

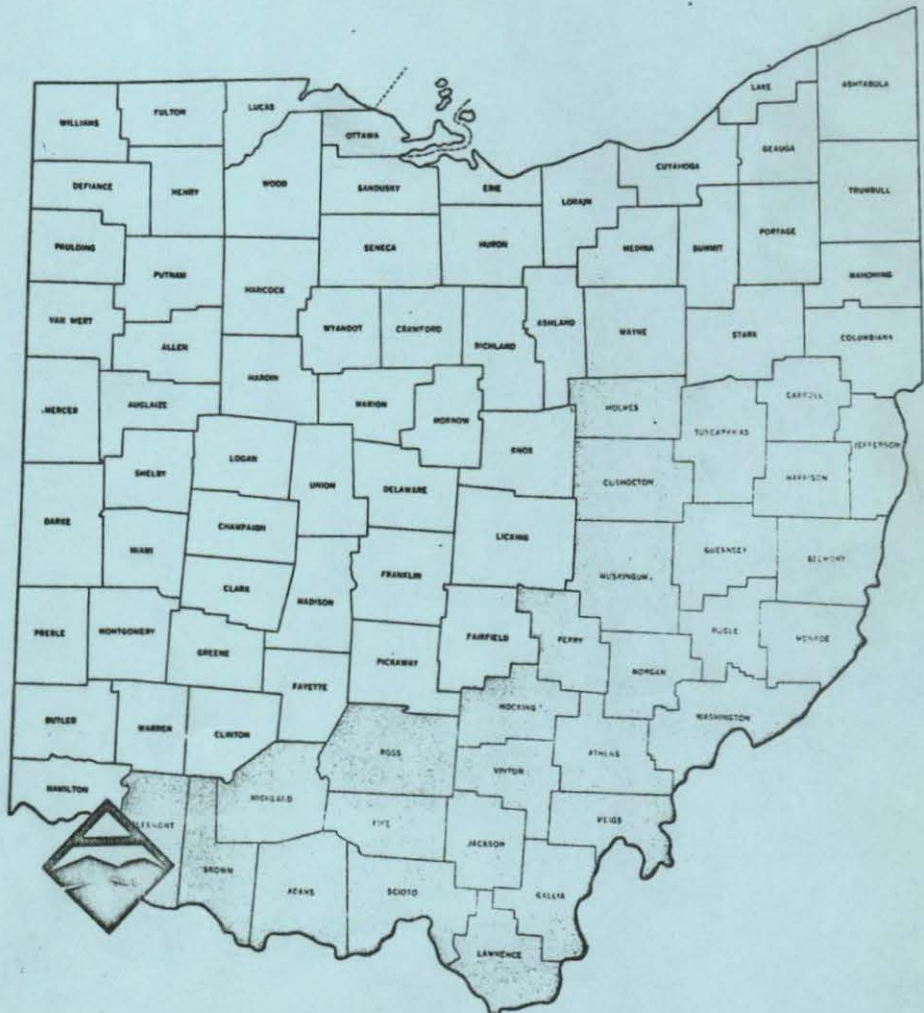
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# The Interrelating of Public Library and Basic Education Services for Disadvantaged Adults

## PROGRESS REPORT (Demonstration Project)

### CINCINNATI, OHIO



APPALACHIAN  
ADULT  
EDUCATION  
CENTER

Adult Learning Center

I N T E R I M R E P O R T

July 1-December 31, 1973

U.S. Office of Education  
Bureau of Libraries and Learning Resources  
HEA IIB Demonstration  
Grant Number OEG-O-72-2523

Ohio Project  
James Hunt, Head Librarian  
Harold Ogg, Project Director

The Public Library of Cincinnati and Hamilton County  
800 Vine Street, Cincinnati, Ohio 45202

January 19, 1974

## PART I: PROGRESS AND PROBLEMS WITH PROJECT OBJECTIVES

Objective 1: To develop two in-Library learning centers as demonstrations to other branch library and A.B.E. staffs.

a. Expected outcome. The Public Library of Cincinnati and Hamilton County feels that, although some 351,904 persons hold borrower's cards good in its Main Library, 37 branches and various special service facilities, there remains a large, undefined group of non-users whom the Library has not reached or served. Perhaps by providence, the Library has received the Title IIB grant through the Appalachian Adult Education Center to experiment with reaching this particular group of people who may consist of impoverished, undereducated adults and make known and available to them the resources and advantages of the 2,850,000 volume collection of the Cincinnati Public Library and the Library's varied, countywide services.

Too long the Library and similar agencies have strived to serve the easy-to-reach patrons and have been stagnant in targeting for new clientele. Although typical activities such as work with schools, service to the blind and homebound, reference, extension and bookmobile services have grown significantly, concentration of effort has focused mainly on improving and expanding upon existing programs. The Title IIB grant should provide an opportunity for the Library to extend and perpetuate service to yet another group of potential steady users--A.B.E. students and adult learners.

Upon conclusion of the Project year, two and hopefully more new, heretofore non-existent Adult Basic Education classes will have been established, and two new sub-branches (the Workhouse and Hub Services to be described later in this report) will have been set up along the same lines as those created in the old Neighborhood Libraries department. The collections in the new facilities will, of course, emphasize books and materials for the slow and casual reader.

b. Progress. One "Adult Learning Center" has already been established in the Cumminsville Branch Library and has been receiving students since October 9. Extensive remodeling was done to the auditorium on the ground floor of the Branch during the month of September to create a situation both conducive to learning and able to house a small book collection. Acoustic tile was installed on the ceiling to deaden a rather lively, echoing room, and wood paneling was set up to partition the large meeting hall into two smaller sections which could be used as conference rooms. One of the two rooms is used as the Adult Learning Center and, with its bright red carpet, has become a focal point of the Branch and remains a highly comfortable place for adult students to relax and study.

The Continuing Education Division of the Cincinnati Public Schools (hereafter referred to as "the Schools") has provided a teacher-reading specialist, Mrs. Alexandra Ritter, who is assigned to hold classes in the Adult Learning Center two afternoons a week, Tuesdays and Thursdays from 12:30 until 3:00. In addition, approximately \$1,500 worth of equipment and supplies has been loaned by the

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Schools for use in the new Center. Two controlled readers and four sets of reader tapes with accompanying manuals have been assigned to the Project, along with eleven reading improvement labs, a display kit of leisure reading paperbacks, and consumable workbooks that become property of the students. Most of the software is geared to reading and mathematics improvement.

The Adult Learning Center is being run in the same manner as a fully-equipped branch library; that is, the full complement of reference, telephone, branch loan, registration, check-out and referral services are made available independent of the branch library in which the Center is located. The A.B.E. class in the Center is held as the major ongoing Project function and operates as follows: the newly recruited student (see Objective 6 for details of recruitment activities) is introduced to the class upon his initial visit and is made to feel that he or she is a welcome participant in the group. He/she is then given a personal data sheet to fill out for School records. Before the new student is given work, he/she is then interviewed so that the teacher might ascertain just what he/she wants to gain from Adult Basic Education. What the Center feels is "needed" is of secondary importance (i.e., the glories of education for education's sake are not pushed). The student may choose from a variety of topics to study, e.g., preparation for high school equivalency examinations (G.E.D.), betterment of reading, mathematics and English usage skills, preparation for job entrance examinations, and others. Depending upon whether his/her choice(s) emphasizes mathematics or reading, the new recruit is given a math and/or reading survey to determine what level of difficulty the initial study materials will

be. Appropriate supplementary workbooks and Library materials are issued as required to the new student to "custom tailor" his/her course of study.

It is seen, then, that the Center functions as an informal learning situation with no minimum or maximum number of class attendances required. Instruction is set up on a year-round basis with no established starting or finishing date asked of the students. Instruction is on a one-to-one basis, the class being run on a walk-in, walk-out arrangement.

Steps have already been taken to begin the second new A.B.E. center at the Avondale Branch Library. The techniques of operation will be the same as those used in conducting the Cumminsville center. Mrs. Ritter will also be the teacher for the Avondale class, the hours of operation to be the same as those at Cumminsville (12:30 until 3:00 in the afternoon) except that classes will be held Mondays and Wednesdays.

c. Problems. Somewhat unique to the State of Ohio is the fact that libraries and schools, although both are public institutions dedicated to the furthering of learning, are financially independent of each other. Ohio's libraries are funded by an intangibles, or securities tax, while its schools are funded through property (and some income) taxes. Any exchange of funds from one agency to another is forbidden. Consequently, any accomplishments as joint efforts by the Library and Schools must come about as a result of total cooperation. Neither agency has any jurisdiction over the other; this condition necessitates a great deal of diplomacy to make the Library-A.B.E. Project workable and successful.

Workers were quite slow in finishing the remodeling of the site for the Cumminsville Center. They had to be goaded several times to give priority to finishing their work on the Center since the Project had deadlines to meet. As a result of their hesitancy, classes could not begin in mid-September as first desired.

The branch librarian at Cumminsville expressed some concern that her territorial rights were being infringed upon where the auditorium was split up. Perhaps more of a "guardian" than necessary, she exhibited further concern about the Adult Learning Center's hours (9:00 a.m.-5:00 p.m. M-F) conflicting with those of the Branch proper (12:00 N-9:00 p.m. MTuTh, 9:00 a.m.-9:00 p.m. W, 9:00 a.m.-5:30 p.m. S), fearing that students might roam around in restricted areas during closed periods of the Branch.

Because of the inherent nature of the class, i.e., one-to-one instruction, Project staff involvement with the class constituency becomes necessary any time attendance is seven or more. Since the Library is forbidden by Ohio Law to hire instructional personnel, any help given students by Project staff members, who are all Library employees, must be in the nature of reference work or orientation to Library materials. However, "reference" and "orientation" offer wide latitudes of interpretation, and help to students where such aid involves use of books and similar materials is not uncommon.

d. Solutions. To eliminate the possibility of workers' delays, extensive remodeling will not be effected expressly for the new A.B.E. class to be set up at Avondale Branch; rather, alterations will be done only if and when needed during the remainder of the Project year. Most of the Library-owned equipment and furniture re-

requested for the Avondale class is portable and can be rearranged at will to satisfy the needs of the class.

Feelings of "territorial infringement" on the part of any Library personnel have been the exception rather than the rule. In the one actually isolated case mentioned above, friction has been kept to a minimum by keeping the Branch librarian closely informed of Project activities, inviting her to planning sessions and asking her to participate in Center functions.

Objective 2: To assess the Cincinnati Public Library collection in terms of coping skills.

a. Expected outcome. This objective should result in a bindable, distributable tool for teachers and librarians to employ as a detailed finding list geared to the total Library collection. The Initial Holdings Bibliography to be constructed prior to the final assesment should surface those subject areas where additional holdings are needed and indicate where the grant's materials budget should be spent. The final document of the assesment and additions should prevent duplication of purchases by the Library of materials already owned by the Continuing Education Division of the Schools, assuming, of course, that comparison to a list of the Schools' holdings is made whenever book orders are tallied. The final bibliography should also establish a core collection of basic education materials and serve as one of the "replacement order lists" through which branches can back order any previously unpurchased materials.

b. Progress. Three of ultimately four intended areas of the



Library have been investigated for suitable entries on the bibliography. They are:

1. The Job Information Center of the Government and Business Department, Main Library. A Federally funded project from last year, this department has 514 items worthy of labeling as coping skills materials. Most of the items give information on job searching, test taking and elementary work skills. Those items listed on the Initial Holdings Bibliography are geared to benefit persons attaining only high school level or below.

2. The Cumminsville Branch special collection of basic education materials. This title is more impressive than the collection. Included are basic math texts, readers, spellers, basic jobs materials, home economics materials and cookbooks. This "cabinet collection" is probably typical of similar collections in several other branches.

It should be noted that the Library holds to a policy of not buying textbook materials unless the subject is not available in regular trade volumes. This is the case with many basic education materials.

3. Readers' Bureau, Main Library. This collection is made up of materials for use by the foreign born who are learning English as a second language, persons preparing for the G.E.D., individuals interested in furthering their basic education and job seekers striving to break into employment on the ground level through competitive examinations.

One collection yet remains to be investigated. It is:

4. The Avondale Branch special collection of basic education and jobs materials. The majority of items therein will doubtlessly be duplicates of those materials isolated in the corresponding collection in (2.) above. However, since no two branches purchase exactly alike, many items should be found in the Avondale collection that do not appear in Cumminsville's; for example, it is possible that many easy-read career pamphlets are available at Avondale.

Three rather obvious areas were not searched: the Main Library card catalog, the Education Department special collections and the Children's Department. It was decided not to assess the Main Library catalog in toto since this would involve manipulation of a 3,720 drawer card catalog of 1,884,836 volumes, a task for which there

simply wasn't enough manpower on the A.B.E. Project staff. The assessment of the first three locations mentioned above required 143 hours of a total of 640 worked through December 31 by the Project staff member assigned to do bibliography, and it was felt that more than 25 per cent of this full-time staff member's time spent on bibliography compilation couldn't be justified. However, the areas investigated are designed to house the majority of the Library's holdings of elementary level materials, so probably not a great deal of suitable items were missed. According to Mrs. Margaret Sanger, Project Advisory Committee member and Head of Readers' Bureau, there are few materials for use with the disadvantaged that relate to coping skills in any way except theoretically in the Main Library Education Department, and, since Mrs. Sanger demonstrated that Readers' Bureau actually has most of said materials, an investigation of the Education Department was foregone. A spot check of the Children's Department revealed that most of the Readers, a sub-category of the Easy classification, were totally juvenile in nature and not suitably mature in content for use with adult new readers. However, other juvenile books, when appropriate in content and readability, were not omitted from the Initial Holdings Bibliography.

As the Budget Report will show, only \$663.10 of the \$7,870 materials budget was spent by December 31. This was due to the fact that most of the book selection time was spent acquiring, listing and processing some 3,041 items already owned by the Library or picked up as gifts to be used in the Project. Emphasis on book selection per se was geared to obtaining recent publishers' lists, catalogs, announcements, and bibliographies, a selected list of the latter

appearing in Part II. There is not much danger that acquisitions purchased with Project money will duplicate holdings of the Schools, since the Library maintains the non-text purchase clause in its Book Selection Policy and has a copy of the stockroom inventory of the Continuing Education Division of the Schools.

c. Problems. It has been rather difficult to decide what constitutes a so-deemed "urban" coping skill and what does not. For practical purposes, the bibliographic assessment has followed the philosophy of coping skills per se, with no label of any kind attached.

The "Life Coping Skills Materials List" has been a difficult tool to use in evaluating the Cincinnati collection, mainly because the categories listed thereon are so unequal. For example, due to the fact that 514 books of a total of more than 1,000 so far identified fall into the "jobs" category, the assessment becomes lopsided. The remaining fifty per cent of the assessment is dominated by materials classified under "education", "health", "leisure", and "relating to others".

Although it was billed as "extensive" and suggested as a benchmark, the Birmingham bibliography was not useful in the assessment of the Cincinnati collection. It was felt that the list was too general and that a more thorough assessment could be made following the delineations of the Library's special collections as mentioned above. Also, the document seemed to be attempting to list equal numbers of items under each of the coping skills categories rather than trying to reflect the true constituency of the Birmingham collection.

d. Solutions. Since no actual problems have been incurred with

the mechanics of the bibliographic assessment, no suggestions for improvement thereon will be made. Some time might have been saved in the early stages of the assessment, however, if the A.A.E.C. had recommended or provided more applicable tools than the Birmingham bibliography or the coping skills list upon which to base the investigation of the Cincinnati collection.

Objective 3: To publish a monthly newsletter for dissemination to library and A.B.E. staffs in Hamilton County and to other appropriate state agencies, starting in September.

a. Expected outcome. Although the Library publishes two major house organs, LINES and Staff Notes, two newsletters of general information on Library happenings, no flyer of specific events in individual departments is regularly generated. Such an instrument could lead the way for greater awareness from department to department and make staff members conscious of new services which might benefit their patrons.

In addition, a newsletter can serve as a medium of publicity and lay the groundwork for future contacts should other libraries and educational agencies across the State desire additional information about the Library-A.B.E. events in Cincinnati.

b. Progress. An initial Newsletter has been completed and mailed and a second is nearly ready to go to press. Mailing lists are rather complete and up-to-date: the Project has the current list of all A.B.E. departments and directors of continuing education (or their counterparts) in Ohio as well as a copy of the Ohio Directory of Libraries. Each of the 110 A.B.E. directors receives a copy of the Newsletter and 125 of the largest libraries in the State receive copies.

In addition, copies are sent through inter-departmental delivery to various Library agencies and are disseminated in a similar manner to A.B.E. teachers in the Cincinnati Schools. Fully titled the A.B.E. Project Newsletter, the flyer exhibits a regular 8 1/2" X 11" foldover with a masthead designed by the Library's art department.

c. Problems. Since the Adult Learning Center was not fully operational until the middle of October, the first Newsletter was somewhat later than first planned in being published. A later press date was necessary so that concrete facts could be included rather than plans or speculations that may not have come to pass in the course of the Project year.

Since the Library is not geared to publishing immediate events with the same rapidity as a newspaper, the information to be included in the Newsletters ages somewhat before the final products result. In addition, the time lag from the date of order to the date of delivery of the finished documents is roughly three weeks, an amount of time necessitated by the fact that the moderately staffed Duplicating Department has many standing and prior commitments that must be dispensed before a special order can be run.

It is intended to include a questionnaire (actual questions yet undetermined) in the February issue in the hope of receiving some input, advice and ideas from other State agencies. Although the questionnaire technique mentioned above is necessitated by the fact that the Project staff does not have time to type 235 personal letters to accomplish the same end, such a method is not expected to gather any appreciable amount of data due to the typical low rate of response in such ventures.

d. Solutions. The Newsletter may become a bi-monthly item to allow for a realistic production rate in accord with the publication system the Library must employ. This action will have the added advantage of cutting down on postage which is being used at a somewhat rapid rate (\$160.00 through December 31). As another compensation, the content of the Newsletters is being written to exclude many pinpointed events which would "date" the material; the composition moreover emphasizes general events and attempts to describe the nature of the Project's endeavors.

Objective 4: To develop a statewide advisory panel of urban librarians and A.B.E. personnel in addition to the local project advisory committee.

To date, no action has been taken toward initiating this objective.

Objective 5: To develop with A.B.E. personnel a special access program to library materials for disadvantaged urban adults, students, and family members.

a. Expected outcome. If cooperation ensues between the Division of Continuing Education of the Cincinnati Public Schools and the Cincinnati Public Library, therein is offered an excellent opportunity to open a channel of communication for enhancing each other's effectiveness in respective endeavors. In an aura of harmony, service to Schools becomes a two-way street: no longer does the Library wait for adult students and teachers to come to it; rather, each agency seeks out the other. Through cooperation, each agency learns of the other's services.

For many years the Library has maintained a written policy of

A suitable time for all concerned to meet and hold workshop activities was difficult to formulate. Scheduling problems wouldn't allow for as great a number of librarians to participate as would have liked to have done so, and class commitments likewise tied up a number of the A.B.E. teachers. The latter factor was further aggravated by the fact that Continuing Education was unwilling to pay twice the number of teachers (and thereby cancel twice the classes) as it did at \$7.30 an hour to participate in a workshop.

d. Solutions. The Schools' hesitancy to identify A.B.E. class locations may be justified. It may be suggested then, that before any A.B.E. Project staff member attempts to contact an A.B.E. teacher in person on-site, the initial contact be made by letter or telephone. If this contact is unsuccessful, contact may need to be made en masse at a second workshop in the spring. Planning perhaps for a workshop to involve only A.B.E. teachers and Project staff, the A.B.E. Project could show teachers "how the Library can support their program" at the time of an in-service day, utilizing kits of Library orientation materials including branch order forms, bookmarks, sample catalog cards, Library card applications, and other request forms along with instructions on how to use the materials with their classes. Such questions as which branch to use nearest to their classes, what types of materials are available, where to make arrangements for tours of the Library, how to arrange for guest speakers, and what procedure to use for requesting other services could be covered either at one large meeting or in informal groups.

Objective 6: To recruit disadvantaged adults into A.B.E. centers in two public branch libraries.

a. Expected outcome. As previously mentioned, the Library feels that a much larger group of persons than the 351,904 currently registered could be convinced to make use of the Library facilities and develop an information-seeking habit. It was fortunate that the A.B.E. Project was initiated to experiment with several methods of recruitment so that the effectiveness and respective merits of each could be compared.

b. Progress. Students have been recruited for the initial class at Cumminsville (see Part II for detailed figures). As was proclaimed in the initial work proposal, no stone of communication was left unturned in the search for new Library users. Social agencies, P.T.A.'s, school principals, businesses and churches all were contacted for possible leads on new students. As advocated by A.A.E.C. materials, the personal contact with potential students was the most successful recruitment technique. Considerable success was met by mailing publicity flyers to individuals and following up the mailings with personal telephone calls. Staff member LaFrances Bush placed most of the follow-up calls and, utilizing her talents of tact and diplomacy gained over years of having dealt with persons harboring overdue books, developed a positive rapport with those persons whom she contacted.

A rather massive publicity campaign has been executed with most of the efforts in this task having been concentrated around the last of September and the month of October (again, see Part II for detailed



figures). As mentioned above, the bulk of the publicity flyers were mailed; this activity accounts for much of the postage allotment that has already been used. Posters with return post cards were placed in local business establishments (unfortunately without a great deal of response); three newspaper articles were published about the Center, and four spot announcements were sent to local broadcast stations.

c. Problems. The Project was under the impression that the Schools were going to provide paid recruiters until volunteers could be located. However, this promise was reneged upon and the Project had to initiate its own recruiting while concurrently searching for volunteers.

None of the thirteen major churches in the target area would cooperate with the Project staff in helping to locate potential volunteers or by providing lists of potential students. Put-offs ranged from "My congregation already has a high level of education" to "More than half my members live outside this area and aren't willing to come back here weekdays to do volunteer work."

Welfare agencies were equally unwilling to give the Project lists of names to contact, citing the fact that their "files are confidential." It was learned from one social worker that there were "some 700-800 welfare cases" in the Project target area of 16,617 population (1970 Census). When asked if they (the welfare agencies) would talk up the Project to their cases (clients), most offered a polite "yes" but so far only one agency, the Work Incentive Program, has submitted any referrals. Catholic Charities did offer a list of six potential volunteers, but the persons when contacted cited reasons of old age, infirmities, and prior commitments for not being able to work

for the Project.

As a last resort, the Sociology Department of Xavier University and the College of Community Services of the University of Cincinnati were contacted to see whether the idea of student involvement could be sold to the faculty. Department heads were contacted in both cases. Xavier has only two full-time sociology professors and no social services program per se; it was promised, however, that the Project would be announced in both professors' classes and that any student interested in doing volunteer work for the Library would be given the A.B.E. Project's telephone number. The University of Cincinnati has a much more intensive program in which junior and senior students devote the major portion of their academic efforts toward community service studies and are required to perform a significant amount of field service, i.e., 160 clock hours. After two meetings with Project staff, the department head (i.e., Field Service Coordinator) concluded that she would rather wait until the A.B.E. Project was well established before assigning students to work on it, and perhaps she could offer something more definite in the spring.

Ultimately, fourteen potential volunteers were identified. It was discovered that people were quite willing to do volunteer work, provided the nature of it involved such in-house activities as addressing and stuffing envelopes, filing cards, processing materials and teaching, but not canvassing. Most of those interviewed expressed fear of walking alone in the neighborhood due to the presence of teen gangs, crime, and dogs. A total of 104.5 hours was spent attempting to locate volunteers; this amounts to roughly two-thirds of a full-time staff member's time for one month.

Although target area disadvantaged adults are being reached, roughly half of recruited students come from outside the neighborhood. A handful are foreign-born striving to improve their English, e.g., one German, two Italian, one Austrian and one Yugoslav attend classes, and an equal number of participants are retirees seeking leisure time activity in the form of independent study. According to William Mason, coordinator of the W.C.E.T. television high school equivalency program, "Your Future is Now", and Advisory Committee member, the constituency of his program closely parallels that of the Project inasmuch as nearly ninety per cent of his 500 enrollees aren't truly deemable "inner city" residents.

d. Solutions. Names of potential students in a particular neighborhood are not hard to come by if two specific tools are used in the search. The branch libraries that still employ hand charging (as opposed to photographic) maintain a list by card number and in chronological order of all patrons registered through each particular branch. Since many of these persons are only casual users and most live in the immediate area of the branch, they are fair game for the Project to contact in light of its defined target population. Another tool which has proven useful and fairly up-to-date is the Williams Cincinnati City Directory which lists residents street by street and in most cases gives a telephone number for each household.

In late November, a student assistant was hired to be responsible for door-to-door contacts. It was necessary to screen ten applicants before a person willing to take the position could be found. However, the problem with identifying a paid recruiter was

based on conflicts of work hours (1:00-4:00 M-Th) with the applicants' school schedules, not because of persons' unwillingness to canvass. Although not used by the Project as a basis for training any volunteers, the Huntsville, Alabama training procedures were quite useful for orienting staff on techniques for handling potential students and interested parties.

Objective 7: To develop with public library personnel outreach services to disadvantaged urban adults, students, and family members.

Aspects of this objective are combined with Objective 5.

Objective 8: To introduce A.B.E. students to library services.

a. Expected outcome. Through various media and services aimed directly at the adult learner, an information-seeking habit could be instilled in the casual or non-user of the Public Library of Cincinnati and Hamilton County's facilities. In other words, the population should be made to "think Library" whenever they want or need to know directions, facts, or depth on a particular subject.

b. Progress. The Library's branch loan service is being utilized to draw upon the resources of Main Library for requests outside the scope of the A.B.E. Project collection. A detail of these requests by subject and title appears in Part II of this report. In addition to requests made by the Adult Learning Center, inquiries have been made of it by other branches, such inquiries coming about as a result of the Project and its aspects having been announced and detailed at branch supervisors' meetings by Project staff. The

agencies drawing upon the Center's collection for their own patrons have typically been those branches in lower income areas (e.g., Madisonville, Avondale, Walnut Hills). Requests made both by and of the Center have been filled and delivered using the Library's inter-departmental delivery which means that the patron or student who originally requested the material can claim it at the Center or branch where he/she first made the request three or four days hence. Provisions of the system are such that any material requested by a student can be returned by him/her to any Public Library agency in Hamilton County other than the one at which the material was originally requested.

The A.B.E. Project is also doing service to the city's Community Correctional Institution, better known as the Workhouse. A delivery of approximately 100 leisure reading items (mostly paperbacks) has been made to that institution every ten days to replenish and rotate a stock of some 500 items placed there in early December.

To enhance class sessions at Cumminsville, a number of "mini-programs" have been instituted. Topics presented have included such coping skills as budgeting, recognizing door-to-door gyps, using credit, home hair care, venereal disease, cooking, and buying toys. A total of twelve programs have been given so far. The presentations have lasted from ten to thirty minutes each and have been well accepted by members of the class. A display of children's books was set up in conjunction with the program, "New trends in books for children" given by Children's Librarian Mrs. Elizabeth Miskell, and an exhibition of Christmas books was done for Miss LaFrances Bush's presentation, "Why the chimes rang". However, no circulation fig-

ures can be documented from the fact that these displays existed.

c. and d. Problems and Solutions. The strides thus far accomplished under Objective 8 have been among the easiest to come by in the entire Project. No serious miscues have yet turned up in work with students and patrons.

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## PART II: SPECIFIC QUESTIONS ABOUT PROJECT ACTIVITIES

### Geographic Scope

1. Have there been any changes in the geographic scope of your project?
2. Why?

The A.B.E. Project has assumed responsibility for service to the Community Correctional Institution (Workhouse) and to Hub Services.

It was decided to include the Workhouse under the Project since the clientele to be served would definitely fall into the category of "disadvantaged". In this manner, an average of 450 otherwise idle inmates are given reading matter on a level they can comprehend.

Hub Services is a welfare agency clearinghouse in the near downtown area which coordinates seventeen social service departments under one roof. Provisions have been made in a new building targeted for completion in February for a small library facility. The A.B.E. Project is cooperating in this venture by establishing a book collection to be placed there, designing services, and exploring ways of working with a small G.E.D. preparation course run by Mennonite students in the facility. Activities to be instituted with Hub parallel those described in Objective 8 in Part I.

3. Based on the above, what recommendations would you and your staff make to other library or school systems attempting a similar project?

It has been found to be quite helpful to use established

neighborhood boundaries when defining the target areas. The perimeters of such are delineated through use of U.S. Census Tract data (Tracts for 1970 were used in this Project). Using Bureau of the Census documents, one can refer to other corresponding reports for a given target area and have to use only the Census Tract number to obtain a myriad of facts about the target population. This technique has the added advantage of eliminating interpolation of figures and guesswork necessary if only city maps and local data are used.

#### Orientation of library and adult basic education staffs

##### 1. Who was involved? When and where held?

No formal orientation period was held for the A.B.E. Project staff. Since the Adult Learning Center was to be run as a branch library and all staff had had prior branch experience, only those tasks which pertained specifically to the specialized (i.e., non-library) duties of administering an A.B.E. program were reviewed as their suspense dates surfaced.

The informal staff meetings at which A.B.E. Project practices and procedures were discussed usually did not involve the A.B.E. teacher assigned here. She was informed only of those tasks which pertained specifically to the running of her class.

##### 2. Please fill in the following table based on the evaluations of you and your staff.

(See following page)



Specific Orientation Activities	Not Useful	Useful	Valuable
Discussion of May 20-23 workshop at Morehead State University--September		X	
Review of final draft of work statement--September		X	
Composition and review of volunteer training handbook--September		X	
Scansion of other projects' work statements and progress reports--September			X

3. Where it might prove useful to the A.A.E.C. in your judgement explain items in 2 above.

Items should be self-explanatory.

#### Advisory Board

1. Who are the advisory members? What do they do? Do you have A.B.E. client input?

The following persons constitute the Advisory Committee:

James V. Gillen, Instructional Consultant  
Continuing Education Division, Cincinnati Schools

James R. Hunt, Director  
The Public Library of Cincinnati and Hamilton County

Eunice Lovejoy, Consultant  
The State Library of Ohio

James Lyday, Director of Continuing Education  
Princeton School District

Walter Lund, Coordinator  
Continuing Education Division, Cincinnati Schools

William Mason, Director, Urban Affairs  
W.C.F.T.-TV Channel 48, Cincinnati, Ohio

Mike Maloney, Research and Appalachian Specialist  
City of Cincinnati Human Relations Commission

Margaret Sanger, Head, Readers' Bureau  
The Public Library of Cincinnati and Hamilton County

Robert Stonestreet, Clerk-Treasurer/Business Manager  
The Public Library of Cincinnati and Hamilton County

Diana Trevino  
Former A.B.E. student

Rosa Lee Washington  
Former A.B.E. student and housewife  
President Stowe Adult Center

The Advisory Committee acts chiefly as a data input agent, although individual members offer assistance related to their fields of specialization. Walter Lund and Jim Gillen provide information about Adult Basic Education from an administrative standpoint and offer formulae of operations for the Adult Learning Center that have proven successful in their own programs. Margaret Sanger offers advice for working with the adult students themselves and gives suggestions for items to include in the materials collection. She also points out pitfalls to avoid in light of past outreach projects she has coordinated. William Mason advises on techniques of publicity and ways of dealing with lower socioeconomic groups. Mike Maloney offers enlightenment on the Appalachian philosophy and attitudes likely to be encountered during the Project staff's contacts with the community.

The last two members on the above list (the "A.B.E. client input") have not attended any Advisory Committee meetings. Mrs. Trevino cannot be located and Mrs. Washington does not respond to written invitations nor can her telephone number be determined.

2. What was the reaction of your advisory board to your project objectives?

The general consensus at the last meeting was that the A.B.E. Project "is on the right track". The board found it commendable

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that the Project accomplished so much in the last two months of 1973, particularly since the Project got off to a late start through no fault of its own. The board feels that the tasks of recruitment, student retention, publicity, etc., are being satisfactorily being carried out both in quality and variety although the methodology of carrying out some tasks might be refined.

3. What recommendations has your advisory board made?

The following points were brought out at the meetings:

Community councils should be contacted but not heavily relied upon. Councils are merely tools, not means to an end.

The problem of reaching more people outside the target areas than intended is not unique. Participants from project to project will have a very similar cross-section.

Publicity should emphasize people's wants, not what educators think the people need. Publicity should also emphasize group participation--people need to feel they belong to a part of something.

Suburbia should not be discounted in the quest for students. A surprising number of middle-class affluents will turn up with educational deficiencies.

Civic groups may offer more cooperation if the Project can demonstrate to leaders how the Library's efforts can lighten their work load.

Teachers for A.B.E. should be enthusiastic but not fanatic. An overly dedicated teacher can ruin a class.

4. What action have you taken toward carrying out those recommendations?

Note has been made of the experts' advice, and plans for the second half of the year will be adjusted accordingly.

5. How do you and your staff judge the effectiveness of your advisory board?

Although the board's suggestions seem to smooth out the mecha-

nisms of the Project, no tangible benefits can be documented as a result of their recommendations. The Project could probably be run just as easily without the presence of a formally designated board and advice could be obtained from contacts with experts on an individual basis.

### Reaction

What has been the reaction of your public library board to your project and its activities?

The Board has not commented directly to the Project staff.

What has been the reaction of the public library staff to your project?

What has been the reaction of branch librarians to your project?

What has been the reaction of extension librarians to your project?

"Branch" and "extension" librarians are one and the same at the Cincinnati Public Library. The general reaction has been that the populations in the target areas are extremely difficult to penetrate, and there is some skepticism that a venture such as the A.B.E. Project will have a lasting effect on patronage. However, most librarians have been favorably impressed with the Adult Learning Center's facilities and with the progress made so far. Several branch librarians expressed desires to try an A.B.E. program in their branches as soon as some proven instructions for carrying on such an endeavor could be supplied to them.

### A.B.E. Reaction

What has been the reaction of A.B.E. to your project?

1. State Department--the Ohio State Library seems particularly interested in outreach activities attempted by local systems. This has not precluded their offering any form of assistance to the Cincinnati A.B.E. Project, however.

2. Local coordinators--Continuing Education is quite public relations minded and welcomes any possibilities for additional input to its programs. The Director (Walter Lund) himself holds a library degree and sees clearly the need for interaction between schools and libraries. The Schools' ultimate concern, however, is their Average Daily Attendance, and they do not wish for experimental ventures to cause any decay in their body count.

3. Teachers--although agreeing that libraries should be an integral part of their class planning, teachers seem to have to be coaxed to try using the library facilities with their students. Success in urging teachers out of their classrooms may be evidenced more after individual contacts have been made with them in the spring.

### Staff

1. Please fill in the following table.

Staff	Names	General Duties
Project Staff	Harold C. Ogg	Director; administers staff, prepares reports, coordinates statistics, contacts community leaders as necessary, writes publicity.
	LaFrances Bush	Bibliographer, makes personal contacts with potential students, does inventory, tends circulation records, classifies and processes books.

Staff	Names	General Duties
	Jacquelyn Cornett	Performs clerical duties and types reports, prepares Newsletter, oversees recruitment campaign, maintains Project records and diary.
	Darlene Settles	Student assistant; does door-to-door recruitment, aids in processing books when needed.
Other Cooperative Staff	None	
Volunteers	Robert LaBoiteaux	Aids in distributing books to Workhouse
Resource people	None	
Consultants	None	

2. Please list specific activities of preservice and in-service staff training.

See "Orientation" above.

3. Please list additional areas of training you and your staff feel are needed by staffs undertaking library-A.B.E. coordinated services.

No suggestions, except that the staff agrees that, at least in terms of the way Cincinnati Public Library administers its Project, future projects in other areas of the country should use staff familiar and experienced with the general operations of the library system in which the projects are placed. In other words, neither new hires nor lower echelon staff should be placed in charge of first-year projects.

Travel

In-state

1. Has your travel time during project business been worth the money spent on it?
2. Could you have accomplished your purpose without traveling and been just as effective? If so, what alternative methods might have worked with the same benefits and lower costs?

Although the initial target area (i.e., Cumminsville-Northside) is roughly only about four square miles, automobile transportation has been essential in reaching the far corners. Automobiles were also essential in making visitations during the November workshop and in attending several planning sessions and meetings outside the Project area. However, many of the contacts both with community leaders and with prospective students were made on foot since the immediate Project area is so compact. The telephone, as mentioned under Objective 6 in Part I, was valuable in making many contacts over a relatively short period of time. Personal transport, then, was handy but not an absolute necessity in the execution of all the Project objectives.

Incidentally, Cincinnati is fortunate in having had a city-owned transit system for nearly a year. With appropriation of the old Cincinnati Transit Company, the new Queen City Metro has expanded service and dropped citywide fares to a quarter upon adoption of a .3 per cent addition to the City's earnings tax. The Metro, particularly where Main Library-Cumminsville Branch trips have been made, has been used more than personal autos by Project staff. A further benefit of the good bus service is that it virtually eliminates transportation problems for students if they care to take advantage of the Metro. The Cumminsville Branch (Adult Learning Center) is on or near eight bus lines, four of which pass directly by, going in six different directions. The Avondale Branch,

site of the new A.B.E. class to commence in January, is on five bus lines and, although the routing is mainly north-south, transfers are readily available. Frequency of buses during the day in both locations is every 15-20 minutes.

3. Please explain what benefits resulted from your travel. How was face to face contact valuable?

It is felt that not enough in-state travel has been done to effect a valid response to this question. The degree of benefit derived from local travel has been discussed in previous areas of this report.

#### Out of State Travel

Was your trip to the NAPCAE-AEA Conference not useful, useful or valuable to you in the following areas:

Underline one for each question:

- |  |                   |               |          |
|--|-------------------|---------------|----------|
| 1. Dissemination of project purpose and activities.                | <u>Not useful</u> | Useful        | Valuable |
| 2. Learning about A.B.E. from:                                     |                   |               |          |
| a. Other project staff   | Not useful        | <u>Useful</u> | Valuable |
| b. Conference presentations  | Not useful        | <u>Useful</u> | Valuable |
| c. Other professionals   | Not useful        | <u>Useful</u> | Valuable |
| 2 1/2. Learning about library services for the disadvantaged from: |                   |               |          |
| a. Other project staff   | Not useful        | <u>Useful</u> | Valuable |
| b. Conference presentations  | Not useful        | <u>Useful</u> | Valuable |
| c. Other professionals   | Not useful        | <u>Useful</u> | Valuable |
| 3. A.A.E.C. Booth Activities                                       | <u>Not useful</u> | Useful        | Valuable |
| 4. Personal growth   | Not useful        | <u>Useful</u> | Valuable |
| 5. Informal Professional Contacts                                  | <u>Not useful</u> | Useful        | Valuable |

Do you have any suggestions for improving our agenda or the conference activities which we participated in?

New to the concept and functions of Adult Basic Education, the Project director feels that he is unqualified to pass judgement on a



non-library oriented conference. He feels, however, that the after conference hours meetings of the A.A.E.C. and project staffs were most helpful in providing better insights on common goals and sharing triumphs and shortcomings for group consideration. The negative aspect of these meetings was that some of the literature and reports to be discussed were not mailed out beforehand but merely passed out and read to the group. It is felt that this action was an insult to the professional dignity of the participants when copies of the material were available for all to peruse at their convenience.

### Materials

1. Please fill in the following table:

#### Sources of Information Used for Selection and Acquisition of Materials

	Useful	Not Useful	Valuable
Arco Publishing Company, Inc. <u>Checklist</u> . New York: the author, 1973.			x
Association of Hospital and Institutions Libraries, Committee on Bibliotherapy, Mildred T. Moody, Chairman. <u>Bibliotherapy</u> . Chicago: American Library Association, 1971.			x
Barron's Educational Series, Inc. <u>Barron's guidance and exam preparation books</u> . Woodbury, New York: the author, n.d.	x		
Public Library of Cincinnati and Hamilton County, Homebound and Institutions Department. <u>Having trouble seeing? Try these new large type books</u> . Cincinnati: the author, 1973.			x
_____, <u>Coming soon...a complete program for...beginning, intermediate, and advanced accounting courses</u> . Cincinnati: Southwestern Publishing Company, 1972.	x		
Creative Studies, Inc. <u>Creative Studies, Inc. 1974 Catalog</u> . Redlands, California: the author, 1973.	x		

Valuable  
Useful  
Not  
Useful

Sources of Information Used for Selection  
and Acquisition of Materials

Doubleday and Company, Inc. Adult education: books for continuing education. Garden City, New York: the author, 1972.

x

Fader, Daniel. Hooked on books. Berkely: Berkely Press, 1968.

x

General Learning Corporation. Time-Life Books Series. Morristown, New Jersey: the author, 1973.

x

Grolier Educational Corporation. Reading Attainment System: high interest level--low reading level attainment systems. New York: Instructional Systems Division, 1973.

x

Gulker, Virgil. Books behind bars. Metuchen, New Jersey: The Scarecrow Press, 1973.

x

G.K. Hall and Company. Large print books. Boston: the author, 1973.

x

Hayden Book Company, Inc. Hayden Books 1973 Catalog, including Rider, Ahrens, and Spartan Books. Rochelle Park, New Jersey: the author, 1973.

x

Library of Congress, Division for the Blind and Physically Handicapped. Reading materials in large type. Washington: the author, 1973.

x

New York Public Library. Easy reading for adults: three hundred titles helpful to living in America. New York: the author, 1954.

x

Simon and Schuster, Inc. General educational development. New York: the author, n.d.

x

Xerox Education Publications. The best in paperbacks: 700 outstanding titles, grades 7-12. Columbus, Ohio: the author, 1973.

x

2. Please fill in the following table:

Type of Material	Number of Pieces	
	Print	Nonprint
Coping Skills	1874	0
Basic Skills	175	0

3. Please list by coping skills areas and specific subjects or titles the materials requested by:

a. Adult learners, subjects requested:

Typing and office work	Résumé writing
Shorthand	Sergeant's (police) exam
Budgeting	Biology for Level III student
Civil service tests	Manual for notaries public
Electrician's exam	Tenants' and landlords' rights
G.E.D. preparation (sample exams)	Letter writing
Basic mathematics	Tax examiner's exam
Office practice	World geography
Plumber's exam	Easy-read biographies
Motor vehicle operator's exam	Speech making
Armed Forces Exam	Foreign language (bilingual dictionaries): German, Italian, Yugoslavian
Nursing school entrance exam	Mysteries
Mail handler's exam	Social worker's exam
Post Office clerk-carrier's exam	Shortwrite
Card punch-Keypunch Operator's exam	U.F.O.'s
Baking and frying	Bible interpretation
Clerk-stenographer-transcriber's exam	Sex

Adult learners, titles requested:

For information:

Operation alphabet  
Arco vocabulary, spelling and grammar  
Webster's New World dictionary  
Learning to read and write  
Barron's developing reading skills  
Occupational outlook handbook  
Arco office assistant  
Snakes  
Sex and drugs

For pleasure:

Helen Keller  
Charlotte's web  
Madam, will you talk  
Charley  
Edgar Cayce on Atlantis  
Cat's cradle  
Elvis  
Inside the Third Reich  
Seven days in May  
The thread that runs so true  
Custer died for your sins  
The pushcart war  
Tarzan the untamed  
The disposing mind  
Rush to judgement  
Six seconds in Dallas  
The godfather  
North Dallas forty  
The national football lottery  
Bloodletters and badmen  
Killer!

## For pleasure (continued):

Carter Brown series	<u>A touch of danger</u>
Shell Scott series	Harold Robbins series
Travis McGee series	<u>The magus</u>
The Executioner series	<u>Love story</u>
The young millionaires	<u>The French lieutenant's woman</u>
<u>The rape of the A.P.E</u>	<u>The mephisto waltz</u>
<u>The ungodly</u>	<u>Her</u>
<u>Playboy's complete book</u>	The Luke Short Western series
<u>of party jokes</u>	The Drake series
<u>Johnny, we hardly knew ye</u>	<u>Murder times five</u>
<u>Rabbit Redux</u>	

## b. A.B.E. staff, subjects requested:

Baseball and football  
 Biographies of early presidents  
 Auto racing  
 Christmas  
 High interest, low reading level mysteries

## A.B.E. staff, titles requested:

For information:	<u>Life and times of Frederick</u> <u>Douglass</u>
None	<u>Before the Mayflower</u> <u>The landlord</u>
For pleasure:	<u>The nature of prejudice</u> <u>Rabbit run</u>
<u>Walk in the paradise garden</u>	<u>Look homeward, angel</u>
<u>The art of loving</u>	<u>The stepford wives</u>
<u>Time of trial, time of hope</u>	<u>One hand clapping</u>
<u>The strange world of animals</u>	<u>Oliver Twist</u>
<u>and pets</u>	<u>Grendel</u>
<u>Clockwork orange</u>	<u>Tropic of capricorn</u>
<u>The scarlatti inheritance</u>	<u>The tenants</u>
<u>Vanished</u>	<u>Jamaica inn</u>
<u>Fertig</u>	<u>Nemesis</u>
<u>Confrontation: Black and</u>	<u>Penmarric</u>
<u>White</u>	<u>The cross and the switchblade</u>
<u>Good news for modern man</u>	

4. Do adult learners ask for nonprint materials? What?

5. Do A.B.E. staff ask for nonprint materials? What?

Commonly requested are phonorecords for learning shorthand, typing, and foreign languages. Long playing records for entertainment (music) and cassettes for the same purpose as well as for

reading and language improvement are asked for.

6. Have any new materials been developed by your staff or others so far in this project? Please describe.

None.

7. What kinds of print seem to be most popular with your A.B.E. clients--hard covers, paperbacks, magazines, pamphlets, etc.?

Paperbacks seem to hold the major attention. This is particularly true in service to the Workhouse, since the inmates request "something they can carry in their hip pocket". Even in the Adult Learning Center, paperbacks are preferred to hardbacks for leisure reading, and few of the latter circulate. Paperbacks seem to be a more familiar medium with adult learners and do not constitute the same "threat" as hardbacks.

8. Did you have appropriate materials to fill interest areas expressed verbally or on the reader's profiles? Do you now?

Very few student requests could not be filled either with collection in the Center or by materials loaned by the Schools. Main Library was drawn upon in the few instances where specific titles were not available in the Adult Learning Center.

#### Methods of Service

1. What kinds of activities have A.B.E. staff from the community initiated in connection with this project?

None.

2. What kinds of activities have library staff from the community initiated in connection with this project?

None other than two non-library guest speakers in the mini-programs (see Objective 8 in Part I). The guests were Mr. Ralph

Stein who did a cosmetology program and Mr. Steve Kohrman who did the program on venereal disease.

3. How much time does each of your project staff members spend teaching basic skills to individual students?
4. How does the teaching in 3. above further the information-gathering skills on the part of all of your A.B.E. clients?

As mentioned in Objective 1 in Part I, it is contrary to Ohio Library Law for librarians to teach; still, the "library orientation" mentioned in Objective 1 constituted a total of 139.5 staff hours. This total was shared about equally among the three full-time Project staff members. This "library orientation" is intended to make students aware of the varieties of library materials, books' contents, and the use of materials available.

5. What have you and your staff found to be the most useful specific techniques for introducing print and nonprint to:
  - a. A.B.E. clients
  - b. A.B.E. staff

As mentioned above, paperbacks seem to be the best way of introducing print to adult learners. The Center has a number of free standing shelves which make attractive displays of paperback materials. The controlled readers used in conjunction with the controlled reader workbooks are good incentives for encouraging people to pick up more difficult books to read on their own.

6. What do you and your staff feel are the most necessary services you extend or could extend to A.B.E. learners?

The staff feels that the services of desk reference, telephone information, branch loans, book reservation and literature searching are the most beneficial to the public.

7. What recruitment methods have been used? Which are most effective?
8. When person-to-person recruiting was used, what kind of person was most effective as a recruiter?

Responses to these questions are detailed under Objective 6, Part I of this report.

9. Approximately what percentage of your time do you spend on paperwork?
- A. with libraries?
- B. with A.B.E. staff?
- C. with adult learners?
- D. other (explain)

The following chart should summarize facts concerning the Project's paper load (figures are rounded off for clarity):

Director--Hours	Project staff (including director)--Hours
	Bibliography compilation 194 hrs.
	Handbook preparation 28 hrs.
	Newsletter preparation 23 hrs.
Data gathering 43 hrs.	Data gathering 163 hrs.
Report writing and typing 128 hrs.	Report writing and typing 173 hrs.
Total 171 hrs.	Total 581 hrs.
Total all hours worked 683 hrs.	Total all hours worked 1986 hrs.
Paperwork/total hrs.= 171/683= 25 per cent	Paperwork/total hrs.= 581/1986= 29 per cent

9. What problems have you had with readers' profiles?
10. What are alternate solutions to your problems with readers' profiles?

Readers' profiles have not been done on A.B.E. students in the

Library Adult Learning Center. However, the Project has been promised cooperation by the Workhouse in placing readers' profile questionnaire-bookmarks in the materials taken to that institution. The possibility of doing readers' profiles in A.B.E. classes will be explored in the spring when individual A.B.E. teachers are contacted.

11. Has there been an obvious trend to any particular interest areas?

The general trends, as evidenced under "Materials" above, center around jobs, basic mathematics, G.E.D. preparation, and leisure reading.

#### Methods of Cooperation

1. Describe joint activities of library and A.B.E. personnel at:
  - a. the local level
  - b. the state level

All interaction has taken place on the local level. The general atmosphere of Library-A.B.E. cooperation here has been on a quid pro quo basis: The Library has furnished the physical facilities, recruitment, and supplementary materials, while the Schools have furnished the teacher, equipment, and text and consumable materials (workbooks).

2. What do you and your staff feel are the most necessary areas of coordinated services for A.B.E. or other disadvantaged adult clientele?

It is felt that the establishment of an ongoing, joint program, the creation of definite areas in the library to which A.B.E. students can relate and the giving of attention to intelligent materials purchases can greatly enhance any service attempted by schools and libraries.



3. What kinds of local or state financial or in-kind support other than the A.A.E.C. support have been:
  - a. put into your project this year?
  - b. promised for another year?

Details on in-kind Library support are covered in the Budget Report section.

### Spread

What groups or individuals have asked for information about your project?

Churches and welfare agencies have requested flyers to hand out and describe to their memberships and cases. Individuals have made both telephone and post card inquiries about classes and course offerings.

### OUTCOMES--First Six Months

1. Can you document a significant increase in library usage by A.B.E. students?

Based on circulation statistics, if the book turnover in the Adult Learning Center had been added on to the October-December totals for the Cumminville Branch (in which the Center is located), this would have shown a five per cent increase in Branch patronage.

2. How many borrowers cards have been issued?

Library cards have not yet been issued as an integral part of the Adult Learning Center's functions.

3. How useful do you and your staff judge the community referral handbook to be? Why?

Such a handbook has not been necessary in dealings with patrons

and their requests of this Project.

4. Do you and your staff have examples of A.B.E. curriculum changes brought about by your project?

None other than the fact that walk-in, walk-out informal learning centers such as the one in the Library is an exception to the general construction of the Schools' A.B.E. classes.

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DATE DUE

(43)

<del>AUG 20 1973</del>				
GAYLORD				PRINTED IN U.S.A.

RELATIVE STATISTICS FOR 1973

...udes repeaters)--151  
                   51  
                   202

...side of class)--90  
                   --35  
                   125

...ers mailed--930  
 (Followed up by 873 phone calls)  
 (Followed up by 80 post cards to persons expressing interest  
 in the program)

Notes and post cards sent to absentee students--27  
 Literature and publicity letters (personal) to civic and social  
 agencies--15  
 Same, to Northside and Cumminsville businesses--27  
 Same, to Cincinnati unions--15  
 Total personal letters and literature mailed--57  
 Visits and contacts with community leaders (not including  
 repeat or follow-up visits)--35  
 Door-to-door: talked with potential recruit-- 38  
                   " " " : left literature only                 --133  
 Total   171  
 Publicity flyers distributed other than door-to-door or  
 through the mail--1920  
 Attendance at six civic meetings at which Project announced--290

Publicity

Newspaper articles--3                                 Posters in 15 different locations--35  
 Radio and television spots--4                         Newsletters mailed--235