ABSTRACT

A deposit collection of library materials in a familiar place may be the only way disadvantaged adults will learn that the public library has something for them. Many libraries have used deposit collections successfully in serving this group by placing them in classrooms, in bookmobiles, in crossroads stores, in private homes, in clinic waiting rooms and other agencies. The library staff members who prepare deposit collections must know the needs and interests of the people they are serving. Each collection should be tailored to the location in which it is placed, suiting the needs of those who will encounter it there. Steps in creating deposit collections include determining appropriate locations within the community, obtaining the proprietors' cooperation, compiling and displaying the collection, and collection maintenance. Depending on the type of deposit collection and its location, costs can vary from about $5 to $50 per collection. This pamphlet on building deposit collections, one of a series of guides for library services to disadvantaged adults, includes, as resource materials, a professional reading list, libraries to visit, and a list of topics of interest to disadvantaged adults. (Author/SL)
ROTATING OR DEPOSIT

COLLECTIONS OF

SPECIAL MATERIALS

FOR

DISADVANTAGED ADULTS
ROTATING OR DEPOSIT COLLECTIONS OF SPECIAL MATERIALS
FOR
DISADVANTAGED ADULTS
by
Beverly Rawles

Appalachian Adult Education Center
Bureau of Research and Development
Morehead State University
Morehead, Kentucky

January, 1974
# Definition of Terms

- Who Prepares Deposit Collections?
- Why Provide Deposit Collections?
- Where Do You Put a Deposit Collection?
- When are Deposit Collections Provided?
- What are the Benefits of Deposit Collections?
- What are the Problems of Deposit Collections?

## How Do You Do It?

1. **Step 1. Determine Where You Should Put Deposit Collections**
   - Urban Area
   - Rural Area

2. **Step 2. Get Permission and Agreements from Proprietors and Contact Persons in Agencies**

3. **Step 3. Assemble the Deposit Collections**

4. **Step 4. Deliver Materials and Set up Deposit Collections**

5. **Step 5. Maintenance of Deposit Collections**

# How Much Does It Cost?
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| Where To Go To Visit            | 10 |
| What Can You Try?               | 11 |
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## DEPOSIT COLLECTIONS OF LIBRARY MATERIALS

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<th>DEFINITION OF TERMS</th>
<th><strong>Coping Skills</strong></th>
<th>ability to use one's knowledge to act constructively in his own behalf.</th>
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<tbody>
<tr>
<td><strong>Deposit Collection</strong></td>
<td>small group of books, pamphlets, records, pictures, tapes, games, magazines and newspapers placed in business establishments, school rooms, waiting rooms, correctional institutions, hospitals or other places to provide information and recreation to special groups.</td>
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<tr>
<td><strong>Disadvantaged Adults</strong></td>
<td>a person 16 years of age or over who has not had the opportunity to attain economic and educational levels which permit him to cope with his environment; those with less than a high school education and/or whose family income is below the poverty level.</td>
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### WHO PREPARES DEPOSIT COLLECTIONS?

The library staff members who prepare deposit collections must know the needs and interests of the disadvantaged adults they are serving. One way to determine what is needed is to take a copy of the AAEC's Life Coping Skills Categories with you when you go into the community and check off the categories of importance as you discuss permission to place the collections with proprietors and agencies. If the collection is to be placed in the lunchroom of a factory, it should be designed for the people who work there, just as one to be placed in an adult basic education classroom must contain materials especially selected for this group.

### WHY PROVIDE DEPOSIT COLLECTIONS?

Deposit collections may be the only way the library can reach some of the disadvantaged adults in the community. They do not go to libraries; they don't have much leisure time in the press of adult responsibilities; and they don't know what the library can do for them. The public library must go to the disadvantaged adults where they live, work, and congregate.
**DEPOSIT COLLECTIONS OF LIBRARY MATERIALS**

**WHERE DO YOU PUT A DEPOSIT COLLECTION?**

The library must explore the neighborhoods where disadvantaged adults live to find out:

- the characteristics of the people to be served—such as age, income level, sex, and race or national origin.
- the availability of adult basic education classes and other programs in the neighborhood which may need deposit collections to support their programs.
- the businesses located in the area such as stores; the places where disadvantaged adults work; plus recreation centers, churches, laundromats, learning centers, community centers, hospitals, correctional facilities, or private homes.

From this list of potential locations, you will eventually choose the ones where you will put your deposit collections.

**WHEN ARE DEPOSIT COLLECTIONS PROVIDED?**

After the library has decided where deposit collections might be placed and the best places to put them, contacts must be made with the agencies, organizations and businesses to obtain permission and make arrangements to install the collections. Some proprietors and agency representatives are reluctant to accept the collection for fear of being held responsible or becoming involved in record keeping. All arrangements and agreements must be made before the deposit collection can be placed.

**WHAT ARE THE BENEFITS OF DEPOSIT COLLECTIONS?**

The deposit collection can provide a source of information to disadvantaged adults that they will get no other way. It may be their first introduction to the public library and to material that is of interest to them and at a level they can read. The users find out that the library does have something for them, that it is free, and that they don't have to go out of their own neighborhood to use it. Some users of deposit collection will become users of branch and main libraries.

Most libraries reporting on their experiences with deposit collections have had very positive results. Some have failed to persuade proprietors and correctional institution staffs to accept the collections; others have had materials disappear or equipment damaged, but these seem to be isolated incidents. Generally, the collections have been accepted with enthusiasm and used heavily. Losses have not been significant since many deposit collections are made up of paperback books and inexpensive pamphlets. The material does wear out but it is seldom stolen.

**WHAT ARE THE PROBLEMS OF DEPOSIT COLLECTIONS?**

Some users of deposit collection will become users of branch and main libraries.
### DEPOSIT COLLECTIONS OF LIBRARY MATERIALS

Some librarians do not favor deposit collections because they feel the users will think there is no more to the public library than the deposit collection. This impression can be corrected through publicity: a sign attached to the display, leaflets left with the display, newspaper announcements, word of mouth, and offers of tours of library facilities. Some seemingly obvious places, like grocery stores, may not work in your community because the adults have other concerns when they go there.

Deposit collections of library materials are very important to the programs of adult learning centers, Community Action Centers, correctional institutions, hospitals, and adult basic education classes. The materials are used to enrich the curriculum, provide information on jobs, medical and social security applications, and legal problems. Other deposit collections containing small dictionaries, almanacs, the Bible, sports stories, and magazines located in stores, barber shops, laundromats, and churches provide an important informational and recreational service to disadvantaged adults. There are five major steps in establishing deposit collections:

<table>
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<tr>
<th>Step 1. Determine Where You Should Put Deposit Collections</th>
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<tr>
<td>Step 2. Get Permission and Agreements from Proprietors and Contact Persons in Agencies</td>
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</table>

#### URBAN AREA

If you are located in an urban area or a town, go to the neighborhoods where disadvantaged adults live and find out what businesses and agencies are there. Make a list of the types and their addresses; include churches and schools. Find out who the proprietors or contact persons are.

Based on your resources and local constraints, decide:

- how many deposit collections you can afford
- what kinds of materials will be needed by coping skill area (use the AAEC Life Coping Skills Categories and match the categories to the needs of disadvantaged adults in your community)

- Decide where you will try to place the collections. Since you will probably not be able to place as many collections...
as you would like, choose the best places for serving disadvantaged adults.

1. Lunchrooms in the places where they work

2. Homerooms of the children of disadvantaged adults where home kits might be placed to be taken home.

3. Classrooms and learning centers of adult basic education students.


5. Correctional institutions, nursing homes, hospitals, and clinics

6. Housing projects for low income families

7. Grocery stores, barber and beauty shops, laundromats

8. Churches, recreation centers.

RUR II ARE. 1. If you serve a rural area, you will need to know where the disadvantaged adults go for shopping needs, medical attention and other services, and what schools and places of employment are in the area. If you have bookmobile service, you can place special book deposits and home kits on it to provide service with pamphlets and paperbacks on topics of interest to rural families: crops, nearby job opportunities, child care, health and sanitation, home repair and maintenance, and stories for preschool children which the parents can read to them.

Based on your resources and local constraints:

- Decide what you can afford to provide as deposit collections
- Determine what kinds of materials will be needed by coping skills categories for the people you will be serving. What crops are grown in the area? Check with county extension agents to find out what pamphlets on raising particular kinds of crops may be useful to farmers raising them.
- Decide where you will try to place deposit collections

1. Homerooms of children of disadvantaged adults who can take the materials home

2. Grocery stores, barber shops, pool halls

3. Churches and other places disadvantaged adults meet
**DEPOSIT COLLECTIONS OF LIBRARY MATERIALS**

<table>
<thead>
<tr>
<th>Step 1. Obtain permission and agreements from proprietors and agency personnel with your plans for deposit collections by:</th>
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</thead>
<tbody>
<tr>
<td>1. Explaining the purpose of the deposit collection as an extension of the public library in its attempts to provide information to people who cannot afford to buy it for themselves.</td>
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<tr>
<td>2. Describing what the deposit collection will consist of in terms of recreational reading such as sports, quick reference such as dictionaries and almanacs, magazines, pamphlets on jobs, social security, drugs, family planning, or other topics.</td>
</tr>
<tr>
<td>3. Explaining that the responsibility for the collection is the library’s and not that of the proprietor or agency. Let them know whether the material can be borrowed or is to be used on site, and what plans the library has for maintaining the deposit collection.</td>
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<tr>
<th>Step 2. Assemble the Deposit Collections.</th>
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<tr>
<td>You will build deposit collections based on the needs and interests of the disadvantaged adults who will use them. You have determined this from:</td>
</tr>
<tr>
<td>1. Your knowledge of the community</td>
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<tr>
<td>2. Your conversations with the potential users</td>
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<tr>
<td>3. Your conversations with proprietors, employers and other social agency personnel where you will place the collections</td>
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</table>

You have decided on exactly where you will place the collections based on:

1. The willingness of agencies and businesses to accept the collections

2. The approximate number of disadvantaged adults who congregate in that particular location

3. The resources you have available for deposit collection

Finally, you will select the materials for the deposit collections based on:
• Interests and needs of the disadvantaged adults to be served. Choose what they want to read.

• Amount of space available for the collection. You may have space for only one rack or small bookcase. If you are planning to give away pamphlets or leaflets, you will want to have them available in many copies.

• What racks or bookcases are available for displaying the materials. Classrooms may be able to provide a bookcase but the library may be expected to provide racks for deposit collections in businesses or other agencies. This cost must be considered before the locations for deposits are decided.

Step 4. Deliver Materials and Set Up Deposit Collections.

You have selected the materials for each deposit and have decided where they will be located. Now you will need to acquire the racks or bookcases for displaying the material if there is no furniture for this purpose at the location.

Some steps to follow are:

1. Assemble the materials in one place and label each collection with the name and address of the location to which it is going.

2. Collect the racks or bookcases for transporting to the sites.

3. Acquire boxes for shipment of materials. For deposit collections, used packing boxes are sufficient. If the library doesn’t have any, grocery stores may be willing to provide some. For home kits, small boxes are needed.

   Boxes can be ordered from office suppliers, or shoe boxes might be acquired from shoe stores. Prices of boxes vary with the quantity ordered. See the examples on the following page:
Perfect, low-cost mailing protection for books, catalogs, magazines, photos, maps, gifts, samples, etc. Speeds mailing process from packing to delivery. Smallest mailer holds more than one inch of 8½ x 11" sheets.

<table>
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<tr>
<th>MODEL</th>
<th>DIMENSIONS</th>
<th>QUANTITY PRICE</th>
<th>SHIPG. WT.</th>
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<tr>
<td></td>
<td>Width x Height in inches</td>
<td>100</td>
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<td>F3120</td>
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<td>F3220</td>
<td>8½ x 2½ x 1½&quot;</td>
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<td>$19.50C</td>
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<tr>
<td>F3250</td>
<td>8½ x 2¼ x 1¼&quot;</td>
<td>$20.50C</td>
<td>$19.50C</td>
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<tr>
<td>F3260</td>
<td>9½ x 2½ x 1½&quot;</td>
<td>$22.50C</td>
<td>$21.50C</td>
</tr>
<tr>
<td>F3260i</td>
<td>11½ x 2¼ x 1½&quot;</td>
<td>$22.50C</td>
<td>$21.50C</td>
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Prices per 100, mailers are packed 100 per carton, minimum order 100.
Shipped F.O.B. Minneapolis, California or New Jersey Factory.

Book-Stor
Holds up to 150 books
Gives you a "library" in your office, den, rec room (or college dorm) for little more than the price of a handful of paperbacks. Top, base and shelves are reinforced inside with sturdy 3/16-inch plywood to prevent sagging—even when loaded with textbooks or classics. Outer shell of heavy-test corrugated fiberboard has a handsome walnut woodgrain finish that is hard to tell from the real thing. 24 inches wide, 6½ inches deep. Stands 27 inches tall. Ships flat, sets up quickly. F.O.B. Minneapolis, California or New Jersey factory.

MODEL F1250 Shpg. wt. 6 lbs. $6.95
3 or more $6.50 ea.
DEPOSIT COLLECTIONS OF LIBRARY MATERIALS

1. Transport the materials by station wagon, or truck depending upon the quantity, the size of racks or other equipment. The library staff will have to transport the materials and set up the displays.

Step 5. Maintenance of Deposit Collections.

You cannot install a deposit collection and then forget about it.

The library usually will have to maintain these collections. You should be prepared to do this and you should have reached an understanding on how and when it will be done with your staff before and when you obtain agreements with the proprietors and agencies to place the collections in their businesses.

Some steps to follow in maintenance include:

1. Regularly scheduled visits to check on the condition of the materials. Since paperbacks and pamphlets wear out quickly, you must be sure the worn and lost items are replaced. The display always should be attractive and the materials clean and new. The host of the collection should feel free to call you about needs or problems.

2. Finding out what materials are being used. If you discover that some items are not being used, you should replace them with more popular ones. Also, you will want to ask the users and the proprietors or agency representatives what other topics they think would be of interest and then choose new materials based on these suggestions.

3. Removing out-of-date newspapers and magazines. An up-to-date deposit collection shows that the library is seriously interested in providing this service. Also, the attractiveness of the materials appeals to the users and to proprietors who do not want their places of business cluttered with shabby, worn-out newspapers and paperbacks.

4. Providing instructions for borrowing material such as a leaflet, with directions to sign a card and leave it on the rack or bookcase, and where to return the material. Some libraries encourage returning of material at a branch library and, in this way, introduce the user to the branch.

5. You may decide not to keep formal circulation data but rather let your users return a book when they take another.

Costs of Deposit Collections

Costs depend upon the type of deposit collection used:
1. Classroom deposits generally these collections are made up of books, pamphlets, magazines, newspapers, records, games, films and filmstrips from the library's general collections. They are rotated and restocked based on student interests and needs. These collections of special material for disadvantaged adults will be included in the library's budget.

Approximate Cost: about $50 per collection

2. Paperback and pamphlet collections—these collections would be located in laundromats, reading rooms, beauty shops, waiting rooms and other places of business. The materials used for such collections will be worn out through use. The pamphlets probably will be given away. Most of this material will be free or inexpensive.

Approximate Cost: about $15 per collection

3. Small collections or home kits—home kits will include easy reading paperbacks and pamphlets for disadvantaged adults and some story books for pre-school children. The home kit should have family appeal and should contain leisure reading for adults and children plus pamphlets on daily life problems such as health, family planning, child rearing, nutrition, and budgeting.

Home kits can be distributed by bookmobile, from the library or possibly through the home rooms of school students who can take them home to their parents.

Approximate Cost: about $5 per kit

Countless libraries across the country have used deposit collections successfully. The idea is not new; in the 1930's the Works Projects Administration (WPA) provided deposit collections of books and pamphlets in many counties with no information resources. During World War II, the War Information Centers were set up to provide survival information at the county level. The Tennessee Valley Authority's (TVA) educational program provided “book boxes” to construction camps.

Recent efforts of public libraries to provide deposit collections for the use of disadvantaged adults include the following which have worked well:

Brooklyn Public Library

The now famous “3-B's” project placed deposits in bars, barbershops and beauty parlors in disadvantaged neighborhoods. The collections of paperback reference books were placed in popular neighborhood locations. The material was to be
DEPOSIT COLLECTIONS OF LIBRARY MATERIALS

Chicago Public Library

The Special Extension Service of the Chicago Public Library for the past five years has been serving disadvantaged persons by placing deposit collections in agencies working with the disadvantaged, in classrooms, and youth centers. In all, the library provides services to 485 groups and organizations with whom it has written agreements covering the handling and maintenance of the materials. The library offers training to the staff of the agencies on how to provide library services to their clients.

Enoch Pratt Free Library, Baltimore

Deposit collections were set up in Community Action Centers to serve disadvantaged families. The collections were made up of paperbacks, magazines, ready reference materials, and recreational reading. Included in the collections were books on jobs, literacy, and high school equivalency tests. Educational games for children were included. These were circulating collections.

Newark (New Jersey) Public Library

A deposit was placed in a tutoring center in a housing project and instruction provided on the use of books.

Cleveland Public Library

Classroom sets placed in adult basic education classes were very successful. The materials were new and up to date.

Putnam County Adult Learning Center, Hurricane, West Virginia

A rotating collection was placed at the Learning Center. The books were available to take home. The Community Action Program provided its bus to take Learning Center students to the public library.

The use of deposit collections by public libraries has become very popular all over the country. It is helpful to visit a library which has a successful program before you begin your program. Most...
## Deposit Collections of Library Materials

<table>
<thead>
<tr>
<th>WHAT CAN YOU TRY?</th>
<th>WHAT TO READ</th>
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large libraries have such programs. In your state you can find out where to go to visit by calling your state public library agency. They can help you choose a library of similar size and with user groups similar to yours.

You can experiment with deposit collections to see how well they work in your community. In expanding your services to disadvantaged adults, pick a place to try out a deposit collection where disadvantaged adults congregate, such as waiting rooms in health and welfare agencies or low-income-housing projects.

An alternative to a regular deposit collection might be a rotating "teachers collection." For a teacher's collection, the teacher comes to the library and selects books and materials to fit the needs of his or her class. You can help by pointing out special or new materials. The teacher then checks out the materials for as long as they will be needed, takes them to the adult classroom or learning center, and returns them to check out a new selection.

Some magazine articles and books on deposit collections of library materials which may be of interest to you are:


4. Report on Library Service to the Disadvantaged, Chuck-Powell Regional Library Center, Clinton, Tennessee, the library, n.d.
LIFE COPING SKILLS MATERIALS LIST

Categories and Sub-categories
June, 1973

ADVOCACY
  Arrests
  Civil Rights
    Bill of Rights
    Civil Rights Movement
    Legal Rights Under the Law
    General
  Consumer Rights (See Consumer Economics: Consumer Rights)
  Legal Aid

AGING
  Aging Process
    Emotionally
    Mentally
    Physiologically
  Burial Insurance (See Insurance: Burial Insurance)
  Care of the Aged in the Home
  Death
  Funerals
  Nursing Homes and Rest Homes
  Programs, Organizations, and Agencies for the Aging
    Medicare (See Health: Health Cost Medicare)
    Social Security (See Insurance: Social Security)
    Other
Retirement
Activities and Recreation
Benefits
Education
Employment (See also Jobs: Occupational Information)
Housing
Planning
Wills

CHILDREN
Adolescence
Adoption
Babysitting
Birth and Genetic Defects (See Health: Birth and Genetic Defects)
Breast and Bottle Feeding
Child Abuse
Childbirth (See Health: Childbirth, Labor, Midwifery)
Child Development
Child Health Care (See also Health: Disease Information)
(See also Health: How to Select and Obtain Health Services)
Child Rearing
Development of Verbal Skills
Discipline
Drop-Out Prevention
Emotional Problems in Children (See also Health: Mental Health)
(See also Family: Conflict)
(See also Family: Crisis)
Foster Care
Gifted Children
Playing with your Children
Premature Babies
Prenatal Care (See Health: Prenatal Care)
Raising Children Alone
Retarded Children (See also Health: Retardation Prevention
   (See also Health: Prenatal Care)
Selection of Child Care Facilities
Sex Education (See also Family: Sexual Relations)
Success and Failure in School
Teaching Children to Handle Emergencies (See also Family: Safety Planning)

COMMUNITY
Censorship
Citizenship: Naturalization
Citizen's Responsibilities
   Community Organizations (See Community: Organizations, Resources, Services)
   Community Projects
   Jury Duty
   Public Office
   Social Action
   Voting, Vote Buying
Community Hazards
Community Organizations, Resources, and Services
   Child Services
   Churches
   Employment
   Fire
   Legal Aid (See Advocacy: Legal Aid)
   Licensing Bureaus
   Police
   Public Health
   Public Library Services
   Referral Services
   Schools
   Volunteers
   Water
   Welfare, (See also Consumer Economics: Food Stamps)
Dealing with Police
Emergency Services
Disaster Action
Red Cross
Salvation Army
Telephone Hot Lines
Ethnic Centers and Groups
Government: Local; State, National
How to Participate In and Use the Democratic Process
Juvenile Delinquency
Keeping Informed: Media, TV, Radio, Newspapers, Magazines
Military Service
Parliamentary Procedures
Re-entry from Institutions
Corrections
Sanatoria
Veterans
Social Problems of the Community
Busing
Crime
Environment, Ecology (See also Health: Pollution)
Street Safety
Zoning
Street Gangs

CONSUMER ECONOMICS
Advertising
Auctions
Bankruptcy
Banks and Banking
Checking
Savings
Bartering
Buying Guides
Car Buying: New and Used
Comparison Buying: Values in Purchasing

Appliances
Clothing (See also Family: Home Management Care of Clothing)
Drugs
Food
Furnishings and Accessories

Consumer Magazines
Consumer rights: Gypping
Counterfeits
Credit Bureaus
Credit Unions
Discount Store Buying
Farm Equipment Purchases
Food Stamps (See also Community: Community Organizations, Resources, Services, Welfare)
Fraud
Garnishments
Housing Repair and Maintenance (See Housing: Maintenance & Repairs)
Interest Rates
Investing Money
Land Buying and Selling
Loans: Borrowing Money
  Easy Credit
  FHA Loans
  Juice Rackets
  Loan Companies
  Mail Order Loans
Mail Order Catalog Buying
Money Management
  Budgeting
  Charge Accounts
  Credit Cards
  Installment Buying
  Rebates
  Retail Processes
Warranties and Guarantees
EDUCATION
Career Planning (See Jobs: Career Planning)
Educational Institutions
Colleges and Universities
Community Colleges
Vocational and Technical
Finding A Job (See Jobs: Finding a Job)
How to Apply to Educational Institutions
How to Study
How to Take A Test
Locating Information
Self-Education
Education Credit for experience
Educational Loans, Scholarships, and Assistance Programs
Educational Programs for Adults
G.E.D., High School Equivalency Diploma

FAMILY
Brothers and Sisters: Sibling Relationships
Care of the Aged in the Home (See Aging: Care of the Aged in the Home)
Common Law Marriages
Death, Funerals & Wills (See Aging: Death)
    (See Aging: Funerals)
    (See Aging: Wills)
Divorces and Separations
Extended Family: Cousins, Uncles, Grandparents, etc.
Family Conflict (See also Children: Emotional Problems in Children)
Family Crisis
Family Recreation (See Leisure: Recreation, Family)
Handling Close Personal Relationships, i.e. Intimacy
    (See also Relating to Others: Handling Intimacy)
Home Health Care (See Health: Home Health Care)
Home Management
  Budgeting (See Consumer Economics: Money Management Budgeting)
  Care of Clothing
  Decorating
  Food Preparation: Canning, Freezing, Cooking
  Furnishing
  Home Gardening: Flowers and Vegetables
  House Cleaning
  Remodeling (See Housing: Remodeling)

Identifying Strengths and Weaknesses in the Family
In-Laws
Marriage Roles
Safety Planning
Fires
Home Accidents, Poisons, etc.
Tornadoes (See also Community: Emergency Services)

Sexual Relations
Unwed Parents
Working Women (See Jobs: Working Women)

HEALTH
Aging (See Aging: Aging Process)
Alcoholism
Birth & Genetic Defects
Black Lung (See Chronic Disease Respiratory)
Childbirth, Labor, Midwifery
Chronic Diseases
  Arthritis
  Cancer
  Diabetes
  Heart
  Hypertension
  Respiratory
Death (See Aging: Death)
Dental Care
Disease Information (See also Health: Chronic Diseases)
Disease Prevention
   Cancer (See also Health: Smoking)
   Heart Disease
   Immunization, Innoculation
   Respiratory Disease
Drug Abuse
Exercise
Faith Healing
Family Planning
   Abortion
   Birth Control
   Fertilization and Sterility
   Sterilization
First Aid
Generic Drugs and Laws
Handicapped, Mental and Physical
Health Costs
   Doctors
   Hospital
   Medicaid
   Medical Assistance (See Community: Community Organizations, Resources & Services: Welfare
   Medicare
   Private Health Insurance (See Insurance: Health Insurance)
Home Health Care
Home Remedies, Medicinal Herbs
How to Select and Obtain Medical Services
   Dental
   Doctors
   Emergency
Hospitals
Medical Clinics (See also Community: Community Organizations, Resources & Services: Public Health

Mental How to Talk with A Doctor Insect Control Menopause Mental Health (See also Children: Emotional Problems in Children) Nutrition Old Wives’ Tales Patent Medicines: Over the Counter Medicines Personal Hygiene (See also Self: Personal Care and Grooming) Physiology and Anatomy (See also Health: Preserving your Health) Physiology of Lifting Back Problems Hernias Pollution (See also Community: Social Problems of the Community Environment, Ecology) Prenatal Care (See also Children: Premature Babies) Prescriptions Preserving your Health Sight Hearing General Quackery Rehabilitation Retardation Prevention (See also Children: Retarded Children) Sanitation (See also Community: Community Hazards) Smoking Storing Medicine (See Family: Safety Planning) Venereal Diseases Weight Problems Diets Overweight Underweight Weight watching plans What to Expect at the Hospital
HOUSING
Buying and Selling
Decorating (See Family: Home Management Decorating)
Fire Prevention (See also Insurance: Fire Insurance)
(See also Family: Safety Planning)
Furnishings (See Family: Home Management Furnishings)
(See Consumer Economics: Comparison Buying Furniture & Accessories)

Home Building
Maintenance and Repairs
Owner's Liabilities and Responsibilities
Remodeling
Renting
Trailers
Utilities

INSURANCE
Burial Insurance
Disability Insurance
Fire Insurance
Health Insurance
Homeowners Insurance
Life Insurance
Mortgage Insurance
Motor Vehicles Insurance
Private Pension Plans
Renters Insurance
Social Security
Workmen's Compensation (See Jobs: Workmen's Compensation)
JOBS

Agricultural Jobs
  Cooperatives
  Farming
  Land Use
  Sharecropping, Tenant Farming
  Woodland Management
Application Forms
Applying for a Job
Assessing Your Own Skills, Talents, and Interests
Career Planning
Child Care Facilities, Selection of (See Children: Selecting Child Care Facilities)
Civil Service Information
Distinguishing Between Good and Bad Jobs:
  Facilities, Fringe Benefits, Hours, Wages
Employee's Responsibilities
Employer's Responsibilities (See also Advocacy: Civil Rights)
Employment Agencies
Find a Job (See also Jobs: Career Planning)
  (See also Jobs: Occupational Information)
Holding a Job (See also Relating to Others: Getting Along with Others)
Job Discrimination (See also Relating to Others: Dealing with Discrimination)
  (See also Advocacy: Civil Rights)
Job Safety
Losing A Job (See also Jobs: Unemployment)
Occupational Information
Private Pension Plans (See Insurance: Private Pension Plans)
Seasonal Jobs
Social Security (See Insurance: Social Security)
Training and Re-training Programs (See also Education: Educational Institutions)
Unemployment
Unions
Upgrading on the Job (See also Jobs: Holding a Job)
Working Women
Workman's Compensation
LEISURE

Astrology
Cultural Activities: Music, Performing Arts, etc.
Dancing
Fortune Telling
Gambling
Games
Handicrafts
Hobbies
Parks
Playing with your Children (See Children: Playing with Your Children)
Radio (See Leisure: TV-Radio-Movies)
Recreation
   Indoor
   Outdoor: Camping, Fishing, Hunting, Swimming, etc.
Sewing
Sports
TV-Radio-Movies
Using Leisure Time Effectively
Vacations

RELATING TO OTHERS

Communication
   Correct Speech Usage
   Giving Directions
   Listening
   Public Speaking
   Taking Directions
   Use of Telephones
   Writing letters, reports, etc.
Entertaining
Friendship
Getting Along with Others, Interpersonal Relationships
  Accepting Help
  Dealing with Conflict
  Dealing with Criticism
  Dealing with Discrimination
  Dealing with Unwanted Advances
  Fighting Fairly
  Getting Acquainted
  Helping Others
  Meeting People
  Working with Others

Handling Intimacy (See also Family: Handling Close Personal Relationships)
Listening to Others
Love
Manners and Etiquette
Neighbors
Respecting the Ideas and Beliefs of Others
Sexual Relations (See also Family: Sexual Relations)
Sportsmanship
Understanding Others
  Attitudes
  Culture
  Ethnic Background
  Religion

RELOCATION SKILLS
Church
Community Services (See Community: Organizations, Resources, Services)
Employment (See also Jobs: Finding a Job)
Establishing Credit
Food Shopping
Housing
Moving, Expenses, Methods
Neighbors (See Relating to Others: Neighbors)
Schools
SELF

Changing Yourself
Church Affiliation
Decision Making
Describing Feelings
Etiquette (See Relating to Others: Manners & Etiquette)
ESP
Ethnic Studies
Goal Setting, Planning, and Achievement
Living Alone
Meaning of Life
Personal Adjustment
Personal Care and Grooming (See also Health: Personal Hygiene)
Personal Ethics, Values, Morals, Standards
Personal Problem Solving
Self Esteem
Self Evaluation
Self Understanding
Sensitivity to Yourself and Others—How You Come Across
Suicide
Superstition
Understanding What Makes Me the Way I Am: Heredity and Environment
Women's Liberation Movement (See also Jobs: Working Women)

TAXES

Income Tax
City
Federal
State
Local Taxes
Sales Tax
Social Security (See Insurance: Social Security
Unemployment (See Jobs: Unemployment)
Workmen's Compensation (See Jobs: Workmen's Compensation)
TRANSPORTATION

Car Pools
Defensive Driving
Driver's Licenses (See also Community: Organizations, Resources & Services: Licensing Bureaus)
Elevators
Highway Safety
Maps
Overnight Accommodations
Routing
Stations
Types of Transportation: Comparisons, Convenience, Fares, Repairs, General Information
Air
Bicycles
Boats
Buses
Cars
Hitchhiking
Motorcycles
Taxis
Trains
1. The Selection of Special Materials for Disadvantaged Adults

2. The Assessment of Community Information and Service Needs

3. The Effective Use of Pamphlets with Disadvantaged Adults

4. Rotating or Deposit Collections of Special Materials for Disadvantaged Adults

5. Utilizing Volunteers to Expand Library Services to Disadvantaged Adults

6. Book-By-Mail Services: Moving the Library to Disadvantaged Adults

7. Evening and Weekend Hours: Expanding Library Services to Disadvantaged Adults

8. The Library as a Community Information and Referral Center

9. Planning the Expansion of Library Services to Disadvantaged Adults

10. Working with Library Trustees to Expand Library Services to Disadvantaged Adults

11. Reader Guidance Services for Disadvantaged Adults

12. The Recruitment of Disadvantaged Adults: Effective Publicity

13. Conducting Field Trips and Tours to the Library for Groups of Disadvantaged Adults

14. ABE—What is It: Kentucky, Alabama, South Carolina, West Virginia

15. The Relationship of Disadvantage to Library Services

16. In-service Training of Personnel to Serve Disadvantaged Adults

17. Cooperation Between Adult Basic Education and Libraries

18. Book or Human Problems Talks: A Technique for Encouraging Library Materials Usage by Disadvantaged Adults

19. Adult Education in the Library

20. Techniques for Teaching: Teaching the Application of Basic Skills to Everyday Life Problems

21. Bookmobile Services: Moving the Library to Disadvantaged Adults

22. Expanding Library Services to the Elderly

23. Coordinating with College-Level Examination Programs

24. Effectively Displaying Materials to Disadvantaged Adults

25. Audio-Visual Orientations to Libraries for Disadvantaged Adults

26. Expanding Library Services to Mental Institutions

27. Expanding Library Services to Correctional Institutions

28. Interagency Cooperation Between the Library and Agencies that Serve Disadvantaged Adults

29. Utilizing Student Help to Expand Library Services to Disadvantaged Adults

30. High School Equivalency Preparation Programs in the Library

31. Adjusting School Libraries for Adult Student Use: Cooperation with Public Libraries

32. Working with Elected Officials to Expand Library Services to Disadvantaged Adults

33. Speaker's Bureaus for Disadvantaged Adults

34. Public Library Services to Young Disadvantaged Adults

35. Maintaining Separate Collections within the Library for Disadvantaged Adults
EVALUATION OF LIBRARY SERVICE GUIDES

State: ________________________ Library: ________________________ Date: ______

Title of Guide: ______________________________________________________

Your name: ________________________ Position: ________________________

<table>
<thead>
<tr>
<th>FORMAT</th>
<th>OTHER COMMENTS</th>
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<tbody>
<tr>
<td>1. Was the guide easy to use?</td>
<td>yes</td>
</tr>
<tr>
<td>2. Was the print large enough?</td>
<td>yes</td>
</tr>
<tr>
<td>3. Did you like the way it looked?</td>
<td>yes</td>
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<table>
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<tr>
<th>PRESENTATION</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Was the writing style of the guide:</td>
<td></td>
</tr>
<tr>
<td>1. Informational?</td>
<td>yes</td>
</tr>
<tr>
<td>2. Service oriented?</td>
<td>yes</td>
</tr>
<tr>
<td>3. Too technical?</td>
<td>yes</td>
</tr>
<tr>
<td>4. Contain too much jargon?</td>
<td>yes</td>
</tr>
<tr>
<td>5. Easy to read?</td>
<td>yes</td>
</tr>
<tr>
<td>6. Understandable?</td>
<td>yes</td>
</tr>
<tr>
<td>7. Too long?</td>
<td>yes</td>
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<table>
<thead>
<tr>
<th>CONTENT</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Was the information in the guide the information you needed?</td>
<td>yes</td>
</tr>
<tr>
<td>2. Was there enough specific detail about how to do it?</td>
<td>yes</td>
</tr>
<tr>
<td>3. Was there too much detail?</td>
<td>yes</td>
</tr>
<tr>
<td>4. Could you apply the information to your activities?</td>
<td>yes</td>
</tr>
<tr>
<td>5. Could you tell others how to do it after reading the guide?</td>
<td>yes</td>
</tr>
<tr>
<td>6. Were the charts, outlines or questionnaires understandable?</td>
<td>yes</td>
</tr>
</tbody>
</table>

REFERENCES

Were the suggested readings of any use to you? | yes | no
The project presented or reported herein was performed pursuant to a Grant No. OEG-0-73-5341, from the Department of Health, Education, and Welfare, U.S. Office of Education, Bureau of Libraries and Learning Resources. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.