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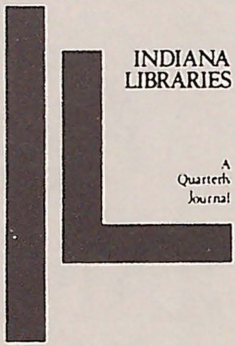

Manuscripts should be sent to the editor, Ray Tevis, INDIANA LIBRARIES, Department of Library Science/NQ322, Ball State University, Muncie, IN 47306.

Content: INDIANA LIBRARIES publishes original articles written with the Indiana library community in mind. Many issues are theme oriented. The Publications Board welcomes all timely contributions.

Beginning with Vol. 5, 1985, INDIANA LIBRARIES will be published as warranted by the number of articles submitted.

Preparation: All manuscripts must be double-spaced throughout with good margins. Writers are encouraged to use the format described in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*, 4th ed., with footnotes at the end of the manuscript. They may, however, use another style manual with which they are familiar. Writers should be identified by a cover sheet with author's name, position and address. Identifying information should not appear on the manuscript.

Photographs or graphics are welcome and should accompany manuscript if applicable. Contributions of major importance should be 10-15 pages double spaced. Rebuttals, whimsical pieces, and short essays should be 2-7 pages double spaced.

Processing: Manuscripts will be acknowledged upon receipt, and a decision concerning use will be made twenty days after the issue manuscript deadline. The editor reserves the right to revise all accepted manuscripts for clarity and style. Upon publication, the author will receive two complimentary copies.

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Libraries and Local Economies - Jobs, Retraining and Career Opportunities

The economy, whether at the federal, regional, state, or local community level, has attracted the attention of every one of us. During the 1970s in Indiana, librarians were confronted with static budgets and rising costs, testing their ingenuity and creativity. The reality of hard times for the nation's and the state's workforce arrived several years later during the recession of the early 1980s. Displacement and dislocation of blue and white collar employees was devastating, as unemployment reached 20 percent levels. Society's free institution, the public library, accepted its social responsibility and attempted to provide informational services to meet the needs of patrons whose status as productive members of the society was challenged when they were forced into the ranks of the unemployed and/or underemployed.

In this issue, the efforts and programs of five Indiana public libraries illustrate the commitment of librarianship to its social responsibilities.

Douglas Raber discusses programs implemented at Monroe County Public Library and attempts to place the public library into its true context within a community. Raber not only acknowledges the importance of accountability but also realizes the importance of perfecting our terminology so that abstractions can be translated into activities which members of the community can observe, appreciate, and support. In "Needs, Politics and Public Libraries: The Challenge of the 1980s," Raber identifies the manner in which Monroe County Public Library approached the problems of its constituency during the period of recent economic hardship.

Harold C. Ogg focuses upon "The Unemployed Worker as a Patron in the Public Library—A Study in Outreach" in our second article. Ogg outlines ten issues, "truths," that librarians must consider, especially those professionals who desire to wander into outreach services with an understanding of what may lie ahead.

One program developed by the Social Sciences Division, Indianapolis—Marion County Public Library, is detailed by Lois R. Laube and Marily Genther in "Looking for a Better Future: An Educational Opportunities Program Presented by the Indianapolis-Marion County Public Library, Social Sciences Division, November 12, 1983." The narration provided by Laube and Genther indicates the time and effort demanded to ensure a successful, first program. This teaching and learning experience should guarantee future successful programming.

When La Porte's Allis Chalmers and American Home Foods plants closed, the public library assisted both employers and job hunters. Judy Hamilton Averitt explains the activities of the public library in the "The Library and the Local Economy: La Porte County Public Library." Averitt shares some of the library's feedback from employers and job hunters with readers. Members of the community appreciate timely efforts, and librarians need such communiques.

Beth Ann Kroehler describes the many endeavors undertaken by Muncie Public Library in "Jobs, Careers, Occupations—MPL Assists the Local Community." All libraries hopefully emulate the Muncie approach: constant evaluation, constant change, and constant exploration of "new ways to meet the job information needs of . . . its citizens."

The narratives of the foregoing authors demonstrate that public libraries respond to community needs. The theme of this issue, "Libraries and Local Economics—Jobs, Retraining and Career Opportunities," should be assessed frequently. Economic recession, displacement, and dislocation should not be the motivating factors for every program initiated by librarians in this area of activity.

—RT

Needs, Politics and Public Libraries: The Challenge of the 1980s

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When asked to explain what public libraries do, public librarians are often caught in a dilemma. They can elaborate a list of specific services that will cause a legislator to look at his watch. Or, they can discuss their library's mission statement. This is usually a more succinct document than the service list and less likely to threaten a legislator's time. He might listen as the librarian describes the information, education, and entertainment needs of the community. Unfortunately, he has heard it before. He probably used the same language during his last election campaign. It is a language that remains deliberately vague in order to provide a context for specific goals and objectives that are creations of both ideals and political interest.

A library community that continues to express itself in such vague terms runs a risk. This vagueness allows for complacency based on the assumption that the library is achieving its goal; consequently, a careful examination of practice is not conducted. The lack of such an examination stands in the way of revealing the actual public benefit derived from library services. The long-run implications of these factors emerge in a political atmosphere that questions the

value of publicly funded social services. These services are increasingly called upon to demonstrate their usefulness, justify their expenditures and organize their own political support. The public library community also must be able to accomplish these tasks. Among other means to that end is an examination of library practice in terms of its political implications.

In late spring of 1983 the Monroe County Public Library (MCPL) became involved in a process that led to a unique cooperative effort on the part of many social services to offer job search counseling to the underemployed and unemployed. MCPL's participation in this process reveals the way a specific objective is derived from a commitment to an idealized mission statement coupled with an appreciation of political reality.

Mission statements are vague because they must necessarily remain general. They point the way in which a given community is part of a larger culture whose day-to-day workings generate common needs and responses. For example, all public libraries will provide children's and adult services, fiction and non-fiction collections. A general mission statement should alert the librarian to special cases. How is this particular community different? What are the implications for collections and services? Also, all communities face change and new concerns. Any social service institution must be able to respond to these changes. The institution requires the flexibility to give up a program when it is no longer needed or its importance is reduced when compared to other needs and available resources.

Needs are not to be understood as abstractions, such as the public's need for information. Rather they are associated with distinct groups of people and their material social conditions. These groups are composed of individuals who are consumers and constituents of social services. Changes in a given community are the outcome of changes within and among these groups. In some cases change is slow. A group changes in composition but not character, requiring a more or less permanent library response. Children are an example of a group of this kind. Other groups are created and dissolved by short term social and economic circumstances, but this does not absolve the public library from the responsibility of service.

In the summer of 1983 unemployment reached a peak of about 10 percent. In many midwestern communities this figure was higher due to an older failing industrial base. Lack of capital and high interest rates slowed the expansion of business and social services. Many of those laid off were new to this condition. Many did not expect to return to work at old jobs. Since that time unemployment has dropped to about 7 percent, but there is no doubt that at the present time in many communities there is a special group of people requiring special services to help them cope with economic dislocation.

A public library's responsibility to act under these conditions derives from two sources: one ideal and based on traditional public library philosophy, and the other functional and based in the practical politics of library funding. Both are derived from the fact that the public library is an institution of the state. It operates on funds collected from the citizens and allocated by public authority. Its existence, therefore, is determined by its apparent historical permanence and by a demonstration of its continuing value as a service in the general interest of society.

The public library is not free, and its cost is the primary political constraint on its activity. On the other hand, its value is realized not only in the social benefit of relatively free information, education, and entertainment (it costs nothing to get in the door), but also because the public library as an organization comes to identify with its service targets, i.e., library users. Institutionally, then, it tends to act in such a way that serves the interests of these users as a more or less successful advocate for a share of public funds. Users become constituents. The point of this is to demonstrate that the public library is a political institution enmeshed in a web of constraints, demands, and social needs seeking articulation and satisfaction, all of which represent distinct and perhaps competing interests within a given community.

Traditional public library philosophy defines the library as an institution whose mission is to aid in the achievement of an ideal nonpartisan social justice. This points in a correct direction but ends as an attempt to transcend the political web by means of an abstraction that yields no clues for action. This concept of library service does not rule out the possibility of seeking new constituent groups while achieving the mission, but it does not apprehend this action as an expansion of the institution's political base. It is rather an example of the public good realized by the existence of libraries.

The current problem for the public library community is that this traditional argument is not likely to be persuasive in a political environment that includes a public authority (funding source) that is skeptical toward its role as provider of social services. Another argument is available, one based on the practical reality of political justification. In this case, legitimacy rests more on representation of particular social interests than on a contribution to a generalized public welfare.

This involves, first, the identification of constituencies or "markets" that have political impact in the larger community of interests. Examples of such constituencies include readers of fiction, youth, especially school age children, adults seeking information, film watchers, and record listeners. Adults represent themselves in the political sphere. Children are represented by their parents (witness the public support of libraries by adults who are nonusers, but nevertheless appreciate benefits enjoyed by thier children). The second

aspect of the argument is a material demonstration that the claimed constituencies are in fact adequately served. This demonstration can take several forms: library use/output measures, signatures/votes for library bond petitions/issues, or supportive library boards reflecting a general community satisfaction with public library service. The public library's political position, and therefore the possibility of realizing its goals, is strengthened insofar as 1) it maintains current constituencies and yet can adapt to a changing community, 2) it can identify and generate services for new constituencies, 3) it can justify its actions to sources of public funds and authority in terms of constituencies and traditional social welfare goals, and 4) it can do all this within a budget allowed by the funding source/political environment.

The recession of 1982-83 provided an opportunity for public libraries to strengthen their position in spite of a political context dominated by government austerity. The dislocations generated at the national level of the economy had local consequences. Local government was faced with the dual problem of newly unemployed persons requiring services and poor economic conditions that restricted the funding base available to provide for these services. Local governments searched for creative and inexpensive ways of coping with the crisis. Monroe County was not alone in facing a new group of unemployed composed of persons laid off from skilled positions, unable to find jobs commensurate with their skills, and underemployed persons and spouses seeking jobs for the first time to augment family incomes. One common feature that raised difficult problems was that many of these people were unable to qualify financially for "safety net" social service programs. In some cases they were not even qualified for unemployment compensation. Many, however, were qualified for existing jobs, but they did not have the skills they needed to find and successfully apply for those jobs. They required job-search skills.

This situation created an opportunity for MCPL to enhance its legitimacy and realize its goal of community service. In the winter of 1983 MCPL explicitly identified the foregoing group as a potential constituency. We assessed our collection in terms of the need demonstrated by this group for job-search skill information and we made plans to add more material. We recognized that it was not within the competence of MCPL to actually teach job-search skills but it was within our reach to provide access to self-help. In moving to identify a new constituency MCPL also fulfilled a traditional welfare function. The means to the end, however, remained elusive. Our budget was limited and the problem of attracting the potential constituency to the library persisted. A cooperative arrangement with other social services solved this problem.

In the spring of 1983 representatives of MCPL, the City of

Bloomington Human Resources Department, Monroe County Community School Corporation, South Central Indinaa Mental Health Center, the local office of the Indiana Employment Security Division, and other community organizations formed the Employment Coordinating Council (ECC). In the summer of 1983 Congress passed an emergency jobs act which made funds available at the national level to help local governments. The City of Bloomington Redevelopment Agency was the local outlet for these funds, and they solicited grant applications. A committee of the ECC prepared a proposal for a Job Hunters Service Center (JHSC) to offer job-search skill counseling and training. The ECC was awarded $10,000 to be administered through the Monroe County Community School Corporation, and the ECC assumed the role of Board of Directors.

In addition to the service goal, the project displayed a number of political goals. It offered the opportunity to secure cooperation of social service agencies to expand the legitimacy for each agency. It offered the opportunity to satisfy the political concern that government be efficient and cost effective. It offered the opportunity to satisfy a need generated by a new constituency group. It was planned that after an initial start-up period with paid staff that a volunteer staff would continue the service. A Director was hired, Fred Niederman, who was responsible for developing and executing a five point program:

1. Workshops to teach specific job-search skills,
2. Provide individual employment counseling,
3. Assist individuals in the use of library resources,
4. Refer individuals to other employment services when appropriate, and
5. Conduct video-taped practice interview sessions in cooperation with Community Access Television Channel Three.[1]

The decision to locate the JHSC in MCPL was based on a number of considerations. The library provided easy access to potential users of the service. It allowed for evening walk-in hours for those persons employed but seeking a better job. Library materials and reference assistance were immediately available even when walk-in counseling was not. Channel Three was located in MCPL, and meeting rooms for workshops and practice intereviews were available. In addition, MPCL stood as a neutral site without welfare implications. The location of the JHSC in MCPL was ultimately helpful in attracting users of the service. Twenty-five percent of those who used the JHSC discovered its existence accidentally while browsing in the library.

At this time the original grant has been expended, and the JHSC is operating on a volunteer basis. Due to space limitations at MCPL, the JHSC had been moved to the Employment Security Office. Nevertheless, there are measures of success for the first ten

months of the program. Over 200 individuals had been served. The average attendance at workshops was about seven per session despite very bad weather during the winter. About 40 of those using the service acquired new jobs within the ten-month period, and the library became known as a source of job-search information beyond the limits of the JHSC target group.[2]

Currently the public library is facing challenges. These are manifest even within librarianship as a debate over goals with positions ranging from the provision of multiple-copy popular reading to fee-based service for special audiences. This implies no less than a re-examination of the social and historical role of the public library and a questioning of a service philosophy based on 19th century conditions and thought. Outside librarianship there have been suggestions that the public library does not satisfy certain criteria of a public good as does, for example, national defense. The implication is that library service should be "privatized," put on a for-profit basis, and that access for the poor be guaranteed by a voucher system similar to food stamps. The latter is not an answer for those individuals who, because of the collectively funded nature of the public library, have had access to and have made productive use of library services that their personal budgets, although by no means poor, would not have allowed. Nor is this an answer for the poor who would be identified in yet one more way as members of a caste of welfare receivers.

Implied in these challenges are the questions 1) what do public libraries do? 2) what are their first priorities and 3) who do they serve with what resources? These questions can be answered more clearly if it is remembered that the public library is a political institution simultaneously representing the interests of public authority and use constituencies. In the case of MCPL changes in the community resulted in the development of a new possible constituency and a chance for MCPC to strengthen its position. New services and collections were developed for the newly unemployed as a means of self-help in a structurally dislocated economy. This provides a basis for projections of what could be done if MCPL's budget were expanded. It also provides a defense for inflation adjusted maintenance of current funding levels. It also secures a new constituency, those seeking job search/change information, which can become a part of generalized political support for public libraries. The strength of a library, that is, its capability to provide the services it promises, is derived from the strength of its political support. The sources of that support, and changes within and among those sources, provides the grounds for librarians to search for concrete goals and objectives.

NOTES

1. Niederman, Fred. "Job Hunter's Service Center, Draft Report." N.p., 1984, pp. 2-3.
2. *Ibid.*, pp. 4-5.

The Unemployed Worker as a Patron in the Public Library - A Study in Outreach

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As the library community entered the 1970s, Title II was alive and well and busily funding demonstration projects. The keyword for librarians was "outreach"—everyone had an idea for luring the nonuser, for registering the nonborrower, and in general, for reaching those persons whose powers of ambulation were so retarded or nonexistent as to deny them access to the mainstream of free informational services. Librarians reached out to the infirm, the migrant worker, the homebound, the incarcerated, and to anyone whom we could label as a member of the "target" population, all the while secure in the knowledge that our efforts were backed by the full faith of the federal government—and sometimes the state governments—and the affiliate social agencies.

But what of realities? With any so-called "outreach" service, the Great Debate whether libraries are purveyors of information, social service agencies, or a meld of the two, inevitably surfaces. And, in fact if not in practice, is there really anything "new under the sun?" Putting it in other terms, is there really now or was there ever any

target group that some librarian has not strived to coax into the reading room? We are faced with the paradox of what might happen if all the community used the library all the time; in other words, what if the registration files held 100 percent of the taxpaying population as active users instead of the usual 25-30 percent that "sounds good" to the board of trustees? It is the premise of this article that "outreach" involves, in reality, the serving of that segment of the population that happens to need the library at any precise moment. Since for several years the prime concern of all but the most exceptional areas of the nation has been unemployment, the economy by default defines the type of patron who may be the prime target for current outreach activities. Such will be the assumption of the discussion that follows, which will be presented as a comparison of two projects which targeted the jobless, misplaced, and sometimes undereducated persons as candidates for library services.

We start about ten years back, in 1973, in an urban setting in Southwest Ohio. In that year, seven libraries in the Southeastern United States were chosen as demonstration sites for the purpose of "attracting the non-user of the library to library services through cooperation with adult education councils and Adult Basic Education departments of public schools." Such a tall order was sanctioned by the U.S. Office of Education, thus, the emphasis on learning opportunities as a criterion for recruitment of library users. The Public Library of Cincinnati was one of the seven libraries receiving a grant for such a demonstration project, $40,000 for the first year. This particular library was chosen not because of its geographical location, for in theory Southwestern Ohio, like Southern Indiana, is not technically Dixie. However, because of the large influx of Southern migrants who sought work in the numerous industries and factories in the community, this area was selected as a "target." There were no rules or guidelines set forth by the Office of Education other than the general mandate, so each site could tailor its project to suit a particular blend of needs. It seemed logical first to approach the School's administration to set up some General Educational Development (GED) and Adult Basic Education (ABE) classes in neighborhood branches. This posed no serious challenge, because variations of this type of activity had been conducted informally for a number of years at several locations within the Library system. The second activity was to set up a book collection. Paperbacks were chosen as an almost exclusive format, since the "high interest, low reading level" material was generally available only in this medium. The third activity—and this was probably the most important—was the establishment of an ongoing recruitment effort to make persons aware of the availability of the "Library/Adult Basic Education Model Center Project." Since it was learned in the preliminary research that the target group was of a socioeconomic makeup for whom

word-of-mouth was the primary transporter of news, we resolved to initiate an exhaustive telephone campaign. Armed with the city directory, the Criss-Cross directory, and a staff person whose salary was not paid out of local taxes, a block-by-block canvas was accomplished. The return on investment of the calling was one person recruited for classes and one library card registration for every thirty calls made.

As inevitably happens, the Library Administration called for some user patterns and statistics after the fourth month. Book requests were tallied with an interesting twist: those persons in the GED classes were requesting not books for continuing education but materials on careers, employment, and civil service examinations. This was at a time when the unemployment rate for the general population was hovering locally at a "respectable" 6 percent. It was readily apparent that, as suspected, the jobless rates for the undereducated were establishing the high percentages on the curve and thus were defining the term "hardcore unemployed" that was beginning to be the latest buzzword in the news. We found it difficult to talk about the latest bestseller with the "clients" when the foremost issue on their minds was how to qualify for a few hours' work at the labor pool the next day.

There were a number of other elements contained in the project, such as service to jails, but these tasks are peripheral to the matter of service to the unemployed. We learned in the two-year tenure of the demonstration project that many of the usual rules do not work: many of the patrons, while by no means unintelligent, did not have the familiarity with books and research tools that many of us take for granted, and indeed a significant number of them had never entered a library in their lifetimes. This was not the group with which we deal so very often in the 1980s, those persons with skills and knowledge of a particular job that has suddenly become obsolete with advancing technology, but the unemployable (who admittedly are still among us). It is the latter whose basic needs may not be defined merely by those employment parameters they need to know but also by suvival information, or life coping skills necessary to work up to and exist until the opportunity for gaining work reveals itself.

Nearly ten years later, in 1982, another opportunity to execute an outreach program presented itself. There was money for a demonstration project available through the Indiana State Library, and the Hammond Public Library was fortunate to have been selected to receive $24,500 in LSCA funds to replicate the project described earlier but in 1980 terms. The theme would be "Library Services to the Unemployed," simple enough in scope but with obvious definite goals in mind and certainly enough potential clientele in Lake County, Indiana, with its steel foundry economy and demoralizing

15 percent unemployment rate. The project would borrow from the successes of the earlier model demonstration and build on them with offerings of new ideas and services in the name of employment information. As a matter of course, the project took on the name "The Job," both in title and in physical location and for the duration of the grant year was a separate entity in the library to which the Information Services or Circulation librarians could point out with the phrase, "ask over in 'The Job.' "

In order to have a pivotal point and benchmark link with existing books in the collection, the first task was for the Project Director, in conjunction with the Technical Services Division, to flag all titles in the Main Library with some sort of identification to note to patrons that the particular materials were job-related. This was accomplished by jacketing the cards in the card catalog with clear plastic, bearing a colored stripe along the top. The number of books in the collection was too voluminous to set apart as a unique entity, but the old Vocational Collection was preserved and enriched as a stepping-stone to developing the core collection for the project. It was decided that the acquisition of only paperbacks, as was the rule in the 1973 project, would not be a limiting factor since it did cause sidestepping of many potentially valuable titles and in fact might constitute labelling of the clientele who were to be served. The room set aside for the project was to be an integrated facility, that is, books, newspapers, periodicals, videotapes, and databases would all be available in one area. There would be a desk in the facility for the librarian in charge to field questions. Publicity this time would be of a paper nature (mailings, flyers, and letters) because, there being a lesser amount of funds available, a labor-intensive activity such as a telephone campaign was unrealistic.

The project ran for the full year in a virtually unchanged format. This was intentional so that the physical facility would be a control and not a variable in the construction of the final report. There were many common denominators in terms of success with the earlier project, and predictions on patron behavior for the most part bore fruit. One overwhelming difference was the availability of such a greater variety of materials ten years hence that were virtually nonexistent in the early seventies. For example, the Hammond Public Library moved its TEDS (Training and Educational Data Service) database terminal to The Job and continued making it available to all patrons on a cost-free basis. This was a very logical extension into the project since TEDS offered both employment forecasts and financial aid information both to jobseekers and career planners. A subscription to Bell and Howell's COIN was considered, but this was passed over on the grounds that the information contained therein was redundant. Also made available for the first time through LSCA funds was a complete, national collection of college catalogs

on microfiche. Such documents were always available in paper copy, but there were gaps in the collection and the maintenance of the collection was also very labor intensive. It was computed that 275 hours of processing time per year was saved with the change in formats, and the information so invaluable for financial aid and career information was always on the shelf. Patrons still could take home hard copy since there was a reader/printer already on the premises. There were at the time of "The Job" project also many more titles available on jobs and employment tests from such publishers as Arco as well as a number of good books on test taking in general. The list is, of course, too extensive to reproduce here. Hammond's proximity to Illinois, and to Chicago in particular, gives jobseekers a unique opportunity to seek employment in a metropolitan area while maintaining residence in their preferred Hoosier State. Chicago jobs books were sought and "The Job" tried to provide those titles which were available. Local book reviews helped, but area specific titles were best uncovered through an arrangement with a bookdealer in the Loop. With a guarantee that the Library would purchase at least $1,000 retail within the time of the project, a 20 percent discount would be extended to any title bought on account through the store. This deal was particularly advantageous on short trade titles where only 5 to 10 percent off list would be realized through normal sources. The crowning touch in new technology for the project was a microcomputer-based resume generator for patron use. Given that most persons who asked for resume books were really seeking content and format and not really purpose, a menu-driven program was created for an Osborne I computer that, with reasonable typing skill and about twenty minutes' time, would produce a reproducible document to get a person started in his or her own personal mailout campaign. To the latter, computer fear in general on the part of patrons was underestimated, but a large part of the hesitancy to use the service was overcome through the construction of a simple form with which the patron could work before embarking upon the keyboard. Typing skills of the general population, too, were underestimated, and at the end of the project year, the resume generator was discontinued.

End-of-year and annual reports must, in general, be factual and offer data and statistics. Essays, such as this one, can be a bit freer and report personal observations and conclusions from a project and be more subjective. There are ten issues which are professed to be truths about a project such as "The Job" and whose applicabilities and relevances are left to those who would read them:

1. Projects of this nature are expensive. If it costs your library $1.50 to circulate a title, be prepared to discover that a special, outreach project may incur costs to two or three times normal, or $4.00-$5.00 per circulation. If you plan to circulate a lot of books and are successful in doing so, you may be locked into spending

some real money. Be sure you write your grant proposal with a sufficient cushion to cover unexpected high yields in business.

2. Be prepared to experience some book losses. This is not a warning of intentional thievery, but merely a caution that there will be greater than usual failure on the part of new patrons to bring back loans made on a library card application, and the like. The most common parallel among public libraries is the loss of the Armed Forces, Post Office, and Police Department examination books, as well as the disappearance of the manuals on resume preparation.

3. Make plans for continuation of the project before writing the proposal to begin. State and Federal agencies are quite willing to fund demonstrations, but only where some good faith on the part of the library and the grant writer is shown that some elements of the project will become permanent parts of the library's function after the seed money runs out. This should be in the form of a permanent book collection, a service, the making available of some equipment, or a combination of the three.

4. Be pragmatic. Theory is all right if your project's main thrust is research, but for service and outreach, plan elements that will show some tangible benefits. If you want your project to cause a 10 percent increase in book circulation in a given subject area, say so in your proposal. Don't spend all year (or half your final report) theorizing why something should or should not work. You want jobless persons to find a refuge in the library and information to help themselves through a bad situation, not opinions why a red book is better than a blue one for relaying job information.

5. Bear in mind that the greatest single benefit to the library should be the earning of goodwill. The project is a public relations campaign, not an all out effort to register half the town for library cards. You will learn that the bulk of the users will be those persons already registered who are using the facility more frequently and for a new purpose. This is not to say that you cannot attract new patrons, but those persons registered in mass signup campaigns tend to result in soft statistics and just make registration files tighter.

6. Don't expect a great deal of feedback from patrons in a job information project. It is possible to set up measurements and data reporting techniques, such as number of patrons finding work, number of GED examinations passed, ect., but such figures are extremely hard to gather. Be content in obtaining your strokes from the less casual patrons who bring back the latest bestsellers and thank you for knowing "exactly what they want." Many times just convincing the jobless person that a book is one answer to his/her plight is a major accomplishment in itself.

7. Don't play amateur psychologist and regard the job information center as a "bootstrap" device. In other words, don't take the attitude "if I can get them in the door, they'll see books as the pathway to better things." This is a highly pontifical stand, and may even

cause a patron to take offense that the library is making a "cause" of his/her plight. Give them the service with no strings attached. As in issue 6, the reward will be the creation of a repeat customer—for whatever reason. Leave the attempts at bibliography for library service to hospitals.

8. Don't be surprised if the patron demands, even on a non-verbal level, instant gratification. Socioeconomic status of the patron has little to do with this if it happens. Remember that your client may have been out of work for months, and a visit to the library for some information—any information—may be a last ditch effort. Compare this with the number of the times that the request is made of the reference librarian for a practice examination book for the GED, and the ensuing look of absolute horror on the patron's face after thumbing through Barron's for a few seconds. Take it for what it is—that person's normal, human reaction to the hard reality that nothing comes easy and that the library, like anyplace else, doesn't harbor magic solutions. Don't apologize for something to which the patron might take an initial dislike, if the item is offered in good faith.

9. Use whatever audiovisual aids are at your disposal. Think of your initial contact with a new and potential repeat patron as a teaching experience. Use videotapes of GED preparations, programmed texts, lecture cassettes on interview techniques, job-search seminars presented in the library by other agencies—anything that will make a lasting impression.

10. Perhaps most important of all: Don't, in any way, attempt to duplicate any phase of activity or task performed by the Indiana Employment Services bureau. To do so sets up the library as a satellite employment agency. It is all right to have a bulletin board of employment possibilities or even to allow the Employment Services bureau to set up a table in the lobby once a week to distribute literature, but to provide referrals and input to specific employers, particularly if no jobs currently exist among those employers, is asking for trouble. The idea for setting up a job information project is just that—to provide information, and every piece of literature, promotion, newspaper article, and radio spot generated by the library should emphasize the information providing aspect. After all, the central purpose for any library-centered special project is to attract users or to increase patronage by existing users, and the library does not want to become merely a feeder for another State agency.

Service to the jobless can be highly rewarding and at the same time, depressingly frustrating. But if even only occasionally the librarian receives a smile from one person who reports that the library's material helped to find a job or to improve employment skills or even merely make that person feel more competitive in the job market, it is an effort on the part of the library that is richly rewarded.

Looking for a Better Future: An Educational Opportunities Program

Lois R. Laube
and
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Overview

The germ of the idea for a program concerning students and the process of maneuvering through the college entrance maze was nurtured over a number of years of experience with patrons searching for information to help in planning a return to school, whether it be for graduate work, career change, reentry into the job market, upgrading of skills, or beginning a college degree. It was increasingly, and appallingly, evident to the reference librarians that many of these people were simply drifting into the mass of information available, and would easily lose heart in their search if left to their own devices. And so the idea of sponsoring a program designed to fill this need was formally introduced.

Ample statistical evidence supported the perception that the mature adult returning to school would be a major characteristic of education in the 1980s. Enrollment of students 25 years and older in college increased from 2.4 million in 1970 to 4.5 million in 1980 (+88 percent); by 1990 older students are expected to constitute 47 percent of all college enrollment. Another phenomenon is the increase in the number of women enrolled in college—now over 50 percent, as compared to male enrollment which declined 10 percent from 1970-1981. In the general area of adult education, the greatest growth is in the 25-34 age range, with 56 percent of all adult edu-

cation participants being women. Students most often cite job-related reasons as the purpose for taking an adult education course; about half of those enrolled in vocational education are enrolled in occupationally specific programs. Students, however, face the hard facts of declining federal sudent aid and decreasing state support for higher education while also trying to cope with rising costs (tuition and fees) that have increased over 20 percent since 1970 as compared to an increase of only about 6 percent from 1965-1970. In the face of such statistics, the proposed library program would strive to address the concerns of the growing number of older students (particularly women) seeking further education for job-related reasons and coping with an increasing financial burden because of their return to the formal education process.

Program Planning

Initially, the program was to center around a "college fair" arrangement, with representatives from area schools available for individual consultation. However, it was determined from the beginning that further investigative groundwork would be necessary before finalizing the content and schedule of the workshop. In October 1982 the three committee members assigned to this project began researching the available resources and the community needs in this area. After calling numerous high schools and colleges, they discovered that this type of information was readily accessible to high school students; however, adults had a much harder time finding information, particularly on college admissions and financial aid. Therefore, the goal of the program was amended to provide specific information for the adult who is returning to school for post-high school education, either for academic or technical vocational training.

By early January 1983, a specific list of potential topics was compiled, which included such areas as choosing a program of study, coping skills, types of financial aid available, how to fill out an application form, and study skills. These topics were gleaned by committee members from reading books and articles on the subject, as well as from reference desk experience with these prospective students. Since the anticipated audience for this program was the mature female adult, the committee members were also particularly sensitive about structuring the day to allay fears in going back to school and attending such a program in an inner city large library. Further, they believed it would be prudent to seek the advice of field professionals in order to prepare a program of useful, yet nonthreating suggestions. With this in mind, the committee members contacted the financial aid office of Indiana Vocational Technical College (Ivy Tech) and the counseling office of the Continuing Education Center for Women, IUPUI. A representative from each school attended a

meeting in May 1983 with the committee to discuss subjects, atmosphere, and format of the program. Both responded enthusiastically to the idea of the workshop and offered to participate in the program and to help in locating "personal experience" speakers. The school representatives were also instrumental in selecting a date for the program based upon their knowledge of application deadlines and availablility of current forms for the academic year.

Publicity

Information on the program was distributed to all branches of the Indianapolis-Marion County Public Library system, and notices were placed in the library newsletter *Reading in Indianapolis*. Flyers were also sent to CIALSA libraries and community centers. Announcements about the program appeared in the local newspaper and on cable television. Through the good offices of the Continuing Education Center for Women of IUPUI, the workshop was listed in the fall *Continuing Education Bulletin*. The latter proved to be the single largest source of registration for the program, although cable television and library flyers were effective. Other sources of program information included friends, counselors, Free University, a drug center, and a YWCA workshop.

The Program

The program began with the counselors from the Continuing Education Center for Women emphasizing the preliminary decision to return to school, the fears associated with that decision, and coping skills needed after admission (see table 1). To complement these talks, a panel of people who had successfully returned to school from a variety of life situations was scheduled early in the day to personalize the information and give heart to those attending. The panel members provided the audience with "true stories" of decisionmaking, problems, and final success. They included a widow with children, a divorced man with children, and a divorced woman with 7 children who began her quest for higher education from a high school diploma level and who had been featured in a newspaper article. The speaker on financial aids from Ivy Tech was excellent and, as expected, her talk generated the most questions. Her rapport with this type of audience was essential since she was describing very complex and detailed information on procedures, forms, and policies of financial aid. Following her talk, substantial time for questions was provided, and necessary!

Scholarships from private sources is one area of financial aid requiring highly motivated people willing to do extensive research. In the process of doing the groundwork for the program, committee members discovered that most financial aid officers have not acquired

expertise in this area because of the specialized research techniques necessary to identify these sources and because the goals and statements required on these forms differ radically from school and government aid forms. Because these clients are usually referred to the library, the committee decided that a special presentation given by librarians on private sources of scholarships would fill this gap. This portion of the workshop revolved around a role play of a sample reference interview which illustrated how to use the materials, how to fill out an application, and how to write a letter requesting information. Points were highlighted by colored transparencies of examples of forms and letters. Materials mentioned were available during the day for examination by the audience.

A representative from a local bank also was present to discuss aid in the form of regular loans. She stressed the limitations on the amount of money availble for this purpose and discussed the criteria for consideration for such a loan and the forms involved.

The final portion of the formal program included two speakers on the topic "coping with school life after acceptance." This segment could easily have been deleted since it duplicated much information presented earlier in the day, particularly from the morning panel and the talk on the decision to return to school.

At the close of the program, 12 representatives from area schools were available to discuss their colleges with the prospective students. The school representatives all agreed without hesitation to come and commented favorably about the program, including the request that we repeat it. The Women's External Degree Program counselor from Saint Mary-of-the-Woods College wrote a note later saying she had had several follow-up inquiries from people attending the program.

Conclusion

The greatest disappointment of the day was reflected in the percentage of those registered who actually attended. About one-half of the 135 registrants attended the workshop (see table 2). Since initial publicity for the program appeared well in advance (August) of the scheduled date of the workshop, and continued through September, the committee was puzzled about the relatively low turnout as opposed to the high registration. Two-thirds of the total registrants were registered during August through October; a lack of lead time did not seem to be a factor. Situations which might have affected attendance included lack of child care facilities, lunch costs, uncertain weather of November, and fear of travelling to the downtown area. Some of these concerns were actually voiced by members of the audience. Publicity also did not emphasize strongly enough that this program was intended for the mature adult student,

not the 22-year-old going right from college to graduate school, and thus fairly knowledgeable about college life and financial aid opportunities.

About 6 months after the program, post-evaluation forms were mailed to the 60 persons who attended (see table 3). As of this writing, only 15 have been returned. One-half of those responding indicated the information learned at the program had been used; others commented on their intent to use this information in the future. Financial aid topics of the greatest help were those on federal aid forms and scholarship sources. The majority of respondents indicated that they had talked to the school representatives present and one mentioned that the personal experience panel was a morale booster.

The committee believed that the program was a success and well-worth the extensive preparation time. With the surge in adult education on all levels (GED, basic college, mid-life career changes, extra graduate degrees), the need for information about school for adults and how to finance it will remain with us for a long time.

SOURCES

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Standard Education Almanac, 1983-84 (16th Ed.), Marquis Who's Who, Inc. Chicago, 1983.

U. S. Bureau of the Census, *Statistical Abstract of the United States 1982-83*, Washington, D. C., 1982.

U. S. National Center for Education Statistics, *Projections of Education Statistics to 1990-91*, Washington, D. C., 1982.

TABLE 1

GOING BACK TO SCHOOL AGENDA

9:00 - 9:30	Registration
9:30 - 10:00	Decision to return to school
10:00 - 10:30	Some personal experiences of going back to school
10:45 - 11:00	Break
11:00 - 11:40	Financial aid made simple -Philosophy

	-Types of financial aid -Application instructions -Validation
11:40 - 12:00	Bank loans
12:00 - 1:00	Lunch - on your own (maps available)
1:00 - 1:45	Where else to search for scholarship aid -Sources of information -Sample search
1:45 - 2:15	Coping with school life after acceptance
2:15 - 2:30	Questions
2:30 - 4:30	Library tours Representatives from local schools

TABLE 2

STATISTICAL ANALYSIS

Registration: 135

Attended: 60 (44%)

Age level:			
	all registered	20-30	43%
		31-40	40%
		41-50	17%
	attended:	20-30	54%
		31-40	24%
		41-50	22%
Interests:			
	all registered:	vocational	15%
		academic	50%
		not sure	30%
		both	5%
	attended:	vocational	17%
		academic	56%
		not sure	21%
		both	6%

TABLE 3

PLEASE HELP US!

On November 12, 1983 you attended the library program, Going back to school. Could you please take a few minutes to complete the following questionnaire to help us evaluate the program? We would appreciate it very much.

Did you use any of the information you learned at the program for your search for financial aid? yes_____ no_____
If so, what?
Bank loans_____
Federal aid form tips_____
Scholarship sources_____
Other_____

Did you use any of the books mentioned at the program (or found on the booklist)?
If so, which ones?_____

Did you find information at
Central Library_____
Branch Library_____

What was the most helpful resource?

Were you successful in your search for financial aid? yes___ no___

Did you talk to any of the school representatives at the program?
yes_____ no_____

Do you think a half day program would be just as effective and more convenient? yes_____ no_____

Thank you. Please mail in the enclosed envelope or return to any branch of the Indianapolis-Marion County Public Library. Thank you for your time.

Social Sciences Division
Indianapolis-Marion County Public Library

The Library and the Local Economy: La Porte County Public Library

Judy Hamilton Averitt
LaPorte County Public Library
LaPorte

With the closing of two major manufacturers in La Porte, Allis Chalmers and American Home Foods, La Porte's unemployment level soared to more than 22 percent in late 1982 and 1983.

The library's cramped quarters prevented the library staff from holding informational sessions such as job-hunting or resume writing workshops. Instead, staff members focused upon the acquisition of helpful and useful materials on finding or changing jobs, writing resumes, practicing for educational or employment tests, choosing alternative careers, or seeking more education. Then we sought out organizations and employers who could help us connect the information available with the people who needed it.

The staff developed "Job Hunting? We Can Help!" as a representative sampling of materials. We distributed copies to Purdue—North Central Campus (where the bibliography was used in a job skills development course), the local office of the Indiana Employment Security Division, the Chamber of Commerce, the public schools, and the personnel directors of all major local employers.

One employer met the conditions of a recent labor contract with our assistance. "The terms of the contract require my plant to provide . . . job counseling and career guidance to certain employees who become unemployed. The sources and references provided by you and your staff are most appreciated."

The Jobs Information Center was established in the main reading room, and all relevant materials were housed there. A bulletin board at the main entrance announced the information and materials available and featured the daily "Help Wanted" sections from both local newspapers.

The superintendent of the public schools was especially supportive of this effort: "With the recent upturn in employment, more jobs are available but the filling of those openings, both from an employee and from an employer standpoint, takes a 'match' . . . . The resources available through the La Porte County Public Library . . . are valuable tools for consummating the 'match.' "

The Chamber of Commerce commented on our service: "The library staff strives to provide meaningful information and/or assistance to people seeking jobs and career information."

Most rewarding to library staff members have been the letters from job seekers who benefited from our services. "Six months ago I was permanently laid off from my job of nine-plus years. While at times this has been very depressing, it has also turned out to be a blessing in disguise. The "blessing" — I have discovered the library . . . . The services available are outstanding whether you are merely seeking entertainment or are researching methods for a successful job search." This letter points out that this library is not only a resource for job-related information but also a source of entertainment and information for all the citizens of this community.

The economic situation faced by many La Porteans prompted them to use the library's materials for "how-to-do-it" manuals, low-cost home repairs, stretching available dollars, etc. As a result the circulation for the library system increased by 9.5 percent in 1983 over 1982, and 14.5 percent in 1984 over 1983.

It is our opinion that the library's efforts to aid the unemployed were successful. And that our efforts to aid the community in difficult economic times will continue to have a positive effect on our community and its citizens.

Jobs, Careers, Occupations - MPL assists the local community

Beth Ann Kroehler
Muncie Public Library
Muncie

Getting That Job! People are always looking for that first job, different job, new job, and Muncie Public Library has tried to help ease this process.

In 1981 Muncie Public received the first American Library Association John Sessions Memorial Award for its efforts in providing service to labor. This included participating in Project MUNCIE, Muncie UNemployment Community Information Effort, during 1980. Project MUNCIE was established to provide a central location for disseminating information to the unemployed. The program was set up on a walk-in/telephone basis staffed by volunteers under the direction of a steering committee and the mayor of Muncie. The steering committee consisted of representatives from business, labor, and government. The program was discontinued in late 1980. In connection with Project MUNCIE, the public library sponsored a community forum, "Coping with Unemployment in Muncie." It provided an opportunity for people to obtain answers from a factory manager, economist, mental health counselor, and a representative of labor. The Extension Department experimented with bookmobile stops at two local factories, Westinghouse and Chevrolet. Though these stops had consistent patrons, volume was not enough to continue service in this manner.

The Audio-Visual Center established a public viewing area and purchased video tapes on job information. The Center asked staff members and enrollees in job training programs to preview these tapes, always asking whether they were relevant to the job situation in Muncie. This project was aimed at the adult job-seeker or career-changer. High school students already had access to school resources. Now, the Center has video tapes in the areas of job hunting, career

decisions, interviews, employment tests, etc.

In 1982 Muncie Public tested a computerized career information service called TEDS (Training and Educational Data Service). This service provided eight files containing information on occupations in both national and state areas, job training, financial aid, and military careers. Participating libraries used a computer terminal and printer with a telephone coupler to access the files. Demonstrations were presented to staff members of local job training programs. This enabled community members to become familiar with TEDS for information and referral purposes. TEDS did not, however, locate specific job openings. At the end of the trial run, the library staff decided to discontinue TEDS due to a lack of use, in proportion to its costs.

TEDS was brought back to Muncie Public on a trial basis in June 1984. Funding came from LSCA through a grant to the Indiana Cooperative Library Services Authority. TEDS service has now been expanded to include ten files: occupations, both national and state; two and four year colleges; graduate degree programs; state job training programs taking less than two years to complete; financial aid; military careers; and a state human service agency file. TEDS at the present time still does not provide specific job listings.

The occupation files can be accessed by directly calling up a specific occupation on the computer. A questionnaire can also be filled out by the patron to add or subtract interests and conditions desired in the occupation. The computer will print out the occupations that match these particulars. The various school files are matched by certain patron criteria or by specific schools being considered. With reference to financial aid, certain specifics or direct sources of aid are suggested for patrons to explore. The military file gives brief job descriptions of some military careers, including the length of training by specific service and suggested civilian titles for comparison. Specific areas of needs and/or specific areas of human coping abilities are matched to the agencies meeting these human services needs.

Demonstrations were presented to area business people; to date —Ball Hospital, Indiana State Employment Service, Westinghouse Electric, Big Brothers-Big Sisters, Human Rights Commission, and Goodwill Industries. Individuals wishing to use this service must call the library for an appointment. In December the library evaluated TEDS and decided to continue the program.

Individuals on our professional staff are also available to talk to area groups about specific collections and/or available sources at the library.

Publicity for all library programs has included speaking engagements, newspaper articles, radio station announcements, and our parking lot sign. All have been successful in varying degrees to in-

crease patron awareness and use of programs and services.

The library maintains a career file containing brochures and booklets supplied by associations and businesses. *Chronicle Career Index* and Goodman's *Current Career and Occupational Literature* are excellent sources to obtain the addresses for free and inexpensive materials. Subjects covered in the file range from accounting and agriculture to zoological careers, literally from A to Z. The file contains information on careers that do not require an academic background as well as those which are academically oriented. Information is also maintained on college and career choices, financial aid, job hunting techniques, etc. Muncie Public subscribes to several series of career brochures from the Institute for Research; Chronicle Guidance; and Career's, Inc.

Easily accessible to the patron is our catalog collection of college and technical/trade schools. The collection includes current catalogs of Indiana schools as well as other major schools in the United States. The library also subscribes to the VGM Career Horizons series published by the National Textbook Company.

Muncie Public distributes a free monthly *Business and Technical Newsletter* to area businesses and other interested individuals. It provides brief annotations to newly acquired books in the business and technical areas. Some current books listed are *Managing for Excellence*, *Making Money*, *Paycalc: How to Create Customized Payroll Spreadsheets*, and *Moving Up! Women and Leadership.*

Special brochures are prepared periodically for distribution to the public. Recent publications included information about TEDS and *Getting That Job!* The latter lists books and video tapes available on job hunting, resumes, and interviews.

The library is organized with business and technical books in one section, all career and job related materials are centrally located.

Some of our more popularly used books include the Arco test series books, especially those for *Post Office Clerk-Carrier* and *Practice for the Armed Forces Test*; GED practice test books; *Places Rated Almanac; The Greater Chicago Job Bank; The American Almanac of Jobs and Salaries;* and *The National Job-Finding Guide.*

Muncie Public is a selective United States government depository. Material from this also is used to aid the job seeker. Most often the material used is from the United States Department of Labor, such as the Exploring Careers series, Guidebook series, *Occupational Outlook Quarterly* magazine, *Occupational Outlook Handbook*, and *Dictionary of Occupational Titles.*

A patron's particular needs determine whether TEDS, the career file, video tapes, and/or books are utilized.

Muncie Public is constantly evaluating, changing, and exploring new ways to meet the job information needs of Muncie and its citizens.

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