speculative, patterns which should furnish useful suggestions for library service in metropolitan core cities concerned with similar newcomer groups.

The cases analyzed in the last chapters support the hypothesis under investigation.

Previous Studies

A search of the literature as well as inquiry of knowledgeable people in the field turned up no previous studies dealing with this problem.

A study of the community and adult users of the Pennsylvania Avenue Branch, Enoch Pratt Free Library, Baltimore (Md.)[11] offers neither the depth nor general information needed to deal with this particular hypothesis.

Several self-studies conducted by each of the two branches studied in Part II furnished helpful background information. These are referred to in Part II.

Notes

1. The Library and the Immigrant. (ALA Bulletin, 8:140-7, 1914).

2. Hrbek, Sarka. The Library and the Foreign-Born Citizen. (Public Libraries, 15:98-104, 1910).

3. Kudlicka, Josepha. Library Work Among Foreigners. (Public Libraries, 15:375-6, 1910).

4. Roberts, Peter. The Library and the Foreign Speaking Man. (Library Journal, 36:496-9, 1911).

5. Hauser, Philip M. Community Developments and Their Effect on Library Planning. (Library Quarterly, 27:265, 1957).

6. Leigh, Robert D. The Public Library in the United States. New York, Columbia University Press, 1950. pp. 6-7.

7. Hauser, Philip M. Community Developments and Their Effect on Library Planning. (Library Quarterly, 27:265, 1957).

8. Berelson, Bernard. Who Uses the Library. In his The Library's Public. New York, Columbia University Press, 1949.

9. Link, Henry C. People and Books: A Study of Reading and Book-Buying Habits. New York, Book Industry Committee, Book Manufacturers' Institute, 1946. pp. 59-60.

10. In Part II of this study low-education has been defined as completion of 8th grade or less.

11. Harispe, Mary Mason. Role of the Public Library in an Underprivileged Neighborhood. M.S.L.S. Thesis, Catholic University of America, 1961.

PART I

PERCENTAGES OF ADULT REGISTRATION IN LOW-EDUCATION NEIGHBORHOODS IN WHICH BRANCH LIBRARIES HAVE DONE LITTLE ADAPTATION OF SERVICES

CHAPTER I

PROCEDURE FOR ESTABLISHING ADULT REGISTRATION PERCENTAGES

It is necessary to establish a guide that can be used to measure initial interest or willingness to use a library. The act of registering for a borrower's card is an active display of the reader's interest in the library. Even if the card is not later picked up from the library, at the least, in one moment of the reader's life, he felt the library could be useful to him in some way. The per cent of those adults who apply for library cards, then, may be a useful indication of adults who at one time felt the library of some potential use to them.

The first step in attempting to establish a percentage of adult registration in branch libraries which offer no or very few specially designed services to adults of low education is to select a group of cities which would in all probability have extensive areas with below median education. The national median of education for adults 25 years old and over was reported in the 1960 U.S. Census as 10.6 grades.[1] It seemed likely that the following large metropolitan cities would have areas with a median educational level below this: Elizabeth, Jersey City, Paterson, and Trenton in New Jersey, and the Bronx and Brooklyn in New York. Only the first four--all in New Jersey--proved feasible libraries for study, as will be shown.

The head librarian in each of these cities was contacted and asked whether there were a branch serving a neighborhood which, first, was predominantly low-education and, second, had made little adaptation in services, collection, or composition of staff as they had existed for several years. In several cases it was suggested by librarians that the change in the neighborhood from one of heavy use to one of little use had taken place concurrently with a recent exodus of established residents and influx of newcomers with lower education.

In each of these cities one branch meeting these requirements was selected.

The next step in establishing a percentage of registration was to establish for each branch the ratio of adult registration to adult population. The year 1960 was chosen as the basis for population figures, because important population shifts had taken place within the last decade, and because the 1960 census figures were just becoming available and were therefore the most recent measure.

In order to use each individual branch's adult registration to determine a general percentage of registration, it was necessary to establish the population of the branch service area.

Two of these libraries--Brooklyn and the Bronx--had previously established the limits of the branch service area formally or informally, although each of the other libraries had some concept of the range of distance from the branch of many of its patrons.

The most accurate and acceptable definition of a branch service area was arrived at by having the branch librarian and the Head Librarian sketch the physical limits of the branch area on a local street map.

For purposes of this study, "adult" was defined as the age at which each library transferred juvenile registration to the adult files, that is the age at which patrons left the Children's Department and were allowed to use the adult section of the library in whole or in part. (In fact, no library investigated made any distinction in registration figures between teenagers transferred from the Children's Department and adults twenty-one years and over.)

The next step, then, was to establish the age at which children were registered as "adults." In several of the libraries investigated special "young Adult" cards are issued as part of the Adult Registration. The adult registration age was not identical for all libraries, but it was assumed that since approximately 2% of the juvenile population is generally included within each year-of-age, the difference of as much as two years age would have small effect on the percentage of registration of the total "adult" population.

Each of these libraries determines the registration age of adults by grade level. In order to use registration figures and population statistics, it is necessary to translate grade level into age level. The following table was used for this purpose.

TABLE I

Equivalent Age and Grade Levels

Grade	Equivalent Age
7	12
8	13
9	14
10	15
11	16
12	17

The bulk of teen-age registration takes place at the beginning of the school year. Again for purposes of establishing total adult registration, it was assumed that this variation was of no consequence when balanced with the slight variation in age of those entering the same grade and the fact that, of course, not all adult registrations are juvenile transfers.

By superimposing the map of the branch area onto the census tract map for the city it was possible to determine which census tracts were wholly included in the branch area and which were partially included. For those tracts which were wholly included it was possible to use the population figures as they stood. For those tracts which were only partially included an estimate was made of the percentage of the tract included in the branch service area. Since block census data did not reveal necessary data, it was necessary to assume that the population of each such tract was distributed evenly so that percentages of the total tract figures could be taken. Several such tracts were checked by driving around, by consultation with the branch librarian, and by comparing population in neighboring tracts. No important difference in distribution was found. In every case in which the branch area was transposed to census tract maps, the librarian was again asked to verify the accuracy of the branch service area.

It was now possible to calculate the total "adult" population of each branch service area.

For each branch, the grade level of transfer to adult registration was translated into equivalent age level (*see Table I*). From the

U.S. Censuses of Population and Housing: 1960, the total population of that age and above was totaled for each tract wholly included in the branch service area; for those tracts partially included the appropriate percentage of the total was taken. These figures were added together resulting in the estimated total number of "adults" in the branch service area.

In order to find the number of adults registered it was necessary to find the total number of adult cards in force for adults at the end of 1960, the year of the census figures. All but one of the libraries investigated used a three-year registration period. One did not, and one had recently changed to a three-year period. The figures for these two libraries were adjusted.

At this point it became apparent that for purposes of establishing a percentage of adult registration it would not be possible to use two of the New York libraries. The Bronx no longer keeps registration figures by branches, and the only possible way to arrive at these figures would be to sample the total central adult registration file. Brooklyn Public Library has recently changed its registration period, but in addition changed its adult transfer from 9th to 7th grade in the fall of 1959. After adjusting for both factors, the resulting figures would be less sound than those for the other branches.

Having calculated the total number of adults registered, this figure was divided by the figure for the total "adult" population to determine the percentage of adult registration in the branch.

The same process was followed to establish the per cent of adult registration in the system. This serves as a comparative figure to

the branch registration.

With the census tracts it is possible to establish the educational level of each branch's population. Since for this phase of the study it is necessary to determine only that the branch area is below the national median of 10.6 grades, each census tract is taken whole, even when only partially included in the branch service area. Even assuming the possibility that this might raise the educational median for a branch area, it was found that in all cases the areas were well below 10.6. And in no case was any census tract, even if only a small part were included in the branch service area, at, or above, the educational median for their cities or states.

The range of percentages of adult registration for the branches offering no specially adapted service program was established and serves as a basic guide in selecting branches in the second part of the study. From these branches in metropolitan core cities, with a low education neighborhood and with a program of services adapted to adults with low education, the branches with a higher percentage of registration were selected for further investigation.

Notes

1. U.S. Department of Commerce. Bureau of the Census. U.S. Census of Population: 1960. General Social and Economic Characteristics. U.S. Summary. Final Report PC(1). Table 76.

CHAPTER II

TRENTON BRANCH

The East Trenton Branch,

Trenton Public Library, Trenton, New Jersey

The East Trenton Branch of the Trenton (N.J.) Public Library typifies the problems caused by a rapid shift in population. The library uses one of the historic landmarks of Trenton as its branch in this area. Beautifully kept up, this nearly two-hundred year old building has witnessed heavy library use in past years. Since a peak of circulation and use in the 1930's and early 1940's, however, use of the branch has steadily declined.

Some members of the present staff have served in the neighborhood for a long period: the branch librarian has been associated with the branch for thirty years. She and her staff easily remember highly successful, well-attended story hours, popular adult book discussion groups, and similar activities. Now the staff speaks as easily of the danger of walking in the neighborhood, especially at night; and of attendance at group meetings limited to a few loyal old-timers still in the area. Although the juvenile department is still used, it is no longer flooded with eager children. The adult department staff speaks of the three or five adults who were in the library the evening before, and of the sharp curtailment of many previous services.

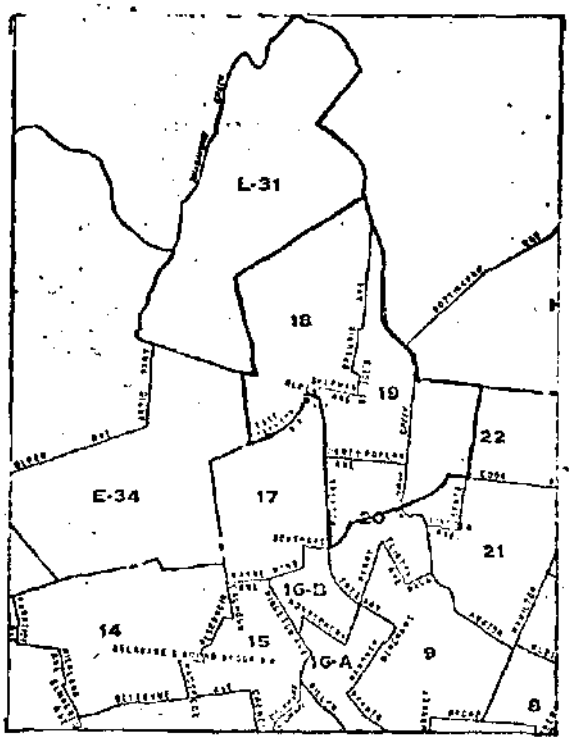
At the time of this investigation (the Spring of 1962) the staff consisted of three full-time professional librarians, one part-time clerical, and two part-time pages. The hours were 2 P.M. to 9 P.M., Monday through Friday. Recently the hours have been further restricted as a direct result of lack of interest or use of the branch; and the branch librarian has been given the additional responsibility of planning, laying out, and stocking a new store branch less than a mile away. The librarian and her present staff, by restricting hours at the East Trenton Branch, will staff and run both branches. It is possible that if the new branch is successful and use of the East Trenton Branch does not increase, hours and even staff at the East Trenton Branch will be greatly restricted in the future.

The East Trenton Branch has natural, physical limits to its service area. The Hamilton Township line, a nearby factory, and railroad tracks are all barriers. The users are drawn predominantly from the area within these limits. The branch service area as presently conceived by the branch librarian and the Library Director is indicated on the census tract map.

Tracts 18 and 19 lie wholly within the branch service area, while 50% of tract 20, and 40% of tract 22 are included.

Adult registration in Trenton starts at 10th grade, or about 15 years of age. The total population of 15 years of age and over in the East Trenton Branch service area is approximately 8,368.

For these tracts Table III shows the median school years completed for persons 25 years of age and over in 1960 to be considerably



EAST TRENTON BRANCH LIBRARY SERVICE AREA

U.S. Department of Commerce. Bureau of the Census. U.S. Census of the Populations: 1960. Census Tracts. Final Report PHC(1)-160, Trenton, New Jersey. Inset Map.

TABLE II

Size of Adult Population Served by East Trenton Branch

East Trenton Branch Area Census Tracts[1]	Population 15 years of age and over	
18		3,356
19		1,962
20	2,108 (50%)	1,050
22	4,980 (40%)	2,000
	Total	8,368

TABLE III

Educational Medians for Adult Population

	East Trenton Branch[1]	Trenton, N.J.[1]	New Jersey[2]	U.S.A.[3]	Urban U.S.A.[4]
Tract 18	8.4 years				
19	8.0				
20	8.2 (50% included)				
22	9.6 (40% included)				
Median	8.6	9.0	10.6	10.6	11.1

lower than medians for Trenton as a whole, New Jersey, and the nation.

It is evident that the East Trenton Branch area includes a population with a median educational level substantially below that of the country as a whole and urban areas particularly, well below that of the state, and below that of the whole city of Trenton. This is a low-education area.

The predominant occupations of this service area are noted in the table below. (A fuller analysis of the occupational patterns of each branch area is offered in Chapter VI.)

TABLE IV

Predominant Occupations of the East Trenton Branch Service Area

Occupation	Per cent employed in category[5]
Operatives and Kindred Workers	34.7%
Craftsmen, Foremen and Kindred Workers	10.7
Clerical and Kindred Workers	10.6
Service Workers, except private household	11.6
(No other category more than 8% except "not reported")	

Next it is necessary to establish the figure for total adults registered as of the year of the latest census figures—1960.

The Trenton Public Library has a three-year registration period. For the system as a whole the total adult registration, or cards in force, at the end of 1960 was 16,189.[6] The total population 15 years of age and over for the city of Trenton in 1960 was 85,960.[7] The total adult registration for the East Trenton Branch at the close of 1960 was 178.[8]

The total 1960 adult registration for the system and for the East Trenton Branch area, compared with the total adult populations served, are given in the table below.

TABLE V

Percentage of Adults Registered, Trenton Public Library System and East Trenton Branch Library, 1960

	Total Population, 14 Years of Age and Over	Registered Adults, 1960	Per cent Registered
Trenton	85,960	16,189	18.6%
East Trenton	8,368	178	2.1%

Notes

1. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-160, Trenton, N.J. Table P-1.

2. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population: 1960, General Social and Economic Characteristics, N.J. Table 47.

3. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population: 1960. General Social and Economic Characteristics. U.S. Summary. Final Report PC(1) 1C. Table 76.

4. Ibid.

5. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-160, Trenton, N.J. Table P-3.

6. Free Public Library, Trenton, N.J. Registration Records.

7. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-160, Trenton, N.J. Table P-2.

8. Free Public Library, Trenton, N.J. Registration Records.

CHAPTER III

PATERSON BRANCH

The First Ward Branch Library

Free Public Library, Paterson, New Jersey

The First Ward Branch of the Free Public Library of Paterson, New Jersey is located in the heart of a wholly depressed neighborhood. Eighty-seven per cent of the residential structures in the First Ward, a political unit, were considered substandard by a field survey team studying this area in 1956.[1] This same survey indicated that in 1956, 54 per cent of those living in this area were in the low-income class, earning less than $4,000 per year, and that nearly one third of the living units were cold water flats, while 73 per cent lacked central heating. The team estimated that 50 per cent of the residents of the First Ward were Negroes.

The First Ward Branch serves a substantial part of this political ward, hence its name. The staff of the branch speak of hoodlumism and delinquency as characteristic of the area. Use of the branch has never been high although when it was opened at the beginning of World War II, hopes were high. The branch was located in a former branch bank building which apparently had been given up by the bank because it was not sufficiently active. However, even since the branch opened

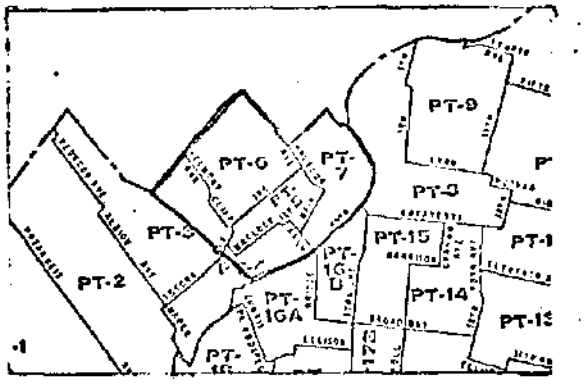
in the 1940's use has declined.

All around the branch, structures are being torn down with plans for an urban renewal project in the immediate future. No longer is there a saloon across the street, and new schools are already going up in the area. The Librarian is pinning much hope on this project. "If the branch can be maintained, then perhaps with urban renewal library use will begin to rise."[2]

Presently the First Ward Branch is staffed by two senior, non-professional assistants (one of whom heads another branch) and two pages. The hours are 9 A.M. to 5 P.M. Monday through Friday; they may be shortened in the near future. Services beyond the most fundamental and rudimentary are non-existent because of staff size, lack of staff training, and low use.

On the Census Tract map is the First Ward Branch area as traced by the Library Director. The Passaic River, Hawthorne Township, and Prospect Park are natural boundaries on two sides. (Although both of these neighboring towns contract with Paterson for library service, the Director says all evidence points to use of the Main Library and not the branches.) West Broadway, although well within traveling distance of the First Ward Branch, is nevertheless another boundary. The beginning of "the Hill," this street in the Director's opinion marks a very real line beyond which the "quality people" of the area will not go for library service.

Since the branches of the Paterson Public Library have independent registration (one must register at each library outlet from which he wants to borrow material), it happens that the First Ward Branch



FIRST WARD BRANCH LIBRARY SERVICE AREA

U.S. Department of Commerce. Bureau of the Census. U.S. Census of the Population: 1960. Census Tracts. Final Report PHC(1)-111, Paterson-Clifton-Passaic, New Jersey. Inset Map.

has an adult registration age one year lower than the rest of the library system. Registration for adult cards at this branch begins at 13 years. (Here the branch uses age level rather than grade level. However, the usual check for age is to determine if the person is in 7th or 8th grade.)

TABLE VI

Size of Adult Population, First Ward Branch Library

Census Tract	Adults, 13 years of age and over
5	1,803
6	3,618
7	2,738
3 (20% of 4,118)	825
4 (45% of 1,592)	720
Total	9,704

TABLE VII

Median Years of School Completed, Adults 25 Years of Age and Over, 1960

First Ward Branch Area	Branch Area Educational Median[4]	Paterson[5]	New Jersey[6]	U.S.A.[7]	Urban U.S.A.[8]
Tract 5	8.1				
6	8.6				
7	8.2				
3	8.6				
4	7.2				
Median	8.3	8.7	10.6	10.6	11.1

As is readily apparent, the branch service area has a lower median of education than the nation; and this is true whether the partially included tracts 3 and 4 are included or excluded. In fact the educational median for the entire city is dramatically lower than that of its own state.

The predominant occupations for the First Ward Branch area parallel that found in the other branch areas presented.

TABLE VIII

Predominant Occupations, First Ward Branch[9]

Occupation	Per cent Included
Operatives and Kindred Workers	36.7%
Craftsmen, Foremen, and Kindred Workers	15.1
Clerical and Kindred Workers	10.6
(No other occupational category is above 10%)	

The branch area adult population (13 years of age and over) is 9,704,[10] and the city's adult population (14 years of age and over) 107,620.[11]

The figures gathered by this writer for the total adult registration of the First Ward Branch and those gathered for the annual statistics for the system are disparate.

By consulting the First Ward Branch's registration book and counting all new adult registration and adult re-registration for the years 1959, 1960, and 1961 the following was arrived at as yearly registration

and re-registration.

1959	212[12]
1960	187
1961	157
Total (3 year)	556

A similar count from the system adult registration records was not possible since the numerical records are sent from each branch and agency, and there is no central city-wide registration file. However, the annual system registration and re-registration figures are available:[13]

1959	7,207
1960	7,285
1961	7,292
Total (3 year)	21,748

The data gathered annually by the Circulation Department show the following figures for "cards in force" at the First Ward Branch for each of these three years.[14]

1959	1,019
1960	1,015
1961	1,010

The cards in force (a three year registration period is in effect) should be nearly identical (except, perhaps, for small errors or slight overlap) to the total number of adults registered and re-registered.

And this is the case for the system-wide figures.

Total system adult cards in force is reported at the close of 1960 to be 22,156.[15] There is less than a two per cent difference in the figures given for each year's annual registration and the cards in force count. The two sets of figures--registration and total cards in force--are, for all practical purposes, identical.

But, as can be seen, the two sets of figures for the First Ward Branch are apart by a *factor approaching 2.*[16]

Both percentages of registration, therefore, are offered in the table below.

TABLE IX

Percentage of Adults Registered, Paterson Public Library System and First Ward Branch Library: 1960

	Total Population	Circulation Reports: Registered Adults, 1960	Circulation Reports: Per cent Registered	Registration Reports: Registered Adults, 1960	Registration Reports: Per cent Registered
Paterson (14 Years of Age and Over)	107,620	22,156	20.6%	21,748	20.2%
First Ward (13 Years of Age and Over)	9,704	1,015	10.5%	556	5.7%

Notes

1. Paterson Looks Ahead Now: The Full Story. Paterson Looks Ahead Now, Inc. Paterson, N.J. (1961).

2. Interview with Mr. Leo Etzkorn, Director Free Public Library, Paterson, N.J. April 1962.

3. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-114, Paterson-Clifton-Passaic, N.J. Table P-2.

4. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-114, Paterson-Clifton-Passaic, N.J. Table P-1.

5. U.S. Department of Commerce. Bureau of the Census. U.S. Census of the Population: 1960, General Social and Economic Characteristics, N.J. Table 47.

6. Ibid.

7. U.S. Department of Commerce. Bureau of the Census. U.S. Census of Population: 1960. General Social and Economic Characteristics. U.S. Summary. Final Report PC(1)1C. Table 76.

8. Ibid.

9. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-114, Paterson-Clifton-Passaic, N.J. Table P-3.

10. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-114, Paterson-Clifton-Passaic, N.J. Table P-2.

11. Ibid.

12. First Ward Branch, Free Public Library, Paterson, N.J. Registration records.

13. Ibid.

14. Letter, Mrs. Florence B. Cherry, Chief, Circulation Department, Free Public Library, Paterson, N.J. June 13, 1962.

15. Telephone call, Mrs. Florence B. Cherry, Chief, Circulation Department, Free Public Library, Paterson, N.J. June 1962.

16. These figures are repeated and explained in a letter from the Circulation Chief, Mrs. Florence B. Cherry, dated June 13, 1962. "I feel you can be safe in using the figures as the numbers are the same as used for our annual reports. I assemble all the circulation figures from the six Branches and other Agencies used in the System . . . Cards in Force does not mean the sum of the registration for the three years. This is calculated each month and varies accordingly. Registration is added to a basic Cards in Force each month."
(The letter goes on to explain one fairly common method of calculating total registration. Each month the

difference between that month's registration and re-registration and the same month three years previous is arrived at and added--or subtracted--to the current total, giving the current cards in force. The letter concludes:) "This method has been used in our System for many years. . . . However, you can see why the registration for the three years at First Ward Branch did not give the same as the Cards in Force."

CHAPTER IV

JERSEY CITY BRANCH

Lafayette Branch Library, Jersey City Public Library

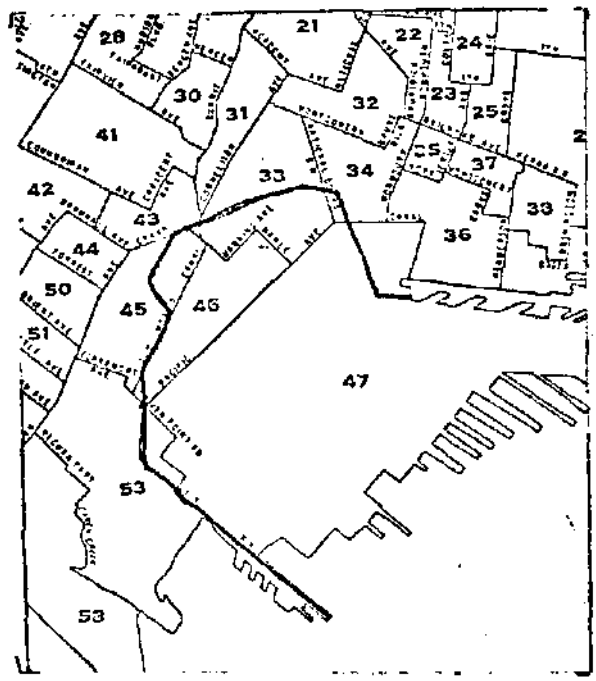
Jersey City, New Jersey

The Lafayette Branch Library of the Jersey City (N.J.) Public Library is located in a store. Here the same situation as that found in the East Trenton and the First Ward Branch is found. Presently staffed by one non-professional and one page, the branch is open to the public six days a week, 12:30 P.M. to 7 P.M. Monday through Friday, and 9 A.M. to 5 P.M. on Saturdays. The City Librarian is considering cutting hours and perhaps closing the branch altogether.

Unlike the East Trenton Branch the Lafayette Branch has not experienced a recent change in population. It has long been a heavily Negro, low-education, low-income neighborhood. Branch use has never been high, and no special attempts to adapt the branch services to its neighborhood have been possible without a professional librarian and without system support.

Although Jersey City as a whole is well below the national education median, the Lafayette Branch service area includes a population with median education level below that of the city.

Only one census tract is above the city educational median, and



LAFAYETTE BRANCH LIBRARY SERVICE AREA

U.S. Department of Commerce. Bureau of the Census. U.S. Census of the Populations 1960. Census Tracts. Final Report PHC(1)-67, Jersey City, New Jersey. Inset Map.

only 15 per cent of that tract is within the branch area. The Director seriously questioned whether many in that tract would go to the Lafayette branch even as close as it is. The census tract map following shows the limits of the Lafayette Branch area as sketched by the Director. Table X shows the educational median for each tract to be substantially below the national median of 10.6, and below that of the city. The branch area is a low-education area.

TABLE X

Median Education for Adults, 25 Years of Age and Over

Lafayette Branch Area	Median Education[1]	Jersey City[1]	New Jersey[2]	U.S.A.[3]	Urban U.S.A.[4]
Tract 46	8.8				
47	8.7				
33 (35%)	8.6				
34 (6%)	8.3				
45 (15%)	10.0				
53 (2%)	9.5				
43 (5%)	8.9				
Median	8.8	9.3	10.6	10.6	11.1

Registration of adults in Jersey City begins at 9th grade, which can be translated as about 14 years of age. Taking the population 14 years of age and over in each census tract wholly included and the per cent of population included in tracts partially included, the total adult population in the Lafayette Branch service area is 6,858.

TABLE XI

Size of Adult Population 14 Years of Age and Over of Lafayette Branch Service Area

Census Tract		Adult Population[5]
46		2,509
47		1,811
33	(35% of 4,545)	1,590
34	(6% of 1,987)	120
45	(15% of 3,953)	593
53	(2% of 2,984)	60
43	(5% of 3,499)	175
	Total	6,858

The total population 14 years and over for Jersey City as a whole is 206,592.[6]

The predominant occupations for the Lafayette Branch area are listed in the table below. Only the first three census tracts have been used; two are wholly included, one 35 per cent. None of the others fall more than 15 per cent within the branch area, and total less than one-third of the area.

TABLE XII

Predominant Occupations of the Lafayette Branch Service Area

Occupation	Per cent Employed[7]
Operatives and Kindred Workers	32.1
Clerical and Kindred Workers	17.1
Service Workers, except Private Household	12.4
Laborers, except Mining	9.3
Craftsmen, Foremen and Kindred Workers	9.0
(The remaining categories each contain less than 4% of the total employed.)	

Jersey City had "continuous" registration from February 1, 1953 through December 31, 1962, a period of seven years and eleven months. During this period no registrations were considered expired and no re-registrations were made. New registrations continued to be added to the basic figure. For the entire period, then, the total adult registration for the city was 38,802;[8] for the Lafayette Branch, 625.[9]

It is not possible, of course, to arrive accurately at the exact figure for an equivalent three-year registration, but the figure can be bracketed. Taking three-eighths for the approximate equivalent of a three-year registration period, the total adult registration can be estimated as:

Jersey City system	14,563
Lafayette Branch	234

Dividing these estimates by the appropriate adult population totals the percentages of adult registration would be:

Jersey City Public Library	7.6%
Lafayette Branch Library	3.8%

Using the total seven year, eleven month registration figures the percentages of registration would be:

Jersey City Public Library	18.8%
Lafayette Branch Library	11.4%

The true figures fall somewhere between these two limits, and most probably closer to the lower percentages.

TABLE XIII

Percentage of Adults Registered, Jersey City Public Library System and Lafayette Branch Library: 1960

	Total Population 14 Years of Age and Over	Estimated 3-Year Period Registered Adults, 1960	Per cent Registered	7-Year, 11-Month Total Registered Adults	Per cent Registered
Jersey City	206,592	14,563	7.6%	38,802	18.8%
Lafayette	6,858	234	3.8%	625	11.4%

Notes

1. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-67, Jersey City, N.J. Table P-1.

2. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population: 1960, General Social and Economic Characteristics, N.J. Table 47.

3. U.S. Department of Commerce. Bureau of the Census. U.S. Census of Population: 1960. General Social and Economic Characteristics. U.S. Summary. Final Report PC(1)-1C. Table 76.

4. Ibid.

5. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-67, Jersey City, N.J. Table P-2.

6. Ibid.

7. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-67, Jersey City, N.J. Table P-3.

8. Free Public Library, Jersey City, N.J. Registration Records.

9. Ibid.

CHAPTER V

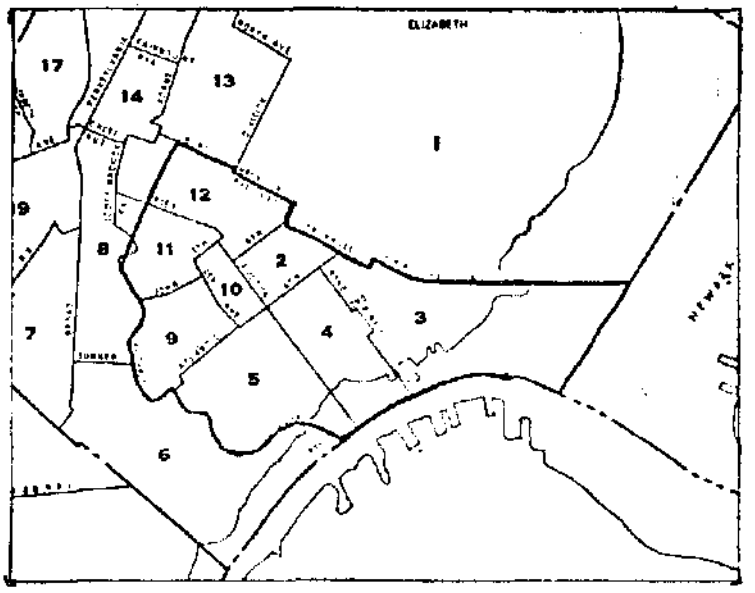
ELIZABETH BRANCH

Liberty Square Branch Library

Free Public Library, Elizabeth, N.J.

Long in a Polish area, the Liberty Square Branch is only now emerging from a two-decade period of declining use after successfully serving the pre-war Polish population. Housed in a large Carnegie building, the branch is monumental, with a two-floor design. The Children's Department is in the basement with separate entrance. Two professional librarians, the children's librarian heading the branch; three clerks; and two assistants man the branch which is open Monday, Tuesday and Wednesday from 2 P.M. to 9 P.M.; and Thursday and Friday from 2 P.M. to 5:30 P.M.

Low adult use of the Liberty Square Branch has been of concern to the library for several years, but no serious attempts to adapt service or collection have yet been possible. The comparative success of children's service has led to a greater emphasis of staff and collection in this area. This becomes particularly apparent in attempting to establish the boundaries of the branch service area. The branch librarian, the system Children's Librarian and the Head Librarian all describe the branch area less in terms of physical limits than in



LIBERTY SQUARE BRANCH LIBRARY SERVICE AREA

U.S. Department of Commerce. Bureau of the Census. U.S. Census of the Population: 1960. Census Tracts. Final Report PHC(1)-105, Newark New Jersey. Inset Map.

relation to the schools which are the responsibility of the Liberty Square children's librarian. The Liberty Square Branch area, then, is large when compared with the other branch areas studied, but it is probably served well in terms of children's service; and the librarian considers the adults in this area to be the branch's responsibility as well.

Registration age was lowered in the Elizabeth Public Library system in mid-1961, but, as with the other libraries, the following table shows branch adult population, using the 1960 definition of adult as 9th grade and up.

TABLE XIV

Adult Population of the Liberty Square Branch Service Area

Census Tract[1]		Population, 14 Years of Age and Over
2		3,498
3		2,846
4		4,488
5		3,491
9		3,300
10		2,446
11	(85% of 3,948)	3,360
12	(75% of 4,848)	3,615
	Total	27,044

TABLE XV

Median School Years Completed, Adults, 25 Years of Age and Over

Liberty Square Census Tracts	Median Education	Elizabeth[2]	New Jersey[3]	U.S.A.[4]	Urban U.S.A.[5]
2	8.7				
3	8.4				
4	8.6				
5	8.6				
9	8.7				
10	8.7				
11	8.6				
12	8.8				
Median	8.6	9.9	10.6	10.6	11.1

As can be seen in Table XV, the median educational level for the Liberty Square Branch service area is low, and consistently lower than that of the city as a whole.

The major occupations for the Liberty Square area are those of the other branch areas studied.

TABLE XVI

Predominant Occupations, Liberty Square Branch Service Area

Occupation	Per cent Employed[6]
Operatives, and Kindred Workers	37.9%
Craftsmen, Foremen and Kindred Workers	13.6%
Clerical and Kindred Workers	12.7%
Service Workers, Except Private Household	8.6%
(No other category is above 7%)	

The adult registration for the Elizabeth Public Library system is for a three-year period. (In mid-1961 the registration age for adults was lowered from 9th to 8th grade, but the registration figures for 1960 are not affected by this change, which resulted in an increased adult registration for 1961.)

The total 1960 adult registration for the system and for the Liberty Square Branch area, compared with the total adult populations served are given in the table below.

TABLE XVII

Percentage of Adults Registered, Elizabeth Public Library System and Liberty Square Branch Library: 1960

	Total Population 14 Years of Age and Over	Registered Adults, 1960[8]	Per cent Registered
Elizabeth	81,253[7]	17,266	21.2%
Liberty Square	27,044	1,168	4.3%

Notes

1. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-105, Newark, N.J. Table P-2.

2. U.S. Department of Commerce. Bureau of the Census. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-105, Newark, N.J. Table P-1.

3. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population: 1960, General Social and Economic Characteristics, N.J. Table 47.

4. U.S. Department of Commerce. Bureau of the Census. U.S. Census of Population: 1960. General Social and Economic Characteristics. U.S. Summary. Final Report PC(1)1C. Table 76.

5. Ibid.

6. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-105, Newark, N.J. Table P-3.

7. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-105, Newark, N.J. Table P-2.

8. Free Public Library, Elizabeth, N.J. Registration Records.

CHAPTER VI

SUMMARY OF FINDINGS, PART I

For purposes of consolidation and for use in comparing the selected branches in Part II, the pertinent tables from the preceding chapters have been summarized. Some additional information has been added which, while not basic to the selection of Part II branches, is useful in comparing neighborhoods served.

Table XVIII shows a full breakdown of branch area occupational characteristics and compares the branch areas with larger, similar areas: The New York-New Jersey Standard Consolidated Area, the New York Standard Metropolitan Statistical Area, and the U.S.A.

Table XIX shows the income groupings of the population in the four branch areas. The income between $5,000 and $5,999 contains the mode as indicated in the table. Although educational level is basic to this study, the table is offered as a guide for later comparison of the Part II and Part I branch areas. (It is not within the scope of this study, but it seems entirely likely from the areas investigated that income and education are not closely correlated.)

The last two tables have been used in selection of the branches for study in Part II.

Table XX brings together the educational medians from the previous chapters for immediate comparison. Newark, N.J. has been

added as explained in the next paragraph.

Table XXI shows the comparative percentages of adult registration. As can be noted, the percentages of adult registration for the library systems studied range from 7.6% to 21.2%. All but one fall in the 18-21% range. Newark Public Library, serving a city with a median education level of 9.0, has been added for additional comparison.

The adult registration in the branches investigated, ranges from 2.1% to either 5.7%, 10.5%, or 11.4%. For the purpose for which the figures are to be used, it is not necessary to validate (or invalidate) either Paterson figure, or to estimate more accurately the Jersey City figure. The highest possible per cent found in these branches in which each Director felt, and observation verified, little or nothing was being done to adapt services, is 11.4% (and perhaps, 5.7%).

In selecting branches for study in Part II, one of the criteria was that the branch in addition to offering special services in serving a low-education neighborhood, have an adult registration substantially higher than any of these figures.

TABLE XVIII

Occupational Pattern of Four Low-Education, Metropolitan Branch Library Areas; N.J.-N.Y. Standard Consolidated Area, N.Y. Standard Metropolitan Statistical Area, and U.S.A.

Occupation	Trenton[1] Branch	Paterson[2] Branch	Elizabeth[3] Branch	Jersey City[4] Branch	NY-NJ Std.[5] Consd.Area	NY[6] SMSA	U.S.A.[7]
Operatives & Kindred Workers	34.7%	36.7%	37.9%	32.1%	18.4%	17.3%	18.0%
Craftsmen, Foremen & Kindred Workers	10.7	15.1	13.6	9.0	12.1	11.3	12.8
Clerical & Kindred Workers	10.6	10.6	12.7	17.1	19.1	19.9	14.7
Service Workers, Except Private Household	11.6	8.3	8.6	12.4	8.8	9.5	9.0
Laborers, Except Mine, Including Farm	7.7	7.0	7.0	9.3	3.5	3.4	9.4
Professional, Technical & Kindred Workers	4.3	4.1	5.2	3.6	12.5	12.4	11.2
Sales Workers	4.4	4.1	3.8	2.4	7.5	7.5	6.6
Private Household Workers	4.1	2.6	2.7	1.3	2.1	2.3	3.3
Managers, Officials and Proprietors, Incl. Farm	3.1	2.2	2.9	3.8	9.6	9.6	14.8
Not Reported	8.7 (99.9)	9.5 (100.2)	5.4 (100.1)	9.1 (99.8)	6.4 (100.0)	6.7 (99.9)	— (99.8)

TABLE XIX

Four Branch Areas: Income Levels, All Families,* 1959

Income Range	Trenton[8] Branch	Paterson[9] Branch	Elizabeth[10] Branch	Jersey City[11] Branch
Under $1,000	4.0%	4.4%	3.5%	3.0%
1,000 - 1,999	3.5	7.4	6.6	4.9
2,000 - 2,999	6.0	8.9	7.4	11.2
3,000 - 3,999	9.0	10.2	9.5	11.2
4,000 - 4,999	12.8	13.9	11.7	14.1
5,000 - 5,999	15.0 (50.3)	16.6 (61.4)	16.7 (55.4)	13.4 (57.8)
6,000 - 6,999	11.4	13.1	13.4	12.8
7,000 - 7,999	8.4	6.7	8.3	8.7
8,000 - 8,999	5.9	7.1	7.6	5.4
9,000 - 9,999	5.4	3.2	4.7	5.0
10,000 - 14,999	13.7	6.3	8.3	7.0
15,000 - 24,999	4.0	1.3	1.5	1.5
25,000 and over	0.2	0.0	0.1	---
	(99.3)	(99.1)	(99.3)	(98.2)
*Total Families	2,684	3,372	9,600	2,789

TABLE XX

Comparative Medians of School Years Completed, Adults 25 Years of Age and Over: 1960

Median, Four Branch Areas	Paterson	Jersey City	Trenton	Elizabeth	Newark[12]	NY-NE[13] NJ	NY[14] SMSA	NJ	NY[15]	USA	Urban USA
8.6	8.7	9.3	9.0	9.9	9.0	10.7	10.7	10.6	10.6	10.6	11.1

TABLE XXI

Comparative Percentages of Adult Registration: 1960

Four Low-Education Branch Areas				Four Parent City Libraries				Newark[16]
E.Trenton	First Ward	Lafayette	Liberty Sq.	Trenton	Paterson	Jersey City	Elizabeth	
2.1	5.7/10.5	3.8/11.4	4.3	18.6	20.6	7.6/18.8	21.2	24.8

Notes

1. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-160, Trenton, N.J. Table P-3.

2. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-114, Paterson-Clifton-Passaic, N.J. Table P-3.

3. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-105, Newark, N.J. Table P-3.

4. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing:1960. Census Tracts. Final Report PHC(1)-67, Jersey City, N.J. Table P-3.

5. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-104, Part 2, Outside New York City. Table P-3.

6. Ibid.

7. U.S. Department of Labor, Bureau of Labor Statistics. Employment and Earnings, 1960.

8. U.S. Department of Commerce, Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-160, Trenton, N.J. Table P-1.

9. U.S. Department of Commerce, Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-114, Paterson-Clifton-Passaic, N.J. Table P-1.

10. U.S. Department of Commerce, Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-105, Newark, N.J. Table P-1.

11. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-67, Jersey City, N.J. Table P-1.

12. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-105, Newark, N.J. Table P-1.

13. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-104, Part 2, New York, N.Y., Part 2, Outside New York City. Table P-1.

14. Ibid.

15. Ibid.

16. Telephone call, Director Free Public Library, Newark, N.J. for total adult registration, Newark system.
(Registration period: 3 years
Total Adult Registration, 1960: 74,215
Adult Registration Age: 9th grade - 14 years of age)

PART II

INVESTIGATION OF THE HYPOTHESIS

CHAPTER VII

METHOD

The Selection of Branches for Study

Levels of adult registration in low-education metropolitan areas in which the branch library has done little or nothing to develop special services were established in Part I to be used as one guide in the selection of branches for investigation.

The criteria for selection of branches for this study were: metropolitan city branch library, low-education neighborhood, a program of services which has been concerned with low-education adults. If all these criteria were met, and, in addition, the percentage of adult registration were higher than percentages found in Part I, the branch would be used in this study.

Several public library systems presented themselves as suitable: the public libraries of Brooklyn, the Bronx area of the New York Public Library, Detroit, Baltimore, and Cleveland. Their suitability for study was investigated in that order.

Although the Hunt's Point Regional Library in the Bronx has a well-developed program of services, it was rejected for study because, first, records and statistics of registration are not available by individual branch in the New York Public Library System, and, second,

the limited registration data would require a good deal of effort by the branch staff to supply necessary preliminary information for this study. However, if other branches did not provide conditions more suitable, this branch could be used.

The Brooklyn Public Library has assigned a professional to an experimental program of library promotion through community organization contacts in the Bedford-Stuyvesant area. Unfortunately none of the three branches in this area offer an outstanding program of services, are adequately staffed, or well stocked. These branches had to be rejected as not meeting the essential criteria.

A telephone interview with the Home Reading Services librarian of the Detroit Public Library[1] revealed that the library was presently facing budgetary restrictions and is curtailing its present services. Detroit was rejected for study.

Both Baltimore and Cleveland proved to satisfy the criteria for selection. Telephone and written questions verified each as having a low-education area, served by a branch that for several years had been making special efforts to adapt to its changing community. Both branches could furnish the necessary registration information, and the administrators in both systems expressed interest, enthusiasm, and backing for the study.

Preliminary data were gathered by correspondence. Both branches had registration rates above those found in branches investigated in Part I, which demonstrated a degree of success in their attempts to serve low-education neighborhoods.

TABLE XXII

Percentages of Adult Registration, Branches under Investigation for Selection

	Adult Population 14 Years of Age and Over	Adult Registration	Percentage of Adults Registered
Baltimore City	678,149[2]	149,553[6]	22.1%
Pennsylvania Avenue Branch	56,868[3]	7,145[7]	12.5
Cleveland City	633,683[4]	201,776[8]	23.0
Carnegie West Branch	27,263[5]	4,572[9]	16.4

Descriptions of the branch services indicated that much thought and a good deal of effort had been put into the designing of a program of services.

Both branches met the requirements for investigation.

Development of a Service Summary and Chronology

A ten-year summary and chronology of the adult services program of each library was necessary. In creating this summary, emphasis was placed on those services (including children and teen-age) which were designed for low-education adults or which might be of appeal to low-education adults.

The chronology of service was sketched by examining all records and reports available, by talking with the library system's administrators, and by interviewing the branch librarian and her staff.

This preliminary sketch was added to and refined by observation of services, and examination of the collection. As a final check for

completeness, a preliminary checklist of elements of services which could be adapted to low-education adults was used.[10] A final summary of services and a chronology of the development of these services was then made.

Interview Procedure

Evidence that library use by adults of low education is linked to library services adapted to those adults was sought through interviews with library users of low education.

Interviewing as a research method for this study had both built-in opportunities and built-in limitations. No matter how carefully plotted and planned a series of questions may be, each situation presents variations and occasionally even radical departures from what is anticipated. New areas of questioning may present themselves as useful, and, on the contrary, information may be obscured or even refused.

An interview schedule was developed which would allow for early elimination of adults not of low education and also allow for continuation into longer interviews for those of low education.

The information sought from each interview is that which is necessary to build a picture of his library use and of his relation to the branch. The questions were developed to uncover the catalyst, circumstances, or sequence of events which caused him to use or change his use of the particular branch library.

The interview schedule was designed to cover six major areas:

1. For what purpose(s) does the interviewee use the library?
2. What is his educational level?
3. Does he belong to any organized groups, and if so what type?
4. Does he live in the branch neighborhood, and if so how long? Where was he born?
5. Occupation, age, sex, and race.
6. Information about his first use of this branch library, use of other libraries previously, whether he has used this branch more or less recently, which of the services he has used, and the relation of the library's program of services to his use of the library.

The first area of questioning was designed to give information concerning the interviewee's purposes in using the library, the degree to which he may need library guidance in searching for materials, and also to allow the question concerning the level of education to appear less abrupt. The opening five questions (see Exhibit 1, the Interview Schedule) were developed by Fred Heinritz in a study of reader approaches to use of public library collections.[11]

Although the categories Heinritz created are neither entirely inclusive nor mutually exclusive, the purposes of the present study were served excellently by them. (For example "Proxy" is defined by Heinritz as relating to school, hobby, or recreation only; this is not always the case. Witness the man checking out cookbooks for a

sick wife. And the distinction between "Avocational" and "Hobby" is not one this writer is always able to draw.) The categories developed by Heinritz served as a guide, or checklist, in interviewing and allowed for an accurate recording of varying numbers of purposes of use by each interviewee.

The first draft of the interview schedule was tested in a low-education neighborhood in Newark, New Jersey.[12] The questions were proved capable of bringing the desired responses, and a few changes in wording were made.

The final form of the interview schedule, a detailed explanation of each question and the reasoning behind it follow.

Exhibit I

Catch statement, e.g. Good evening, I'm making a study of this library. If you'd answer a few questions it would be very helpful.

Introduction, e.g. I'm making a study of several library branches in the East, and this is one of the outstanding ones. I'd like to find out some things about the use of the branch library in this community.

1. People come to the library for many different reasons: for example, they come for pleasure, they come to find answers to questions, they come to learn about things that interest them, they come to sit and relax, and so forth. Would you mind saying for what reason you came to the library today?

a	Course	f	Recreation-Hobby	j	Proxy Non-School Recreation
b	Proxy		Information:	k	Proxy Non-School Recreation-Hobby
c	Mentor	g	Problem-Solving	l	Mentor-Non-School
d	Study Hall		Self-Improvement:	m	Sit
e	Recreation	h	Vocational	n	_____
		i	Avocational		

2. Would you say there are other reasons for which you use the library?

No Yes (If yes) What are they?

a	Course	e	Recreation	j	Proxy Non-School Recreation
b	Proxy	f	Recreation-Hobby	k	Proxy Non-School Recreation-Hobby
c	Mentor		Information:	l	Mentor, Non-School
d	Study Hall	g	Problem-Solving	m	Sit
			Self-Improvement:	n	_____
		h	Vocational		
		i	Avocational		

3. Do you have any idea of the particular book you want? Yes No

4. (If no) Are you looking for any particular subject? Yes No

5. (If no) Do you have any particular preference for fiction or non-fiction?

Fiction Non-Fiction No preference

6. I'm particularly interested in the fact that many people who haven't had as much formal education as they might wish often use libraries to continue learning. It would help my study if you would tell me what the last grade of school you attended was.

1	6	8	9	13	17 &
2	7		10	14	
3			11	15	
4					
5			12	16	

(If above 8, thank person and conclude interview)

Interview ended here _____

7. We have found in the past that many library users belong to some clubs and organizations, and I wonder how true this is. Have you belonged recently to any clubs or organizations such as the P.T.A., say, or a Church group or a scouting organization? (Neighborhood association; labor union; sport club.) Yes No

8. (If yes) Would you mind telling me what they are?

a	Labor Union	e	Youth-serving groups	i	Women's Clubs
b	Fraternal	f	Charity & Welfare	j	Political clubs
c	Church-connected	g	Professional	k	Business & Civic
d	Sport team or hobby club	h	Veterans	l	Community Center

m Nationality groups n Other _____

9. Do you live in this neighborhood? Yes No

(If no) How do you happen to use this library?

10. (If yes) Have you lived in this neighborhood since 1958? Yes No

(If less than 5 years) How long have you lived in this city?

1 2 3 4 5 6-10 longer _____

11. Where were you born? City State SE SW NW MidW PR Abroad (not PR)

12. How long have you been using this branch library?

1 2 3 4 5 6-10 longer _____

13. Do you think you've been using this branch more or less recently, or about the same?

More Less Same

14. (If more) Why do you think this is?

15. This next question is quite important, and I'm very interested in your answer. Think a minute if you like, and see if you can remember about the first time you used this library. (How did you first hear about this library? Where? Do you remember how you first decided to come?)

Awareness

Purpose

Service(s)

16. Have you used any of the following library services here?

	(Baltimore Branch)	(Cleveland Branch)
1.	Display, "Readable Books for Adult Students"	Help from a librarian
2.	Film programs	Film programs
3.	Meetings in Auditorium	Meetings in Basement
4.	Help from a librarian	Do you remember a librarian ever coming to one of your groups' programs
5.	Attend a book talk or other occasion at which a librarian was present	---
6.	Listen to "Bookfare," a Saturday morning library radio program	---

17. Have you used any library other than (this branch)(system) in the past?

Yes No

18. Do you mind, last, if I ask you what your occupation is?

1. Professional, Technical, and kindred workers
2. Managers, Officials, and Proprietors, including Farm
3. Clerical and kindred workers
4. Sales workers
5. Craftsmen, Foremen, and kindred workers
6. Operatives and kindred workers
7. Private Household workers
8. Service workers (except Private Household)
9. Laborers, including Farm
10. Housewife
11. Unemployed (no. 12 in Cleveland)
12. Retired (no. 11 in Cleveland)

19. Male Female

20. Negro White

21. Age: 15-19 30-39 50-59 65 and over
20-29 40-49 60-64

Thank you; you have been very helpful.

Explanation of Interview Schedule

Question No.	Explanation
1 and 2	The first two questions are used to determine the number and the variety of reasons each person has for using

Question No.	Explanation

1 and 2 (cont.)

the library. In some instances, it was necessary to write in additional purposes. Heinritz's definitions[13] follow. Remarks in parentheses are variations developed by this writer on Heinrits's original definitions.

a Course. The student comes to the library to work on or take out books for his own assignment. (In the present study, this category applies only to adult education and night school courses as distinct from formal, full-time school. For this study full-time students were not interviewed, and the original Heinritz category "school" was labeled "course.")

b Proxy. One person comes to the library to get material for another person's school assignment, that person not being present. (See also j and k below. For this study all proxy which did not fit in j or k were included in this category, e.g. vocational or avocational materials taken out for another person.)

c Mentor. An older member of the family brings a young child to use the library for a school-connected purpose. This older person may or may not get a book for himself also. If he does, his purpose for getting his own book list separately.

d Study Hall. The student brings his own material to study in the library. He does not intend to make use of the library's material. (In this study, non-students were included in this category, e.g. salesman in the library only to work on his sales-records.)

e Recreation. A person comes to the library to read, or to obtain matter to read later at home, primarily for pleasure. The reading may be either fiction or non-fiction. This purpose does not include f, below.

f Recreation-Hobby. The user is primarily after material that will aid him in pursuing his hobby. By a hobby is meant a field that the reader is in the habit of pursuing over an extended

Question No.		Explanation
1 and 2 (cont.)		period of time on a more than casual basis. (This is difficult to distinguish from the above category, but in this one, reading would usually result in activity.)
	g	Information-Problem Solving. The reader comes to the library primarily in order to solve a specific, non-school connected, problem.
	h	Information-Self Improvement-Vocational. The reader's primary purpose for coming to the library is conscious, vocational self improvement, non-school connected.
	i	Information-Self Improvement-Avocational. The reader's primary purpose for coming to the library is conscious, avocational self-improvement, non-school connected. (In this study this would include, for example, the housewife requesting material on child-care or home decoration.)
	j	Proxy-Non School-Recreation. One person comes to the library to obtain recreational reading material for another person, this other person not being present.
	k	Proxy-Non School-Recreation-Hobby. One person comes to the library to get reading material for another person, this reading material being primarily for the purpose of aiding this other person in pursuing his hobby.
	l	Mentor-Non School. An older member of the family brings a young child to use the library for non-school connected purposes. (In this study, this category has been expanded to include adults bringing other adults to the library, including persons not related.)
	m	Sit. A person brings his own, non-school connected reading material to the library to read. This person does not plan to make use of any library reading matter. (In this study, an adult who brings his own material to use in the library is included in Study Hall. For this study, adults who literally sit in the

Question No.	Explanation
1 and 2 (cont.)	library with no reading activity, were put in this category.
	a Other. Several additional categories were used more than once: Return Books Only. *Accompany Someone* Else (but not as a mentor). Meet Someone (with no other purpose in visit to the library).
3,4, and 5	Questions 3, 4 and 5 were included to give some indication of the amount of assistance which might be needed by the interviewee. If he knew the title sought, for example, he would need a different level of assistance than the guidance implied if he knew only that he wanted "some fiction." These questions had the additional value of asking questions the interviewee could answer with comparative ease.
6	This question is pivotal. The interviews with those of more than 8th grade education were terminated. For those who refused to give this information oblique ways could be used so that the writer was able to establish the educational level before completing the interview. The full interview was completed with those of 8th grade education or less. The framework for this question can be seen in the interview schedule (Exhibit I), but the question was asked in variant forms, each time taking a clue from the preceding responses.

Question No.	Explanation
7	This question was asked for two reasons. (1) Organization and community leaders are likely users of libraries. It was hoped here to find if leaders are encouraged in their use of the library by services, or if they use libraries anyhow. (2) The contact with community organizations as an approach to potential library users was found in both libraries investigated. The connection between library service designed for groups and use of the library was sought for. In some cases follow up questions were required to stimulate recall concerning organizational membership.
8	If the answer to the preceding question was yes, then the interviewee was asked what organization he belonged to. Categories were checked for the responses to help in establishing correlation between library service efforts to groups and library users.
9	This question and the following were asked to determine if the user lived in the branch service area. If he did not, why did he use this library. His answer might reveal some aspect of service-use relationship.
10	In this question the residence in the neighborhood for five years of more is established. If the interviewee has not lived in the neighborhood that long he was

Question No.	Explanation
10 (cont.)	asked if he had lived in the city prior to moving to this neighborhood. If he had not lived in the city prior to moving into this neighborhood, then the city library system would have had little or no chance for impact on him.
11	Each interviewee was also asked where he was born. It was important to establish origins of those coming from the South, Puerto Rico, or Europe.
12	How long the interviewee has been using the library paves the way to asking why he happened to start, as well as telling something about his reliance on the library and the history of his use.
13 and 14	Here a particular reason for more, or for less, use of the branch would be revealing. It could be a library service, an outside motivation, or some change in circumstances. Any of these could suggest an important clue to follow.
15	This is the key attempt to find from the user incidents that seem important to him in his relation with the library. The question was usually re-worded or expanded. Questioning at this point was pursued until the user had obviously recalled all of probable value concerning his

Question No.	Explanation
15 (cont.)	initial, or changing, use of the library and the role of library service. Three broad guides were followed in this question. (1) Awareness: when and how did the user first become aware of the library. (2) Purpose: what need or interest motivated him to use the library. (3) Services: what service(s) had attracted or encouraged him; what service(s) had he used.
16	Questions 16 and 17 were asked sometimes as part of the above question and sometimes independently. Question 16 was asked to double-check on the services which the library staff and the writer felt to be of likely appeal to low-education adults. Each interviewee was asked specifically if he had ever made use of any of these services. Affirmative answers were pursued.
17	Have other libraries influenced his use of this library? And is he a constant library user, or is this library unique in capturing his interest and use?
18	Occupational categories were drawn from the U.S. Census and recorded as defined by the Census.[14]
19	Sex
20	Negro or White classifications were checked to explore correlations between the role of library service and

Question No.	Explanation
20 (cont.)	minority groups.
21	Age was estimated. Complete accuracy was not expected, but when estimated by one person it is likely that the recording of ages would be consistent. Age groupings were thought to be useful in looking for possible relations between age and the use of libraries. Different periods of life can involve different concerns.

The interviews at each branch were conducted for the major portion of the public hours and for a two-week period. The total number of hours of interviewing at each branch and the total number of interviews are given in the table below.

TABLE XXIII

Hours and Number of Interviews

	Total Hours of Interviews	Number of Interviews
Baltimore Branch	82½ hours	301
Cleveland Branch	79½ "	275

It was originally hoped to interview two groups of low-education adult users at each branch: (1) those who were using the library during the two-week interview period, and (2) those who had registered during the month prior to the interview period. Comparison

or contrast of the two groups would be useful for substantiating data, and so all adults of 8th grade education or less who registered in the preceding month were solicited for interview. Only two in Baltimore and one in Cleveland appeared for interview. Since it proved difficult to obtain those from the registration group and therefore the great bulk of low-education interviews was with users, the intended cross-check was not possible. These were incorporated with the first group.

Several pertinent factors concerning the conduct of the interviews should be presented here.

Placement of Interview Desk

At the Baltimore branch three locations were tried. The best location for interviewing in a branch is not always the possible location. The desired location would be a point past which all adults must pass, but removed enough from the activity of the library that the interviewee feels he is inconspicuous and cannot be overheard.

Three locations were tried at the Baltimore branch. Eighty-two interviews were conducted at the information desk in the adult department; 95 interviews, after the same desk was moved to the head of the stairs in the adult department; and 144 interviews were conducted at the main, street level, entrance to the library.

At the Cleveland branch one location was immediately seen to be preferable. The interview desk was placed in the second foyer, semi-blocking the only entrance to the library. All interviews were conducted at this point.

Hours

The total number of hours (82%, 79%) of interview at each branch was noted in Table XXIII. The major gap in interviewing time at Baltimore was the late afternoon school rush. The gaps in the Carnegie West schedule are a result of longer branch hours and the need to gather additional information. The hours picked for interviewing were usually those in which most adults were expected and in some cases experimental. The length of time taken for each completed interview ranged from about three minutes to about fifteen minutes. The average was probably about five minutes.

Analysis and Interpretation of Interviews

Following the completion of interviews, all those conducted with adults of 8th grade education or less were recorded on marginal punch cards (see Appendix). All data that could be translated into yes-no form were transferred to the marginal area of the cards. Such categories as number of purposes in library use, area of birth, years of education, number of years interviewee had been using the library, and race were punched.

All pertinent interviewee statements concerning library use were transcribed to the face of the cards.

The testing of the hypothesis was then possible. A summary was made of the relations of each branch library's pattern of low-education adult library use to the library's program of services for low-education adults.

This was done by, first, tabulating all pertinent categories sorted from the marginal cards for individual interviewee characteristics. Second, tabulating all pertinent categories sorted for adapted services. After these two tabulations were available, it was possible to look for common factors which might indicate patterns linking library use by individuals of low education to library services designed for such individuals.

In addition to this test of the hypothesis, a total summary of all cases was made. Two approaches were then taken.

First, all interviews were combined, and groups of cases with certain common factors related to specific interviewee characteristics were examined to find any branch patterns which, existing in two branches, might support each other. And branch patterns which did not support each other were also examined.

Second, each interview was examined and analyzed for relevant factors lying behind each person's use of the library which might indicate relation of library service to use of the library.

TABLE XXIV

Baltimore Branch Library Interview Scheduling, September 1962

Dates	Service Hours	Interview Periods	Total Interview Hours	Total No. Interviews	No. Refusals Per Day
10 (Mon)	12pm - 9pm	12pm - 2:35pm 2:50pm - 3:10pm 5:45pm - 8:50pm	6	17	1
11 (Tue)	12pm - 9pm	12pm - 3pm 5:15pm - 9pm	6 3/4	28	2
12 (Wed)	12pm - 9pm	12 pm - 3pm 5:15pm - 8:55pm	6 3/4	21	3
13 (Thu)	12pm - 9pm	12pm - 3:10pm 5:25pm - 9:05pm	6 3/4	22	6
14 (Fri)	9am - 5:30pm	9am - 12:10pm 12:40pm - 5:30pm	8	21	2
15 (Sat)	9am - 5:30pm	9am - 12pm 12:15pm - 5:30pm	8 1/4	26	4
17 (Mon)	12pm - 9pm	12pm - 3pm 5:15pm - 9pm	6 3/4	22	1
18 (Tue)	12pm - 9pm	12pm - 3pm 6pm - 9pm	6	39	7
19 (Wed)	12pm - 9pm	12pm - 3pm 5:30pm - 9pm	6 1/2	26	0
20 (Thu)	12pm - 9pm	12pm - 3pm 5:30pm - 9pm	6 1/2	44	5
21 (Fri)	9am - 5:30pm	9am - 11:45am 12:15pm - 1pm 1pm - 3:15pm	6 3/4	14	0
22 (Sat)	9am - 5:30pm	9am - 12pm 12:40pm - 5:30pm	7 3/4	21	4
TOTALS			82 3/4	301	35

TABLE XXV

Cleveland Branch Library Interview Scheduling, October 1962

Dates	Service Hours	Interview Periods	Total Interview Hours	Total No. Interviews	No. Refusals Per Day
1 (Mon)	10am - 9pm	10am - 1pm 1:35pm - 6:15pm	7 3/4	35	13 (7)*
2 (Tue)	10am - 9pm	10am - 1pm 2:10pm - 6:30pm	7 1/4	28	15 (14)
3 (Wed)	10am - 5:30pm	10am - 12pm 12:30pm - 5:30pm	7	23	5 (1)
4 (Thu)	10am - 9pm	10am - 12pm 12:45pm - 5:20pm 5:30pm - 7pm	8	32	13 (7)
5 (Fri)	10am - 9pm	10am - 12:15pm 1pm - 5:15pm 6pm - 9pm	9 1/2	44	14 (9)
6 (Sat)	Closed	---	---	--	--
8 (Mon)	10am - 9pm	10am - 12:10pm 1:10pm - 5:30pm 6pm - 8:15pm	8 3/4	33	16 (8)
9 (Tue)	10am - 9pm	10:10am - 12pm 12:45pm - 4:45pm 6pm - 8:15pm	8	28	11 (6)
10 (Wed)	10am - 5:30pm	10:05am - 12:05pm 12:30pm - 5:30pm	7	11	6 (3)
11 (Thu)	10am - 9pm	10am - 12:15pm 1pm - 5:30pm	6 3/4	15	5 (3)**
12 (Fri)	10am - 9pm	10:05am - 12:25pm 1pm - 2pm 2:30pm - 5pm 5:30pm - 9pm	9 1/4	26	5 (5)
13 (Sat)	Closed	---	---	--	--
TOTALS			79 1/4	275	103 (63)

*Figures in parenthesis indicate refusal due to language barrier. Almost all of these said they spoke Hungarian only. There may have been other refusals due to language barrier, in addition.

**One refusal spoke only Spanish; the only case.

Notes

1. Telephone interview with Miss Ruth Rutzen, Chief, Home Reading Services, Detroit Public Library, Detroit, Mich. June 1962.

2. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-13, Baltimore, Md. Table P-1.

3. Ibid.

4. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-28, Cleveland, Ohio. Table P-1.

5. Ibid.

6. Registration Records, Enoch Pratt Free Library, Baltimore, Md.

7. Ibid.

8. Registration Records, Cleveland Public Library, Cleveland, Ohio.

9. Ibid.

10. A preliminary checklist of elements that could be adapted to meet the needs of adults of low education was devised. The list is an adaptation of a list of reader services in public libraries created by Dr. Margaret E. Monroe for use by Reader Services classes at the Graduate School of Library Service, Rutgers, The State University, New Brunswick, N.J. In practice the checklist was used only to a limited extent, but did assure an additional check for completeness of the final description of the branch library's program of services.

11. Heinritz, Fred. An attempt to Ascertain What Significant Relationships are Discernable Between the Purposes for Which a Person Comes to Use the Library and the Part of the Collection of the Library That He Intends to Use to Satisfy These Purposes. Unpublished paper for Reading Guidance Seminar, Graduate School of Library Service, Rutgers, The State University, New Brunswick, N.J. January 1962.

12. On two afternoons in July 1962 the writer interviewed adults entering the Clinton Branch Library, Free Public Library, Newark, N.J.

13. Heinritz, Fred. An Attempt to Ascertain What Significant Relationships are Discernable Between the Purposes for Which a Person Comes to Use the Library and the Part of the Collection of the Library That He Intends to Use to Satisfy These Purposes. Unpublished paper for Reading Guidance Seminar, Graduate School of Library Service, Rutgers, The State University, New Brunswick, N.J. January 1962.

14. U.S. Department of Commerce. Bureau of the Census. 1960 Classified Index of Occupations and Industries.

CHAPTER VIII

PENNSYLVANIA AVENUE BRANCH LIBRARY: COMMUNITY PROFILE

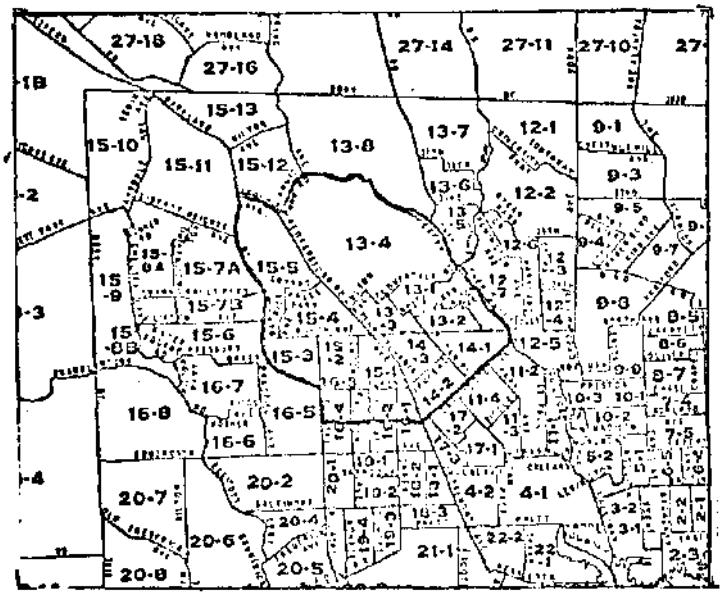
General Description

The Pennsylvania Avenue Branch of the Enoch Pratt Free Library is located in an area with a median level of education of 8.8,[1] well below that of the nation. It is in the heart of Baltimore, Maryland, a large, metropolitan city.[2]

"The culture of this major part of Baltimore, sometimes called the 'grey area,' involves high crime and unemployment rates, social alientation, low level of communication and language skills, poor nutritional and health standards, and limited access of facilities for self-help. , . . This is the Baltimore of 'hard care,' 'multi-problem,' 'culturally deprived,' 'disorganized' persons and families." So starts a well distributed brochure preparing the way for a redevelopment of the area.

The librarians note the reticence with which adults venture out in the evenings. One librarian has had her purse taken while waiting for a bus in front of the library.

The 1960 census figures easily mark this neighborhood as low-education, rapidly changing (47.8% of the population five years of age and



PENNSYLVANIA AVENUE BRANCH LIBRARY SERVICE AREA

U.S. Department of Commerce. Bureau of the Census. U.S. Census of the Population: 1960. Census Tracts. Final Report PHC(1)-13, Baltimore, Maryland. Inset Map.

over had lived in a different house in 1955, and 5.2% of these people had lived outside the standard statistical metropolitan area that includes Baltimore City), and predominantly Negro (86%).[4] More than one-third of the housing is deteriorating or dilapidated. The median family income is between $3,000 and $5,000 with 46.8% earning less than $4,000 per year.[5] The unemployment rate in 1960 was above 8%.[6] More than half of those in the labor force are operatives, laborers or service workers.[7]

TABLE XXVI

Occupational Pattern of the Pennsylvania Avenue Branch Area[8]

Occupation	Male	Female	Total	% of Total Force*
Unemployed	1,927	1,133	3,060	8.8
Prof., Tech., and Kindred	855	1,286	2,141	6.2
Mgrs., Offs., Props. incl. Farm	624	273	897	2.6
Clerical and Kindred	1,522	1,546	3,068	8.9
Sales	664	453	1,117	3.2
Craftsmen, Foremen and Kindred	2,311	109	2,420	7.0
Operatives and Kindred	4,424	1,422	5,846	16.8
Private Household Workers	195	3,844	4,039	11.6
Service Workers, except Private Household	2,624	2,783	5,407	15.6
Laborers, except Mine	3,526	118	3,644	10.5
Not Reported	1,898	1,133	3,031	8.5
*Total Labor Force	20,570	14,100	34,670	(99.7)

About six blocks from the library is the Eutaw Place area. This is the area in which Southern mountain whites have settled en masse. The librarian reports that they have no desire for books. They are untrained, unskilled and feel that they are in the city only temporarily--until they can get enough money and return home.[9]

The library staff describes the neighborhood in terms of its many, many changes. An area that had been a stable Negro area for many years, it has come to be characterized by influx from downtown Baltimore and from the South. Some older residents do not leave, perhaps because they are poor or tied to the area by long residence.

Schools

There are seventeen elementary schools, two junior and one senior high school, and two Catholic parochial schools (grades 1 - 8). At the outer limits of the branch area there is a Catholic, Negro teacher's college which has recently been accredited. The children's librarian who regularly visits the schools finds them depressing and poorly equipped. "When many children come from sub-standard homes to go all day to sub-standard schools it's very depressing."[10]

Churches

About twenty-six major churches are within the branch area.

Recreation

There are no commercial book outlets other than those in drug-stores.

There is a YMCA and a YWCA and also both Boy and Girl Scouts.

The library staff pointed out that both the scouts and YM-YWCAs require initial cost for dues or uniforms. A police boy's club, limited in its activity by a small staff and restricted facilities, a non-denominational community house for boys, and a single supervised outside recreation area complete the picture. There are no museums within the area.

Industry and Commerce

A large sausage plant is the only major industrial concern in the branch service area. One of Baltimore's major funeral homes is within a block of the branch. There are no other major commercial or industrial establishments.

Shopping within the area is limited to small, neighborhood stores.

Organizations and Agencies

Local groups and clubs are apparently limited to neighborhood clubs. These are basically protective organizations designed to keep undesirable elements out of the neighborhood. The Urban Renewal Agency is attempting to encourage the transformation of these into self-improvement groups.

PTA groups exist, but "the parents you'd want to see aren't there."[11]

The Urban Renewal Agency is the only non-library organization concerned with low-education groups and individuals in this specific community. It is able to draw some representatives from this portion of the population into its work. And while other organizations include membership from the branch area, they are city-wide in make-up and draw limited numbers from this area.[12]

Summary

The Pennsylvania Avenue Branch serves an underorganized, low-education, Negro, changing community. Some of the characteristics which make this a difficult area for the development of a library program are cited by the Health and Welfare Council of Baltimore:

> "Many do not understand, or are not in contact with, modern urban living.
>
> "Many are participants in subcultures, the values and customs of which are different from urban middle class values and experiences.
>
> "Many, particularly children and youth, suffer from the disorganizing impact of mobility, transiency, and minority group status.
>
> "Many have educational and cultural handicaps arising from backgrounds of deprivation.
>
> "Many are members of families with many problems: divorced, deserted, unemployed, chronically sick, mentally ill, retarded, delinquent.
>
> "Many lack motivation or capacity to cope with their problems or to improve their situations.
>
> "Many lack opportunities or motivation to become responsible citizens for the maintenance or improvement of their neighborhood or community."[13]

Notes

1. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-13, Baltimore, Md. Table P-1.

2. The branch area includes census tracts numbers 13-1, 2, 3, 4; 14-1, 2, 3; 15-1, 2, 3, 4, 5 in full; and half of numbers 16-1, 2, 3, and 4. The service area is shown in Exhibit II.

3. A Letter to Ourselves: A Master Plan for Human Redevelopment. Health and Welfare Council of the Baltimore Area, Inc. Baltimore, Md. January 18, 1962.

4. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-13, Baltimore, Md. Table P-1.

5. Ibid.

6. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-13, Baltimore, Md. Table P-3.

7. Ibid.

8. Ibid.

9. Interview with Miss Janet Stevens, branch librarian, Pennsylvania Avenue Branch Library, Enoch Pratt Free Library, Baltimore, Md. September 1962.

10. Interview with Mrs. Thelma Bell, children's librarian, Pennsylvania Avenue Branch Library, Enoch Pratt Free Library, Baltimore, Md. September 1962.

11. U.S. Department of Commerce. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-13, Baltimore, Md. Table P-1.

12. Ibid.

13. A Letter to Ourselves: A Master Plan for Human Redevelopment. Health and Welfare Council of the Baltimore Area, Inc. Baltimore, Md. January 18, 1962.

CHAPTER IX

PENNSYLVANIA AVENUE BRANCH LIBRARY:

THE SERVICES

Introduction

Before discussing the specific branch and its services, it is important to recognize that the Pennsylvania Avenue Branch is part of a system--a philosophy--of library service. Perhaps two things point this out most eloquently. Two paragraphs from an Annual Report of the Enoch Pratt Free Library, and the classification scheme used in determining types of branches in the system.

The two paragraphs from the 1958 Annual Report[1] describe as succintly as anything available the philosophy of Enoch Pratt in relation to adults with low education.

"New Baltimoreans. Among the Baltimoreans making special use of the Library were many who have not long been residents of this city. The inflow from the states to the south of migrants with limited education and indigenous cultural patterns has created special problems in the use and abuse of books. There is the ever growing student body in schools and colleges, but there is also an ever increasing percentage of people of lower income and lower educational background moving steadily north and spreading east and west. Both groups may be

unfamiliar with the services of the Library and not take proper advantage of them, or when they do, all too often abuse them.

"The Library must provide materials to help the educational level of the city rise. This does not mean lowering the standards of books selection; but it does mean more vocational materials, more scientific and mechanical books on all levels to be used by adults who wish to study for high school equivalence tests, and easy reading books for many adults who need to learn the mechanics of reading and to understand what is being read. On the other hand, some branches are asking, too, for more adequate collections for serving teachers and business men as these agencies face a more vocal business and professional clientele."

Equally revealing is the branch classification used at Enoch Pratt Free Library. The following description of branches is not wholly realized, but is rather based on a survey and its recommendations for branches. Of particular significance to anyone concerned with library service to adults of low education is the obvious concern of this policy to use measures other than the traditional size of circulation and similar quantities.

Two types of branches--Major and Neighborhood--are described. At present Enoch Pratt has several branches which do not qualify for either of these classifications, but apparently the Library hopes to use these descriptions in future development. The Pennsylvania Avenue Branch is designated a major branch.

"Quantitative Criteria

	Major Branch	Neighborhood Branch
Population Served	40,000 or more	30,000 - 39,999
Annual Book Circulation	175,000 or more	100,000 - 174,999
Annual Number of Professional Service Requests	20,000 or more	10,000 - 19,999
Book Stock	40,000 - 60,000	20,000 - 30,000

Qualitative Factors

1. Special Population Problems

   a. Heavy concentration of racial and nationality groups.
   b. Significant numbers of unassimilated groups (e.g. transients, immigrants from rural areas, young middle class families brought in by industry and not yet integrated into the community).
   c. A rapidly growing population.
   d. A rapidly changing community creating unusual problems.

2. A reading level potential requiring unusual stimulation or creating unusual demands.

3. Community Structure

   a. The presence of institutions, industries or commercial centers which bring people, not necessarily resident, to the area.
   b. Significant numbers of active civic, cultural and religious organizations and educational agencies with programs which could be related to use of library materials.
   c. The lack of such agencies, making the approach to the individual more difficult.
   d. Service area composed of several distinct neighborhoods presenting dissimilar challenges to the library.
   e. The presence of natural or artificial barriers, such as valleys, parks, expressways, factories, etc. which distort the service area."[2]

And last before examining the adult service program at the Pennsylvania Avenue Branch, it would be useful to look at the general description of branch services and personnel for the major branches.[3]

"Branch Services: In addition to its distinct services to the individual, each branch library offers the community service activities enumerated below in the three fields of library work, adult, young adult and juvenile.

1. Serves as center of information about the community. (Maintains indices of organizations, agencies, key people and other resources, such as projectors, discussion leaders, etc.)

2. Provides advisory service on program planning.

3. Locates or compiles suitable reading lists or study guides for specific groups.

4. Arranges film previews for groups.

5. Plans exhibits which are related to the library or community activities both in and outside the library.

6. Collects materials for groups pursuing planned reading and study.

7. Sponsors or cosponsors programs such as:

   a. Talks on books and library service.
   b. Storytelling and book reviewing.
   c. Book and film groups.
   d. Record and film programs.

8. Cooperates with other groups in planning programs or activities.

9. Arranges for group visits to the library: schools, clubs, etc.

In order to achieve these community services the librarian in each area of work, i.e., adults, young adult and juveniles, must participate in community activities through service on committees, in workshops, etc. and must initiate and/or stimulate library-community relations.

Personnel: Major Branch

1. The minimum staff should consist of seven full-time professional librarians, five full-time clerical assistants and two janitors, plus part-time help as stated below.

2. The branch librarian should be scheduled to be on duty only one night per week.

3. The number of staff members should be increased above minimum requirements in accordance with work loads (e.g. circulation) or special community problems (e.g. low reading level)."

Services for Adults at the Pennsylvania Avenue Branch of the Enoch Pratt Free Library: 1957 - 1962

(Those services which have been designed for or at least in part suitable for Adults with Low-Education are *; dates in parentheses refer to years in which service was offered.)

The Setting

The Building

A new branch building, first opened for service in mid-January 1953.

Modern, attractive. "A multi-level brick and limestone building extremely modern in design. The corner, two-story glass entrance allows a passerby to look directly into the busy circulation lobby. Off this lobby and down a half flight of stairs is the Children's Room, and off the same lobby and up a half flight of stairs is the reading room for young people and adults."[4] The entrance is on street level.

Other pertinent statistics: 17,750 square feet

Reading Room Capacity (young people and adults)	89 formal
	39 informal
	128 Total

		Actual (1961)[5]
Book Capacity (adult and young people)	24,000	29,579
(children)	11,000	23,363
Total	35,000	52,942

The building has recessed, fluorescent lighting; and is comfortably heated and air-conditioned. Equipment and furniture are light, attractive, and varied. There are both a kitchen and a pleasant staff room. A large work room is well laid out and staffed with a specially trained clerical staff under a Desk Supervisor. This staff is responsible for registration, charging, discharging, overdues, and other clerical duties.

On the lower level, the level of the Children's Room, is the Auditorium. Seating 190, this can be divided into two meeting rooms with folding partitions. Entrance is either through the Children's Room or by an outside, street level entrance.

There are two outside street-level display windows. One, near the Auditorium Entrance, is a bulletin board with glass door. The other, near the Library Entrance, is a display window, several feet deep.

Location of Building. The building is located on the corner of the intersection of two main, four-lane thoroughfares. The bus stop is on the Library corner, but is no longer a major transfer point as it had been when the Library was first opened. On other corners are a large restaurant, an important funeral home, and a Drug Store. The "Negro Movie Theatre" is across the street from the Auditorium entrance. There is no Library parking lot, and parking is not usually available in quantity.

The Pennsylvania Avenue Branch is located about two miles from the Central Library, and about one and three-quarter miles from the nearest branch.

Hours

All major branches share the same service hours: Monday, Tuesday, Wednesday, and Thursday from 12 a.m. to 9 p.m., Friday and Saturday from 10 a.m. to 5:30 p.m.; closed Saturdays in the summer. The morning hours are reserved for clerical work and various professional activities

Collection

When the branch first opened ten years ago, there were still a number of Jewish people in the immediate area, and the book collection ordered the year previous was adapted in some degree to the interest and demands of this group of readers. As the remaining members of this group left the area, the bulk of new materials were ordered for the expected make-up of the changing community. The interests of the people as demonstrated through requests received at the bookmobile stop in the neighborhood and the old branch which this one replaced helped in determining the selection of books.

"When this branch opened we found that we had information to satisfy most demands, however much heavier duplication was needed in some areas, e.g. Negro history and biography, trade and technical books, etc. than had been anticipated."[6]

After Branch No. 1 was closed much of its collection was removed to the Pennsylvania Avenue Branch. For the previous twenty-five years,

at least, the older branch had been in a Negro neighborhood of stable low economic, low education background. Although their collection of books fit perfectly into the needs of the new branch, much of what was in heaviest demand was missing from their book stock.

The attempt to keep the collection up-to-date and matched to the needs of the neighborhood is evident. "We are ever watchful for new trends that may appear in the requests of readers so that the book stock can reflect these new interests."[7]

The Staff

Perhaps the best description of the staff is the continual references to their activities in the descriptions of service.

The distinction between clerical and professional duties is cleanly drawn. There is a well-trained, supervised clerical staff. Heading them is the desk supervisor, who has working under her an assistant desk supervisor and three clerks.

The work of the clerical staff is conducted in the work room and in the circulation area on the street-level lobby. As far as could be observed in the two and one-half weeks at the branch, this writer was made aware of the careful handling of clerical procedures by this portion of the branch staff and the consequent freedom of the professional staff to concentrate wholly in the professional aspects of the branch work. All circulation routines--charging and discharging, registration, overdues, filing, binding and mending routines--are handled by this staff.

The professional staff is headed by the branch librarian, one of the two adult librarians. The assistant branch librarian, second in

command, is the other adult librarian. There are a professional young adult and children's librarian; and two pre-professionals working with each of them. Pre-professionals are college graduates who are trained by the professionals and carry on professional duties as they grow. After a specified time (usually two years) they are expected to go to library school.

In addition to the above staff, there are three pages each working ten hours per week.

There are two full-time maintenance workers who act, in addition, as book-checkers and guards during the busy school-rush hours in the afternoon.

The turnover of the professional staff since the opening of the branch ten years ago has been very low. The Assistant Director of Enoch Pratt informed me that this was deliberate, and that the Administration had kept an outstanding professional staff at this branch. The professional staff has been and is active in professional library affairs. The young adult librarian is presently serving on the American Library Association's Young Adult Services Division Committee on Books for Slow Readers; the branch librarian has been President of the Maryland Library Association (1959), and was co-Chairman of the Enoch Pratt's 75th Anniversary Committee (1961).

None of the professional staff lives in the branch area, but the children's librarian lives on the border of the area. The young adult librarian, the children's librarian, and the pre-professional children's librarian are Negro. The other three members of the

professional staff are white. Of the clerical staff, which is the first to greet or be seen by an entering customer, the desk supervisor (head of the clerical staff) is white; the others Negro.

Both of the maintenance staff are Negro, as are two of the three pages.

Whether the race of the staff is of consequence to library service is, of course, speculative. But in a library in which probably more than two-thirds of the users are Negro it is often less easy for non-Negroes to build immediate rapport and confidence.

Services in General

Perhaps the most revealing comment on services at this branch is that the Administration and the branch librarian all spoke of the deliberateness of building the branch in this location. At the time the site was selected, it was known that the Zone 17 area was deteriorating, and that it might be an increasingly depressed neighborhood. "The Enoch Pratt administration knew when they opened the branch that it would be an experimental branch," the branch librarian pointed out.[8] It is considered an "expensive building with an expensive staff,"[3] and two-thirds of the professionals have stayed as a core since the building opened ten years ago. They are considered among the best in the system.

In an interview with the Assistant Librarian, the writer was cautioned to watch for use in the library rather than circulation, especially in such a low-income neighborhood. Home conditions less pleasant than the library and the high number of borrower's cards withheld for fines due were cited as two possible causes.[9] It was in this

same interview that the outstanding quality of the staff was mentioned and pointed to as evidence of the Library's special concern for developing use by adults in this area.

Many comments reveal the special problems, approaches, and attitudes of the Library toward this problem area.

"Fiction reading is low. Perhaps they don't think of books as much for recreation and leisure, and we are stressing reading for fun for children and young adults as well as for adults. This attitude is especially apparent in the real drop in use in the summer months . . . school is out, the library doesn't yet seem to have gotten across the idea that books can be used for recreation."[10]

"If the library can get the point across to low-education adults that reading and learning is important for their children, even if they themselves are not able or don't use the library, that would be a major accomplishment and perhaps the most important one."[11]

This followed by a comment from the branch children's librarian points out the many-faceted approach the library is taking to this problem of adult use. "Part of my difficulty in working with children is the adults, the parents. If we could reach the adults with the concept of the importance of books, my job would be quite different and much easier."[12]

Equally revealing are several other comments made by the branch librarian.[13]

"We'll cooperate with anybody that asks us to cooperate at the drop of a hat if it can tie the library in with the community and encourage use.

"There must be continual programming rather than one-shot affairs in order to be effective in building up library use in this community.

"We try not to call undue attention to this group (adults with low education). It's important that they don't feel different, and that they feel comfortable."

Auditorium

Use of the auditorium by outside groups for their own programs does not often relate directly to library services to adults with low education. Below is a list of typical reservations for the auditorium. Whenever possible the library sets up displays, gives book talks, and distributes reading lists to such groups.

Some of the groups which used the auditorium in 1961 follow:

English Council of Greater Baltimore (2 meetings)

The Staff Nurses Council of the Baltimore City Health Department (1)

Civil Defense Organization (29)

Pennsylvania Avenue-Lafayette Market Association (2)

Block Meetings Planning Committee (1)

Baltimore Public Schools: Adult Education: "Instruction for the Foreign-Born" (met Monday through Thursday)

Lafayette Market Merchants' Association (1)

January through June 1962

Community Participation Committee (Topic: "The Philosophy of the Baltimore Schools") (1)

The John Eager Howard Community Council (Literary Program Workshops) (8)

Tots and Teens, Inc. ("Growing Toward Maturity") (1)

Civil Defense Organization (7)

The Easterwood Child Study Association ("Magic and a Child's World") (1)

Enoch Pratt Maintenance Association (8)

*Self-Studies (1958 and 1959)

In 1958 and 1959 the Pennsylvania Avenue Branch participated in the preliminary work of the American Library Association's Library-Community Project by executing a self-survey based on the preliminary manuscript of the Project's Studying the Community (ALA, 1960). Analysis of the community and library use were made from May 1958 through March 1959. Although the staff learned some concrete information about its public and its potential public, perhaps even more revealing was the willingness with which the branch librarian undertook such a project as another attempt to meet the continuing need for encouraging library use in a problem neighborhood. Some of the findings from this study are referred to in the analysis of interviews.

It was with similar eagerness that the branch librarian encouraged Mary Harispe to center her study for her Masters in Library Science at the branch. Her thesis[14] dealt with the role of a library in an underprivileged neighborhood and both verified some findings from the ALA Library-Community Project survey and added fresh information. Again, however, it was the staff's interest in the information and how it could help their work that is perhaps most revealing.

*Western Area Librarians Institutes (1961 and 1962)

Starting in June 1961 as many professional librarians from the

four branches in this "Western Area" as could get away met in each branch once or twice to discuss area library problems. A Program Planning Institute for Church Leaders (May 1962) was the first concrete result. This group plans to continue meeting in the 1962-63 season.

Programs with Other Organizations and Agencies Concerned with Adults of Low Education

Cooperation with Urban Renewal Program (1962)

Both Areas Three and Four of the General Urban Renewal Program are contained within the Pennsylvania Avenue Branch's service area. These are two run-down and unkempt neighborhoods in which the Baltimore Urban Renewal and Housing Agency has been active. The branch has been working closely in the last year with urban renewal leaders in these areas.

The Neighborhood Council of Area Four meets in the Library auditorium. This is a group which is attempting to keep good neighborhoods to keep its neighborhood integrated.

Area Three, the poorer of the two, has started on an "Area Recognition Program." The Urban Renewal and Housing Agency made house to house inspection and noted improvements that would be required. In order to foster these improvements, the Area Recognition Program was started as one method to help encourage the improvements. The selectio of neighborhoods which have done an outstanding job of improvement will be made, and they will be cited and recognized. The Pennsylvania Avenu Branch will cooperate with the Agency in creating a display for this, showing what can be done and how things can be done. Credit will be

given to those who have done an outstanding job. The Agency plans to hold meetings concerning home improvement at the Library, the branch will supply lists and displays of appropriate materials to supplement the Agency's explanations of how to make improvements and how to finance such improvements economically.

In September 1962 the first Area Recognition meeting took place, and the library created a special display in its street-level display case. A map outlining Areas Two and Three, a notice of the meeting, and several books concerning urban renewal in general as well as very practical self-home-improvement titles were attractively presented.

*Program Planning Institute for Church Leaders (1962)

As a result of the Western Area Librarians' Meetings, it was decided that a program planning session for church leaders would be useful and a good way to get a cooperative program underway.

In order to determine what would be most desired by the church leaders in the area, questionnaires were sent out noting what the library could do and asking which activities these leaders would like to select from the list. Some of the items listed: book reviews, book lists, film presentations, displays. The program took place in May 1962 with sixty representatives (of the one hundred approached) from about thirty churches. The institute was held at the Pennsylvania Avenue Branch, which has the best facilities of the four participating branches, and ran from 1 to 4 p.m. on a Saturday.

The program was well balanced, starting with a presentation on "How to Conduct a Discussion Group" and "How to Use Films in a Program."

An intermission with coffee and buns followed and according to the Pennsylvania Branch Librarian, who presided, successfully broke the ice. After this there was an explanation and demonstration book review followed by a general presentation on "How to Plan Various Kinds of Programs."

A high number of books--about forty--and a good deal of free material were distributed.

Direct Service to the Public: Individual Service

Introduction

Only one "individual" service given direct to the public is described here. This could be misleading, and the reader should realize that the majority of group services listed and described have as their aim both groups as a whole and the individuals in that group. For example, a book display such as that created for the Baltimore Urban Renewal and Housing Agency discussed previously is aimed at that group of people concerned, but ultimately at each individual who, it is hoped, would be stimulated enough to borrow some of the materials and, for example, work on his own property improvement.

*Floor Work (1957-1962)

This is the major, perhaps most valuable, and certainly most enduring contact with the public. This, of course, is a basic service in any public library branch, but some of the comments of the branch librarian reveal the approach toward individual services that might be

particularly applicable in a neighborhood of low education adults, of depressed housing, and of change.[15]

"Every adult must be approached by my staff before he leaves the library." (In the two weeks this writer was on the floor interviewing, he was unable to note an exception to this dictum.) "If someone seems to know where he is going, we leave him alone a few minutes, then go over to straighten books--they always need straightening--and see if he wants help, casually."

The information desk is placed near the entrance to the adult and young people's department so the librarians will be easy to approach.

The branch librarian later again emphasized the importance of "pursuing" each person who comes in. "If you see someone going into a book area, and then coming out again in a few minutes he probably doesn't know how to find what he wants . . . for example this lady who just came in (7th grade education, pregnant) would never have found a book on Caesarean operations as she was trying to do. The catalog--if she could use it--wouldn't help because all our books would be on the broader topic, pregnancy. As a matter of fact none of these books were in and I found two magazine articles for her. She might have come in up to the moment of birth and never found what she was looking for. Many of these people probably find it difficult to ask for help; even if they say no, when we go up and ask them if they're finding what they want, they may find it easier to approach us later. . . . We find it difficult when working in other branches to sit and not ask ~~everyone if they're~~ finding what they want."[16]

In dealing with low-education adults, knowledge of the collection by the librarians is considered essential.

In the interviews with adult customers the reference from time to time to "feeling comfortable" is particularly interesting. The branch librarian used this phrase several times in emphasizing the role of the librarian with adults in this area and the importance of the librarian being accepted in the area.

Group Service

Publicity (1957-1962)

This, as a service, is applicable to each service and must be considered as a service both in terms of its group appeal and in terms of appeal to individuals. Although publicity is a part of every service and in a sense every service is, in itself, publicity, several important items should be treated separately here.

The branch librarian, during the 75th Anniversary of the Enoch Pratt Free Library, appeared on two radio programs to talk about the library. Also in connection with the 75th Anniversary, she gave four talks to organizations.

In 1957, the staff made door-to-door distribution of a pamphlet, "Visit Your Library," in the Eutaw Place area. This is the heart of one of the problem areas in Baltimore which is characterized by white job seekers from Virginia and has been discussed more fully in the Community Profile. ". . . our publicity of the past largely had been ignored in the Eutaw Place-Linden Avenue Area."[17]

Certainly a form of publicity has been the three efforts by Enoch Pratt to obtain citizen approval of a library loan. Each of these requests--money for branches and for Central's remodeling--was voted for by the City. In the Pennsylvania Avenue Branch area, posters were put in store windows, give-aways in stores where flow of people was high, and especially in shopping centers. This same pattern of distribution is used when publicizing program series.

For programs which are to run for several weeks and involve more than one or two meetings the usual points of distribution are a large shopping center, the corner drug store, a movie house, and large restaurant on other corners, and the twenty-six major churches who post notices or, if arranged, include the notice in their church bulletins.

In addition to these important local outlets, several city-wide organizations with local membership have been used for the distribution of program announcements of pertinence to their membership: large women's organizations, professional Negro women's organizations, a Negro service organization, the YMCA and YWCA, the Masonic Order. For family programs the schools often make announcements over the intercom system to the classrooms.

*Book Displays (1957-1962)

"Browsing among the book displays proved popular and effective with adults. These displays are never downgraded in any way."[18]

"As an experiment, Mr. Lane, assistant branch librarian, suggested placing in one of the exhibit bins a permanent display of books by and about Negroes; response, so far, has been favorable."[19]

Four permanent book displays in the library are:

The World Today (two shelves of books with such titles as _African Giant_, _War for the Moon_, _One-Hundred GPO Years_).

Recent Novels (four shelves)

By and About the Negro (two shelves)

Other displays in September 1962 included the following. These display topics are changed every three months.

The Ladies--God Bless 'Em (two shelves with such items as _Return to Japan_, _My Several Worlds_, a beauty book).

Today Is Tomorrow (two shelves. This is a circulating exhibit from the Central Library with an annotated, 15-page, reading list. Typical titles: _The Intelligent Man's Guide to Science_, _The Schools_, and Spacepower.)

Books You've Meant to Read (two shelves with such titles as _Times Three_, _Of Whales and Men_, _Waist-High Culture_).

In the street-level poster window during September 1962 was an announcement for "Bookfare," a radio program conducted by the branch young adult librarian. The large display window presented the "Urban Renewal Honors This Area" display. At one time (1958), the branch had an outside display announcing their "Readable Books for Adult Students" series, but displays overtly aimed at bringing attention to books for adults with low education have been dropped in keeping with the librarian's concept of making these adults comfortable and not making them feel different.

Displays can be borrowed from the Central Library, planned by the

branch but executed by the Central Library, or the branch may be wholly responsible for them. It hardly needs to be pointed out that the Enoch Pratt Free Library has a long tradition and fame for its work in this area.

*Book Displays Away from the Library (1958-1962)

Exhibits have been arranged for Provident Hospital during National Hospital Week each year since 1961.

Bi-monthly book displays for the Druid Health Center on health and family living were arranged in 1960.

Cooperation with the local Health Agency, in a building adjacent to the library has resulted in exhibits rotated to different departments every three months. The librarian feels that there has been very disappointing response so far. The appeal, apparently, has been almost entirely to those working in the Center.[20]

A book display was set up for the Harlem Park Book Fair in 1961. And in October 1958 on a mission theme and February 1959 on Women's Day displays were set up for two church meetings.

*Readable Books for Adult Students, Display (1957-1962)

"The early months of 1957 saw the realization of one of our plans to reach the adults with very limited education. We have long been concerned with the lack of readable materials on a reasonably adult level to fill the need of those persons just starting formal education. . . . The suggested books were bought by the Adult Office as a traveling collection, and loaned to us for an indefinite period."[21] These

titles were kept in a bin at first, but, again, the branch didn't want these students to feel they were segregated, and the books were put on shelves in a prominant area but near the rest of the book collection.

This display consists of three shelves of books selected for the adult evening classes, grades 1 - 6. No available list had been found helpful enough for this very low level of reading ability, and an Enoch Pratt committee created this collection.

There are about 175 books, with many duplicates. Some typical titles follow.

First Steps in Reading English; Rainbow Dictionary; John Paul Jones, the Fighting Sailor; The Winter at Valley Forge; The Golden Geography; Big City; Machines at Work; You and Atomic Energy.

Several series are included. Several of the Landmark Books, The Department of the Interior Adult Education Series for the Bureau of Indian Affairs, the Army Illiteracy series on home and family life, and the Reader's Digest Adult Education Readers.

Magic of Music Series (1957-1961)

"With the cooperation of the Women's Association of the Baltimore Symphony Orchestra and the Adult Office, two music programs were held in the library auditorium in January and October (1956). The total attendance for these two programs was over 200, and we were delighted with the well-integrated audiences."[22]

The program with members of the Baltimore Symphony Orchestra was continued at the branch yearly. Although highly successful, there is no evidence that this program reaches adults with low education. The

branch librarian notes that it is no longer a purely local affair, with auditors coming from many areas of the city. The program may be dropped from the branch activities as a result.

*Christmas Programs (1957-1960)

Annual programs for the family. Films, community sings, and story-telling. These are extremely popular as noted in a recent branch report, "At the Christmas program we had to close the doors."[23]

*Film Programs (1957 and 1958)

When the branch first opened, a "Free Films for the Family" series and a "Free Films for Teen-Agers and Adults" program was held. (1954). Since that date there have been two film series.

1. "Films and Books." In three, bi-weekly programs films were introduced by different staff members who also reviewed books. One program, as example, used the film, "The Quiet One" with related books, Baruch's One Little Boy and Salinger's Catcher in the Rye. These meetings were reported as successful.[24]

2. Book-Film Program, "Profiles in Courage." A series of three film programs for adults on Lincoln, Wilson, and Franklin Roosevelt. ". . . community participation was not what was hoped for . . ."[25]

*Cooperation with Evening Adult School Classes (1957-1959)

"With the cooperation of the teachers of the night school classes . . . adults . . . visited. Films; the purpose of the book collection was explained, the books were discussed . . . time for

browsing . . . such visits are now a part of each semester's program."[26]

The adult evening school classes are conducted for native born illiterates, and cover three grade spans--1 - 6, Junior High, Senior High. The display, "Readable Books for Adult Students," was created for the first level. The librarian noted that the Junior and High school level students on the other hand were competent enough to read anything in the collection and that the service to them was usually devoted to the traditional explanation of the catalog, collection, arrangement, etc.

These classes meet in the school building on Monday, Tuesday, and Wednesday nights. And even though these are poor nights from the library's point of view, each class is invited to visit. They meet in the auditorium while the library is open. A talk on the library and on books is followed by a film primarily to relax them, but if possible tied in with a subject of concern to them. When the library closes at 9, the library is theirs. They come up and look at books.

The librarian cites as one of the recurring difficulties the fact that they often want books that are not available anywhere, e.g. automotive mechanics on a second grade reading level. She notes the importance of taking care with what the adult students take out, and the library staff checks every item knowing that these beginning students can be easily discouraged if they take something too hard. Many of the students register at these visits though some can not write their names and are allowed to print. The choice of titles is discussed with the teacher who also informs the library of her student's

reactions.

"The program needs several years of continuity to be a success. We need to know each individual and follow him as he progresses."[27] This continuity had to be interrupted after three years, and will be continued in the fall of 1962 after halting in 1959.

Ulman Society Program (1957)

This was a one-time program to which the branch librarian referred when noting that one-shot programs were far less successful in this area than programs which could build up by continuity. ". . . we know we can expect the cooperation of our community leaders in planning large scale projects. That these people do not use this library more is disappointing, but when the occasion arises, they have always proved most helpful. In planning the Ulman Society program for March that was to be on some phase of juvenile delinquency, we called together a community committee of twelve persons . . . they planned and publicized."[28]

The program, "Youth and Parents Seek a Way to Combat Delinquency was given in 1957 with the co-sponsorship of the Ulman Society of the Prisoners Aid Association of Maryland.

Cooperation with Golden Age Group (1959)

In 1959, this group was invited to the branch for a program of books and films. It was too far for them to come regularly, and the staff has not, as yet, had time to visit them. This is planned for the near future.

Americanization Classes, Visits (1957-1962)

The library provides a meeting place for these classes of fifteen to twenty made up mostly of young adults. Occasionally after class the librarian assists with finding easy to read materials in the subjects covered such as American History, American government, English. So far the library has made no special effort to work with this group, and although the classes met three days a week from 1 to 3 while the writer was interviewing, he did not note any from this class in the library.

Children's Services to Adults

"I still haven't met the adults I would like to meet," the children's librarian commented about her work with adult groups.[29] She went on to point out that the purpose of all her work with adults is to get the idea of books and reading, especially as a recreation, over to parents. No pre-school story-hour has been held at the branch, because the children's librarian concluded after investigation that it would draw people primarily from outside the branch area. As she noted, many of the mothers work and one mother may baby-sit for several. "When I have an afternoon story hour, many small children and babies come because when the older children get home they are responsible for the small children and in order to attend must bring them too."[30]

Child Study Groups (1959-1962)

This is an educational group that meets to explore such topics as child psychology, development, etc. The children's librarian talks

to this group once a year about books for children, and has been doing so since 1958.

*Mothers Groups (1957-1962)

These informal groups usually band together for social purposes such as trips and parties for the children. For the last eight years the children's librarian has talked to about two such groups a year about books for their children.

*Kindergarten-First Grade Parents Group (1959-1962)

All parents of children in these two grades meet every month in several of the local schools. Again, the children's librarian goes and talks about books and demonstrates techniques for reading to their children. Yearly since 1958.

Story-Telling for Adult Groups (1957-1962)

This is done in YMCAs, YWCAs and similar places where the librarian feels that low-education and low-income adults are not apt to be members. She has been doing this once a year since 1957.

In speaking to such groups the children's librarian always sits with the people and not up front with the speakers. "As a librarian I know what I want to say, of course. I try to get several people around me involved in a conversation that others will join, and then when I speak to the group I can adjust my talk to them so they will feel comfortable and we'll have [a common ground]."[31]

*Talk to Elderly Women's Club (1961)

In 1961 an informal group of grandmothers who take care of grandchildren asked the librarian to talk on children's books and story-telling techniques.

Young Adult Services for Adults

There are no young adult services designed for adults as defined in this study. However, the young adult librarian has had requests from adults for material discussed on her radio program, and when asked these adults said they did listen.[32]

*Bookfare (1960-1962)

This is a Saturday morning, 15-minute radio show which was started in October 1960 and has run during each school season since. Station WEBB "Baltimore's largest and most popular radio station (beamed to Negroes and featuring rock-and-roll),"[33] carries this program which emphasizes recreational reading in another attempt by the branch to add this concept for the children and teen-agers who see reading as school-related only.

Pennsylvania Avenue Branch Library: Characterization and Summary of Service Program

The program of services at the Pennsylvania Avenue Branch Library is of high quality and community concern.

The professional staff is of sufficient size. It is larger, certainly, than any of the branches investigated in Part I of this study. And there are six professional librarians available for service to

children, teen-agers, and adults. The division between clerical and professional duties is well-drawn. The separation of professional responsibilities toward various age groups is clear, yet there is also strong coordination. The calibre of the staff is high: the administration has placed some of the library's top quality personnel in this branch. It is apparent that the staff is challenged and continuing to learn. Self-studies and a continuing investigating attitude are two indications of this.

The building is new and well located. The collection is continually appraised for appropriateness and is of substantial size. Equally important is the enthusiastic, thoughtful backing by the administration which first fostered the creation of a high quality program at the branch and now continues to endorse and even encourage experimentation.

The approach to service is one of broad coverage, range of services, flexibility, and even experimentation. Individual patrons are served in their many capacities, and there is a continual effort to approach and offer assistance to each in-library patron. A variety of group services are offered both to already existing groups and library sponsored groups.

If any limitation could be said to be placed on the branch's overall approach to service, it is that created by the unorganized character of the community rather than by any limitation of the library. But here the library has made special efforts. The Program Planning Conference for Church Leaders and cooperation with the Urban

Renewal Agency are both attempts to establish a broader community approach. Both these programs indicate the interest the library has in up-grading of the community. In contrast to the Cleveland Branch this is made far more difficult by the lack of community organization but continual exploration and work with local agencies reflects the Enoch Pratt philosophy of community service.

A summary of the library's services that may have special appeal to adults of low education is offered in the following chart.

TABLE XXVII

Chronology of Adult Services Involving Concern for Adults with Low Education. Pennsylvania Avenue Branch, Enoch Pratt Free Library

Service	1957 & Prior	1958	1959	1960	1961	1962
A. Background Services:						
Original Decision to Locate Branch	x	x	x	x	x	x
Building	x	x	x	x	x	x
Staffing	x	x	x	x	x	x
General Branch Attitude toward Library Service	x	x	x	x	x	x
Collection	x	x	x	x	x	x
Self-Studies		x	x	x	x	x
B. Programs with Organizations & Agencies of, and Concerned with, Low-Education Adults:						
Program Planning Institute (Church Leaders)						
Cooperation with Urban Renewal Agency						
C. Direct Service to the Public						
1. Individual Services						
Floor Work	x	x	x	x	x	x
2. Group Services (Those Followed by a (1) include services to individuals):						
Publicity (generally applicable to each service)(1)	x	x	x	x	x	x
Book Displays--Library Building, in & out (1)	x	x	x	x	x	x
Book Displays--Away from Library (1)		x	x		x	x
"Readable Books for Adult Students," Display (1)	x	x	x	x	x	x
"Magic of Music" Series	x	x	x	x	x	x
Annual Christmas Programs	x	x	x	x		
Films & Books, Programs	x	x				
Cooperation with Evening Adult School Class (1)	x	x	x			
Ulman Society Program (co-sponsor)	x					
Cooperation with Golden Age Group			x			
Cooperation with Americanization Classes	x	x	x	x	x	x
3. Children's Services to Adults:						
Talks to PTA Meetings	x	x	x	x	x	x
Talks to Mother's Groups	x	x	x	x	x	x
Talks to Parents' K-1 School Meetings			x	x	x	x
Story-telling for Adults	x	x	x	x	x	x
Talk to Elderly Women's Group					x	
Talk to Child Study Groups		x	x	x	x	x
4. Young Adult Services to Adults:						
"Bookfare," Teen-age Radio Program				x	x	x

x indicates year in which service was offered.

Notes

1. Enoch Pratt Free Library, Baltimore, Maryland. Annual Report, 1957.

2. Enoch Pratt Free Library, Baltimore, Maryland. Extension Survey, 1958.

3. Ibid.

4. Enoch Pratt Free Library, Baltimore, Maryland. Description of Branch 17 (Pennsylvania Avenue Branch). Mimeo 2 pages, no date.

5. Enoch Pratt Free Library Annual Report, 1961.

6. Letter from Miss Janet Stevens, librarian, Pennsylvania Avenue Branch Library, Enoch Pratt Free Library, Baltimore, Maryland to the writer. October 26, 1962.

7. Ibid.

8. Interviews with Miss Janet Stevens, librarian, Pennsylvania Avenue Branch Library, Enoch Pratt Free Library, Baltimore, Maryland. September 5 through 8, 1962.

9. Interview with Mr. Robert Ake, Assistant Director, Enoch Pratt Free Library, Baltimore, Maryland. September 6, 1962.

10. Interviews with Miss Janet Stevens, librarian, Pennsylvania Avenue Branch Library, Enoch Pratt Free Library, Baltimore, Maryland. September 5 through 8, 1962.

11. Interview with Mr. Robert Ake, Assistant Director, Enoch Pratt Free Library, Baltimore, Maryland. September 6, 1962.

12. Interview with Mrs. Thelma Bell, children's librarian, Pennsylvania Avenue Branch Library, Enoch Pratt Free Library, Baltimore, Maryland. September 7, 1962.

13. Interviews with Miss Janet Stevens, librarian, Pennsylvania Avenue Branch Library, Enoch Pratt Free Library, Baltimore, Maryland. September 5 through 8, 1962.

14. Harispe, Mary. Role of the Public Library in an Underprivileged Neighborhood. Thesis (M.S. in L.S.), Catholic University of America, 1961.

15. Interviews with Miss Janet Stevens, librarian, Pennsylvania Avenue Branch Library, Enoch Pratt Free Library, Baltimore, Maryland. September 5 through 8, 1962.

16. Ibid.

17. Enoch Pratt Free Library, Baltimore, Maryland. Pennsylvania Avenue Branch Library, Annual Report, 1957.

18. Enoch Pratt Free Library, Baltimore, Maryland. Pennsylvania Avenue Branch Library, Annual Report, 1960.

19. Enoch Pratt Free Library, Baltimore, Maryland. Pennsylvania Avenue Branch Library, Annual Report, 1961.

20. Interviews with Miss Janet Stevens, librarian, Pennsylvania Avenue Branch Library, Enoch Pratt Free Library, Baltimore, Maryland. September 5 through 8, 1962.

21. Enoch Pratt Free Library, Baltimore, Maryland. Pennsylvania Avenue Branch Library, Annual Report, 1957.

22. Ibid.

23. Enoch Pratt Free Library, Baltimore, Maryland. Pennsylvania Avenue Branch Library, Annual Report, 1959.

24. Enoch Pratt Free Library, Baltimore, Maryland. Pennsylvania Avenue Branch Library, Annual Report, 1958.

25. Enoch Pratt Free Library, Baltimore, Maryland. Pennsylvania Avenue Branch Library, Annual Report, 1957.

26. Ibid.

27. Interviews with Miss Janet Stevens, librarian, Pennsylvania Avenue Branch Library, Enoch Pratt Free Library, Baltimore, Maryland. September 5 through 8, 1962.

28. Enoch Pratt Free Library, Baltimore, Maryland. Pennsylvania Avenue Branch Library, Annual Report, 1957.

29. Interview with Mrs. Thelma Bell, children's librarian, Pennsylvania Avenue Branch Library, Enoch Pratt Free Library, Baltimore, Maryland. September 5 through 8, 1962.

30. Ibid.

31. Ibid.

32. Interview with Mrs. Anna Anthony, young people's librarian, Pennsylvania Avenue Branch Library, Enoch Pratt Free Library, Baltimore, Maryland. September 10, 1962.

33. Anthony, Anna. Bookfare. (Wilson Library Journal, 36:540-2, 1962).

CHAPTER X

ANALYSIS OF PENNSYLVANIA AVENUE BRANCH LIBRARY INTERVIEWS WITH ADULTS OF LOW EDUCATION

Summary

Use of the library by twenty-five of the twenty-nine interviewees can be accounted for by one of the hypotheses. Each of these twenty-five indicates that his interest in the library is related to adaptation of services to adults of low education.

Major Hypothesis:

The major hypothesis under investigation is that there is a direct relationship between interest in library use by adults of low education in metropolitan core city areas and adaptation of branch library service in these areas. Each of the seventeen interviews cited in support of this hypothesis show such a direct relationship. Fourteen of these show this clearly, three more indicate a probable relationship.

In seventeen of the twenty-nine cases (59%) of low-education adults, a relationship between adapted services and interest in library use was shown to exist.

Within this limited group of interviews the adapted services

which have had the greatest effect on interest in library use are:

> The decision to locate a high quality branch in a low-education neighborhood (14 showing this relationship),
>
> Accessibility of librarians (as revealed in the user asking for help as part of his library use) (10),
>
> Building rapport and approaching each adult in an effort to make adults of low education comfortable and at ease in library (3),
>
> Selection of easy reading materials of adult interest (2).

Although only one of the interviewed adults was affected by the Program Planning Conference for Church Leaders, the importance in his eventual use of the library is evident. And it should be added that this service was not designed with this as a primary goal.

First Supplemental Hypothesis

The first supplemental hypothesis that there are elements in branch library services which can be identified as encouraging use of the library by low-education adults was supported by fifteen (52%) of the twenty-nine interviews.

All of the interviews at this branch in which an indication of encouragement to use libraries was found were related to one service: *the accessibility of librarians when these interviewees needed help.* Seven of these are additional to eight cited also in support of the first hypothesis. Although four other interviewees noted that they did ask for help from librarians, it did not appear to them to be a significant or important factor in encouraging their use of the library.

Second Supplemental Hypothesis

The second supplemental hypothesis that there may be combinations of elements of library service which can be effective in encouraging use by adults of low education was supported by four patterns.

> Most intriguing are the interviewees who cited their role as mentor or some connection with children's use of the library as an important part of their library use. These were directly motivated from using the library for their children only, to use for themselves by the additional service of the accessibility of a librarian (1).
>
> One of these also revealed the Program Planning Conference as a part of the pattern which encouraged his use of the library (1).
>
> Two interviewees related three services in their pattern of library use: group programs, accessibility of librarians, and location of the branch (2 sharing this pattern).
>
> Ten interviewees cited accessibility of a librarian and location of the branch as the pattern which had an effect on their use of the library (10).

Analysis of Interviews

Major Hypothesis

There is a direct relationship between interest in library use by adults of low education in metropolitan core city areas and adaptation of branch library services in these areas.

Service: Building Rapport

Building rapport with patrons of low education was emphasized as a special and adapted service in the Pennsylvania Avenue Branch Library. One interviewee has maintained his use of the library primarily, perhaps even only, because of the success of the library's attempt to create

rapport with him. Another interviewee, having been discouraged in her attempt to use another library, nearly three decades ago, has come to use this branch partly because of the branch's attempt to build rapport and to make adults of low education feel comfortable and at ease in the library.

Interview No. 100

Sex:	Male	Education:	8th grade graduate
Race	Negro	Birthplace:	This city
Age:	Mid-20's	Occupation:	Unemployed

Uses library for: Recreation
Organizational Membership: None
Has used library for: Approximately 10 years

He first came into the library because he had seen it being constructed and was curious about the building. "I like the librarian here; the people. They're very nice: that's why I keep coming back."

The relation between this man's interest in the library and the attempt to build rapport with low-education adults is clear. The day he was interviewed he had come to the library only to show the librarian his new child. According to the assistant branch librarian, he had been coming to the branch for some time, and had been a real problem maker when a teen-ager. Some of the female staff were afraid of him. The assistant librarian added that if this man could read at all, his reading ability was low, that he is in and out of jobs, and comes to the library mostly to kill time. The staff has made particular efforts, first to control him, and later to win his confidence. The assistant

librarian confirmed the interviewee's statement that he took books from the display designed for literacy classes--"Readable Books for Adult Students."

This interviewee has been encouraged to use the library and has had his interest in library use sustained because of two low-education adapted services: the emphasis on building rapport with such adults, and the adult easy reading collection.

Interview No. 302

Sex:	Female	Education:	5th grade graduate
Race:	Negro	Birthplace:	South eastern U.S.A
Age:	50's	Occupation:	Housewife

Uses library for: Recreation
Organizational membership: 1 (Church-connected)
Has used library for: 6 years

In 1935 this woman had attempted to use another branch library, but had been immediately discouraged by the identification procedure apparently then in effect. She couldn't prove her identity to the library's satisfaction. She said, "They asked me if I belong to any organizations, and I didn't then. So I didn't use the library, and I didn't get a card."

Recently Enoch Pratt Free Library has reviewed its registration process, and simplified registration procedures. Identification has been made less complex. This fact, and the effort made by the staff, including the clerical staff, to make neighborhood adults feel at ease and comfortable in the library seems to have made the difference in encouraging her to use the library. "I guess you don't need to belong to an organization to use this

branch. They just asked where my husband worked and where I lived." Whatever finally motivated her to enter a library again ("I just decided"), the staff has been able to retain her interest: she has been using the library for six years.

Service: (1) Approach Each Adult

(2) Easy Reading Materials

Interview No. 110

Sex:	Male	Education:	8th grade graduate
Race:	Negro	Birthplace:	This state
Age:	Over 65	Occupation:	Retired (from a 36-year job as a porter in a large downtown department store)

Uses library for:	Avocation (see commentary)
Organizational membership:	3 (Elks, Holy Name Society, a social club)
Has used library for:	6 to 10 years

This interviewee has been using libraries for some years, and came to this branch after a nearby branch closed. Neither service named above is explicitly given in the information gathered from this man, but both are vital links to his continued use of the library.

He seemed quite sure that he found his books on his own, and said only that "sometimes I let the librarian find me something."

He came to the library in response to a postal request, having re-registered the month before. His reading centers on one topic--foreign countries. But, as he commented, his reading

ability is not high. "I like to read all about France and those places, even if I don't understand all of it."

The children's librarian noted later that "he always takes two or three books, usually from the Children's Room. He likes geography, but he's read so much it's difficult to find anything for him. I keep aside all new children's books on geography that might interest him." It would seem probable that he had been approached, or at least that a librarian had been accessible, in order to determine his reading need. It is obvious that materials are continuously being selected to meet his reading level. A number of books written on his level and dealing with his travel interest are selected and, contrary to Pratt policy, held aside for his regular monthly visits. There can be little doubt that this individually adapted service is directly related to his interest in the library.

Interview No. 100

Sex:	Male	Education:	8th grade graduate
Race:	Negro	Occupation:	Unemployed
Age:	Mid-20's		

It was noted previously that this man used the books from the collection "Readable Books for Adult Students." The staff believes that if he reads at all it is only from this collection of easy reading materials.

Service: Program Planning Conference for Church Leaders

In the description of services in the preceding chapter it was noted that the Pennsylvania Avenue Branch has attempted only one program with local organizations--a program planning conference for church leaders in the Spring of 1962. In an area with a near total lack of organized groups this is a logical starting point for contact with group-oriented people. Furthermore, this conference was planned for leaders in the area. Enoch Pratt has been one of the public libraries to develop strongly the co-sponsored program planning conferences as a library service. This branch was selecting a service for which background and experience were available.

Interview No. 142

Sex:	Male	Education:	8th grade graduate
Race:	Negro	Birthplace:	South eastern U.S.A.
Age:	Early 60's	Occupation:	Steam generator operator

Uses library for: Avocation
Organizational membership: None
Has used library for: 4 years (but more in past year, see commentary)
(Does not live in this neighborhood, has lived in city since 1917. Belongs to branch in own neighborhood, but has never borrowed books from it.)

This man, despite his low education level, is a leader in his church. It is a service contact with his role as a church teacher that encouraged his use of this branch.

The steps that led to his use of the branch indicate a series of incidents leading to increased interest and finally actual use of the library. In fact, it would appear that the

pattern of his development of library use may not yet be complete.

He had been "using" another branch for four years. That is, he has two children who in progressing from elementary school to high school were told by their teacher to use the public library. He started taking them to his neighborhood branch. "I used to bring them to the library and wait." He brought his children to that branch; he went into it; and he waited inside for them. It did not occur to him to use the library himself.

Since this was his pattern of library use for more than three years, it is entirely likely that this might have remained his level of library use indefinitely. Interestingly enough he was unable to recall the reason for which he did start to use the library for himself. "I got so's I looked around and then came to the conclusion that I could get books." He seemed unable to recall how he came to this conclusion.

We talked further about various library services and specifically about some of the programs which might appeal to him. It slowly became apparent to him that the program planning conference had been the turning point. (He was unable to identify the program beyond the recollection that it was "a meeting on how to get people to talk.") It was after attending the library's program that he began to borrow books for his church teaching. The church in which he holds his classes is one block from the library, and is not in his neighborhood. He turned to this branch.

Asked if he used the library for any other purposes, the thought had not occurred to him before. Although he was not clear

about it, it seemed that he used his neighborhood branch in his role as mentor--taking his children to a library, and this branch in his avocational role as a church teacher. None of this had been consciously realized by him previously.

The relation between interest in the library and a service adapted to adults of low education is dramatic here, as is the evidence of a program planning conference designed for church leaders having effectively drawn a church leader in spite of his low educational level.

Service: Location of Branch in Low-reading Neighborhood

There are examples within the group of interviews which point to the location of the branch as a prime factor in their interest in the library. Fourteen interviewees cited the location of the branch as a principal reason for its use.

Each of the next three uses another library, but comes in addition to this one because it is close to his place of work.

Interview No. 39

Sex:	Male	Education:	8th grade graduate
Race:	White	Occupation:	Unemployed
Age:	Early 50's		

This man had used the Central Library for some years. When he worked near here he started using this branch.

Interview No. 141

Sex:	Male	Education:	8th Grade graduate
Race:	White	Occupation:	Drug clerk
Age:	Mid-50's		

He "first used this branch, and it's a habit. And it's convenient to work." (This is a probable relationship, but not absolutely clear.) He also attends lectures at the Central Library.

Interview No. 301

Sex:	Male	Education:	8th grade graduate
Race:	Negro	Occupation:	Sailor
Age:	19		

This young man used to work near the branch and came in on his lunch hours. He had lived in the neighborhood until two years ago, but still uses this branch as well as the Central Library. "Sometimes I go from here to Central to get a book." (Again, this is a probable relationship, but it is not absolutely clear.)

Four other interviewees said they used this branch because it was closer to home or to transportation.

Interview No. 219

Sex:	Male	Education:	8th grade graduate
Race:	Negro	Occupation:	Unemployed
Age:	Mid-20's		

He uses one other branch, but since this one is closer to the bus stop, he uses this branch too.

Interview No. 204

Sex:	Female	Education:	6th grade graduate
Race:	Negro	Occupation:	Shirt presser
Age:	Late 40's		

She had used other branches and the Central Library before

starting to use this branch six to ten years ago. When this one opened it was closer, and she now concentrates her use here and at Central.

Interview No. 205

Sex:	Female	Education:	7th grade graduate
Race:	Negro	Occupation:	Domestic
Age:	Late 40's		

She had used another branch and transferred to this branch when that one was closed. She stopped using the library in 1958. A visit from her nephew who was waiting to go into the service prompted her to come to this branch for books for him. Now that her nephew has gone she'd "like to read again for pleasure."

Interview No. 191

Sex:	Female	Education:	7th grade graduate
Race:	Negro	Occupation:	Unemployed
Age:	Mid-20's		

This interviewee transferred to this branch before the other branch in the area closed. "This was closer."

Two interviewees had used libraries previously and transferred to this branch when they moved into this area.

Interview No. 318

Sex:	Male	Education:	7th grade graduate
Race:	Negro	Occupation:	Audio-electronics (sic)
Age:	Late 20's		

He came directly from the British West Indies to this neighborhood, saw the library when passing by, and came in for books. (As in two previous cases the relationship here is probable, but

not absolutely clear.)

Interview No. 267

Sex:	Female	Education:	4th grade graduate
Race:	Negro	Occupation:	Domestic
Age:	Late 40's		

She ordinarily uses a bookmobile for books for her children, her only library use of late. Although returning books only, she came to the Pennsylvania Avenue Branch because it was closer than another branch to which she was told she could return her overdue books.

Three users were affected not only by the location of the library, t by their interest in the building when it was being constructed ten ars ago.

Interview No. 117

Sex:	Male	Education:	8th grade graduate
Race:	Negro	Occupation:	Hospital orderly
Age:	Late 30's		

He had not been in the branch before this interview. He wanted a book about Nostradamus, but his branch is closed on Saturdays. He would have gone "all the way to the Main Library," but he remembered the branch from when it was being built and that it was next door to the Health Clinic. He thought he'd try here before going downtown. (The fact that the branch was open on Saturdays should be noted.)

Interview No. 28

Sex:	Male	Education:	6th grade graduate
Race:	Negro	Occupation:	Unemployed
Age:	Mid-40's		

He had used a library when he was in the Army, lived across the street when the branch was being built, and came in for material to help with his "medical problem."

Interview No. 14

Sex	Male	Education:	8th grade graduate
Race	Negro	Occupation:	Unemployed
Age:	Early 60's		

He had never used a library before. After he lost his job, he remembered the library being built. He "needed to occupy" his mind "after doing household tasks and needed diversion."

Interview No. 186

Sex:	Female	Education:	6th grade student
Race:	Negro	Occupation:	Domestic
Age:	Mid-20's		

First time in a library. "I work with Chinese, and I want to learn Chinese." What prompted her to come in? "I just decided. I pass by here a lot."

Service: Accessibility of Librarians

Of the fourteen cases just cited, ten (numbers 28, 100, 117, 141, 191, 205, 219, 267, 301, and 318) said they asked librarians for help in locating materials. It seems likely that this is a link in their continuing interest in library use. If so, it cannot be documented beyond this.

First Supplemental Hypothesis

The first supplemental hypothesis states that there are elements

in branch library services which can be identified as encouraging use of the library by low-education adults in metropolitan core city areas.

Each of seven interviewees, a library user, stated that he asked librarians for help. This is related to two services: building rapport with adults of low education and attempting to approach each adult before he leaves the library. It may be surmised that the accessibility of a librarian had an effect in each of these patron's use of and interest in the library. These seven interviews which follow had been introduced to the library in different ways, but all cited asking a librarian for help as a service important to him.

Interview No. 63

Sex:	Female	Education:	7th grade graduate
Race:	Negro	Birthplace:	North eastern U.S.A.
Age:	Late 20's	Occupation:	Housewife

Uses library for: Recreation, Reference
Organization membership: None
Has used library for: 3 years

This woman used another branch. When she moved to this area she started using this one. She said that she never used the library herself, but only brought her children to the library. It was this interviewee (in Chapter IX) who was cited by the branch librarian as an example of the importance of her statement that each adult must be approached. After completing her interview she wandered around the bookshelves, and it was only when the librarian sought her out and talked with her that she got material on child birth. The librarian noted that this woman might never have received the needed material if she had not been approached

and been offered help.

Interview No. 250

Sex:	Female	Education:	7th grade graduate
Race:	Negro	Birthplace:	South eastern U.S.A.
Age:	Mid-40's	Occupation:	Housewife

Uses library for: Course, Mentor
Organization membership: None
Has used library for: 10 years

This interviewee had used another branch and transferred to this one when it opened. She had used this branch primarily in her role as mentor, and brought her son to the branch because "he looks up to me." She has taken several night school courses, not toward her high school diploma, but only because they interest her: hairdressing, home nursing, etc. She "used to get books through the mail, but this library is not so expensive." She gets books about psychology of children, especially. "I always know what book I want." Asked what she did if the book was not in the library, she replied, "Then the librarian finds another like it for me."

Interview No. 214

Sex:	Female	Education:	8th grade graduate
Race:	Negro	Occupation:	Domestic
Age:	Early 40's		

Having lived in Baltimore for eleven years without using a library, this woman was brought to the library by her sister who attends a night school class nearby. She asks for help "whenever I need it."

Interview No. 225

Sex:	Female	Education:	8th grade graduate
Race:	Negro	Occupation:	Nurse's aide
Age:	Late 20's		

She had "wanted to come to the library for a long time, and put it off and off." Finally she "just decided" to come, and on her first and succeeding visits asked librarians for help.

Interview No. 237

Sex:	Male	Education:	6th grade graduate
Race:	Negro	Occupation:	Theatre manager
Age:	Early 60's		

He had been repeatedly urged by his wife ("she's got a very fine education") to use the library. He asked the librarian for help and noted that she is "very courteous."

Interview No. 264

Sex:	Male	Education:	7th grade graduate
Race:	Negro	Occupation:	Unemployed
Age:	Mid-50's		

He needed material for a postal exam, assumed that a "big library must have a lot," and asked the librarian for the material he wanted.

Interview No. 276

Sex:	Female	Education:	5th grade graduate
Race:	Negro	Occupation:	Cook
Age:	Early 60's		

She was introduced to the library by a "friend who reads Christian books from the library." She "always" asks the librarian for help when she can't find what she wants (which is

limited entirely to "Christian reading").

In addition to these seven, eight interviews discussed in support of the major hypothesis also cited this as a service used, and lend support to this hypothesis. (Nos. 28, 110, 191, 205, 219, 267, 301, 318.

Second Supplemental Hypothesis

The second supplemental hypothesis suggests that there may be combinations of elements of service which can be effective in encouraging library use by adults of low education in metropolitan core city areas.

Pattern of Services: Use of Library in Connection with Child, and Accessibility of Librarian

Interview No. 250

Sex:	Female	Education:	7th grade graduate
Race:	Negro	Occupation:	Housewife
Age:	Mid-40's		

(See also second hypothesis.)

This interviewee has been using the library in her role as mentor. "He looks up to me," she said explaining that she brought her son to the library regularly in order to encourage his interest in books. After having brought him to the library over a period of ten years, she recently started using the library for herself. When she cannot find the specific book she wants, "the librarian finds another like it for me."

Pattern of Services: Use of Library in Connection with Child, Accessibility of Librarian, and Program Planning Conference for Church Leaders

Interview No. 142

Sex:	Male	Education:	8th grade graduate
Race:	Negro	Occupation:	Steam generator Operator
Age:	Early 60's	(See also major hypothesis)	

It will be recalled that this man who first used the library for himself in connection with his avocation as a church teacher was motivated to this use by the Program Planning Conference. He had used another branch for several years, but only for his children. This mentor role, the leader conference, and finally the accessibility of a librarian from whom he could ask assistance, have worked together in developing his interest in library use.

Pattern of Services: Accessibility of Librarian, Group Programs, and Location of Branch

Interview No. 100

Sex:	Male	Education:	8th grade graduate
Race:	Negro	Occupation:	Unemployed
Age:	Mid-20's		

The location of the branch, the use of a display of "Readable Books for Adult Students" designed for use by a literacy class which meets at the library, and the accessibility of the librarian were all influential in this man's use of the library. The strength of the branch librarian's rapport with this man is the strongest element in his use; these other elements form a pattern which relates to his sustained interest.

Interview No. 141

Sex:	Male	Education:	6th grade graduate
Race:	White	Occupation:	Drug clerk
Age:	Mid-50's		

He has been using libraries in Baltimore for forty years. The attendance at lectures (at the Central Library), the accessibility of librarians, and the convenience of this branch to his place of work have all worked together to sustain his interest in libraries.

Pattern of Services: Accessibility of Librarian, and Location of Branch

Each of the ten interviewees who cited these two services together as having an effect on their use of the library have been discussed under the first supplemental hypothesis. They are appropriately cited again here as reflecting patterns of service effective in encouraging library use. (Interviews Nos. 28, 100, 117, 141, 191, 205, 219, 267, 301, 318.)

CHAPTER XI

CARNEGIE WEST BRANCH LIBRARY:

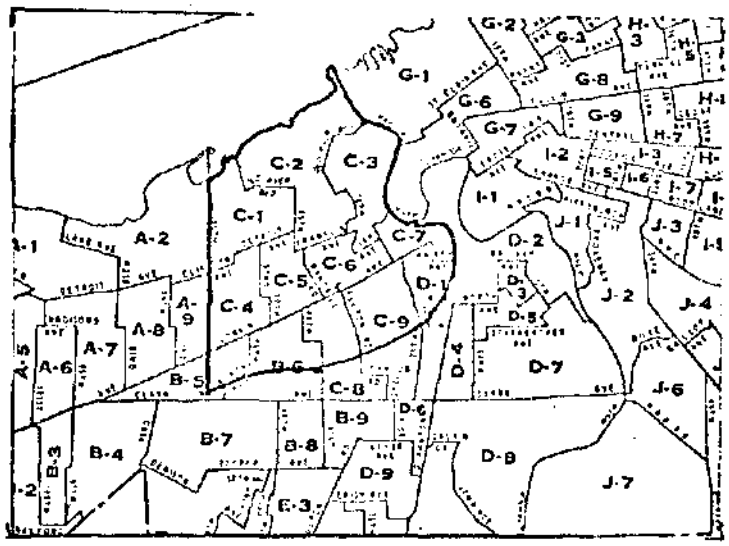
COMMUNITY PROFILE

General Description

Carnegie West's service area in the city of Cleveland is primarily residential bordered by industry on three sides, but including a major business district on the fourth side.[1]

It has long been one of the focal points for Hungarians settling in the United States, and the Census figures for 1960[2] reveal that 14.6% of the population is foreign born, that Negro population is almost non-existent (less than ½ %), and Puerto Ricans number just over 2%. The median education of the area is identical with that in the Pennsylvania Avenue Branch area--8.8 years. Here, too, the mobility rate is high: 53.7% had moved within the five years prior to the 1960 census, and of these, 14.3% had lived outside the standard metropolitan statistical area that includes Cleveland City.[3] The median income is between $4,000 and $6,000, higher than the 60% Negro branch area of Baltimore (42.8% earn less than $5,000).

Thirty-seven per cent of the housing is deteriorating or dilapidated, and the unemployment rate in 1960 is about 1% lower than the Pennsylvania Avenue Branch area--7.7%.[3] Just over 50% of the working force are operatives, laborers, or service workers.[4]



CARNEGIE WEST BRANCH BRANCH LIBRARY SERVICE AREA

U.S. Department of Commerce. Bureau of the Census. U.S. Census of the Population: 1960. Census Tracts. Final Report PHC(1)-28, Cleveland, Ohio. Inset Map.

TABLE XXVIII

Occupational Pattern of the Carnegie West Branch Library Area[5]

Occupation	Male	Female	Total	% of Total Force
Unemployed	813	364	1,177	7.6
Prof., Tech., and Kindred	317	236	552	3.4
Mgrs., Offs., Props. incl. Farm	291	112	412	2.7
Clerical and Kindred	604	1,214	1,717	11.1
Sales	310	389	698	4.5
Craftsmen, Foremen & Kindred	2,001	145	2,145	13.8
Operatives & Kindred	3,872	1,314	5,185	33.4
Private Household Workers	0	120	119	0.8
Service Workers, except Private Household	620	890	1,509	9.7
Laborers, except Mine	1,129	91	1,219	7.8
Not Reported	745	334	1,078	7.0
*Total Labor Force	10,702	5,109	15,811	(101.8)

This neighborhood, too, is one of change; with the Hungarian revolution of 1956 bringing a new influx of Hungarians, and more recently with a beginning trickle of Puerto Ricans and Southern whites finding their way to Cleveland's West Side. The library staff speaks of vandalism (seven times in 1959 the library was broken into) and the fear of many adults at attending night meetings in the area.

Schools

There are nine public elementary schools, five Catholic (grades 1 - 8), one junior and one senior high school, and three Catholic high

schools. A Roman Catholic High School, two blocks from the library is considered to have very high scholastic standards and draws from the entire Cleveland area. The biggest and probably best trade school in the city is just outside the branch area.

Churches

There are many churches in the area: eight Catholic, thirty-four Protestant, one Jewish temple, and eight store front churches.

Recreation

There are about fifteen playgrounds and parks in the area, but these are considered far below minimum standards.

Boy Scouts, YMCA and YWCA, Campfire Girls, Catholic Youth Organization, Golden Age Center, school community recreation programs, one full-time recreation center, a music school settlement, the West Side Communit House, and the Salvation Army's religious and recreational programs represent the recreational facilities and organizations available.

There are several local newspapers, and one Cleveland Radio Station devotes several hours each day to various ethnic groups (German, Hungaria Slovenian, Italian, Greek and Irish).

Health

There is a county nursing home, a hospital and a general clinic as well as one of the earliest public housing developments in the country

Industry and Commerce

Within the branch area is more light industry, but heavy industry

nearly surrounds the area. Within two blocks of the branch is a local shopping area, and just short of one mile is the major shopping and commercial center for all West Side Cleveland.

Organizations and Agencies[6]

The Carnegie West Branch area is highly organized: it is an immediate contrast to the Pennsylvania Avenue Branch area. There are, for example, over one hundred nationality clubs and groups. Czech, German, Hungarian, Italian, Puerto Rican, Roumanian, and Swiss all have four or more groups.

There are also several organizations concerned with health, children's services, family services, and the like.

Three local agencies must be described because they have been one of the library's major and continual contacts with area-wide organizations

The West Side Community Council was first started in 1916. It is said to be the oldest such council in the United States and was formed to keep professional workers informed. The membership is drawn from the ministry, social work, family welfare, health agencies, schools, and libraries. The children's librarian of the Carnegie West Branch has been active in this organization, and was Vice-President in 1956-57, and President in 1957-58 and 1958-59.

The West Side Civic Council is now no longer connected with the Community Council which started it in 1947. It is made up of lay citizens and professional workers and is characterized by many and diverse committees dealing with safety, recreation and so forth. It issues a monthly bulletin. The branch librarian has been active in this

organization and has been the chairman of several committees and was Secretary in 1958.

The West Side Community House is not related to the above two. Founded in 1904 as a Methodist settlement house, it is now non-denominational and used by those of all religions.

Some of the major agencies are described below.[7]

Health and Welfare Agencies

West Side Civic Council
study the social and civic needs of the neighborhoods and to promote activities designed to maintain and improve the general welfare of the area and the city.

West Side Community Council
provides an opportunity for professionals from health and welfare agencies, schools, churches to get together to hear speakers on various subjects. Does not study or take action on community problems.

United Youth Program - West Area
supervising Agency: West Side Community House
Lakeview Terrace

Services for Children

Lutheran Children's Aid Society
casework services to Lutheran children, families and unmarried parents. Boarding and adoptive services available.

West Side Community House Day Care Center
day care and social education for children of working mothers, aged 3 to 8.

Lakeview Terrace Mothers' Club
2 hour Day Care Program operated by Department of Recreation and assistance from parents on a fee basis.

Services for Families and Individuals

Cleveland Metropolitan Housing Authority
operates public housing estates for families of low income, promotes recreational and cultural activities for both its own residents and residents of the community.

Lakeview Terrace

(Riverview Terrace - under construction)

Salvation Army - West End
neighborhood center offering recreational, rehabilitative and religious services; hospital and prison visitation.

Health Services

County Tuberculosis Clinic
case finding and follow-up in field of tuberculosis; diagnostic and therapeutic service open to all residents of Cuyahoga County.

Recovery, Inc.
rehabilitation program for former mental patients and nervous persons

Stella Maris Alcoholic Hospital
resident rehabilitation program for alcoholics. Provides religious and employment programs for alcoholics.

Visiting Nurse Association
a public health nursing service providing care to the sick in their homes, health guidance to mothers and infants, and group instruction for expectant parents.

Currently there is growing concern about the importance of community improvement.

"In the Near West Side area there is an intensifying interest in Urban Renewal and home conservation. This is the particular concern of our own West Side Civic Council. In addition, a group of important business interests . . . (names of large department store, two banks, newspaper, etc.) . . . have put up about $20,000 to hire a private City Planning firm to study the area around the West 25th Street Shopping area. This group is interested not only in adequate parking but also in preventing the development of slums in the surrounding streets and in working with the West Side Council . . . to have citizen participation and backing for their efforts.

"Lastly, the section around Monroe and Chatham between West 25th

and Fulton, has been certified by the Federal government for Urban Renewal and will be a powerful force in home conservation."[8]

The Monroe neighborhood, within several blocks of the library, has witnessed an intensive community improvement program, and an Urban Renewal agent has set up an office in the heart of the area to stimulate and educate for self-improvement of the neighborhood.

Summary

The Carnegie West Branch serves a well-organized, poly-national, low-education changing area. It reminds one of similar branch neighborhoods in New York City. In contrast to the Pennsylvania Avenue Branch area of unorganized and culturally deficient population, this branch serves an area of highly organized, national, culturally independent groups. The Baltimore branch library faces the difficulty of few organizational ties; the Cleveland branch faces the difficulty of many and diverse--perhaps even divisive--community groups.

Notes

1. The branch area includes census tracts numbers C-1, 2, 3, 4, 5, 6, 7, in full; and about half of numbers B-5, 6, C-8, 9, and D-1. The service area is shown on census tract map.

2. U.S. Department of Commerce. U.S. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-28, Cleveland, Ohio. Table P-1.

3. U.S. Department of Commerce. U.S. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-28, Cleveland, Ohio. Table P-2.

4. U.S. Department of Commerce. U.S. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-28, Cleveland, Ohio. Table P-3.

5. Ibid.

6. Regional Church Planning Office. Planning for Protestantism on Cleveland's Near West Side. n.d.
Interviews with Miss Katherine Prescott, branch librarian and Miss Berta Mae Blackmur, children's librarian, Carnegie West Branch Library, Cleveland Public Library, Cleveland, Ohio. September 29 through October 12, 1962.

7. Regional Church Planning Office. Planning for Protestantism on Cleveland's Near West Side. n.d.

8. Letter from Miss Katherine Prescott, librarian Carnegie West Branch Library to Miss Loraine Slater, Chief, Branches Department, Cleveland Public Library, Cleveland, Ohio. August 15, 1957.

CHAPTER XII

CARNEGIE WEST BRANCH LIBRARY:

THE SERVICES

The Setting

(Those services designed for, or of likely appeal to, adults of low education are *. Years in parentheses indicate years when service was offered.)

The Cleveland Public Library's Branch System

There are two categories of branch libraries in the Cleveland Public Library system: Major and Smaller. The dividing line between these two is not distinct, and seems to be partly a traditional one going back fifteen or so years when there were also Medium branches. The smaller branches have shorter hours, and the Major branches have longer hours and a high rate of adult circulation. Adult, rather than total circulation is used as a measure since the original purpose for setting up branch categories was for salary and job description: the head of each branch is the person in charge of adult work. The major branches have larger staffs, good-sized book collections, and often special collections.

It is sufficient for purposes of this study to note that the Carnegie West Branch Library is readily considered a major branch.

The Cleveland Public Library system includes thirty-six branches, two bookmobiles, seven deposit stations, and special extension services. A notable Hospital and Institutions Department serves more than two dozen hospitals, more than 1,000 shut-ins, two major institutions, and the blind. A Schools Division administers library collections and services for the thirteen Senior High Schools, nineteen Junior High Schools, the Board of Education library, a Technical School, and numerous classroom libraries.

The branch system was developed long before the Central library building was built in 1925, and there is some indication that reference services have always been strong at the branches as a result of this.

The branch librarian, always the adult librarian, is in charge of adult services, young adult services and the book collection for both. He is also in charge of branch personnel and coordination of the service program. The children's librarian, however, is directly responsible to the Head of Children's Work and responsible to the branch librarian only for interrelation of program. In event of sickness, for example, the branch librarian supervises the Children's Room personnel. This, of course, is a traditional administrative approach to branch children's work.

The young adult librarian is directly responsible to the branch librarian, and the Coordinator of Young Adult work acts in an advisory capacity to young adult branch personnel.

Among the nineteen typical duties of a branch librarian listed in the Cleveland Public Library's Job Specifications are three which

particularly pertain to this study: "Appraises neighborhood changes and needs, initiates and maintains community contacts and represents the library in the community," "Plans programs and activities," and "Participates in professional and community activities."[1]

The Building

When the Carnegie West Branch was first opened in 1910 the 42nd Annual Report of the Cleveland Public Library described the branch lavishly. Part of this description has barely dated:

". . . From the vestibule one enters a large hall and directly from this the main circulation room, with the children's room on the right, the reference room on the left, and the librarian's office opening out of this. On the second or mezzanine floor are clubrooms for the free use of clubs. . . . Around the rear walls of the circulating room are shelves and bookcases, the latter so arranged that they form alcoves radiating toward the loan desk; in the center alcove are window seats and a large round table for reading purposes, while in the others are either smaller tables or settles (sic). Much attention has been given to the decorative features of the interior . . . over the mantel piece in the reference room is a Rockwood tile of Durham Cathedral and there are plaster bas reliefs of Thornwaldsen's Triumphal Entry of Alexander, and of portions of the Parthenon Frieze."[2]

Two changes should be noted. The librarian's office has served other functions and was, this year, converted to a reader interest collection of "Books for Daily Living," and part of the center alcove in the Circulation Room has recently been designated as a Young Adult

corner.

Located in a large park one block from a main shopping street for the local area and on a main street itself, the library is a huge (28,800 sq. ft.) two-story massive structure which would look from above like a baseball diamond with area extending from what should be the first and third bases.

A blighted area immediately surrounds the library, and within several blocks are a large Catholic parish and high school, a Methodist community house, the local Civic Center, new metropolitan housing, and a slum area.

The basement of the library contains a large, well-equipped auditorium which seats 650, has a stage, and its own exits. A large class room, two auditorium side foyers, and central foyer are set up for varying sized groups. A room containing back files of periodicals (3 to 5 years), a bathroom, janitor's room, and furnace room are off the auditorium foyers. There are entrances to the auditorium by two staircases descending from the front walk.

The second floor is much as described in 1910. There are two small club rooms, two larger meeting rooms, and three balconies. One balcony overlooks the main circulation room; two side balconies overlook, respectively, the children's room and the reference room.

The Main Floor is reached by a dozen or so steps up from street level. There are two foyers as one enters the library; the second with bulletin boards and two glass display cases: one upright, one table case. This leads to the Circulation room. The description of 1910

would seem fairly accurate to today's visitor. In 1958 and 1958 extension renovation was carried out: new lighting, painting, flooring, and the addition of some new equipment and furniture.

The Reference Room also contains the periodicals and the literature classification of Cleveland Public Library's adaptation of Dewey. The fireplace still works, as does one in the Children's Room and one in the room, "Books for Daily Living."

Hours

All major branches in the system are open Monday, Tuesday, Thursday and Friday from 10 a.m. to 9 p.m.; Wednesday, 10 a.m. to 5:30 p.m.; they are closed on Saturdays and Sundays. Summer hours are shorter and correspond to the winter hours of the smaller branches, about 42 hours, or approximately ten hours less. The first hour in the morning before opening to the public is used for clerical and professional tasks.

The Collection

Perhaps the most striking portion of the Carnegie West collection is the 10,000 volume Hungarian collection. (This is described separate

The Reference collection, too, is large, and contains many items long out of print (such as The New Larned History and a 1902 Lippincott Gazetteer).

Other foreign language collections rotate on a three to six-month basis from the Central Library and other branches: Arabic, Bohemian, Croatian, Finnish, German, and Spanish.

The Spanish collection--about 50 volumes--is at present a point

of study at Cleveland Public. The branch librarian states that the branch still does not have what it wants. Since the policy of the Library has been to purchase foreign language materials for foreign language students, these titles are not appropriate for the Puerto Ricans moving into the Carnegie West branch area. The Library Director visited Puerto Rico in 1962 and is attempting to establish sources for appropriate Spanish materials in order to enlarge the scope with simpler materials.

Several Spanish periodicals, and sundry Hungarian periodicals and newspapers are received as are papers in several other languages of local interest.

The Puerto Rican Affairs Committee of the West Side Civic Council persuaded the schools of the West Side Area to put a Spanish speaking teacher in the schools. She covers three schools of which two are in the branch service area. During home visitations last year this teacher found that very few Puerto Ricans had books in their homes and many didn't use the library. One outcome of this discovery is a future plan to have a library club meeting for Spanish speaking adults. It is planned to have each person sponsor another individual.

The Spanish speaking teacher has also been advising the Foreign Literature Department at the Central Library on appropriate materials for poorly educated Puerto Ricans.

A few comments garnered from the staff point up special uses of the collection in this changing neighborhood.

"The range and demand are the same, but the depth has decreased."

. . . "When I first came here (6 years ago) there was no interest in Civil Service materials. Then in the last two or three years there has been a great increase, and this is an important demand now." . . . "Decreasing interest in home how-to-do; perhaps because this is a renting neighborhood . . . automotive material . . . when the plants close there is an immediate demand for auto repair materials . . . decreasing interest in best-sellers"[3]. . . "With a few notable exceptions best sellers as such have not created any unusual demands."[4] "There is a decreasing core of steady readers." . . . "More and more informational and less and less recreational use." . . . "Many requests on illness, perhaps related to the nearby clinic and the lack of time for individual explanations by the doctors." . . . "Requests on law." . . . "Poetry asked for by southern whites, apparently an interest from their background." . . . "DPs move to suburbs and also learn English--perhaps this accounts for the decrease in Hungarian circulation in the past two or three years."[5]

TABLE XXIX

Book Collection, Carnegie West Branch Library[6]

Adult		Juvenile
1,159	Reference	181
10,670	Hungarian	--
4,674	Fiction	5,624
	Picture Books	1,281
27,830	TOTAL	13,087
	"Little Children's Books" (not included in total)	2,346

One further comment by the branch librarian is of particular pertinance in relation to adults of low education.

"The barrier of the Children's Room. I often wish the Children's Room were only up to 6th grade. So often we could use some juvenile titles, but they must be put in the children's collection, and we adult librarians just don't know the titles that would be helpful for adult patrons. Once in a while a person will admit he wants to read children's books, but how many are that sure and that brave to ask? But we are not allowed to order juvenile books for the adult department, and if we did they would be cataloged juvenile anyhow."[7]

In the Cleveland Public Library the children's librarians are directly responsible to the Head of the Children's Department with an informal relationship to the Branch (Adult) Librarian. Interrelation of branch children and adult work, and occasional supervision of the children librarian's staff are responsibilities of the Branch Librarian.

Hungarian Collection

The Carnegie West Branch Library is the home center for the Cleveland Library's 10,000 volume Hungarian Collection. All rotating loans and special requests are handled by the staff of this branch. There are no Hungarian speaking personnel on the staff, and the Branch Librarian has been most ingenious in seeking help from outside sources for selection and weeding. She herself attempted Hungarian courses hoping to learn at least enough to read book titles.

Following the immigration from the Hungarian Revolution of 1956 there was a marked increase in the use of this collection. A 25% gain

in circulation in 1957, for example.[8] In 1958, some three hundred new volumes were added to the collection. The branch librarian had aid from the managing editor of the Katolikus Magyarok Vasárnapja (the Catholic Hungarians' Sunday newspaper). After this explosion in use, a decrease in circulation has slowly set in. "The Hungarian work has diminished steadily and the volume approaches what it was five years ago," the librarian states in the 1960 annual report:[9]

1956	13,396 items circulated
1957	18,309
1958	20,978
1959	16,258
1960	15,713

"During the A.L.A. Conference, the Hungarian Reference Librarian of the Library of Congress . . . offered to advise the Library in the purchase of books. He arranged . . . to have a list of all titles the Library held that were written since 1930 (made) by the Hungarian Girl Scouts. After examining this he recommended a substantial number of important basic titles that the Library should have. These were ordered from Budapest. In addition he arranged a good connection with a qualified, voluntary advisory committee of Hungarian gentlemen. One of the important aspects of accepting advice is political alignment, since bias from the extreme right is as much to be avoided as that on the left. The position of this group is sound and well informed. A new purchase source was also arranged for through his intervention . . . will give a 20% discount, and seems to have a better stock of books than any other place in Cleveland."[10]

Staff

The Cleveland Public Library has a large staff: a total of more than 800. This may well be due, as the Director notes, to the importance the Library has always placed on a wide and complete range of services.[11]

The Carnegie West Branch Library staff is as follows:

Professional:	Branch Librarian (Adult Work)
	Assistant Branch Librarian (Adult Work)
	Children's Librarian
Trainee:	Young Adult Librarian (Presently working toward Master's in Library Science while working a full schedule at the Branch)
Pre-Professional:	Assistant in the Children's Room
Clerical:	Three Desk Assistants
	26 page hours
Janitors:	Two
Guard:	Hired from an agency and on during all library hours after 12:30 p.m.

The Pre-professional position is available to college graduates who are encouraged to go to library school. Those who undertake professional education become Trainees.

The professional staff are all prepared to take over registration or charging procedures when necessary.

The need for a Hungarian specialist was noted in the 1959 Annual Report from the Branch. "The importance of the Hungarian work at this time is such that it is recommended that the present vacancy on the staff be partially filled by the appointment of a part-time person

qualified to do the Hungarian work . . . even (a) clerical."[12]

Approximately every two weeks the Branch Librarian holds a staff meeting in which library activities and policies are discussed.

General Philosophy and Attitudes toward Service

The pervading attitude toward services in an area such as Carnegie West's is best expressed by the librarian's continual attempt to understand the community, to get out into and explore the community at different levels, and to learn from other professionals working in the community.

Perhaps it is this that results in her attitude toward programming. "I feel that co-sponsorship of programs is a necessity, and even though occasionally we are criticized for this attitude, I feel it is a basic approach. Almost none of our adult programs at this branch are conceived or carried out by the library alone."[13]

The branch librarian has switched her church affiliation to this neighborhood even though she lives about ten miles away. "I have to identify with the neighborhood, and, too, this church seemed more concerned with the things that seemed important to me and to my work."[14]

"We're trying to build a network of personal relationships,"[15] she notes of the staff's efforts to join into the community.

An interview with the Welfare Federation's field worker who serves as an advisor to the West Side Civic Council shows at once the scope of the problem, the rapport the Library has established, and the intra-educational process that is taking place among local professional workers and agencies:[16]

"The library can't just sit. It's got to get out and stimulate if it wants to get (results). The last two or three years we've been losing a greater percentage of the age group in which you expect to find leaders. And the old dogs who were the leaders are moving out."

"These new folks--Southern white, Puerto Ricans--are from rural areas and not used to the city. They have had little experience and furnish no leaders. We have got to develop leadership--the library can do more of this and should if it wants to relate to the community."

The branch librarian noted that people in the neighborhood are not naturally meeting-goers. They will come with friends if the meetings are alive and if reminders of the meetings are made repeatedly and personally. "You cannot appeal to people to come to meetings because they ought to come. There is not the status appeal you'd expect in middle class neighborhoods."[17]

"We've found with our programs that it's the people who already use the library who come to the programs." Referring to an unsuccessful series of health programs, she added: "Success in such a venture depends on two things: the first, a good discussion leader, the second is continuous personal promotion."[18]

It is clear that the approach this branch is using is not unlike that described as necessary by the social field worker quoted earlier --that many agencies have to work together from many different angles. If the Carnegie West Branch Library's program can be described as different from that of the Pennsylvania Avenue Branch Library, perhaps this is the key. In this complex, diverse community the professional

workers, the agencies, the institutions, and all concerned must work together, learn from one another, and perhaps eventually "build a better community" which will in turn allow each agency successful work.

At any rate it is this path that the branch librarian and her staff are pursuing and it is here that results should be expected. Co-sponsorship of programs is a logical result of building a network of relationships with other organizations concerned with the development of this community. This approach is tempered with recognition of the vital importance of personal contact and personal relationship.

Difficult to assess or measure, but of particular importance in a community such as the West Side, is the alertness of the branch librarian to new ideas and approaches. For example, almost immediately after I mentioned that I had found several low education users who were unemployed, she called the West Side Social Security office for permission to distribute dodgers on a coming "Open House" at the library. As a result they will put a display in the library, and suggested a permanent library display at their headquarters. She will pursue this.

Self-Studies (1957-1958)

Conscious, formal self-studies have not been pursued at the Carnegie West Branch as they have at Pennsylvania, but it could hardly be denied that the continual awareness and alertness to the community is ingrained in the staff and sharpened by their participation in professional groups within the area. A record of unusual reference requests was kept for a period in 1958 and helped the staff note the changing pattern of informational use of the branch.

In 1957 a cross section of all registered borrowers who had books on loan on a given day in November showed that 45% of the borrowers in that period were in the area immediately surrounding the branch, that 68% of all borrowers were within the branch area, and all the rest outside of the branch area: 23.5% in Cleveland and 7% in the suburbs. "Most of those coming from an unusual distance are either Hungarians or students attending local schools."[19] The importance of a strong, specialized collection--in this case Hungarian--would seem to be great.

Indirect Services

*Work with Organizations and Agencies (other than Programs) and Membership in Organizations Concerned with the Area Served by the Branch (1957-1962)

It must be noted that almost all work and cooperation with other institutions and agencies has involved library co-sponsorship of programs as well as active participation by some member of the library staff in the organization. In other words, only rarely can this be considered as only an indirect service to the public.

The three agencies with which the library staff has been particularly active are described in the preceding chapter. The library is a participating agency in neighborhood planning and keeps in touch with community leadership through staff membership and leadership in the West Side Community Council and the West Side Civic House. The library has developed quite a few programs with the West Side Community House, which has a range of interests and activities from pre-school children

to old people.

The branch librarian also has been a member of the Edgewater District Committee of the Family Services Association (1958).

In library professional affairs, the branch librarian has been Secretary of the Adult Education Roundtable of the Ohio Library Association for two terms, and Chairman of the Cleveland Public Library Staff Association's Nomination Committee. She is a member of the Inner City Protestant Parish on her own time and is on the Church Home Fair Committee in order to get to know people as individuals. As a result of this contact, it is likely that the library will participate in a program planned for 1963.

Cooperation with the Puerto Rican Affairs Committee and, as a result, with a local Spanish-speaking teacher in the public schools in order to promote the use of the public library by Puerto Ricans, was initiated in 1962.

Auditorium: Use by Non-Library Sponsored Groups (1957-1962)

A range of activities by outside groups using the auditorium of the library, but with no further connection with library programs or resources should be noted.

Power Squadron. Meeting for nearly twenty years in the library, and "having little or no effect on library use," this group holds fifteen to twenty-five classes per month, three nights a week during the winter season. One large room in the basement is referred to as the "Squadron Room" and is used almost exclusively by this group for a

series of classes on navigation and other aspects of boating.

T.O.P.S. A reducing society patterned on A.A. (1958).

West Side Civic Council held several meetings in which the library space was the only librarianly ingredient: "Preparing for the Tornado Season" (1958), a General Assembly (1959), a Safety Program (1958), a Neighborhood Rehabilitation and Conservation Program (1958).

The Ohio City Planning Group (1957), a group of business leaders interested in upgrading the community and in developing a shopping center in the West Side shopping area, at the far reaches of the branch service area.

Boy Scout leaders (1957)

Hungarian Classes. Put on by the Hungarian Language School for those who want to retain or learn the old country culture, history, literature, and language. No direct library services are offered.

The West Side Community House sponsored a discussion of local election issues in 1957. The library aided in publicity but did not officially co-sponsor this program.

Hungarian Freedom Evening (1959). Sponsored by Hungarian Relief and Cultural Association and inspired by the managing editor of the Catholic Hungarians' Sunday newspaper, who has been active in helping with book selection for the library's Hungarian collection. This was a Hungarian, bi-lingual program for families.

Social Security Law Meeting (1957). To explain the new law with film and representative from the West Side Social Security Office.

Direct Services

*To Individuals

Many of the services described under "group services" clearly also include services to individuals.

*Publicity (1957-1962)

A piece of this needs to be discussed before individual or group services, but, of course, the great bulk of publicity is a part of every service—both to the extent that a service is publicity and also the extent to which publicity as a function is involved in promoting that service. Here the general philosophy and approach to publicity is singled out.

For most programs the branch has a regular pattern of distribution. Dodgers (leaflets) are distributed through PTAs, Churches, the local paper, the Lakeview Terrace Housing Project (low-income). Teachers frequently announce programs at schools, and there is a mailing list to about sixty organizations and agencies as well as to about 125 individuals and leaders. Outside posters are used occasionally, for example at the Lakeview Terrace Housing Project and the West Side Health Center. For major programs, such as the Community Christmas Program or the Open House, a major effort is made; the whole staff gets out and distributes materials.

The librarian has found it effective to follow up such publicity with personal phone calls, and commented that phone calls seemed more effective after written publicity than before.

The mailing list is quite well thought through. It grew originally--much like Enoch Pratt's publicity cycle--from a 1957 Library Bond Issue list for which the librarian had gone to community organizations. At this time she also "got the social worker's view on mailing lists."[20] It is made up by asking at some meetings and by putting a poster in the library several times a year in connection with meetings asking if anyone wants to be put on mailing lists for "Programs for Adults."

In 1962 double-postals were sent to all on the mailing list asking if they wanted to be continued. The branch librarian noted that use of a mailing list was not new to the branch, and had, in fact, "always been done in Cleveland."[21]

*Newspapers (1957-1962). The West Side Civic News Bulletin (a monthly), carries notices of branch programs and the Catholic Hungarians' Sunday (though a national paper) often carries notices of Hungarian programs at the branch.

Television (1959). In the fall of 1959, a TV news program "City Camera" interviewed the branch librarian and showed shots of the library following a series of vandalisms in the branch.

*Floor Work (1957-1962)

"Ninety per cent of our work is here. Reference and registration take longer than at other branches I've worked in. . . . It takes so long to get anyone in this neighborhood to use the catalog, that mostly we do it ourselves; and we certainly don't want people to think we don't want to help serve them. . . . We try to be aware of each person as he

comes in. We circulate around and check if anyone is at the shelves for an unduly long time. Of course we can't do this all the time. The large staff makes it more possible than in some other branches, though."[22]

*Book Annotations (1957-1962)

For many years the Central Library has mimeographed sheets of short annotations for many of the new books--fiction and non-fiction. At all branches these are cut out and glued, usually on the verso of the title page.

Registration (1957-1962)

Occasionally a leaflet, "Introducing Your Cleveland Public Library," is given out at registration.

Postal reminders are sent out one month before the (three-year) library card is to expire. This is a long established, system-wide procedure.

The Catalog (1957-1962)

As at the Pennsylvania Avenue Branch Library, no special adaptation or simplification of the catalog is made to serve the community of the library. The Carnegie West Branch, however, follows the Cleveland system practice of typing an author and a title card for every new book which arrives without catalog cards. The staff noted that most books come without cards and that there is usually a six-month wait for cards. (The author, title, class number, book number, "CCC" (Catalog Cards Coming) and date received are entered on the green cards filed above the rod.)

Direct Services

*Group: Co-Sponsored

*Co-Sponsored with the West Side Community House (1957-1962)

A West Side health fair ran for three days during April, 1960. The branch librarian was on the Steering Committee of the West Side Civic Council for this Health and Welfare Fair at the West Side Community House. A book stall ("Guideposts to Health, Home and Happiness") was manned by "book aids" from four different branches, and a booklist printed by the Central Library was distributed.

"The West Side Civic Council, the West Side Community Council, the West Side Community House, the West Side Ministerial Association and the Kiwanis Club of West Cleveland were joint sponsors of an Institute on the Southern Mountaineers for service personnel of the area. The Carnegie West staff worked in the planning of the institute and later arranged an exhibit of mountain craft work assembled for the occasion" (1959).[25]

Class Visits by two English-Citizenship classes, one by the Board of Education and one by the West Side Community House. In 1957, 1958, and 1959 classes from both schools visited once each semester for a library night. Films were used at first, but discarded as inappropriate.

*Talks by librarians outside of the library, co-sponsored by West Side Community House (1957-1960).

These are numerous and difficult to identify accurately or

completely from the records. For the Golden Age Club at the West Side Community House both the branch librarian and her assistant have given two or three book talks a year from 1957 through 1961. This was discontinued when the club's new president discontinued the series. The attendance for these talks ranged from 10 to over 100 and averaged about 50.

*Book talks co-sponsored by other agencies (1958-1961)

The Golden Age, Main Office, which is not in the branch area, asked for a book talk in 1958.

Kentucky Elementary School Faculty (1959).

West Side Evangelical Church, Women's Guild ("Stewardship")(1961).

William Dean Howell's Senior High School P.T.A. (1960).

*West Side Civic Council (1959).

"The Future of Your Neighborhood: Whose Job, City or Citizen?" was presented in 1959 with an attendance of about 200 or more . . . by the West Side Civic Council and forty-one community sponsors including the Carnegie West Branch Library. Speakers were the Director of Urban Renewal and Housing, the Director of the City Planning Commission, and the Associate Editor of the Cleveland Press (moderator).

*Health Education Committee of the West Side Council (1961)

In 1961, three sub-committees each did a program series of discussion meetings on problems concerning age groups ranging from tots to golden agers. The branch librarian served on the over-all committee for these programs.

I. Golden Age Meetings for old people. Information about treatment at Metropolitan General Hospital, sponsored with the West Side Community House, the Social Services Department of the Hospital, and the Cleveland Public Library. The library did a booklist and book displays for the meetings. The first two meetings were held in the library, "How's Your Health?" health hints for Golden Agers by the Medical Director of the local hospital's Out-Patient Service; and "Health Services for Golden Agers," a panel of hospital representatives. The last meeting was not held in the library. Attendance was poor (average 10) for the meetings.

II. Teen Age. These didn't meet in the library, but the library did send an observer.

III. Pre-School Mothers. The library participated with the committee actively in this series. "Promotion of a discussion group for mothers of young children. A series of meetings in the fall was planned by the Visiting Nurses Association, a Public Health Nurse, and the branch librarian. Films with discussion were offered: 'How to Handle Those Little Tempers,' 'Fears of Children,' and 'Helping the Child Face the Do's and Don'ts.' The third meeting was a fade out because notices were sent out late."[24]

The librarian noted that the city gave out between 500 and 1,000 leaflets at the Health Centers, and the Visiting Nurses Association distributed to homes. Only those people with whom we made personal contact in or outside the library came to the first program, and this was true with maybe one or two exceptions for the next.[25]

Four Home Improvement Demonstrations were co-sponsored with the West Side Civic Council, the Cleveland Urban Renewal Agency, and three other branches of the Cleveland Public Library in 1957. Programs included a garden specialist, a talk on "Modernizing Your Home" (with a booklist on home modernization distributed afterwards in all four branches and by the West Side Civic Council to its members, all professional service workers), a demonstration of kitchen remodeling, and "Fire Safety in Older Homes." "The series was very badly attended in spite of good publicity and will not be repeated in this form . . ."[26]

A Home Improvement Center featuring the books for these programs was long used as a display at the entrance of the main reading room.

*Property Owners and Renters (1961)

Special information on how homes and neighborhoods can be made a safer and a better place in which to live, co-sponsored with the West Side Civic Council, Division of Health; The Cleveland Public Library; the Monroe Information Center; Buckley and C-5 (a census tract area) Neighborhood Association, was a series of meetings held in the library's auditorium. It interpreted the new city plan for the area.

*Hungarian Central Committee for Books and Education (1959)

This is one of several groups which have arranged for displays of Folk Arts in the library.

*Group: Library Originated

*Books for Daily Living Room (1962)

Started in the Spring of 1962, this is a reader interest

collection in a pleasantly light room with a fireplace. It was called "Books for Daily Living" rather than another appropriate title, "Family Room," because of the high incidence of broken homes and older people living alone in the neighborhood. "In a neighborhood like this, most people are more concerned with themselves than with world events—hence this family room."[27] Titles are kept pretty much in the order of original classification and labelled with subject headings attractively and prominently placed on blocks within each section. A cartoon and heading denote such sections as "Interiors Beautiful," "The New Look," "Furniture Refinishing," "Buttons and Bows," "Cooking," "Grow Them Indoors." In addition there is a bulletin board display with a poster and books--"Enjoy Your Children."

Throughout the circulation room collection are blocks where these books had formerly been shelved, with the Dewey number and a note to "ask a librarian for these."

A pamphlet with an introduction to the collection, eleven titles from the collection and the library hours was added to the collection in October 1962.

"Displays Within the Library (1957-1962)

Displays are regularly prepared in the foyer and main circulation room as well as outside the library on demand. Bulletin Board posts notices of adult education classes, most of which would seem not to be aimed at adults with low education. A wall, glass-doored case is used to attract attention to likely areas of interest. The assistant librarian set up "And She Does It so Easily and so Well," because she

felt in this neighborhood with large families, canning, preserving, etc. would be appropriate.

Other typical displays include: two cases of woodcarvings from many lands loaned by the Cleveland Museum of Art; a book display, "Keeping Posted," on current concerns such as national purpose, public housing, drugs; and regularly used bins labeled "Just Browsing," "Easy to Carry," and "Off the Beaten Track."

Displays aimed specifically and consciously at adults with low education have not been used within the last five years which this study investigated. The librarian recognized that "Books for Daily Living," "Language Skills" and "Vocational Skills" would be appropriate for this group, however. "Frankly when I create displays, I don't think of low-education adults; I guess I plan them to meet demands. Or because they may not realize we have books on some subjects and I want to bring them to their attention. There is a demand for medical books --apparently the clinics don't have time to give explanations--but I wouldn't want a display on medical books. We will stress sewing, for example, and mostly practical things that they want in this neighborhood."[28]

*Community Christmas Programs (1959-1962)

The branch librarian remarked that of all the neighborhoods she'd worked in this is by far the most complex. "It's the most difficult I've ever worked in . . . little community feeling. That's why we have this program: to cut across various groups and draw different groups together."[29] ". . . with participation of different neighborhood

groups, its aim is to bring different ethnic groups together and to foster neighborhood feeling in a very fragmented and transient community."[30]

Held for the past three years, the typical program has included a local church choir, a story by the children's librarian, piano music, a film, and community carols. The last program devoted to Hungarian Christmas customs drew 252, the largest attendance at any Carnegie West program in many years.

*Lenten Season Recordings (1958)

"During the Lenten season (1958) recordings of great religious music were played on Friday evenings. It was tolerated by the public, and if tried again, should be planned quite differently."[31]

*Open House at the Branch (1959)

"The New Look." In May 1959 following the installation of fluorescent lights, tile floors, and new furniture, the public was invited in to look around and become acquainted. Three films for the family were screened and people were shown around the library.

Another open house with intensive publicity and build-up is being planned for October 1962.

Library Tours, and Manuals for New Borrowers

A manual is not used in the branch, and tours have been exclusively for visiting citizenship classes (q.v.). For the citizenship classes (q.v.) a talk on the library, books and services is given, and opportunity for registration is made.

"National Library Week (1958)

In 1958 a large bank on a prominent corner of the West Side's central shopping district gave space for a window display of adult and children's books, and the week also gave the staff an opportunity to canvass the neighborhood in an organized way.

No other special activities have been planned for National Library Week.

"Leisure Time Program (1957)

A series of programs of book talks and films offered on alternate Tuesday afternoons during the winter and spring was stopped after 1957. "A small group came fairly regularly and enjoyed it, but it was decided that attendance was too small to justify the time spent in planning and promotion and it was discontinued for the time being."[32] Six to twelve came to the programs in 1957 and the assistant librarian who was in charge of the series feels that a projectionist, films, planning, sending out dodgers takes too much time and expense for the limited response.

After a gap of one year, film programs were resumed at a different time and in an altered format.

"Evening Film Programs (1958-1962)

This is the program that continued, after a lapse of one year, the Leisure Time Program, and it has been going continuously since 1959.

Under different titles--"Travel Program," "Round the World by Films," "The World and Its People," and "Where in the World Have You Been?"--these film programs have centered on travel themes. Book talks

have been entirely discarded. "I tried to give book talks with the films. I've given it up because the audience was quite bored and apparently just wanted to see movies. I don't even take books down to the auditorium anymore--they just get up and leave after the movie and most don't even come upstairs into the library."[33]

The programs are over just prior to library closing hour so that if adults did come up into the circulation room they would have little time to browse. The programs never have resulted in circulation of books.

As with other programs, postals are sent prior to each showing, and posters and dodgers have been used.

In May 1961 a travel talk with slides ("My Indian Summer") drew the largest attendance, 104, in the four years of the series.

*Circulation of Materials Outside the Library (1960)

The Health Fair book in 1960 is a dramatic example, and the only one recorded or remembered. The branch librarian pointed out that the branch stands ready to circulate materials outside of the building whenever it may be appropriate.

Children's Department Services to Adults

As noted earlier the children's librarian is supervised by the system's Chief Children's Librarian. She is not directly responsible to the branch librarian.

Several talks by the children's librarian have been to adult groups, and it is quite possible that they reached some adults of

lower education.

*PTA Talks (1959-1960)

Two in 1959 and two in 1960. When she is asked she speaks to the PTA; they don't ask every year. In these two years the themes they chose were "Influence of TV and Radio on Children's Reading," "What the Library Offers Children," "Taking Cate of Books," or "The Value of Reading."

*West Side Community House Programs (1958-1959)

The music school of this Methodist settlement house met in the library auditorium and presented a comic opera. The children's librarian told a story to the adults and children attending.

Talk to staff of school (1953)

Talk on library and school working together.

*Pre-School Story Hours (1953)

1957 was skipped, and the last group was in 1958. The children's librarian feels that it doesn't pay to have small groups.[34] Apparently nothing was programed for the adults.

*Young Adult Services to Non-School Adults

All Young Adult services are given on an individual basis at the Carnegie West Branch. There have been no group programs in the past five or six years.

Nothing to reach younger parents of school drop-outs has been planned.

Though designed to serve teen-agers from 15 to 19 years of age, there is no limitation of adult service or materials to teen-agers.

Carnegie West Branch Library: Characterization and Summary of Services

The quality of service at the Carnegie West Branch Library should be characterized as good rather than high, and cooperation with other community agencies is fundamental to the branch's concept of library service.

Librarians are available for children, teen-agers, and adults. However, it should be noted that the teen-age librarian is only now starting on her professional library degree, and that the assistant librarian, while responsible for adult work has a background of professional teen-ager work; so that one and one-half librarians are available to each group. The children's librarian is the only professional available for work with children. She has a full-time clerical assistant.

In addition, the administrative set-up is such that the branch librarian's coordination of branch services is not facilitated. The coordination of work with teen-agers and adults is strong, however. The clerical duties are occasionally shared by the professional staff.

The collection, like that of the Pennsylvania Avenue Branch, is large, and here more extensive: the Hungarian collection is the most obvious example of this.

The building is large and, even though fifty years old, is currently suitable with the advantages of extra space and separated rooms.

The administrative backing of service at this branch is apparent

here as in Baltimore, but is not as intense, emphatic or direct.

The approach to services at the Carnegie West Branch is one of broad range, flexibility and imagination. There is, of course, far more work with agencies and organizations than at Pennsylvania Avenue.

Service to individual in-library patrons is considered of basic importance but is less complete than at Pennsylvania Avenue primarily because of the size and complexity of the building.

Services to groups, both organized and library sponsored are a strong element in the branch's program. Working with local groups and clubs as well as with agencies and organizations concerned with the area as a whole is a consistent part of the library's program of services. There is an emphasis at this branch in up-grading the community which is not yet articulate in the philosophy of services of the Baltimore branch. This is reinforced by the active participation in local groups by the professional staff.

If there are any limitations on the approach of Carnegie West's service program, it would be found primarily in the absence of a staff member who can handle Hungarian; the growth in the Puerto Rican population will emphasize another language lack in the future.

A summary of those services which may appeal to adults of low education is offered in the following chart.

TABLE XXX

Chronology of Adult Services Involving Concern for Adults with Low Education
Carnegie West Branch Library, Cleveland Public Library

	1957 & Prior	1958	1959	1960	1961	1962
A. Background Services:						
Tradition of Strong Branches	x	x	x	x	x	x
The Building - Renovations	x	x	x			
Hours						
Collection - Adaptation						
Hungarian Collection		x				
Staff						
Philosophy of Service	x	x	x	x	x	x
Self-Studies	x	x				
B. Indirect Services						
1.Work & membership in local Community Organizations & Professional Organizations	x	x	x	x	x	x
2.Auditorium Use by Non-Library Sponsored Groups	x	x	x	x	x	x
C. Direct Services to the Public						
Publicity	x	x	x	x	x	x
1.Individual Services						
Floor Work	x	x	x	x	x	x
Book Annotations	x	x	x	x	x	x
Registration	x	x	x	x	x	x
2.Group Services (Those followed by a (1) include services to individuals):						
a.Co-Sponsored by Library						
Discussion Meetings Concerning Age Groups (1)					x	
Health Fair (1)				x		
Home Improvement Demonstrations(1)	x					
Talks by Staff Outside Library(1)	x	x	x	x	x	x
Southern Migrant Institute	x					
Citizenship & English Class visits (1)	x	x	x			
Circulation of Materials Outside Library (1)				x		
Future of Your Neighborhood Institute			x			
b.Library Originated						
Books for Daily--room (1)						x
Displays - in Library (1)						
Open House at Branch (1)			x			
Community Christmas Progras			x	x	x	
Lenten Season Classical Recordings						
National Library Week - Outside Displays		x				
Leisure Time Book & Film Programs(1)	x					
Evening Film Series			x	x	x	x
3.Children's Department's Services for Adults		x	x	x		
4. Young Adult Department's Services for Non-School Adults						

x indicates year in which service was offered.

Notes

1. Cleveland Public Library, Cleveland, Ohio. Job Specifications and Salary Schedules, 1959.

2. Cleveland Public Library, Cleveland, Ohio. Annual Report, 1910.

3. Interviews with Miss Katherine Prescott, branch librarian, Carnegie West Branch Library, Cleveland Public Library, Ohio. September 26 through October 12, 1962.

4. Cleveland Public Library, Cleveland, Ohio. Carnegie West Branch Library. Annual Report, 1959.

5. Interviews with Miss Katherine Prescott, branch librarian, Carnegie West Branch Library, Cleveland Public Library, Ohio. September 26 through October 12, 1962.

6. Ibid.

7. Cleveland Public Library, Cleveland, Ohio. Carnegie West Branch Library. Inventory Records, 1961.

8. Cleveland Public Library, Cleveland, Ohio. Carnegie West Branch Library. Annual Report, 1957.

9. Cleveland Public Library, Cleveland, Ohio. Carnegie West Branch Library. Annual Report, 1960.

10. Ibid.

11. Interview with Mr. Raymond Lindquist, Librarian, Cleveland Public Library, Cleveland, Ohio. September 28, 1962.

12. Cleveland Public Library, Cleveland, Ohio. Carnegie West Branch Library. Annual Report, 1957.

13. Interviews with Miss Katherine Prescott, branch librarian, Carnegie West Branch Library, Cleveland Public Library, Ohio. September 26 through October 12, 1962.

14. Ibid.

15. Ibid.

16. Interview with Mr. David Antibe, West Side field worker for the Cleveland Welfare Federation. October 11, 1962.

17. Interviews with Miss Katherine Prescott, branch librarian, Carnegie West Branch Library, Cleveland Public Library, Ohio. September 26 through October 12, 1962.

18. Ibid.

19. Cleveland Public Library, Cleveland, Ohio. Carnegie West Branch Library. Annual Report, 1957.

20. Interviews with Miss Katherine Prescott, branch librarian, Carnegie West Branch Library, Cleveland Public Library, Ohio. September 26 through October 12, 1962.

21. Ibid.

22. Ibid.

23. Cleveland Public Library, Cleveland, Ohio. Carnegie West Branch Library. Annual Report, 1957.

24. Cleveland Public Library, Cleveland, Ohio. Carnegie West Branch Library. Annual Report, 1961.

25. Interviews with Miss Katherine Prescott, branch librarian, Carnegie West Branch Library, Cleveland Public Library, Ohio. September 26 through October 12, 1962.

26. Cleveland Public Library, Cleveland, Ohio. Carnegie West Branch Library. Annual Report, 1957.

27. Interviews with Miss Katherine Prescott, branch librarian, Carnegie West Branch Library, Cleveland Public Library, Ohio. September 26 through October 12, 1962.

28. Interviews with Miss Helen Shane, assistant branch librarian, Carnegie West Branch Library, Cleveland Public Library, Cleveland, Ohio. September 28 through October 12, 1962.

29. Interviews with Miss Katherine Prescott, branch librarian, Carnegie West Branch Library, Cleveland Public Library, Ohio. September 26 through October 12, 1962.

30. Letter from Miss Katherine Prescott, branch librarian, Carnegie West Branch Library, Cleveland Public Library, Cleveland, Ohio to the writer. July 30, 1962.

31. Cleveland Public Library, Cleveland, Ohio. Carnegie West Branch Library. Annual Report, 1958.

32. Interviews with Miss Helen Shane, assistant branch librarian, Carnegie West Branch Library, Cleveland Public Library, Cleveland, Ohio. September 28 through October 12, 1962.

33. Interviews with Miss Berta Mae Blackmur, children's librarian, Carnegie West Branch Library, Cleveland Public Library, Cleveland, Ohio. September 29 through October 12, 1962.

CHAPTER XIII

ANALYSIS OF CARNEGIE WEST BRANCH LIBRARY INTERVIEWS WITH ADULTS OF LOW EDUCATION

Summary

Use of the library by thirty-seven of the fifty interviewees can be accounted for by one of the hypotheses. Each of these indicates that interest in the library is related to adaptation of services to adults of low education.

Major Hypothesis

The major hypothesis under investigation is that there is a direct relationship between interest in library use by adults of low education in metropolitan core city areas and adaptation of branch library services in these areas. Of the fifty interviews with adults of low education, twelve (24%) lend support to this hypothesis.

Within this group of eleven interviews the adapted services which have had the greatest effect on interest in library use are:

Film programs (5 showing this relationship)

Other programs (4)

Building rapport and approaching each adult in an effort to make adults of low education comfortable and at ease in library (6)

Mailing list and newspaper notices (3)

One interviewee cited a program given during the depression as his

re-introduction to library use. Although this is a program that could appeal to low-education adults, no other examples of the effect of similar programs were uncovered in the fifth interviews.

First Supplemental Hypothesis

The first supplemental hypothesis that there are elements in branch library services which can be identified as encouraging use of the library by low-education adults was supported by twenty-six (52% of the fifty) interviews.

Among these twenty-six the services which were most often cited are:

Accessibility of librarians (as revealed in the user asking for help as a part of his library use) (21 showing this relationship),

Location of the branch (8),

Physical lay-out of the branch (8),

Programs (5),

Hungarian collection (2), and

Hospitals and Institution service (2).

The general collection was cited by only one interviewee as a factor in encouraging his use of this particular branch.

Second Supplemental Hypothesis

The second supplemental hypothesis that there may be combinations of elements of library service which can be effective in encouraging library use by adults of low education was supported by five patterns:

Accessibility of librarians and Group programs (5)

Accessibility of librarians and Location of branch (3)

Accessibility of librarians, Location of branch, and Group programs (2)

Accessibility of librarians, Location of branch, and Use of library in connection with child (1)

Accessibility of librarians and Use of library in connection with child (1)

Analysis of Interviews

Major Hypothesis

There is a direct relationship between interest in library use by adults of low education in metropolitan core city areas and adaptation of branch library services in these areas.

Service: Building Rapport

Much as at the Pennsylvania Avenue Branch Library, the professional librarians here strongly emphasize the importance of building rapport and making the adults in this difficult neighborhood feel comfortable in using the library. Four of those interviewed cited the friendliness of the staff as a factor in their use of the library.

Interview No. 21

Sex:	Female	Education:	9th grade graduate
Race:	White	Birthplace:	This city
Age:	Mid-60's	Occupation:	On relief

Uses library for: Recreation ("to while away time")
Organizational membership: None
Has used library for: 4 months

This woman is "very perturbed right now, disturbed, upset, because of money losses." When she worked downtown she used the Central Library, but her mother had lived here, and now she has

moved into the neighborhood. "I can't concentrate now, and so I can just read the *New York Times* and the *Cleveland Plain Dealer*." The lay-out of the building allows her to sit undisturbed for long hours. She asks for help "if I need assistance." For the two weeks of the interviewing, this writer noted her entrance and exit every day. The importance to her of immediate recognition from the staff became more and more apparent.

Interview No. 65

Sex:	Female	Education:	8th grade graduate
Race:	White	Birthplace:	This city
Age:	75	Occupation:	Retired

Uses library for:
Organizational membership: 4 (a social group; a German Catholic club in which she belongs to 3 groups)

Has used the library for: 20 to 30 years
(lives 15 miles from the branch)

Although she has been using the library for many years, the evidence supports the hypothesis that her interest is directly related to the librarian's efforts to build rapport with adult patrons. This is underlined by her recent experience in another library.

After saying that the librarians in the Carnegie West Branch are "so nice to me that I keep coming back," she told of going to libraries closer to her home, one big, the other smaller. She went into the larger one and "felt lost. And no one helped me. I never went back." "But I'd go a long way to come here. . . . It's not just this librarian--I don't really know any of

them--but all the librarians here have been helpful."

Service: Approach Each Adult

Interview No. 65 (continued)

She also noted the importance of the staff's attempt to be sure that each adult was approached as an important reason for her loyalty to the branch. "If I'm talking to the librarian and someone comes in, she excuses herself and sees if they need help." One assumes she herself expects and receives such attention.

It should be noted that although she lives fifteen miles from the branch, she weekly visits the nearby German Catholic club of which she is a long-standing member.

Interview No. 37

Sex:	Male	Education:	8th grade graduate
Race:	White	Birthplace:	This city
Age:	Late 60's	Occupation:	Retired (7 or 8 years)

Uses library for: Recreation (especially sitting in the library)
Organizational membership: None
Has used library for: 3 years

This man has used other branches and the Central Library. Even though he enjoys the Newspaper Room at the Central Library, he uses this branch a good deal. The rapport the staff has built with this man is evident. "Miss Prescott is very nice and helps me. I give my books to the library when I'm finished with them." It is clear that his interest in library use at this branch is directly a result of the branch librarian's

interest in him.

Interview No. 165

Sex:	Male	Education:	8th grade graduate
Race:	White	Birthplace:	Mid western U.S.A.
Age:	Early 60's	Occupation:	Window cleaner

Uses library for: Recreation, proxy (for wife), referenc
Organizational membership: None
Has used library for: 1 year

This man also uses the Central Library and although he has lived in the branch neighborhood for twenty years, he started using the branch only one year ago. He said he is "getting old and can't run around any more. So I have TV and when it's not interesting I get a good book that will last me all night." He comes to the library once a week for recreational material and for books for his crippled wife. He stated that he asked for help from the librarians once in a while, and made a point of the fact that he "knows the girls here."

He acted as if he felt completely at home. A week after telling this writer that he gets the Reader's Digest at home, he brought the library copy to me and pointed out an article that I should read. The motivations for his increased library use lie elsewhere, but there is a relation between the branch's effort to build rapport with patrons and his interest in the use of this branch.

Interview No. 149

Sex:	Male	Education:	8th grade graduate
Race:	White	Birthplace:	North eastern U.S.A.
Age:	Early 60's	Occupation:	Unemployed

Uses the library for: Vocation, hobby, reference, avocation
Organizational membership: None
Has used the library for: 8 to 9 years

This man was emphatic and explicit about his feelings toward the library staff. He had used the Central Library in the past, but had used this branch for eight or nine years.

His first use of the branch occurred when he was stuck on a problem and stopped in on the way home. He got immediate assistance and solved the problem. He has been a regular and loyal patron since. "I got my basic knowledge on how to build my house here. You can't beat the librarians here; they really help you. The things you can pick up in a library are worth a billion dollars." (Even though the house, a summer cottage, was built on the opposite side of town he continued to come to this branch for information needed in its construction.)

Currently he is using the library resources to relearn his old job. "The field has changed in thirteen years while I had another job. I read up and can tell the interviewer that I haven't had experience on the new machines, but understand how they work. And I can talk about them."

Here is a steady library user who feels that this branch has been particularly helpful to him, and who illustrates that the rapport emphasized by the staff is related to his interest in this library.

The above four cases show interest in the library to be related to the library's efforts to build rapport with its adult patrons.

Service: Film Programs

Film programs have been adapted and re-adapted to serve adults who may not otherwise be introduced to or use the library. When it was found, for example, that book talks were not appreciated by the film program attenders, the talks were dropped. This service is one which is of likely appeal to adults of low education.

Five adults cited these programs as an important factor in their use of the library.

Interview No. 66

Sex:	Male	Education:	8th grade graduate
Race:	White	Birthplace:	Europe
Age:	50's	Occupation:	Precision grinder

Uses library for: Avocation ("to learn"). (This includes his interest in the film programs.)
Organizational membership: 1 (Holy Name Society)
Has used the library for: 47 years

This man has been coming to this library for over forty-five years. Although he lives many blocks from the branch area, he cites the neighborhood and the quietness of the branch as his main reasons for use. After he finished school, his use of the library dropped off, and then five or six years ago he began to use the library more regularly. He also uses the Central Library.

He cited the film programs as the only library service he used. He noted that he browsed in the library although he has magazines and paperback books at home.

His interest in the library is attributable to the film programs.

Interview No. 83

Sex:	Male	Education:	6th grade graduate
Race:	White	Birthplace:	North eastern U.S.A.
Age:	72	Occupation:	Retired

Uses library for: Recreation ("to pass the time")
Organizational membership: None
Has used library for: 5 years

After having been retired for two years, this interviewee stopped in the library "to look around." He had time on his hands, and says that he had not read before using this library. His main use of the library would seem to center on programs although he has used the Central Library and another branch "which was too crowded and didn't have so many books."

He has been coming to the film programs at this branch for two or three years. "Whenever they send me a notice I come." He also comes to the Christmas programs and to the Golden Age programs when they are held in the library. Apparently, that is, when he receives notices for them, since they regularly meet only a few blocks away. The importance of the film programs and especially of the mailing list for them is evident.

Interview No. 187

Sex:	Female	Education:	6th grade graduate (Hungary)
Race:	White	Birthplace:	Hungary
Age:	Late 60's	Occupation:	Retired

Uses library for: Recreation
Organizational membership: None
Has used library for: 40 years

This woman has used the library for forty years, since she first moved into the area. Her reading of Hungarian newspapers

is steady. She also attends films, lectures, and talks, with regularity.

Interview No. 265

Sex:	Male	Education:	7th grade graduate
Race:	White	Birthplace:	This city
Age:	Late 40's	Occupation:	Messenger

Uses library for: Film programs
Organizational membership: None
Has used library for: 4 years

On the night he was interviewed, this man had come to attend a film program. The branch is not in his neighborhood, and he doesn't use his own branch. He uses this branch and one other only for film programs. He first started using the Carnegie West Branch four years ago when the film programs were changed to evening hours. The only other time he used a library before this was to attend a concert (at the Central Library).

Again, as with No. 83, advertisement is important. He first learned about the film programs which started his library use through the local West Side News. He has not used a library for additional services.

Interview No. 121

Sex:	Male	Education:	8th grade graduate (Austria-Hungary)
Race:	White	Birthplace:	Austria
Age:	Late 60's	Occupation:	Retired

Uses library for: Recreation ("to kill time")
Organizational membership: None
Has used the library for: 1 year

His primary interest in the library is not the film and

Golden Age programs which he has attended. He referred to meetings of the Golden Age group several times during the interview. He uses the library "practically every day" to read papers and magazines, and never takes out books. He is going to move into this neighborhood and has used the branch two or three times in the last year even though it is on the opposite side of Cleveland from his present home. He came this far each time to see travel films.

Service: Other Programs

Three of the above adults (Nos. 83, 187 and 265) also attended non-film programs. In addition,

Interview No. 80

Sex:	Male	Education:	6th Grade (Hungary)
Race:	White	Birthplace:	Hungary
Age:	Early 70's	Occupation:	Retired

Uses library for: Avocation ("to learn things I didn't learn in school")

Organizational membership: None
Has used the library for: Since 1909 and 1932 (see text)

Although he first used the library in 1909 (he just read here; he didn't take any books home), he stopped using the library almost completely until 1932. "During the depression a social worker came and gave a course on 'Mothers' (sic). It was very educational." At this time he started taking books out of the library for the first time and has been using the library

Service: Mailing List and Newspaper Notices

Two of the above interviews (Nos. 83 and 265) cited this contact as their source of information on library programs. Their statements indicated that their interest and attendance was made possible through this service which, in this case, brought to the attention of low-education adults a program which was of appeal.

Interview No. 110

Sex:	Male	Education:	6th grade graduate
Race:	White	Birthplace:	Europe
Age:	Early 60's	Occupation:	Machinist

Uses library for: Recreation ("to kill time")
Organizational membership: None
Has used library for: (Not applicable, uses another branch since moving from this neighborhood.

This man stopped by on the way downtown. When asked about programs he commented that he had attended programs at his own branch. "They used to send me notices and I'd go."

First Supplemental Hypothesis

The first supplemental hypothesis states that there are elements in branch library services which can be identified as encouraging use of the library by low-education adults in metropolitan core city areas.

Service: Hospital and Institution Service

Interview No. 65

Sex:	Female	Education:	8th grade graduate
Race:	White	Occupation:	Retired
Age:	75		

(See also major hypothesis)

This interview has been discussed in support of the major hypothesis, but the relation of the Cleveland Public Library's Hospital and Institutions Department services to her use of the library is applicable and enlightening here. Among Cleveland's strongest and most developed library services are those offered by this department.

About six years ago this woman was in the hospital several times. After a heart attack she found that the Cleveland Public Library would supply books to her in the hospital. "I'd ask on Tuesday and they'd come on Thursday!" When she found out about this service she told her doctor she didn't care how long she had to stay in the hospital.

She also encountered the highly developed shut-in services of this department when she was limited to crutches. For several years she had books sent to her home.

These services have clearly reinforced her loyalty to the library, and have been of real assistance to her in times of need. She has always been a reader and said that she had read books before her use of the library was initiated through these services

Interview No. 75

Sex:	Female	Education:	7th grade graduate
Race:	White	Birthplace:	North western U.S.A.
Age:	Mid-50's	Occupation:	Ward secretary at hospital

Uses library for: Recreation
Organizational membership: None (". . . was very active, but after I was sick I dropped out.")
Has used the library for: 1½ years

Since she left school in Minnesota this woman has not used any library and said that she had not used books since that time.

The effect of a strong, well-developed library service is dramatically evident here. Only when she went to the hospital one and one-half years ago did she re-encounter books and library service. She was aware that this was a Cleveland Public Library service and not one offered by the hospital. "I used books there and then again when I was back in the hospital." She was ordered by the doctor to take daily exercise, and "came here for my first exercise and to fill time." She has since become a ward secretary at the hospital and loses no opportunity to tell others of the public library's hospital service.

She chose this library because she passes it on the way to work. She does not use her own neighborhood library. She has not yet asked a librarian for help and is apparently still in the first flush of rediscovering reading. "No, I haven't asked for any help. I haven't read for so long, and there are still many things I haven't read."

Service: Location of the Branch

This is not, as it may be interpreted in Baltimore, a service adapted to adults of low education. The fact is that the branch was located in a wholly different neighborhood fifty years ago. However, there is no question that the location of the branch is an element of service which can be identified as encouraging use of the library in eight of the fifty interviews.

Two previous interviewees (Nos. 65 and 75) noted the location of the branch as an element in their use of this particular library. Six other interviewees referred to the location of the branch as a factor affecting their use of the library.

Interview No. 33

Sex:	Female	Education:	8th grade graduate
Race:	White	Occupation:	Housewife
Age:	Early 40's		

She started using the library as soon as she moved back into the neighborhood two years ago. She had used this branch previously. Libraries were "too far when I didn't live here; so I didn't use any. Now that I've moved across the street, I've started to use the library to help my girl with reading."

Interview No. 52

Sex:	Male	Education:	8th grade graduate
Race:	White	Occupation:	Pin setter in bowling alley
Age:	Early 60's		

He is a steady reader, and uses this branch primarily because it's within a block from where he sets up pins in a bowling alley. He has used the library for twelve years.

Interview No. 149

Sex:	Male	Education:	8th grade graduate
Race:	White	Occupation:	Unemployed
Age:	Early 60's		

(See also major hypothesis.)

He used to "pass by on my way to work and stopped on my way home."

Interview No. 160

Sex:	Male	Education:	7th grade graduate
Race:	White	Occupation:	Assembly worker
Age:	Late 20's		

He passes the library on the way to work. His actual activation for use is described in the last section of this chapter.

Interview No. 176

Sex:	Male	Education:	7th grade graduate
Race:	White	Occupation:	Laborer
Age:	Mid-50's		

He first came into the library on the way to church. He wanted to see what was going on. He has used libraries in New York and has used the Central Library "a lot." He does not have a library card, but uses both Central and this branch for recreational reading of newspapers and magazines.

Interview No. 225

Sex:	Female	Education:	8th grade graduate
Race:	White	Occupation:	Beautician
Age:	Mid-20's		

She hasn't used another branch and was in this branch the day she was interviewed only to return a book for her sister. In the neighborhood to cash a check at the local bank, a half block away, she had used the library only three times about two summers ago, when she was still in school.

Service: Hungarian Collection

One of the interviewees discussed above and one additional interviewee cited the Hungarian collection as a specific reason for

their use of the branch.

Interview No. 137

Sex: Female Education: 6th grade graduate (Hungary)
Race: White Occupation: Retired
Age: Late 60's
(See also major hypothesis)

She mentioned the reading of Hungarian newspapers as one of her reasons for library use.

Interview No. 78

Sex: Female Education: 5th grade graduate (Hungary)
Race: White Occupation: Housewife
Age: Early 40's

She does not live in the branch neighborhood and has used other libraries in the past. She came to this branch specifically to use the Hungarian collection because a friend "told us there were more Hungarian books here than at the branch we were using."

There seems little question that these two library users have been encouraged in their library use by the existence of a collection of materials in their native language.

Service: Layout of Building

As noted earlier, the building was constructed about fifty years ago, yet its size and layout allow for separate rooms for reference and reading. The space makes the building particularly appropriate for today's needs. While the children crowd into the Children's Room and teen-agers into the Main Circulation Area and parts of the Reference Room, there is still space for adult readers to feel comparatively

isolated and undisturbed. Seven of those interviewed cited this as an important factor in their use of this particular branch library.

Three of these have been discussed in connection with the basic hypothesis.

Interview No. 83

Sex:	Male	Education:	6th grade graduate
Race:	White	Occupation:	Retired
Age:	Early 70's		

He cited film programs as his primary use of the library. He noted that "this branch is not so crowded."

Interview No. 37

Sex:	Male	Education:	8th grade graduate
Race:	White	Occupation:	Retired
Age:	Late 60's		

He gave as his main reason for using the library his relation to the branch librarian. He noted the "quiet, peaceful atmosphere."

Interview No. 21

Sex:	Female	Education:	8th grade graduate
Race:	White	Occupation:	On relief
Age:	Mid-60's		

As has been pointed out in the discussion of the major hypothesis, she sits in the library for a good portion of each day. This would be impossible in many smaller branches.

Interview No. 176

Sex:	Male	Education:	7th grade graduate
Race:	White	Occupation:	Laborer
Age:	Mid-50's	(See also "Location of Branch," above.)	

He first used the branch because he passed by it on the way to church and wanted to see what was going on. He uses both this branch and the Central Library for reading of magazines and newspapers. It is likely that the branch layout, which allows him to sit comparatively undisturbed for as long as he may desire, is a factor in his use of the branch in addition to his more regular use of the Main Library.

Interview No. 66

Sex:	Male	Education:	8th grade graduate
Race:	White	Occupation:	Precision grinder
Age:	50's		

(See also major hypothesis)

He cited the more relaxed atmosphere of this branch as one of the reasons he prefers it to others.

Three additional interviewees do much of their reading in the library: something which would not be likely in a more crowded building

Interview No. 83

Sex:	Male	Education:	7th grade graduate
Race:	White	Occupation:	Retired
Age:	Mid-60's		

He does not live in the branch area any longer, and although he uses the library less since he moved five years ago, he still comes here rather than his local branch because that branch "is mostly kids."

Interview No. 52

Sex:	Male	Education:	8th grade graduate
Race:	White	Occupation:	Pin setter in bowling alley
Age:	Early 60's	(See also "Location of Branch")	

He doesn't take books out but "just reads here."

Interview No. 122

Sex:	Female	Education:	8th grade graduate
Race:	White	Occupation:	Housewife
Age:	Late 40's		

She also does not take books out but "just sits and reads magazines."

Each of these seven had found the layout of the building, or simply the space and comparative quiet, conducive to his use. There can be little question that as an element of service the construction of the building can be identified in these seven cases as encouraging use of the library.

Service: The Collection

The Hungarian collection has been cited by two interviewees as a factor in their library use. Interestingly enough only one interviewee noted the extensive general collection as a reason for use.

Interview No. 83

Sex:	Male	Education:	6th grade graduate
Race:	White	Occupation:	Retired
Age:	Early 70's		

(See also major hypothesis)

He was discussed as one who gave the attendance at film programs as his primary library activity, and who noted that the branch was not as crowded as another he had visited in 1958-59; he also noted that that branch didn't have as many books. How important a factor the size of the collection is

must be conjecture. For some reason it is important to him.

Service: Programs

Interview No. 249

Sex:	Female	Education:	5th grade graduate (Austria Hungary
Race:	White	Occupation:	Housewife
Age:	Early 70's		

She said only that she had once come to a branch program with a friend. This might be a link in her interest in the library, but this is not evident yet.

Interview No. 110

Sex:	Male	Education:	6th grade graduate
Race:	White	Occupation:	Machinist
Age:	Early 60's		

(See also major hypothesis)

He stopped by on the day he was interviewed because he had "to kill time on the way downtown." His re-introduction to libraries was made through a Great Books Discussion Program. He had "always used libraries but not to a great extent. . . . I've always been interested in history, and when the Central Library advertised a Great Books group I thought that I might be interested." He has been using the library since then and still attends programs "whenever they send me notices."

Interview No. 228

Sex:	Male	Education:	8th grade graduate
Race:	White	Occupation:	Salesman
Age:	Early 60's		

He used to have an office in this neighborhood, and

although he uses his own branch "a good deal," he still comes here, to Central, and to four other branches. He attends programs, mostly lectures and concerts, but has never attended a program at the Carnegie West Branch.

Each of the above three cases has been cited to show that programs may have played a role, though minor, in encouraging use of this library in these cases. They can be seen as links only and not yet as causal factors here. In addition interviewees Nos 9 (Male, White, 79, 6th grade graduate, Retired 1 year) and 235 (Male, White, Mid-60's, 8th grade graduate, Retired) both had attended programs in the past, but did not seem to relate them in any way to their ultimate use of the library for other purposes.

Service: Accessibility of Librarians

As at the Pennsylvania Avenue Branch Library, many interviewees responded affirmatively when queried on whether they asked librarians for help. This again would seem to be a link with the library's attempt to build rapport and to approach each adult who enters the library. Twenty-seven of the interviewees said they asked librarians for help. This would indicate some success of the library's efforts.

Of the twenty cases just discussed, eleven (Nos. 9, 33, 52, 65, 110, 122, 149, 176, 187, 225, and 228) said they asked librarians for help in locating materials. It seems likely that this is a link in their continuing interest in library use.

In the discussion of the major hypothesis, two others (Nos. 121

and 165) were cited as asking librarians for help.

Eleven other interviewees stated that often they asked librarians for assistance when using the branch.

Interview No. 6

Sex:	Male	Education:	8th grade graduate
Race:	White	Occupation:	Unemployed
Age:	Mid-60's		

Living in this neighborhood since the 1930's, this man started using the branch during the depression and has used it regularly ever since. "If I can't find a particular book I'll ask the librarian."

Interview No. 36

Sex:	Female	Education:	8th grade graduate
Race:	White	Occupation:	Housewife
Age:	Early 60's		

She has used libraries for many years, and "once in a while, but very seldom" she asks for help. "They know I want new mysteries." She seems unaware that the librarians find these for her or that they know when she comes in that she will want them.

Interview No. 49

Sex:	Male	Education:	6th grade graduate
Race:	White	Occupation:	Retired
Age:	Late 60's		

He has been using this branch since 1923 when he moved to this area from Georgia where he also used a library. His assistance from librarians is limited to reference, and to him there

would be no other way to get the information.

Interview No. 64

Sex:	Male	Education:	8th grade graduate (Hungary)
Race:	White	Occupation:	Retired
Age:	Early 70's		

He has been using the branch for fifty years, and asks the librarian for help in finding "certain books."

Interview No. 85

Sex:	Male	Education:	8th grade graduate
Race:	White	Occupation:	Salesman and Night watchman
Age:	Early 60's		

He uses other branches too, and has been using this branch in school "and ever since." He asks librarians for help and they are "very willing. . . . I like the personnel."

Interview No. 120

Sex:	Male	Education:	2nd grade graduate
Race:	White	Occupation:	Unemployed
Age:	Early 50's		

He has used the library only once and that within the past month. Very badly deformed, his doctor would not let him continue in school after second grade. His connection with a church club brought him to the library for a "fun book." He could not have found it without help from the librarian.

Interview No. 152

Sex:	Male	Education:	8th grade graduate (Hungary)
Race:	White	Occupation:	Retired
Age:	Late 60's		

He had used libraries for a long time, started working nights and stopped. After he retired he came to this branch and asks the librarian for help "to find a book."

Interview No. 236

Sex:	Male	Education:	8th grade graduate
Race:	White	Occupation:	Unemployed
Age:	Mid-50's		

He has been using this branch for one and one-half years. "If I can't find a book" he asks for help.

Second Supplemental Hypothesis

The second supplemental hypothesis suggests that there may be combinations of elements of service which can be effective in encouraging library use by adults of low education in metropolitan core city areas.

Pattern of Services: Accessibility of Librarians, and Group Programs

Interview No. 3

Sex:	Male	Education:	6th grade graduate
Race:	White	Occupation:	Retired 1 year
Age:	79		

(See also first supplemental hypothesis.)

This man attended a citizenship class held in the library, but after getting a job didn't have "the time or energy to continue." This and the fact that he sometimes asks librarians for help have formed a pattern of encouragement to library use. His original motivation for library use was the Depression and

need to re-study his job.

Interview No. 110

Sex: Male Education: 6th grade graduate
Race: White Occupation: Machinist
Age: Early 60's
(See also major and first supplemental hypotheses)

He attends programs at his own branch and has asked librarians for help.

Interview No. 121

Sex: Male Education: 8th grade graduate (Austria-Hungary)
Race: White Occupation: Retired
Age: Late 60's
(See also major hypothesis)

This man attends the branch's film programs. He also attends Golden Age programs at Central where he "sometimes asks a librarian for help when he wants German translation books." Although these two services relate to the Central Library, he has transferred his library loyalties to this branch where he is using both these services.

Interview No. 137

Sex: Female Education: 6th grade graduate (Hungary)
Race: White Occupation: Retired
Age: Late 60's
(See also major and first supplemental hypotheses)

She attends lectures and concerts; asks librarians for help "lots of times."

Interview No. 228

Sex: Male Education: 8th grade graduate (Hungary)
Race: White Occupation: Retired 1 year
Age: Early 60's (See also first supplemental hypothesis)

He attends lectures and concerts, asks librarians for help when he cannot locate what he wants. This pattern is repeated by him in at least four other branches and at the Central Library.

Pattern of Services: Accessibility of Librarians, and Location of Branch

Interview No. 149 has been covered under the major hypothesis.

Interview No. 52

Sex: Male Education: 8th grade graduate
Race: White Occupation: Pin setter in bowling alley
Age: Early 60's
(See also first supplemental hypothesis)

The branch is located within one block from the bowling alley where this man works. His use of the library is limited almost entirely to books of proverbs and quotations, and he never takes books out. He has long since learned the location of those few books which the librarians used to get for him. He often asks a librarian to write a note explaining where he has been.

Interview No. 176 has been cited under the first supplemental hypothesis. He first came into this branch because he "passed it on the way to church and wanted to see what was going on." He has no card, and asks help from the librarian "if he wants something."

Pattern of Services: Accessibility of Librarians, Location of Branch, and Use of Library in Connection with Child

Interview No. 33

Sex: Female Education: 8th grade graduate
Race: White Occupation: Housewife
Age: Early 40's
(See also first supplemental hypothesis)

As noted above, this woman started to use this library to help her child. She had lived elsewhere not convenient to a library. Almost immediately after moving in across the street, she began to patronize this branch. She consults the librarian for her own needs: medical books and mysteries.

Pattern of Services: Accessibility of Librarians, and Use of Library in Connection with Child

Interview No. 63

Sex: Male Education: 8th grade graduate
Race: White Birthplace: This city
Age: Mid-40's Occupation: Mechanic

Uses library for: Recreational, Avocational
Organizational membership: 1 (Boy Scout Leader)
Has used library for: 2 years

This man used a library when he was in school, but stopped after that. Two years ago he began bringing his son "to encourage him." And now, "I've just been made a Boy Scout leader and I'll use the library for that until I can afford my own books." He has asked the librarian for help in the past, and is depending on her help for this new avocational role.

CHAPTER XIV

CONCLUSIONS

Summary of Findings in Branch Interview Analyses

Twenty-nine interviews with adults of eighth grade education or less were conducted at the Pennsylvania Avenue Branch Library (Enoch Pratt Free Library, Baltimore, Maryland), and fifty at the Carnegie West Branch Library (Free Public Library, Cleveland, Ohio).

The major hypothesis that there is a direct relationship between interest in library use by adults of low education in metropolitan core city areas and adaptation of branch library services in these areas is supported by 24% of the interviews at the Baltimore branch and 58% of the interviews at the Cleveland branch. Thirty-seven per cent of the total seventy-nine interviews show such a direct relationship. The adapted services and the relative weight of the effect of each among those interviewees discussed under the major hypothesis are given in the following table.

The weight given to each service in the table reflects the number of interviewees involved. In each case the discussion of the interviews in Chapters X and XIII indicates what a strong impact these services seem to have made on those individuals. For example, the service cited last in the table is a program planning conference. Only one

TABLE XXXI

Relationship Between Library Use by Adults of Low Education and Adapted Services

Service	Number of Interviewees Affected by Service: Baltimore Branch	Cleveland Branch	Total
Decision to locate a high quality branch library in a low-education neighborhood	14	N/A	14
Individual Services:			
Accessibility of librarians (as revealed in the user asking for help as a part of his library use)	10	0	10
Building rapport and approaching each adult in an effort to make adults of low education comfortable and at ease in library use	3	6	9
Mailing list and newspaper notices	0	3	3
Selection of easy reading material with adult interest	2	N/A	2
Group Services:			
Film programs*	0	5	5
Other programs	N/A	4	4
Program planning conference	1	N/A	1

*None offered in Baltimore for past 5 years.

interviewee showed a direct relationship between this and his interest in library use, and yet for that one interviewee (Pennsylvania Avenue Interview No. 142) this was the catalyst that initiated his library use. In each of these services, reference to the discussion in Chapters

X and XIII will underline the vital significance of each one of these services to an adult of low education.

The first supplemental hypothesis that there are elements in branch library services which can be identified as encouraging use of the library by low-education adults in these areas is supported by evidence from 52% of the interviews in Baltimore and 50% of the interviews in Cleveland. Fifty-one per cent of the total seventy-nine interviews support this hypothesis.

The elements of library services which were identified as encouraging library use by adults of low education are given in the table below.

TABLE XXXII

Elements of Library Service Encouraging Library Use
Among Adults of Low Education

Elements of Library Services	Number of Interviewees Affected: Baltimore Branch	Cleveland Branch	Total
Accessibility of librarians	15	21	36
Location of branch*	0	8	8
Physical layout of branch	0	8	8
Group programs	0	5	5
Hungarian collection	N/A	2	2
Hospitals and Institutions service	0	2	2
General collection	0	1	1

*In Baltimore this was identified either within the first or third hypothesis. No example of the location encouraging use was noted within the limits of the first supplemental hypothesis.

The large number citing the accessibility of librarians, not merely as a service they used, but as encouraging their use of the library is significant. Both libraries had stressed approach to and contact with adults as a service of great importance. The success of their efforts with this service can be observed among those interviewed.

The location of a quality branch in a difficult, low-education neighborhood reflects Enoch Pratt's philosophy. There can be little question that among those interviewed this was a vital decision. The eight here cited were encouraged by the actual location of the building, but every interview cited is in some way indebted to the location of the branch in this neighborhood.

Group programs, and particularly film programs, have appealed to adults of low education in Cleveland. Some traveled from other branch areas for these programs. The Hungarian collection, too, brought adults--even of low education--from outside the branch area and in the case of these two cited has greatly encouraged their use of the library. The Hospitals and Institutions service was catalytic in the two cases here listed.

The second supplemental hypothesis states that there may also be combinations of these elements of service which can be effective in encouraging use by adults of low education in metropolitan core city areas. Six different patterns support this hypothesis. Thirty-four per cent of the interviews in Baltimore revealed four patterns of combined services; 22 per cent in Cleveland revealed five patterns.

TABLE XXXIII

Patterns of Elements of Services Relating to Library Use as Identified Among Low-Education Adults Interviewed

Patterns: Use of Library in Connection with Child	Accessibility of Librarians	Group Programs	Location of Branch	Number of Interviewees Showing this Pattern: Baltimore Branch	Cleveland Branch	Total
X	X	X	X	0	1	1
X	X	X		1	0	1
X	X			1	1	2
	X	X		0	5	5
	X		X	10	3	13

Again, the accessibility of librarians is found to be a significant service. In each of the patterns noted in the preceding table, this is the one common element. Group programs is found as an element in three of the five patterns. Use of the library in connection with a child is, of course, not an adult service. It is cited here as an element of service. In each of the patterns it is a reason given by an interviewee for library use in addition to the other services noted within the pattern.

Services and Other Factors Relating to Library Use by Adults of Low Education

The major hypothesis and its two supplementary hypotheses deal with library services as factors in interesting adults of low education in using the library. In analyzing the seventy-nine interviews it is

immediately obvious that certain characteristics of the users as well as non-service factors must be considered if a balanced picture of the effect of library service on these adults is to be realized.

Library Services for Children

One factor outside of library services to adults has been discussed as tangent in several of the individual cases in Chapters X and XIII. Children's service is, of course, not a service for adults and should be considered as a factor outside of adult services.

Seven interviews have previously been cited in which use of the library in connection with a child has been a step toward ultimate use of the library by the adult involved. Four more adults noted library service to children as one of the reasons for which they use the library. Using the library in connection with service to children is intertwined with library use for all of these (twelve) adults.

TABLE XXXIV

Children's Service as a Factor in Adult Library Use

Category	Number of Adults in Pattern: Baltimore Branch	Cleveland Branch	Total
Children's service as an additional purpose in use of the library	6	5	11
Children's service leading to use by the adult involved*	4	2	6
Children's service as only reason for adult coming to the library	4	6	10

*These adults included in previous category.

The first category in this table (Children's service as an additional factor in adult use of the library) has been explored in Chapters X and XIII in support of the second supplemental hypothesis.

The second category (Children's service leading to use by the adult involved) has not been explored per se. As a non-service factor this plays an important role in six interviewees' relationship to the library. For each of these six the use of the library in connection with a child was a step toward their use of the library for themselves.

Pennsylvania Avenue Branch Interview No. 142

Sex:	Male	Education:	8th grade graduate
Race:	Negro	Occupation:	Steam generator operator
Age:	Early 60's		

He was studied closely in Chapter X. This is the man who used one branch in his role as mentor, and became a library user at another branch as a direct result of the branch's Program Planning Conference for Church Leaders. Here, the background role played by services to children can be seen as acquainting him with libraries.

Pennsylvania Avenue Branch Interview No. 63

Sex:	Female	Education:	7th grade graduate
Race:	Negro	Occupation:	Housewife
Age:	Late 20's		

She has also been analyzed in Chapter X. It was noted that she had been using this library, and a previous other one, in her role as mentor only. When she needed information on childbirth, it seemed natural for her to turn to the library. The

link between these two factors was created by the librarian seeking this woman out and asking her if she needed assistance.

Pennsylvania Avenue Branch Interview No. 250

Sex:	Female	Education:	7th grade graduate
Race:	Negro	Occupation:	Housewife
Age:	Mid-40's		

It was noted in Chapter X that this woman brought her son to the library and because he looks up to her encouraged his use of the library. The day she was interviewed was one of the occasions on which she came to the library alone to use the library for her own needs. The link with her child is plain. "I used to get books through the mail, but this library is not so expensive." The first information she sought was in connection with her son, child psychology. She has recently taken night school hobby courses and has used library materials in connection with this.

Carnegie West Branch Interview No. 63

Sex:	Male	Education:	8th grade graduate
Race:	White	Occupation:	Mechanic
Age:	Mid-40's		

This man's library relationships were explored in Chapter XIII. It was noted that he had been bringing his son to the library in order to encourage him. It seemed natural to turn to the library when he was made a Boy Scout leader, and he expects to use the library "for that until I can afford my own books."

Carnegie West Branch Interview No. 139

Sex:	Female	Education:	8th grade graduate
Race:	White	Birthplace:	Poland
Age:	Early 50's	Occupation:	Housewife

Uses library for: Recreation
Organizational membership: 1 (Holy Rosary Society)
Has used library for: 15 years (see commentary)

This case has not been previously discussed. She does not lend support to any of the hypotheses. The purpose of her visit to the library on the day of the interview was to accompany her children who were returning their books. She does not have a library card, and "does not use the library."

She used a library in school, and she used to use a branch library "because I only went to school eight years and wanted to learn. . . . I used to read my older daughter's books, and my daughter brings books home for me when I ask." All of these books were borrowed from this branch. Asked where she got the titles for the books she wanted, she responded that she guessed from reviews in the newspaper. She has not taken books out herself, and though she goes to another branch and the Central Library she "just sits."

This woman may be considered a steady library user, and yet as often as she accompanies her younger children she states that she herself has never taken a book out of the library.

Pennsylvania Avenue Branch Interview No. 128

Sex:	Female	Education:	8th grade graduate
Race:	Negro	Birthplace:	North eastern U.S.A.
Age:	Early 70's	Occupation:	Retired

Uses library for: Recreation, mentor non-school
Organizational membership: None
Has used library for: 3 months

This case has not been previously discussed. She has been living in the neighborhood for ten weeks and has been bringing her grandson to the library to encourage his interest in reading.

Her daughter first told her about the library. Both she and her daughter have come to accompany her grandson. She began selecting materials, "light reading to fill the time." (Her daughter does not use the library and yet has encouraged both her son and her mother to use it.)

Non-Library Contact as a Factor in Library Use

Seven of those interviewed cited an outside contact as influential in developing their interest in library use.

TABLE XXXV

Non-Library Contacts as Factors in Library Use

Contact	Number Adults in Pattern: Baltimore Branch	Cleveland Branch	Total
A friend	1	1	2
A neighborhood	0	1	1
A church group	0	1	1
A relative (child, wife, sister)	1	2	3

Carnegie West Branch Interview No. 221

Sex:	Female	Education:	8th grade graduate (Germany)
Race:	White	Birthplace:	Europe
Age:	Early 30's	Occupation:	On relief

Uses library for: Recreation, avocation
Organizational membership: None
Has used library for: 6 months

This case, too, has not been discussed previously. She first used the Central Library and now has come to use this branch. She uses the library to read newspapers primarily, but on occasion has used the library for avocational interests. Her "son in school found out about the library and told me I had to go to the library to find out about it." She has been in the branch five or six times since.

Pennsylvania Avenue Branch Interview No. 214

Sex:	Female	Education:	8th grade graduate
Race:	Negro	Occupation:	Domestic
Age:	Early 40's		

This case has been discussed in Chapter X. She lived in Baltimore for eleven years without using libraries. She had lived previously in Washington, D.C. where she did use a library. Her sister, attending a nearby night school class, brought her to this branch which she has used since.

Pennsylvania Avenue Branch Interview No. 237

Sex:	Male	Education:	6th grade graduate
Race:	Negro	Occupation:	Theatre manager
Age:	Early 60's		

His case has been discussed in Chapter X. His wife "kept

telling me to come here. I finally came, seven years ago, and looked around." He also brings his daughter occasionally.

Carnegie West Branch Interview No. 78

Sex:	Female	Education:	5th grade graduate (Hungary)
Race:	White	Occupation:	Housewife
Age:	Early 40's		

Discussed in Chapter XIII. She has been using this branch for about two years, and has used other libraries before. She does not live in this neighborhood, but came here because of the large Hungarian collection. "A friend told us there were more here than the branch we were using . . . but I can't find any so I read English books." "Any?" replied her husband. She shrugged. Her husband is a welder. Although he accompanies his wife to the library he does not use it himself.

Pennsylvania Avenue Branch Interview No. 276

Sex:	Female	Education:	5th grade graduate
Race:	Negro	Occupation:	Cook
Age:	Early 60's		

This case discussed in Chapter X was introduced into library use by "a friend who reads Christian books from the library."

Carnegie West Branch Interview No. 164

Sex:	Female	Education:	8th grade graduate
Race:	White	Birthplace:	South western U.S.A.
Age:	Mid-20's	Occupation:	Housewife

Uses library for:	Recreation
Organizational membership:	None
Has used library for:	3 weeks

This case has not been discussed previously.

She just moved from Texas a month prior to this interview. She had not recently used libraries there: "I read my husband's books at home." "The people who live downstairs told me how to get here. I went down to them to borrow books, and she told me she got hers from the library."

Carnegie West Branch Library Interview No. 120

Sex:	Male	Education:	2nd grade graduate
Race:	White	Birthplace:	South eastern U.S.A.
Age:	Early 50's	Occupation:	Unemployed

Uses library for: Avocation
Organizational membership: 1 (Church group)
Has used library for: 1 month

This case has been explored in Chapter XIII, but some aspects of it are particularly pertinent here.

He had been to the library only one time prior to this interview, and that was to get a book for a church party. On this visit he was returning that book.

Very badly deformed, he said that he had had polio when he was one year old. "And I got sick going to school so the doctor told my mother I should quit instead of risking my health." He had never had a teacher at home, but had gone to what he referred to as a "cripples' school." It closed, and with that his formal education ceased. This was at the end of his second grade year. Asked how he learned to read he only could answer, "It just kind of came to me."

How had he come to use the library? "My sister and friends get books for me and help me out. A woman and the pastor at

church wanted a book for a church Halloween party for young people. Everyone helps me, and I wanted to help."

This, then, was the motivation for his library use. He had no idea where the library was, and asked until he found it.

Each of the seven cases just cited came to use this library because of an outside, non-library contact. However, it is important to point out that of these seven, four certainly, and perhaps all, were introduced by library users.

Relation of Organizational Membership to Library Use

TABLE XXXVI

Organizational Membership of Interviewed Adults

Category*	Number Interviews Included Baltimore Branch	Cleveland Branch	Total
Belong to an Organization, Club, Group	11**	10***	21
Church-connected Group	8	3	11
Do not belong to any organized groups	16	39	55

*No response: 3.
**Interviews Nos. 14, 18, 110, 141, 214, 225, 237, 264, 267, 276, 302
***Interviews Nos. 33, 41, 63, 64, 65, 66, 120, 139, 160, 236.
(Those underlined belong to a church-connected group.)

The table shows that 70% of those interviewed do not belong to any organized group. Ten of those interviewed do not use libraries, so that 80% of those who use these two libraries belong to no groups,

are non-joiners.

Some of those asked about their membership in groups went farther than answering negatively:

"Not interested." (Cleveland No. 121 attends several of the library's group programs.)

"Librarian told me about one. I think I'll join a group as soon as I can. I'm very perturbed right now. . . because of money losses." (Cleveland No. 21.)

"Did belong to Elks and Eagles, but quit when I moved here . . . 20 years ago." (Cleveland No. 165.)

"I was very active, but got sick and dropped out." (Cleveland No. 75.)

"No, always too busy." (Baltimore No. 205.)

"Dropped out . . ." (Cleveland No. 37.)

"No, not for thirty years." (Cleveland No. 85.)

"We're not allowed to join groups, clubs or organizations except Insurance . . . The Church of God." (Cleveland No. 142.)

"No, I work nights. Clubs meet at nights." (Cleveland No. 78.)

"Oh no." (Baltimore No. 186.)

"Definitely not. Well I go to church. Everyone goes to church." (Baltimore No. 117.)

"I never mess around with them people. I've got a whole League of Nations of my own." He has a family of eighteen. (Cleveland No. 9.)

"Never would." (Baltimore No. 204.)

"No, not when I was in school either." (Baltimore No. 191.)

And yet they are library users.

Among the twenty-one interviewees who belong to groups and use the library, five were identified as leaders though their educational level was low. Four of these five had used the library specifically

in connection with their role as a leader. One (No. 225) did not relate her library use in any way to her avocational role as a leader. The four each had as a basic motivation to library use his need for materials for his job as a leader.

Pennsylvania Avenue Branch Interview No. 142

Male, Negro, Early 60's, 8th grade graduate, Steam generator operator.
Church leader.

Pennsylvania Avenue Branch Interview No. 225

Female, Negro, Late 20's, 8th grade graduate, Domestic.
Organized a children's pleasure (i.e. social) club.

Pennsylvania Avenue Branch Interview No. 264

Male, Negro, Mid-50's, 7th grade graduate, Unemployed.
Church Bible class teacher.

Pennsylvania Avenue Branch Interview No. 267

Female, Negro, Early 60's, 5th grade graduate, Cook.
President of choir at church and another, independent singing group.

Carnegie West Branch Interview No. 63

Male, White, Mid-40's, 8th grade graduate, Mechanic.
Boy Scout leader.

Here are low-education adults who are leaders in their community. Four use the library in connection with their job as leader, and have also used libraries for other purposes. Leadership was not a category investigated during the interviews. It may well be that others among those interviewed are leaders.

Occupational Relationship to Library Use

Among the group of interviews the following pattern of occupations presents itself.

TABLE XXXVII

Occupations of Low-Education Adult Interviewees

Occupation*	Number of Interviewees: Baltimore Branch	Cleveland Branch	Total	Per cent of Total
White Collar (Professional, Technical, Managers, Officials, Clerical, Sales, and Craftsmen)	3	7	10	13%
Other (Operatives, Private Household and other Service Workers, Laborers)	11	9	20	26
Housewives	4	11	15	20
Retired	2	13	15	20
Unemployed	7	9	16	21

*No response: 3.

The largest group of users fall with a category which connotes "extra" time: retired and unemployed. None of those interviewed were identified as "professional." More than two-thirds of those employed (26) are blue-collar workers.

Services Adapted to Adults of Low Education for Which No Use Was Found Among Interviews

Those services given special attention in their adaptation for adults of low education but which were not used by any of the seventy-nine interviewed are:

Pennsylvania Avenue Branch Library

Cooperation with Urban Renewal Agency,

Films and Books Programs,

Cooperation with Evening Adult School Class,

Cooperation with Americanization Classes;

Carnegie West Branch Library

Work and membership in local Community Organizations,

Cosponsored meetings,

Books for Daily Living (room)

Non-use of several of these special services can be immediately dismissed. At the Baltimore branch the Films and Books Program has not been offered since 1958, cooperation with evening Adult School classes has not been possible since 1959. Cooperation with the Americanization Classes goes little beyond offering auditorium facilities. Though the library welcomes any members of the group, no planned program for these classes is offered by the library.

At the Cleveland branch the room, Books for Daily Living, has been opened only since the Spring of 1962, less than half a year at the time of this study.

In each of these little response could be expected in the fall of 1962.

What of the other services?

The importance of cooperation with the Urban Renewal Agency in Baltimore was stressed. In Cleveland professional membership and

activity in local community organization is stressed. Both of these services are undertaken in an effort by the library not only to be a part of the community structure, but also to work toward the improvement of its community. Effects from such a program would be found elsewhere. It is most unlikely that interviews with adults of low education would reveal any direct relationship with such programs.

The co-sponsored meetings at Cleveland were not mentioned by any of the adults interviewed, even though questions specifically designed to elicit this information were asked.

To recapitulate, these programs included a health fair (1960), talks by the staff to outside groups (1957-61), an institute on Southern migrants (1957), visits from citizenship and English classes (1957-59), and an institute on the "Future of Your Neighborhood" (1959).

The two institutes were one-shot programs. The one concerning Southern migrants was aimed at service workers and other professionals and not at the migrants themselves. The institute, "The Future of Your Neighborhood," was expressly designed for individuals such as adults of low education. The meeting had an attendance of two hundred and was co-sponsored by many community agencies and organizations. The fact remains that none of the fifty interviewees recalled attending this meeting. This can not be said to reflect on the success of the meeting's objectives, however. The interview group is small, and, more important, the success of such a program must be measured beyond numerical attendance. Nevertheless the library's co-sponsorship of the meeting was a one-shot attempt in neighborhood improvement. Perhaps as one of the

co-sponsoring agencies the library would want to follow through on such programs. However, it will be recalled that in Chapter XII a similar program "Home Improvement Demonstrations" (1957) met with little response.

The visits from citizenship and English classes were recalled by none of the interviewees. One man mentioned citizenship class, but in a different context. These classes have not visited the library in three years. Though the writer can not document it, it is possible that some of these class members may be among those who refused interviews because of language difficulty. At any rate, none of the fifty interviewees could recall such a connection with this library.

There is not a significant pattern of non-use of low-education adult services offered at the two branches.

Interviews Which Do Not Support the Hypotheses

Incomplete Information

Three interviews were not completed: two at the Pennsylvania Avenue Branch Library (Interview Nos. 294 and 309), and one at the Carnegie West Branch Library (Interview No. 163). Interview No. 163 (Cleveland) did not give enough information to develop a picture of his use. The other two were explicit in their statement that they did not use the library, and were returning books for a daughter.

Do Not Use Library

Ten interviewees stated that they did not use the library for themselves. As has been pointed out earlier, each of these used the

library in connection with a child: to sign a registration form, to return a book, to pick up a child, etc. These include the two cited in the paragraph above.

Pennsylvania Avenue Branch Library Interviews Nos. 106, 238, 294, and 309;

Carnegie West Branch Library Interviews Nos. 93, 140, 160, 193, 243, 142.

Early in this chapter it was noted in connection with these interviews that in using the library in connection with a child they have taken a step which had been seen to have led others to library use. These adults do not support nor do they contradict the hypothesis or its supplements.

Library Users

Among those interviewed were adults who had been using libraries for several years and had apparently been unaffected by any of the special services designed for them.

Those adults who may be considered library users--that is, to have used libraries over a period of years--and who were affected by the services designed for adults of low education have been discussed in Chapters X and XIII. There are fifteen such cases (six in Baltimore, nine in Cleveland).

There remain three interviewees who have used a library for some time and have not been influenced or affected by any of the services designed for them. All were interviewed in Cleveland.

Interview No. 171

Sex:	Female	Education:	8th grade graduate
Race:	White	Birthplace:	North eastern U.S.A.
Age:	19	Occupation:	Baby sitter

Uses library for: Recreation
Organizational membership: None
Has used library for: 5 years

She started using this branch as soon as she moved into the neighborhood. "I used the school library when I first got here; I use this library about once a week now." She recalled asking for help only once, "when I went to school I asked for pictures."

Careful questioning revealed no additional information. And nothing was uncovered that would show support of any of the hypotheses.

Interview No. 41

Sex:	Female	Education:	6th grade graduate (Hungary)
Race:	White	Birthplace:	Hungary
Age:	72	Occupation:	Housewife

Uses library for: Recreation
Organizational membership: None
Has used library for: 26 years

She has used this branch since she first moved here. "I have trouble with my legs; I take four or five books now and reject some when I get home."

She used to belong to a Hungarian club, but "I'm not interested any more and it's too much effort to go."

She uses the library for recreational reading only, but

this would not seem always to have been true. "I'm not interested in learning and study anymore," she said. Her story unfolds best in her own words.

"I went to school in Hungary through sixth grade. I had a primitive foster mother. Even though I was the best pupil in elementary school and the teacher went to my mother to have me continue, my mother wouldn't let me because she thought physical work was more important than the mind. . . . When I came to the U.S.A. in 1923 I was eager and full of energy. I was 34 and I wanted to learn English and geography. I didn't read cheap things, but deep stuff. . . . I used to use the library twice a week. Now I don't seem to want to read English any more: it seems an effort, and I only can come about once a month. Since my husband died I'm very nervous, and my legs trouble me."

She doesn't attend the film programs because she is afraid to be out in this neighborhood in the evenings. "I have no pep or energy. I don't understand how a person could change so much."

This woman has been a steady library user. She uses none of the services especially designed for adults of low education. Her case does not support the major or its two supplemental hypotheses.

Interview No. 145

Sex:	Male	Education:	7th grade graduate
Race:	White	Birthplace:	This city
Age:	Mid-40's	Occupation:	Unemployed

Uses library for: Avocational
Organizational membership: None
Has used library for: Since he was in school

This man is using the library more now. He lost his job as a truck driver after an accident a year ago. "I don't use the library too much, but a little more since I'm not working." His wife uses other branches, and he uses this and Central. He did say that the collection here was better for what he wants (mechanical books) than several other branches he has used. But no relation to a service for low-education adults was found.

He is not a steady user, but he has used libraries for some years. He does not support any of the hypotheses.

Interview No. 268

Sex:	Male	Education:	8th grade graduate
Race:	White	Birthplace:	North western U.S.A.
Age:	Late 50's	Occupation:	Arc welder

Uses library for: Recreation, reference
Organizational membership: None
Has used library for: 2 months

"I used libraries in Minnesota every chance I got. My boy's been going to college near here for two years. I just moved to Cleveland two months ago, and he told me where the library was. I've always used libraries every chance I got."

The four preceding interviewees use libraries. None of the specially adapted services have been used by them, and, consequently, none have had any effect on them. The fact that these four interviewees were found at the Cleveland branch and none at the Baltimore branch

would seem to bear no particular significance, nor would the higher number of interviews at this branch account for finding four "users" here.

These were the only cases among the seventy-nine interviews where no relationship between services and use could be found.

Interviews conducted at the two branch libraries show that there is a direct relationship between interest in library use by adults of low education in metropolitan core city areas and adaptation of branch library services in these areas. The interviews also show that there are elements in branch library services which can be identified as encouraging use of the library by low-education adults in these areas, and they also show that there are also combinations of these elements of service which can be effective in encouraging use by adults of low education in these areas.

Further Study

The investigation of the hypotheses at the two branch libraries suggests areas for further study.

It would be of assistance to practicing librarians to know if other services can be successfully adapted to adults of low education.

Mavericks were found in this study: adults of low education who have long been book users. Cyril Houle[1] has suggested that they are just that, mavericks. Gray and Rogers[2] have proposed that there is a relation between community involvement and reading. More investigation about the reading habits of low-education adults would give valuable knowledge to librarians working in low-education neighborhoods.

Among the adults studied, it was noted that unemployment and

retirement combined to be the largest "occupational" category. What is the relation of leisure time to library use? Investigation to find whether it is a causal or a catalytic factor would be useful.

Many large communities are facing the problems of shifting population with a resultant influx of adults who traditionally have been labeled "non-users." The present study has pointed to the feasibility of adapting adult services. It would be worth while to set up a fully adapted, high-powered program of adult services in a branch serving such a "culturally deprived" community and to determine how effective such a program would be in encouraging library use.

Both the branches studied are working with community agencies and organizations. Investigation is needed to determine to what extent and in what ways public libraries have been effective in this important interrelationship.

Notes

1. Houle, Cyril O. The Inquiring Mind. Madison, University of Wisconsin Press, 1961.

2. Gray, William S. and Rogers, Bernice. Maturity in Reading. Chicago, University of Chicago Press, 1956.

APPENDIX I

POSSIBLE ELEMENTS OF PUBLIC LIBRARY SERVICE ADAPTABLE TO LOW-EDUCATION ADULTS

Location

Regional Center
Branch
Deposit Station
Bookmobile
Service to hospitals, home, housing developments, block association centers, etc.

Hours

Adapted to special neighborhood habits
  e.g. late evening hours
    late Saturday nights
    Sundays
    Other
    total hours per week

Arrangement of the Collection

Open stacks
Popular reading collection
  by subjects of interest
  language
  readable books selected (vocabulary level considered)
  extent of such collection (size)
Reader Interest Arrangement
  subjects of special interest and concern
  extent
    part of collection
    whole collection (minus basic reference)
  guide headings
  language
  vocabulary level

Exhibits
  location
    near entrance
    elsewhere in path of activity
    out of centers of activity
  language
  subjects of interest
Displays: books and related materials (as differentiated from Exhibits)
  location
    inside library
    outside library
  easily seen
  language
  subjects of special interest and concern
  extent (size of es; number of locations)
Conference rooms accessible to collection
  availability to low-education groups and groups concerned with
  used by low-education groups and groups concerned with
  publicized to low-education groups and groups concerned with
Special collections in alcove or separate rooms
  subjects of interest and concern
  readable
  language
  marked clearly
Catalog
  adapted for branch level
  adapted for specific neighborhood

Orientation to the Use of the Collection and to Services

Library manual or brochure
  list hours, services
  detailed explanation of collection (organization, inter-library loan, etc.)
  detailed explanation of services (special programs, reference, etc.)
  special emphasis for low-education adults
    subjects of concern
    language
    vocabulary level
Library tours for adult groups
  in language
  given upon request
  advertised and given regularly
  in conjunction with agencies, organizations of/for low-education groups
Talks on library service
  inside the library
    talks to visiting classes
    talks to special groups (church, labor union, etc.)
    language

- outside the library
  - talks to adult schools
  - talks to special groups and places (church, factory, etc.)
  - language
- material covered emphasizing special interests and concerns of low-educated
  - services
  - collection
  - hours

Instructional program in use of the library
- language
- special attention to interests and needs of low-educated
- use of catalog
- description of special services for this group
  - interlibrary loan
  - foreign language material
  - vocational material
  - home repair
  - family living
  - others

Individual guidance in use of library tools
- language speaking librarian available

Application forms
- simple
- language
- questions adapted (name accuracy, un-embarrassing, etc.)

Group Services

Book talks
- language
- subjects of special interest to low-educated (vocation, place of origin, practical information, etc.)

Lectures
- language
- subjects of special interest
- tied in with further library use

Concerts
- special music to attract low-educated interests
- tied in with further library use

Art Exhibits
- work of this group included in displays
- used to attract this group

Discussion groups
- special subjects of interest and concern

Reading improvement programs
- designed for low-education adults

Speaker's Bureau

Program planning workshops
- for organizations working with low-educated

Training of group program leaders

Community calendar
- with attention to meetings of concern to low-education groups
- distributed to low-education groups
- distributed to attract attention of low-educated

Book exhibits at community programs
- for low-education groups (e.g. church, labor union)

Circulation and registration services outside library for special groups
- meetings
- church
- adult schools
- door to door visitation by library
- other

Radio and TV programs
- publicity for library
- book talks, and other programs
  - language
  - subject

Film programs
- hours appropriate
- to bring low-educated into branch
- to help low-educated feel at home in branch
- language
- subjects
- basis for discussion

Readers' Assistance

Floor work of informal advisor
- language
- special attempt to make low-educated adult, per se, at ease

Information desk work
- language
- special attempt to make low-educated comfortable in use

Reference work (non-school assignment
- work
- home
- practical

Planned reading programs for individuals
- use of mass-produced subject reading lists
- individually adapted reading lists
- programs
  - for HS diploma
  - for English
  - for vocational competence
  - for hobby
  - for recreation
  - to fill in educational background without diploma as goal
  - other

Scheduled readers' consultations
Reader interest files
  record information when requested by patrons
  attention brought to file (through floor work, reference work, library talks, etc.)
  use outside building
  card for recording information allows for range of responses
Reading Lists
  general (recent acquisitions, general interests, etc.)
  subjects of interest and concern to this group
  language
Public Library Bulletins
  materials aimed at this group
  distribution in library
  distribution outside library
    through organizations, clubs of low-educated
    through schools for adults, stores,
    other
Program planning advisory service
  actively encourage use of this service by this group and those working with low-educated
  librarian especially assigned to this service
  language

APPENDIX II

KEY TO MARGINAL PUNCH CATEGORIES

Original Interview Question Number*	Marginal Punch No.	Category (Punch, i.e. a drop, indicates:)
1 & 2	1	One purpose in use of library**
1 & 2	2	Two purposes in " " "
1 & 2	3	Three " " " " "
1 & 2	4	Four " " " " "
1 & 2	5	Five and more purposes in use of library
3	6	Today, not looking for any material
3	7	" know author or title of material wanted
4	8	" " subject of material wanted
5	9	" do not know item wanted, but prefer fiction
5	10	" " " " " " " " non-fiction
5	11	" " " " " " have no preference
6	12	Completed 2nd grade
6	13	" 3rd "
6	14	" 4th "
6	15	" 5th "
6	16	" 6th "
6	17	" 7th "
6	18	" 8th "
7	19	Belong to no organizations, groups or clubs
8	20	" " one organization, group or club
8	21	" " two organizations, groups or clubs
8	22	" " three or more organizations, groups or clubs
9	23	Live in neighborhood
10	24	Have lived in neighborhood since 1958 (5 years)
11	25	Born in this city or this state
11	26	" " the north eastern U.S.A.
11	27	" " " south eastern "
11	28	" " " north western "
11	29	" " " south western "

Original Interview Question Number*	Marginal Punch No.	Category (Punch, i.e. a drop, indicates:)
11	30	Born in the mid western U.S.A.
11	31	" abroad (including Puerto Rico)
12	32	Have used this branch two years or less
12	33	" " " " more than two years, less than six
12	34	Have used this branch more than six years, less than eleven
12	35	Have used this branch more than ten years
13	36	Use library more recently
13	37	" " less "
13	38	" " same "
16	39	Sometimes ask librarian for help
16	40	Use some group program services
16	41	" " non-program group services
16	74	" " group program service, outside the library
18	42	Occupation: Manager, Official, Proprietor
18	43	" Clerical, kindred
18	44	" Sales worker
18	45	" Craftsman, Foreman, kindred
18	46	" Operative, kindred
18	47	" Private household worker
18	48	" Service worker (not private household)
18	49	" Laborer
18	50	" Housewife
18	51	" Unemployed
18	52	" Retired
19	53	Male
20	54	Negro
21	55	Age: 15-19
21	56	" 20-29
21	57	" 30-39
21	58	" 40-49
21	59	" 50-59
21	60	" 60-64
21	61	" 65 and over
6	62	Education outside U.S.A.
17	63	Have used other libraries previously
1, 2, & 15	64	Have used libraries at least in connection with a child
		Categories of Library Use:
1 & 2	65	Mentor and Mentor non-school

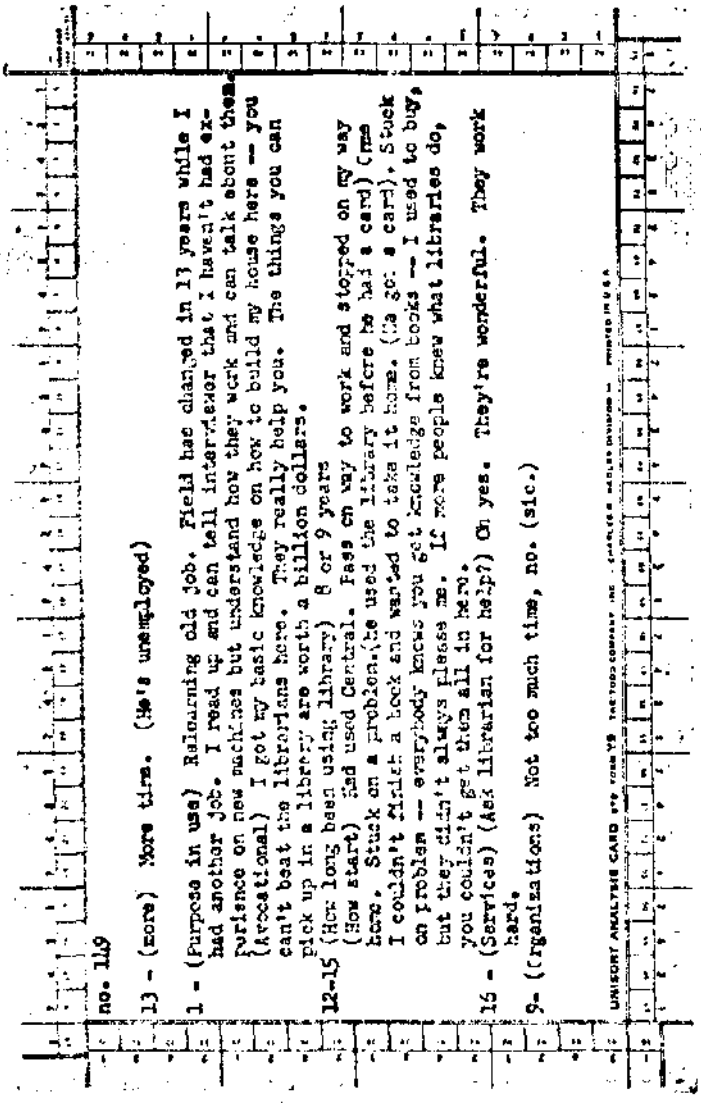
Original Interview Question Number*	Marginal Punch No.	Category (Punch, i.e. a drop, indicates:)
1 & 2	66	Recreational
1 & 2	67	Vocational
1 & 2	68	Avocational and/or hobby
1 & 2	69	Problem solving (reference)
1 & 2	70	Proxy (all categories)
1 & 2	71	Return books ONLY
1 & 2	72	Other non-use
1 & 2	73	Other use (e.g. programs)
--	75	Interview conducted at Pennsylvania Avenue Branch
15	76	Introduced to library by non-library contact
15	77	" " " " library contact, services
15	78	Continual use of libraries over several years
15	79	Initial use of library related to organizational membership
15	80	Pass by building; work nearby
15	81	Time on hands; wanted a particular item or subject
15	82	Time on hands; have more time now
15	83	Reader, no clear motivation for initiating library use
20, 21 & 22	84	Belong to a church-connected group
7, 8 & 15	85	Leader
12-15	86	Adapted services related to interest in library use
12-15	87	Some elements of services have encouraged library use
12-15	88	Location a factor in library use
12-15	89	Do not use library for self

*All appropriate interview responses were transcribed onto the face of each Unisort card.

**The first five categories do not include return books, renew card and the like.

APPENDIX III

SAMPLE CODED UNISORT CARD



APPENDIX IV

TABULATIONS OF INTERVIEWEE RESPONSES

Number of Interviewees Responding: Baltimore	Cleveland	Total	Category
14	30	44	One purpose in use of library*
12	11	23	Two purposes " " " "
1	5	6	Three " " " " "
0	1	1	Four " " " " "
0	0	0	Five and more purposes in use of library
10	25	35	Today, not looking for any materials
5	9	14	" know author or title of material wante
10	11	21	" " subject of material wanted
1	2	3	" do not know item wanted, but prefer fiction
0	1	1	Today, do not know item wanted, but prefer non-fiction
3	2	5	Today, do not know item wanted, have no preference
0	1	1	Completed 2nd grade
0	2	2	" 3rd "
1	0	1	" 4th "
3	2	5	" 5th "
5	9	14	" 6th "
7	7	14	" 7th "
13	29	42	" 8th "
16	39	55	Belong to no organizations, groups or clubs
8	8	16	" " one organization, group or club
1	0	1	" " two organizations, groups or clubs
2	2	4	" " three or more organizations, groups or clubs
20	37	57	Live in neighborhood
16	25	41	Have lived in neighborhood since 1958 (5 years)
15	14	29	Born in this city or this state
2	5	7	" " the north eastern U.S.A.
7	7	14	" " " south " "

Number of Interviewees Responding:

Baltimore	Cleveland	Total	Category
0	2	2	Born in the north western U.S.A.
0	1	1	" " " south " "
2	2	4	" " " mid " "
1	17	18	" abroad (including Puerto Rico)
10	19	29	Have used this branch two years or less
4	6	10	" " " " more than two, less than six
11	5	16	Have used this branch more than six, less than eleven
N/A	13	13	Have used this branch more than ten years
4	10	14	Use library more recently
2	4	6	" " less "
7	8	15	" " same "
19	27	46	Sometimes ask librarian for help
3	13	16	Use some group program services
1	0	1	" " non-program group services
0	2	2	" " group program services, outside library
1	1	2	Occupation: Managers, Officials, Proprietors
0	2	2	" Clericals, kindred
0	1	1	" Sales workers
2	3	5	" Craftsmen, Foremen, kindred
2	4	6	" Operatives, kindred
5	0	5	" Private household workers
3	4	7	" Service workers (not private household)
1	1	2	" Laborers
4	11	15	" Housewives
7	9	16	" Unemployed
2	13	15	" Retired
15	31	46	Male
25	0	25	Negro
1	1		Age: 15-19
7	3		" 20-29
1	2		" 30-39
6	10		" 40-49
7	7		" 50-59
4	10		" 60-64
2	17		" 65 and over
1	12	13	Education outside U.S.A.
15	29	44	Have used other libraries previously

Number of Interviewees Responding: Baltimore	Cleveland	Total	Category
8	13	21	Have used libraries at least in connection with a child
			Categories of Library Use:
3	8	11	Mentor and mentor non-school
11	28	39	Recreational
6	2	8	Vocational
13	14	27	Avocational and/or hobby
3	9	12	Problem solving (reference)
0	4	4	Proxy (all categories)
2	1	3	Return books ONLY
3	2	5	Other non-use
2	2	4	Other use (e.g. programs)
29	N/A	29	Interview conducted at the Pennsylvania Avenue Branch

*The first five categories do not include return books, renew card, and the like.