AN ATTITUDE SURVEY OF A SELECTED GROUP OF LIBRARIANS WORKING WITH DISADVANTAGED YOUNG ADULTS IN METROPOLITAN AREAS

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by
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P.O.W.
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The decline of public libraries in the heart of the Nation's metropolitan areas has become a problem of growing concern to many librarians. Because of a shift of the population from the large cities to the suburbs, public libraries in the inner city no longer have an elite clientele of middle-class city dwellers. Instead, many of the people living in the cities are not familiar with libraries and do not find the traditional library of value or interest. Public libraries in the major urban areas are attempting to develop programs that will serve this clientele, but these programs are few in proportion to the number of people who are not being provided library service suited to their needs.

There are many problems involved in establishing library service for the disadvantaged. One of the major problems in attempting to organize library service for these people is finding the right kinds of persons with whom to staff the library. Most of the residents of the inner city community are disadvantaged culturally, economically, and socially. Many administrative librarians believe, as Meredith Bloss does, that traditional librarians are not the kind of people who can work successfully with the disadvantaged:
The profession suffers from incompatible functions. Librarians run a data bank, a collection of information. It is their traditional function to assemble such information and become its custodian. This requires a certain kind of person. That person cannot be asked to take on a third role—that of a social-service worker.¹

Little is known about the kind of person who can work effectively with the disadvantaged. It is hoped that this study provides some information about the people currently working with the disadvantaged and that it will be a basis for further research on this subject.

I. THE PROBLEM

Statement of the problem. The purposes of this study were to identify the attitudes concerning library service to the disadvantaged of a selected group of librarians working with disadvantaged young adults, and to determine the characteristics considered most important by both librarians and administrators in providing library service to disadvantaged young people.

Importance of the study. Traditional library service is completely irrelevant to people in the inner city.²

¹Priscilla Dunhill, "Dust Gathers on the Public Library," The Reporter, XXXVIII (June 13, 1968), 36.
²Ibid., p. 35.
The city public library must change if it is to become relevant and be able to serve the people of its community. The findings of this study may be significant in the selection of librarians to work with the disadvantaged. Also, it may have implications for library education programs and in-service training workshops.

II. DEFINITIONS OF TERMS

Disadvantaged young adults. Persons between the ages of 12 and 20 living in metropolitan areas who are from families whose annual income is less than $3,000.

Librarian. A public library staff member who works directly with disadvantaged young adults, although not necessarily exclusively with that age group.

Library supervisor. A public library staff member in an administrative position who does not work directly with the disadvantaged.

Personality characteristics and attitudes. Beliefs held by librarians concerning library service to disadvantaged young adults as expressed in answers to questionnaires and in personal interviews.
Traditional library service. Public library service designed primarily for middle-class, educated persons who consider the library an important source of information.

III. METHODS OF INVESTIGATION

In this study librarians and library supervisors were questioned in order to determine what personal attitudes or characteristics they consider important for working with disadvantaged young adults and to identify attitudes of librarians actually working with disadvantaged young adults. Questionnaires and interviews were the tools used.

Although a few rural libraries offer library service to the disadvantaged, most of the library programs for the disadvantaged are in urban areas. These programs are fairly new, and a relatively small number of librarians are working full time with the disadvantaged. The librarians questioned for this study include the recognized leaders in the field of library service for the disadvantaged.

A list of names of librarians and library supervisors offering library service to disadvantaged young adults was compiled from all available sources: the current literature, the roll of attendance at the High John Workshop, Neighborhood Library Centers and Services\(^3\) by the National Book Committee, and names suggested by Miss Pauline Winnick,

Two questionnaires were developed, pre-tested, and revised. One was sent to librarians on the list, the other sent to supervisors. The question asked of the supervisors (see Appendix A) was open-ended and designed to determine what personality characteristics of librarians working with disadvantaged young adults are considered essential for this type of library service.

The questions asked of librarians (see Appendix B) were also open-ended and designed to determine which characteristics librarians considered essential for providing effective library service to disadvantaged young adults and to identify the librarians' personal attitudes toward library service for the disadvantaged.

A total of 45 questionnaires was sent, 22 to library supervisors and 23 to librarians. Twelve were returned from librarians. Two of the 12 were discarded because the librarian did not actually have experience working with disadvantaged young adults. Two librarians received and completed the questionnaire designed for library supervisors. Three additional librarians who had not mailed back the questionnaire were interviewed, and they answered the questions at that time. Five of the librarians who had returned the questionnaire were interviewed. Data
were used from a total of 15 librarians working with disadvantaged young adults.

**TABLE I**

**SOURCES OF DATA**

<table>
<thead>
<tr>
<th></th>
<th>Librarians</th>
<th>Library Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. questionnaires sent</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>No. questionnaires returned</td>
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<td>No. questionnaires discarded</td>
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<tr>
<td>No. people interviewed after completing questionnaire</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>No. people interviewed who did not receive a questionnaire</td>
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<td>0</td>
</tr>
<tr>
<td>Total no. of people from whom data were used</td>
<td>15</td>
<td>9</td>
</tr>
</tbody>
</table>

**Note:** The total number of librarians from whom data were used includes two librarians who were not interviewed and who did not receive a questionnaire designed for the librarians. They answered the questionnaire sent to their supervisors.

Questionnaires from 11 library supervisors were returned. Two were discarded because the administrators did not actually supervise programs for disadvantaged young adults. Two of the supervisors who returned the questionnaire were interviewed. Data from a total of nine supervisors were used.
The response to each question was analyzed. Since the questions were open-ended, librarians and library supervisors used many different terms in answering them. These terms were grouped according to similarity of meaning.

Characteristics considered important by librarians were compared to those considered important by supervisors. The comparison was made by converting the data to percentages of the total number of librarians or supervisors listing a particular characteristic.

Finally, each questionnaire completed by librarians was analyzed in its entirety. In addition to the librarians' attitudes or beliefs which were evident in answers to individual questions, librarians expressed several similar beliefs at different points on the questionnaire or in the interview. That is, one librarian would indicate a certain attitude toward library service for the disadvantaged in his discussion pertaining to one question, while another librarian would indicate the same attitude in his discussion of a different question. Therefore, an analysis of the total data was made as well as an analysis of individual questions.

IV. PLAN OF THE STUDY

Chapter I of this study presents the problem and a brief background of the problem. Definitions of terms and an explanation of the research procedures are presented.
Chapter II includes a review of the literature relating to this problem. The problems of offering library service to disadvantaged young adults are outlined. Characteristics thought to be desirable for young adult librarians and for teachers working with disadvantaged young adults are discussed. This chapter also contains a brief review of four programs of library service for the disadvantaged. Chapter III describes the data collected. Chapter IV contains a summary, a statement of limitations, the conclusions and recommendations for further research.
CHAPTER II

REVIEW OF THE LITERATURE

I. INTRODUCTION

As Shera explained in his study, public library service in the United States has always followed social change and needs.\(^1\) In recent years the library needs of a special segment of the population have become apparent to a great many people. Previously, most Americans were unaware of the great number of people in this country who were economically and culturally deprived. Disadvantaged young adults had been especially handicapped by a lack of attention to their condition.

Several factors are responsible for the fact that people are now becoming aware of many Americans who are not a part of the affluent society. The Negro protest movement and books such as John Kenneth Galbraith's The Affluent Society\(^2\) and Michael Harrington's The Other America: Poverty in the United States\(^3\) have helped to

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focus attention on the poor. President Kennedy's task force reported an "unduly high rate of rejections on Army induction tests for mental and physical deficiencies," thus illustrating the fact that for many young adults, minimum educational needs are not being met. Studies have indicated that between 1960 and 1970, five and two tenths million young people entering the labor market will not have completed high school, and that by 1970 only five per cent of available jobs will be open to unskilled persons. Reports such as these have focused attention on the problem of poverty and helped make it easier for Congress to pass much needed social legislation called for by President Johnson in his State of the Union message on January 8, 1964, when he declared "an unconditional war on poverty."

In spite of efforts by the staff of the Office of Economic Opportunity which was created by the passage of the Anti-Poverty Bill, clearly, the problem of meeting educational needs of disadvantaged young adults still exists.

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5Loc. cit.
It is well known that the poor—as all of us—will accept help from those who treat them as persons of worth and will resist the worker who acts "as one having authority." Thus, there is need for an educational institution with an informal atmosphere which will meet the poor on their home ground and whose workers will give individual help on a basis of mutual acceptance.⁶

The disadvantaged are no longer invisible. Society is now recognizing a responsibility toward them, and since the "objectives of the public library are directly dependent upon the objectives of society itself,"⁷ libraries, too, are beginning to become aware of a role they will be called upon to play if educational needs of disadvantaged young people are to be met. The public library has its foundations in educational objectives, yet only a few libraries are currently trying to make a significant contribution to the educational advancement of disadvantaged young people.

II. PROBLEMS OF SERVICE TO THE DISADVANTAGED

There are several problems involved in offering services to disadvantaged young adults: the disadvantaged young adult is not familiar with the library; there are few materials designed specifically for the disadvantaged;

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⁷Shera, op. cit., p. 248.
traditional concepts of library programs are limited to those areas of interest to middle class citizens. One of the major problems, however, is discovering the type of person needed to work effectively with disadvantaged young adults. Little is known about this type of person. A review of the literature indexed in Library Literature from 1955 to 1968 revealed no research dealing with personality characteristics or attitudes of librarians working with disadvantaged young adults. Few studies have been done on characteristics of librarians in general. Douglass, in 1957, found that librarians tended to be characterized by orderliness, conscientiousness, conservatism and conformity. Furthermore, they tended to be apathetic, introspective and lacking in strong convictions, and free from anxiety. It is not known if any or all of these characteristics are typical of librarians working with disadvantaged young adults.

III. DESIRABLE CHARACTERISTICS OF YOUNG ADULT LIBRARIANS

It has been suggested that the key to effective library service to young adults is a qualified staff, and, though there is little research in the area, in the opinion of many librarians, some characteristics listed by

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Douglass are not the most desirable for working with young adults. Winnick says the young adult librarian must be sincere, flexible, consistent, and mature. Scoggin says he must be wise, patient, courteous, understanding, and really believe that the readers are more important than routines. Edwards says he must be emotionally balanced, not self-centered, and interested in young adults. Winnick, Scoggin, and Edwards state that the young adult librarian must have a sense of humor, must know books, actually read them, and enjoy talking about the books young adults like.

But the needs of the disadvantaged are not necessarily the same as the needs of ordinary young adults. Disadvantaged young people are apt to be even more sensitive than ordinary teenagers. The library environment is often strange to them. They will not feel secure unless the librarian is one who can minimize their awareness of their

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9 Pauline Winnick, "You—the Librarian Working with Young Adults," Bookmark, XXIV (March, 1965), 179-180.

10 Margaret Scoggin, "First Catch Your Hare," ALA Bulletin, LIII (June, 1959), 57.


12 Winnick, op. cit., p. 179; Scoggin, op. cit., p. 57; Edwards, op. cit., p. 3382.
The librarian must be able to communicate with the disadvantaged. He must be able to accept differences, shift "attitudes toward those of another culture," and learn "techniques for bridging social distances." To communicate, the librarian must recognize that the individual teenager is important. He must be willing to accept him as a worthwhile human being and be willing to work on a one to one basis. "These people who come in[to work as librarians] trying to improve the masses are just jiving themselves," states Donald Roberts of the Venice Library.


People are important, and effective work means work with individuals, thus, change may come about slowly. Working with teenagers in disadvantaged communities calls for "dedication and patience and the long view."  

IV. CHARACTERISTICS OF TEACHERS OF DISADVANTAGED

Although relatively little has been written about desirable characteristics for librarians working with disadvantaged young people, there are several recent articles and books about teachers of these youngsters. To be effective, librarians, like teachers, will need to relate to disadvantaged young people, thus, characteristics deemed desirable for effective teachers may also be desirable for librarians.

Those teachers judged successful in their work with disadvantaged young adults were those who were truly concerned with each individual, were susceptible to change, patient, excited, dedicated, eager, and "warm." They were not necessarily free from "fears and apprehension," but they did acquire "wholesome attitudes about and perceptions of underprivileged children."  


20 Ibid., p. 16.
Many teachers contend that teachers' attitudes have an effect on pupil achievement, among them Jonathan Kozol and Herbert Kohl who have documented their contentions in *Death at an Early Age*\(^\text{21}\) and *36 Children*\(^\text{22}\) respectively. Both of these books present case histories showing how children react to teachers who truly love and accept them and to teachers who think the youngsters should be different than they are.

Teachers are beginning to realize that measuring a child's ability by predetermined standards is probably not the most effective method of education, and that a more open minded acceptance may be a better way. As Fader states, "The child is. We've never managed to find out who or what he is because we've been so fatally distracted by who we are and what we want him to be."\(^\text{23}\)

V. CURRENT PROGRAMS OF LIBRARY SERVICE TO DISADVANTAGED

The need for organizing programs of library service for the disadvantaged is most acute in large cities where the


disadvantaged are concentrated. In 1967, Baltimore library patrons were primarily students and suburbanites, yet the community served contained a large number of disadvantaged.\footnote{Lowell A. Martin, \textit{Baltimore Reaches Out; Library Service to the Disadvantaged} (Baltimore: Enoch Pratt Free Library, 1967), p. 40.}

Several public libraries in urban areas, including Baltimore, are now using aggressive means to provide service to the disadvantaged. But since so little is known about effective service to the disadvantaged, these programs are necessarily experimental in nature. Also, most of these programs of library service to the disadvantaged are of recent origin since federal funds became available after the Library Services and Construction Act of 1964. Consequently, many of these programs are so new that a meaningful evaluation of their effect on their communities may not be possible. Nevertheless, programs do exist, and some insight into the problem may be gained by a brief analysis of some of these programs.

A few cities established service to the disadvantaged without federal funds. The \textit{Library Reaches Out}\footnote{Kate Coplan and Edwin Castagna, ed., \textit{The Library Reaches Out} (Dobbs Ferry, New York: Oceana Publication, 1965).} describes a variety of such service programs which were available to people in some areas as far back as the middle 1950's. However, most of the projects aimed at providing library
service for the disadvantaged are a result of the use of federal funds and are not an integral part of the public library system through which they are administered. Following are brief reviews of four special projects that, together, describe most of the current aspects of library service to the disadvantaged.

New Haven Library Neighborhood Center. The New Haven, Connecticut, demonstration Library Neighborhood Center is not typical of many other projects in that it was not financed initially by federal funds. The city of New Haven and the Ford Foundation financed it for three years as a demonstration project. The New Haven Public Library now receives federal funds for three additional centers.\(^\text{26}\) Emphasis at New Haven has been placed on "reaching out" activities. Librarians and workers visit regularly in the community with "at least one community contact required each month."\(^\text{27}\) The Library Center cooperates closely with other agencies in the community.\(^\text{28}\) The first center was housed in a store in the neighborhood and attracted patrons from that neighborhood principally because of its familiar surroundings.

\(^{26}\)National Book Committee, \textit{op. cit.}, p. 36.

\(^{27}\)Ibid., p. 37.

\(^{28}\)Ibid., p. 38.
Brooklyn Public Library. The work with the disadvantaged in the Brooklyn library centers was begun by volunteers from the regular library staff who acted as liaison workers between the library and the people of the community.29 Through these librarians, the library was shown to be a source of information and aid. With federal assistance, these volunteer librarians were relieved of regular library duties and were allowed to go directly to the people. Their objective was to involve the people in planning community activities and library services.30

Brooklyn has experimented with many new approaches to community library service. Books have been taken to the people in disadvantaged areas by putting shelves of books in bars and barbershops and by setting up sidewalk displays.31 Immediate and friendly service is offered to patrons coming into the library building. However, John Frantz, Director of the Brooklyn Public Library, states that "librarians too frequently lack the ability or the background" to offer friendly service to disadvantaged

29 Ibid., p. 42.
30 Loc. cit.
patrons. Thus, a person from the area which the library serves is often used as a "host" in the library.32

High John Project. High John is the name used for an experimental library in Fairmount Heights, Maryland. The title of the project is "A New Approach to Education Preparation for Public Library Service: an Experimental Program in Library Education for Work with a Specialized Clientele." The program is operated by the School of Library and Information Services at the University of Maryland and is funded by federal funds.33

The High John Library is housed in a remodeled neighborhood house that blends with the rest of the area. The rooms are crowded and purposely cluttered.34 Richard Moses, director of the project, states that "the Library has no mission, no moral imperative, it is not on a literary crusade."35 It is an experiment designed to "find ways to initiate change in the library field."36 The students from the Maryland Library School do most of the library's work with the disadvantaged. One of the students' greatest

32 Loc. cit.
34 Ibid., p. 149.
35 Ibid., p. 150.
36 Ibid., p. 147.
problems has been "adjustment both to the flexibility initiated by Moses and to a community that wasn't just dying to take books off the shelves."37 They are full of "doubts, fears, and frustrations" as well as "hope and desire" that the program will succeed.38

Books and materials are selected at the High John Library on the basis of what the community wants. Rules and regulations are kept to a minimum. The persons directing the project, Richard Moses and Geraldine Hall, are "people oriented."39

Venice Library. The Venice branch of the Los Angeles Public Library is another federally funded project offering library services to the disadvantaged. Emphasis of the program is on "outreach" on a person-to-person basis. "Publicity and even programming rank second to intuition and personality when it comes to pulling people into the library."40

The Venice Branch serves a specific area, and the librarians are able to spend a great deal of time on the streets, or talking to individuals or groups.

37 Ibid., p. 152.
38 Ibid., p. 153.
39 Ibid., p. 155.
Donald Roberts, federal projects librarian, insists that librarians must know the community. The Venice branch concentrates on providing information the community wants, and the community supports it heartily.\textsuperscript{41} It is not likely that the Venice project will be dropped if federal funds are withdrawn.\textsuperscript{42}

VI. SUMMARY

Public libraries, with the assistance of federal funds in many instances, are beginning to offer service to disadvantaged persons concentrated in urban areas. These special programs are characterized, in part, by librarians taking the initiative in meeting the people of the community and determining their needs. The following methods are most often used to interest people in the library: operating branches in low income neighborhoods, taking materials to existing shops or areas, visiting personally with people on the streets, and talking to organized groups of people. The programs are flexible and, in most instances, experimental. Also, there are as yet no criteria for measuring personality traits of the librarians working with the disadvantaged, but there appears to be agreement that they should have some special skills and abilities

\textsuperscript{41}\textit{Ibid.}, p. 264.
\textsuperscript{42}\textit{Loc. cit.}
in order to provide effective library service. On the
basis of an examination of library literature, covering
the period from 1955 to 1968, no data are available concern-
ing the characteristics these librarians actually possess.
CHAPTER III

PRESENTATION OF DATA

I. INTRODUCTION

The purpose of this study has been to identify attitudes of librarians working with disadvantaged young adults. This information was obtained from questionnaires completed by librarians and library supervisors and from personal interviews. A summary of the data is presented in this chapter.

Tables II through IX are compilations of data reported in answers, either written or spoken, to specific questions. A summary of information obtained from an analysis of the entire questionnaire and from interviews is presented in Table XI. Information was grouped according to similarities in answers and an explanation of the meaning of the terms used in the tables is included in the discussion of each table.

II. THE DATA

Librarians working with disadvantaged young adults appeared cordial, communicative and eager to help. Eight of the 15 librarians, from whom questionnaire data were obtained, were interviewed. Without exception, these eight librarians met the interviewer with a smile and the
assurance that they were eager to help with this study in any way they could. Of the seven who were not interviewed, one stated specifically he hoped his answers would be helpful. Four answered in detail with personal comments to the writer; their desire to be helpful could not be mistaken. The other two librarians had not received the questionnaire sent to librarians (Appendix B) but had received the questionnaire sent to library supervisors (Appendix A). They answered briefly. The 13 librarians who either returned the questionnaire sent to librarians or were interviewed were able to communicate effectively.

The Library as an Agency for Change

Most of the librarians expressed a belief that the library can be an effective agency for social change and that the programs of library service to the disadvantaged can bring about changes in the traditional concept of library service.

Table II is a summary of the data obtained from the question concerning the library as an agency for social change. Ten of the 12 librarians who answered the question considered the library to be an effective agency for social change and were quite definite in this belief. They used exclamation marks or forceful terms such as "definitely" or "indeed" in answering the questionnaire. In the interviews, without exception, they expressed a firm belief in
the effectiveness of the library in bringing about social change even though they cautioned against over optimism in expecting any such change to come about rapidly.

Table II indicates, in terms of broad categories, the ways in which the librarians thought that the library could become an effective agency for social change.

**TABLE II**

**THE LIBRARY AS AN EFFECTIVE AGENCY FOR SOCIAL CHANGE**  
(Librarians Reporting—12; Strong Convictions—10)

<table>
<thead>
<tr>
<th>Number of times listed</th>
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<tbody>
<tr>
<td>Know the community</td>
<td>7</td>
</tr>
<tr>
<td>Become a center</td>
<td>6</td>
</tr>
<tr>
<td>Make available resource media</td>
<td>6</td>
</tr>
<tr>
<td>Influence other agencies</td>
<td>5</td>
</tr>
<tr>
<td>Evaluate and change</td>
<td>3</td>
</tr>
<tr>
<td>Uncertain of effect</td>
<td>2</td>
</tr>
</tbody>
</table>

Only two librarians indicated they were uncertain of the library's effect, but they were not in any way discouraged. One of these two stated he was simply too inexperienced as yet to be sure. The other indicated that he was uncertain because of the slowness of change. Both, however, stated in the interview that they believed in the potential of the library as an effective agency for change.
or they would not have chosen to be librarians. They were not, however, as certain in their belief as the other ten.

Seven of the 12 librarians indicated in some way that in order for the library to be an effective agency for social change, the librarian must go into the community and get to know the people. As one person put it, it is "necessary to get out of the ivory tower and circulate." Others indicated the librarian must become involved with individuals as well as groups in order to discover the needs of the community. The most common responses in this area were simply: go into the community and work with people.

Six librarians thought the library should become a community center. Individuals explained what they meant by suggesting ideas for programs (film shows, record parties, dances, etc.), stating a philosophy of librarianship (assume a role as "catalyst, intermediary, provider of opportunity" by "opening wide its meeting rooms, inviting the controversial, etc.").), and making statements to the effect that the library facilities and resources should get maximum use by the taxpayers by becoming, as one person said, "a great place to hang out."

Six librarians emphasized the importance of making available resource media of all kinds, including books
(both hard back and paper back) and "electric media," that the disadvantaged teenagers want rather than what a librarian thinks they should have. At the same time, providing information that is necessary for the individual teenager to gain new insight, learn new skills, or solve problems was considered extremely important. As one respondent said, the information needed may not be what the conventional library stocks. He emphasized that the media must "relate to social change," that there be "no punches barred, no moralizing." Material on such subjects as "dope, VD, consumer education, how to put a baby up for adoption" must be made available to disadvantaged young adults. Media supplied by the library must reflect the needs and wants of the disadvantaged young adult, and it must be understandable to him. This feeling was typical of all the librarians and is discussed more in relation to characteristics or beliefs evident from an analysis of the total data.

Five librarians stated the library was one type of agency that could bring about change, but that cooperation with all agencies was one method the library could utilize in meeting the needs of the community. By promoting and advertising the resources it has to offer, the library may influence other agencies. Librarians believed the example of change in an agency such as the library could be effective in bringing about change in other institutions and agencies
that are currently operating much the same way they have operated for years and are not actually serving the community they were created to serve.

While only three librarians stated that the library must change, this contention is implied in the kind of nontraditional service these librarians described. One librarian's response was typical: "The library must give up its stance as a pillar of morality, an uplift (whatever that is)." Another indicated that the library is not doing in the community what it should be doing and that librarians must be willing to appraise their position honestly, accept criticism, and build an institution based on social change. This conviction that the traditional system must be changed is discussed further with respect to the characteristics that were apparent from an analysis of the total data.

Each librarian who was asked whether or not he thought traditional library service might be influenced by library programs to disadvantaged young adults stated that programs for disadvantaged young adults can bring about changes in the traditional concept and practice of library service. Only three mentioned specifically that they were not optimistic about the chances of any rapid change, but the prevailing attitude was guarded in this respect. While
each believed in his work, most indicated a realistic appraisal of the limitations of present programs in bringing about rapid change. The recurring term they used was "Hope."

TABLE III

CHANGE IN TRADITIONAL LIBRARY SERVICE
(Librarians Reporting—12; No. Believing in Impact—12)

<table>
<thead>
<tr>
<th>Number of times listed</th>
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<tr>
<td>By serving all of the community</td>
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<tr>
<td>By setting an example</td>
</tr>
<tr>
<td>By experimenting</td>
</tr>
</tbody>
</table>

The categories in Table III are reflections of explicit statements, but "experimenting" and "serving all the community" were spoken of in terms of ways of setting examples. Therefore, all the librarians believed that the programs in disadvantaged areas could have an impact on traditional library service by showing what could be done or by setting an example. The seven who mentioned serving all the community indicated the methods being developed in service to the disadvantaged could also be effective in serving any type of community. One person stated the library could show that service need not be offered in the same routine way just because "we've always done it that way." Another indicated library programs could set examples for
other agencies such as schools. And several mentioned that traditional ways of selecting and handling media can be questioned and changes brought about by experimentation. One person stated a belief that these programs will affect education programs in library schools, because, as he explained, libraries in large cities simply are going to disappear if they do not begin to serve their communities. He believed that since the library no longer interests most of the people living in the inner city, "the jig is up with traditional library service." If libraries in the inner city are not used, financial support will probably be withdrawn. Therefore, "desperate administrators" will probably demand librarians who have been trained to work with the disadvantaged in order to, as the respondent put it, "save their bag."

Goals of Programs Serving Disadvantaged Young Adults

Table IV is a summary of the data obtained from the question dealing with personal goals in working with disadvantaged young adults. Two of the 11 librarians who answered this question stated they had no particular goals except to serve disadvantaged young adults in whatever way they could. It was evident, however, from the answers these two librarians gave to other questions that they had definite ideas of what that service should be.
TABLE IV

GOALS OF LIBRARY PROGRAMS OF SERVICE TO
DISADVANTAGED YOUNG ADULTS
(Librarians Reporting--11)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Number of times listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring about self awareness</td>
<td>6</td>
</tr>
<tr>
<td>Provide media aimed at community needs</td>
<td>3</td>
</tr>
<tr>
<td>Help DYA explore ideas</td>
<td>2</td>
</tr>
<tr>
<td>Involve DYA</td>
<td>2</td>
</tr>
<tr>
<td>Change concept of traditional service</td>
<td>2</td>
</tr>
<tr>
<td>Other goals</td>
<td>3</td>
</tr>
<tr>
<td>No particular goals</td>
<td>2</td>
</tr>
</tbody>
</table>

Of the nine librarians listing particular goals, six indicated that a primary objective is to help the disadvantaged young adult become aware of himself as a worthwhile member of his society as well as society as a whole. Emphasis was placed on helping him to gain a sense of his own integrity and dignity as well as to relate to "the things of benefit and culture which surround him."

Providing media aimed at community needs could be thought of as a method for achieving goals, but three of the librarians listed this as a goal of their library. One included providing facilities for activities. Emphasis was placed on nonbook media or materials that "make sense
to the young adult." Specifically mentioned was a "rock collection," a collection of tapes or records of the music young adults deem essential.

The two librarians who listed helping young adults explore ideas and become acquainted with the "world of language" also mentioned as one of their goals helping the young adult become aware of himself as a member of a broader society. "Exploring ideas" could be, again, a means to a goal, but it was stated as a goal by two librarians.

The two librarians who listed involving disadvantaged young adults in library activities explained that they encourage young adults to offer advice on programs. They said they welcome participation in the library processes by all people of all races. Here again, involvement might be considered a means to a goal.

Although only two librarians stated explicitly their goal was to change the traditional concept of library service, the idea is implicit in the goals suggested by the other librarians.

Three more goals were listed, once each: to "curb the cycle of poverty," to "back young adults in community activities," and to "be there."

Reasons for Working with Disadvantaged Young Adults

Table V presents a summary of the information obtained from answers to the question relating to the
reasons librarians were working with disadvantaged young adults. Of the four librarians whose answers were counted in the category "likes young people," two indicated a personal interest in disadvantaged young people because they were more "volatile, intellectually curious," and interesting than ordinary young adults. The other two librarians indicated their interest in young adults stemmed from the fact that young adults are the key to the future.

TABLE V
REASONS FOR WORKING WITH DISADVANTAGED YOUNG ADULTS
(Librarians Reporting—11)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of times listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likes young people</td>
<td>4</td>
</tr>
<tr>
<td>Society's need</td>
<td>4</td>
</tr>
<tr>
<td>Ability to relate to people</td>
<td>3</td>
</tr>
<tr>
<td>Unstructured activity</td>
<td>3</td>
</tr>
<tr>
<td>Assignment</td>
<td>2</td>
</tr>
</tbody>
</table>

Four librarians stated a conviction that there is a need for someone to do something to help people and society. They felt they should.

In relation to society's need for help, two other librarians indicated they were aware of their own special ability and/or desire to relate to people. One person
who listed society's need also indicated he felt he was able to help.

Three librarians stated they preferred an unstructured activity such as library work with, as opposed to teaching, the disadvantaged.

Two librarians indicated they had been assigned work with the disadvantaged.

Library Aid to Disadvantaged Young Adults

Table VI is a summary of information gathered from answers to the question pertaining to the ways the library can bring about desirable changes in disadvantaged young adults.

**TABLE VI**

WAYS THE LIBRARY CAN HELP THE DISADVANTAGED YOUNG ADULT
(Librarians Reporting—13; Strong Convictions—13)

<table>
<thead>
<tr>
<th>Number of times listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunity for change</td>
</tr>
<tr>
<td>Build self esteem</td>
</tr>
</tbody>
</table>

All of the librarians who explained ways in which the library could help disadvantaged youth were emphatic in their statements of belief that the library could help. None indicated change in the situation of the disadvantaged would be very rapid.
Twelve of the librarians responding to this question indicated the best way the library could help disadvantaged young adults is simply by providing an opportunity for change by making information available which the young adult wants or needs. Three librarians made positive statements that it is not the job of the library to decide what kind of change should be expected. As one librarian said, "If they are a dropout from society, it's not for us to tell them to drop back in."

Six librarians indicated the library could help the disadvantaged young adult build his self esteem by showing concern for him and being available for whatever help the youth needed.

Characteristics of Disadvantaged Young Adults

Table VII presents a summary of the information obtained from the question concerning the ways disadvantaged young adults differ from other young adults.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Number of times listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>No basic difference</td>
<td>12</td>
</tr>
<tr>
<td>Feel left out of society</td>
<td>9</td>
</tr>
<tr>
<td>Impatient</td>
<td>4</td>
</tr>
<tr>
<td>Distrustful</td>
<td>2</td>
</tr>
</tbody>
</table>
Of the 13 librarians answering this question, all but one prefaced or concluded his remarks with the statement that, basically, there is no difference between disadvantaged young adults and other young adults. As one person said, "Kids are kids." Others indicated any differences were a matter of degree.

Nine librarians indicated disadvantaged young adults felt they, as individuals, were not able to be a part of the rest of society. They lacked self confidence, felt "hopeless," or that there was no way they could ever become a part of society. One librarian explained that the young adult felt he had to conform or make himself over in order to become a part of society.

Four librarians stated that disadvantaged young adults were impatient, that is, they had no ability to work for deferred goals, felt only those things that granted immediate satisfaction were worthwhile, and that the library was of no use to them.

Two librarians said disadvantaged young adults were distrustful. One librarian, the one who did not indicate he believed there was no basic difference, said this distrust was understandable. This librarian was not interviewed.
Characteristics of Librarians Working with Disadvantaged Young Adults

Over 55 terms were used by librarians in describing the characteristics they believed desirable in people working with disadvantaged young adults. Through thorough analysis, clarification in interviews, and interpretation, the terms have been grouped into the fifteen different categories summarized in Table VIII. Nine of the 15 librarians who responded to this question on the questionnaire stated that characteristics needed to work with disadvantaged young adults were no different from those needed to work with any group of people.

Librarians did not use the term "ability to relate to people." It was chosen for use in Table VIII to summarize and group words and terms they did use such as "appreciation," "liking," "love," "acceptance," "identification," "empathy," "not patronizing," "not condescending," "concern," "be there," "eager to listen," "dedicated," "dependable," "sensitive," "desire for understanding," "humility," "willing to learn from young adults," etc.

Only two of the 15 librarians answering the question did not state in some manner that the quality of relating to people is a characteristic necessary for effective work with disadvantaged young adults. One of these librarians was interviewed and implicit in the discussion was the fact that he did consider this trait an
important quality to possess. The other librarian who did not mention it answered only this one question on the questionnaire and did so in a very brief manner giving no explanations or illustrations of the meaning of the terms he used.

**TABLE VIII**

CHARACTERISTICS LIBRARIANS CONSIDER IMPORTANT IN WORKING WITH DISADVANTAGED YOUNG ADULTS

(Librarians Reporting—15)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Number of times listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to relate to people</td>
<td>13</td>
</tr>
<tr>
<td>Flexibility</td>
<td>11</td>
</tr>
<tr>
<td>Honesty</td>
<td>9</td>
</tr>
<tr>
<td>Knowledge of DYA problems</td>
<td>6</td>
</tr>
<tr>
<td>Sense of humor</td>
<td>6</td>
</tr>
<tr>
<td>Ability to communicate</td>
<td>5</td>
</tr>
<tr>
<td>Calmness</td>
<td>4</td>
</tr>
<tr>
<td>Race</td>
<td>4</td>
</tr>
<tr>
<td>Optimism</td>
<td>3</td>
</tr>
<tr>
<td>Knowledge of materials</td>
<td>2</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>2</td>
</tr>
<tr>
<td>Patience</td>
<td>2</td>
</tr>
<tr>
<td>Age</td>
<td>2</td>
</tr>
<tr>
<td>Energy</td>
<td>1</td>
</tr>
<tr>
<td>Curiosity</td>
<td>1</td>
</tr>
<tr>
<td>Self confidence</td>
<td>1</td>
</tr>
</tbody>
</table>
"Flexibility," as used by the librarians, includes characteristics such as the ability to do things differently from traditional ways, an openness to different ideas and cultures, creativity, and a willingness to suspend any or all rules and regulations that could interfere with service to people. Eleven librarians mentioned this quality in unmistakable terms.

The characteristic "honesty" was mentioned specifically by nine of the librarians. It includes the idea of being honest with the young adults and with oneself. Librarians said that one should not over promise, not pretend understanding, and admit freely the probability that prejudice exists. Significantly, two Negro librarians admitted prejudice within themselves and felt everyone had some prejudices but that, in the words of one of them, "An honest acknowledgement of prejudice can allow one to work above it." One white librarian also stated he was sure he had to deal with his own prejudice, and another implied it. The writer did not initiate a discussion of prejudices.

Six of the librarians believed a knowledge of the problems of the disadvantaged young adult was necessary. Some felt the problems of the disadvantaged in general should be familiar to the librarian; some felt that the problems of young people in general should be known and understood, and one person included the life or "world"
of disadvantaged young people, not just the problems.

Six librarians felt that a sense of humor was an absolute essential in working with disadvantaged young adults. Terms used in describing this characteristic were more emphatic than those used for any other characteristic except "ability to relate to people." Having a sense of humor could be part of relating to people, but six people mentioned it in addition to terms interpreted as meaning an ability to relate to people. One librarian stated that an ability to laugh at his own mistakes helped to establish rapport. Another indicated a sense of humor enabled him to stand the frustrations of his work.

The "ability to communicate" was listed by five of the same librarians who listed an "ability to relate to people." One used the term "'hipp' ness"; another explained the importance of speaking the language of the disadvantaged young adult.

Four librarians indicated calmness is a desirable characteristic although it was not a term used by any of the librarians. Their terms were much more definitive, such as "keep your cool," "not up tight," "relaxed attitude," and "unshockability." The implication in their explanations seemed to be that the young adults may attempt to shock or try the librarian, and that the librarian should not react in a way to indicate disapproval.
Four librarians made a point of stating that race made no difference in serving disadvantaged young adults. Two of these librarians were Negro. Three put no qualifications whatsoever on their contention. The fourth, a white librarian, believed a Negro had an initial advantage, but that it soon disappeared.

Three librarians mentioned the characteristic "optimism" which includes the stronger statements that the librarian must have a conviction that injustices can be righted, and that libraries can be of help to the disadvantaged.

Only two librarians indicated a knowledge of materials was important. Materials include all media as well as all sources of information and knowledge itself.

The term "enthusiasm" was not defined by either of the two librarians using it.

One librarian called the characteristic interpreted as "patience," "unbugability." The other stated the librarian working with disadvantaged young adults must be able to take frustration.

One librarian said youth was a necessary characteristic. Another said age was not important.

Energy, curiosity, and self confidence were mentioned once each. Energy referred to physical stamina; curiosity was not explained; the librarian using the term "self
confidence" explained it as a knowing or awareness of self identity. He called it "security." For that reason it was not tabulated as "honesty."

Table IX is based on data from interviews of library supervisors and answers to questionnaires sent to them. All of the library supervisors indicated they did believe a special type of librarian was necessary in order to offer library service to disadvantaged young adults. Several supervisors gave examples of librarians who could not work well in a disadvantaged area but who performed well when transferred to another area.

The terms used to tabulate characteristics listed by the supervisors mean the same as those used to tabulate characteristics listed by the librarians with the exception of "patient," "self confidence," and "flexibility." Four of the six supervisors who used the term "patient" explained it as meaning an ability to work in a system that could not effect rapid change. The two other supervisors used it with respect to working with individual young adults.

The term "self confidence" as used by the supervisors meant a stable person, sure of his ability. One supervisor cautioned that too much confidence could be detrimental.

The word "flexibility" as used by the supervisors meant adapting to different situations rather than the more specific meaning of doing different things in different ways.
TABLE IX
CHARACTERISTICS SUPERVISORS CONSIDER IMPORTANT IN WORKING WITH DISADVANTAGED YOUNG ADULTS (Supervisors Reporting—9)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Number of times listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to relate to people</td>
<td>8</td>
</tr>
<tr>
<td>Honesty</td>
<td>7</td>
</tr>
<tr>
<td>Flexibility</td>
<td>6</td>
</tr>
<tr>
<td>Patience</td>
<td>6</td>
</tr>
<tr>
<td>Ability to communicate</td>
<td>5</td>
</tr>
<tr>
<td>Knowledge of materials</td>
<td>4</td>
</tr>
<tr>
<td>Calmness</td>
<td>3</td>
</tr>
<tr>
<td>Optimism</td>
<td>3</td>
</tr>
<tr>
<td>Self confidence</td>
<td>3</td>
</tr>
<tr>
<td>Knowledge of DYA problems</td>
<td>2</td>
</tr>
<tr>
<td>Energy</td>
<td>2</td>
</tr>
<tr>
<td>Sense of humor</td>
<td>1</td>
</tr>
</tbody>
</table>

Table X shows the percentage of the librarians and the percentage of the library supervisors who listed each characteristic. An explanation of each characteristic appears in discussions relating to Tables VIII and IX.
<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Librarians</th>
<th>Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to relate to people</td>
<td>86% (13)</td>
<td>88% (8)</td>
</tr>
<tr>
<td>Flexibility</td>
<td>73% (11)</td>
<td>66% (6)</td>
</tr>
<tr>
<td>Honesty</td>
<td>60% (9)</td>
<td>77% (7)</td>
</tr>
<tr>
<td>Knowledge of problems</td>
<td>40% (6)</td>
<td>22% (2)</td>
</tr>
<tr>
<td>Sense of humor</td>
<td>40% (6)</td>
<td>11% (1)</td>
</tr>
<tr>
<td>Ability to communicate</td>
<td>33% (5)</td>
<td>55% (5)</td>
</tr>
<tr>
<td>Calmness</td>
<td>26% (4)</td>
<td>33% (3)</td>
</tr>
<tr>
<td>Race</td>
<td>26% (4)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Optimism</td>
<td>20% (3)</td>
<td>33% (3)</td>
</tr>
<tr>
<td>Knowledge of materials</td>
<td>13% (2)</td>
<td>44% (4)</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>13% (2)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Patience</td>
<td>13% (2)</td>
<td>66% (6)</td>
</tr>
<tr>
<td>Age</td>
<td>13% (2)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Energy</td>
<td>7% (1)</td>
<td>22% (2)</td>
</tr>
<tr>
<td>Curiosity</td>
<td>7% (1)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Self confidence</td>
<td>7% (1)</td>
<td>33% (3)</td>
</tr>
</tbody>
</table>
Table XI shows characteristics of librarians based on an analysis of all the data. Tables II through X present summaries of data from individual questions. The information summarized in Table XI was scattered throughout the questionnaires and the interviews.

TABLE XI
CHARACTERISTICS APPARENT FROM AN ANALYSIS OF ALL THE DATA (Librarians Reporting—13)

<table>
<thead>
<tr>
<th>Number of librarians who expressed attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief in use of aggressive methods</td>
</tr>
<tr>
<td>Belief in use of all resources</td>
</tr>
<tr>
<td>Awareness of needs of disadvantaged young adults</td>
</tr>
<tr>
<td>Conviction of need for change</td>
</tr>
<tr>
<td>Belief in being available</td>
</tr>
<tr>
<td>Belief in youth participation</td>
</tr>
</tbody>
</table>

Thirteen librarians explained the importance of using aggressive or dynamic methods in offering library service to disadvantaged young adults. They believed in taking what the library has to offer to the people of the community. They indicated several specific ways to contact these persons, and all were in favor of going into the community and meeting people on a face-to-face basis.
In answering the specific question concerning characteristics they believed to be important, only two librarians expressed a belief in the importance of knowing materials. But 12 librarians made specific statements about sources of information at various points in the interview or on the questionnaire. They mentioned the necessity for using all types of media and knowing other agencies, people, institutions, etc. that could provide any information disadvantaged young adults wanted or needed.

Eleven librarians made clear their awareness of the needs of disadvantaged young adults. They stated that disadvantaged young adults need to gain self respect and a sense of their own dignity. Each of these eleven librarians either stated or implied that they felt they, personally, could help in this respect.

Ten librarians expressed unmistakeably their conviction of the need for a change in or impatience with traditional library service and the slowness with which any change was being brought about.

Seven librarians emphasized the importance of being approachable and available to young adults for any kind of help the young adult needed or wanted. Three librarians used the expression "be there." The librarians expressing this attitude also emphasized the complete acceptance of whatever direction the disadvantaged young adult was taking.
None implied in any way a passiveness on the part of the library or librarian was acceptable to him, but simply that it was not the librarian's duty to decide what it was the young adult should want.

Only six librarians specifically mentioned the importance of involving the young people in the library processes. Only two librarians mentioned involving them in planning.
CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

The purpose of this study has been to identify attitudes and characteristics of librarians working with disadvantaged young adults and to determine what characteristics librarians and library supervisors considered essential for effective library service to disadvantaged young adults.

Data were gathered by an open-ended questionnaire and personal interview. The meanings of the terms used to tabulate specific characteristics were defined and explained, in part, by quoting typical responses. Data from each question on the questionnaire were analyzed and presented separately. Characteristics considered important by librarians and by library supervisors were compared. Results of an analysis of the total data were presented in a separate table.

II. LIMITATIONS OF THE STUDY

The limitations of this study are as follows. The programs for disadvantaged young adults are new, and not enough time has elapsed for proper evaluation.
Although 25 of the 45 questionnaires were answered, the sample may not have been large enough to yield significant data concerning personality characteristics of librarians now working with disadvantaged young adults.

III. CONCLUSIONS

Attitudes Apparent from Data

Several similar characteristics or attitudes were evident in most of the librarians taking part in this study. Without exception the librarians who were interviewed or who answered the questionnaire were cordial and indicated an eagerness to help in this study. They communicated effectively in conversation and in writing. Those librarians interviewed were outgoing and articulate.

Most of the librarians were inclined to be optimistic about the potential of the public library to become an effective agency for social change. They appeared confident that programs of library service to the disadvantaged could serve as effective examples for traditional libraries.

The librarians did not appear to be tradition bound. They expressed a strong conviction that the library should try any method, use any medium, resort to any source of information in order to serve the disadvantaged young adult. This library service should be, they believed,
primarily aimed at providing opportunities for change, not determining what that change should be.

The librarians said that they were eager to help people. In addition to the warmth and cordiality shown to the writer, librarians expressed their desire to help disadvantaged young adults gain a greater understanding of their own worth and dignity. They recognized that the disadvantaged young adult is basically no different from all young adults. Moreover, they expressed an awareness of the problems facing those young adults living in disadvantaged areas. They appeared to feel a personal responsibility toward people.

They believed firmly in taking library activities to the community rather than working behind a desk.

The librarians expressed definite impatience with bureaucratic library systems.

**Characteristics Considered Important by Librarians and by Library Supervisors for Librarians Working with Disadvantaged Young Adults**

The library supervisors tended to be more emphatic than the librarians in stating that special personal characteristics are necessary for librarians working with disadvantaged young adults. Librarians, on the other hand, seemed to think the same characteristics were necessary to provide library service to any group of people. In
other words, they did not see themselves as needing attitudes different from those of other librarians. Supervisors did.

Librarians and supervisors agreed that librarians working with disadvantaged young adults should be able to relate to people, be flexible, and honest. More librarians than supervisors stated that they considered a knowledge of the problems of disadvantaged young adults and a sense of humor important. More supervisors than librarians stated that they considered the ability to communicate, self confidence, a knowledge of materials, and patience important. It can not be concluded, however, that librarians did not consider these characteristics important.

Only 33 per cent of the librarians, as opposed to 55 per cent of the supervisors, stated they believed the ability to communicate was an important characteristic. It can not be concluded, however, that the librarians did not think it important.

Supervisors mentioned "self confidence" more times than did the librarians, but their explanations of the meaning of the term were so varied and so qualified that no conclusion could be drawn.

Few of the librarians mentioned a knowledge of materials as an important characteristic, but they believed in using all materials. The implication is they possessed or would obtain a knowledge of them.
The greatest difference between the number of times a characteristic was mentioned by librarians and the number of times supervisors mentioned it was with respect to "patience." Only 13 per cent of the librarians (two in number) mentioned "patience" in any manner. Only one of the two meant "patience" with a situation in contrast to "patience" with an individual. Yet 66 per cent of the supervisors (six in number) mentioned "patience." Four of these six explained what they meant by the term, indicating that a librarian should be able to work within the limitations of the bureaucracy of the library system.

Perhaps it is significant that there is a slight difference in the number of times "flexibility" was mentioned by supervisors and librarians. Supervisors tended to explain "flexibility" in terms of adjusting to situations, while librarians tended to mean doing nontraditional things in nontraditional ways.

In general, supervisors and librarians agreed on important characteristics with the exception of "patience" with the library bureaucracy. The librarians who participated in this study were not "patient" with the bureaucratic system.

IV. RECOMMENDATIONS FOR FURTHER RESEARCH

This study was based on a small sample. Research on this subject based on a larger sample is needed to de-
termine what characteristics librarians working with disad vantaged young adults possess.

Research is also needed to determine any correlation between characteristics of librarians and programs proven effective in serving disadvantaged young adults.

Librarians considered in this study all worked at least part of the time with young adults. Research is needed to determine any differences between these librarians and other librarians.

Research is needed to determine whether the anti-bureaucratic attitude possessed by the librarians in this study is an essential trait or is coincidental.
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BIBLIOGRAPHY

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C. UNPUBLISHED MATERIAL

APPENDIX A
QUESTIONNAIRE

PERSONALITY CHARACTERISTICS

What personality traits or characteristics of librarians working with disadvantaged young adults do you consider to be important or essential to a successful program? If possible, it would be helpful if you could indicate why certain traits are needed to work effectively with the disadvantaged young adult.
APPENDIX B
QUESTIONNAIRE

LIBRARY SERVICE TO THE DISADVANTAGED YOUNG ADULT

1. In what ways, if any, do you think the library can be an effective agency for social change?

2. To what extent do you think that library programs for the disadvantaged can bring about changes in the traditional concept and practice of library service?

3. Are there particular goals that you are working toward in your program of library service to disadvantaged young adults? If so, please describe.

4. In your opinion what personal characteristics are most important for the librarian working with disadvantaged young adults to possess?

5. Why did you decide to accept a position working with disadvantaged young adults?

6. How can the library and/or the librarian help disadvantaged young adults? That is, are there desirable changes that you think can be brought about in the lives of disadvantaged young adults as a result of appropriate and effective library service?

7. In what ways, if any, do you think the young adults you work with are different from other young adults?