Young Adults and Libraries: Crisis or Challenge?

青少年と図書館: 危機か前進か

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要　　旨

まず，青少年に対する図書館活動の諸問題を論ずる前に，青少年を意味する用語の定義を行なっている。“adolescent”は，図書館活動の分野でよりも，心理学その他の研究部門で，青少年を意味するのに適した用語であり，また，一般的に使用される“teen-ager”は十代前半の low-teen を意味し，17才程度の high-teen は，“teen-ager”と呼ばれることを喜ばない。従って，“young adult”という用語が，最も包括的である。つまり，年令的にも，teen-ager 全体を含むと同時に，“student”以外の青少年をも含みうるという点に於て，最も図書館活動に適した用語である。以上の如く定義された青少年に対する公共図書館活動の意義と問題点について，日本における適用を考慮しつつ，アメリカにおける現状を報告したものである。

アメリカに於て，青少年人口の増加は，近年著しいものがあり，1965年度末までの全人口の約半数が，25才以下の年令層によって占められる。それと同時に，知識の領域の拡大は，史上稀にみるものであり，今日の青少年は学習，教養，娯楽の面でも，多くの問題をかかえている。

更に，社会の急激な変化が，あらゆる意味で青少年に過重な経験を強要し，前世紀の青少年と比較にならない程の人間的均衡と，判断力と，意欲を，今日の青少年は必要とするに至っている。

このような時代に於て，公共図書館は，青少年に対して何をなすべきか。まず，読書の強制でなく，選択の機会を与えること。特に生涯の方針を決定する重要な時期であるために，客観性のある fact を豊富に供給することが重要である。そして，その中からものの価値を見出す機会を与えるべきである。そのためには，図書館資料も〝青少年用〟のラベルを貼って，内容を限定すべきではなく，より融通性のある資料の配置及び取り扱いが望ましい。

また，図書館の専門職員については，児童図書館員が，特殊な専門性を持つと同様，young adults を対象とする図書館員の専門的訓練が必要である。特に，成人図書の中から青少年に適した図書を選択する原則とその方法を専門的知識に加えなければならない。

アメリカに於ては，young adults に対する公共図書館活動は，すでに40年の歴史を持つが，多くの失

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敗もあった。例えば，成人用図書の中に，星印その他で，青少年向きの本を区別した場合，逆に，青少年がそのマークされた図書を避けて，他の成人図書を手にとるとか，或いは，児童室に隣接した青少年室は，全く利用されなかったなど。また，独立した青少年部門が，年とともに無用の長物化した例などもある。

このような失敗から得られた教訓は，独立した部屋や，ぜいたくな環境が必要なのではなく，青少年の要求と，それをみたす資料に関する知識を備えた図書館員の存在が，最も重要であるということであった。

また，公共図書館が，活動の方針決定や，利用者の習性把握について独善的であったのも，重要な欠陥の一つである。つまり，社会学者，心理学者，教育学者など，他の研究分野の専門家たちの見解を，より積極的にとりいれるべきである。

今日，young adults に対する専門図書館員の必要性は，充分に認識されるようになってきた。しかしながら，その要求をみたすことのできる専門家が，量的に教育されているわけではなく，むしろ，不足が痛感されているとすれば，その要求をみたすためには，図書館学校における，この種の専門図書館員養成の長期計画が必要である。と同時に，すべての公共図書館に於て，館員の少くとも一人は，young adults を対象とする活動に専念できるような in-service training と人員の配置が行なわれなければならない。

更に，成人利用者の中で大きな比重を占める young adults が利用する資料の選択の tool が，より多く，より適切に，しかも，頻繁に作られることが必要となる。 (S. W.)

Young adults ranging in age from the early teen years to their early twenties, who are no longer children and yet not mature adults, comprise a sizable and significant segment of society in both Japan and the United States. In both countries the "population explosion" has produced a major social problem which has particular impact on those individuals who happen to be living through their transitional years at this particular time. In both countries the "explosion of knowledge" occurring simultaneously has increased pressures on all types of libraries as we endeavor to supply both more and better materials to meet the needs of this group of readers. Japanese librarians may mistakenly assume that the problem is less acute in the United States because we had more established libraries, suitable and readily available printed materials needing only to be increased in number, and greater economic support for our libraries to meet this demand. However, there are other facets of the problem, more subtle perhaps, but nevertheless ones in which we in the United States have been handicapped and where our Japanese colleagues have advantages. Japan has a heritage of adapting to crowded conditions, the ability to produce books and other materials that are both useful and beautiful at less cost than in our inflated economy, and, most importantly, a deeply imbedded respect for learning and the role of the educator which has come much more recently to our younger culture.

The public and school libraries in Japan differ in some ways from ours but these are largely matters of degree rather than philosophy or function where we have much in common. Certainly we in the United States do not as yet have all the answers to our common problems, and some of our "solutions" would not be such for you. However, in work with young adults we have experimented, wasted resources and energy in futile efforts, discovered clues to an ultimate solution, and along the way, developed some guidelines. If we can share these with you perhaps you in Japan can profit by our mistakes, adapt any of our clues or guidelines that can be transplanted, and even-

tually shorten the road to better solutions for both of us.

Japanese youth have been conspicuous for many years in the audiences of concerts, the theatre and other cultural events, in greater numbers than in our country—though in both countries the audience at sports events is a youthful one. True, the youth of Japan have adopted some of the worst of our western music and dances (if such they can be called) our fashions and fads. But it is also true that our own 13-15 year olds were swept into a wave of hysteria by the innocuous Beatles which our English cousins recently exported to our shores. Though there may be differences in our youth they are minor ones—like those speaking the same language with a slightly different accent. More important are the likenesses, those characteristics which are so universal that they vary little whether the young person is coming into maturity in New York or Nagoya, Hawaii or Hokkaido, Seattle or Sendai. On both sides of the Pacific Ocean the solution to some of our library problems begins with understanding those things which all youth have in common, what factors are unique for our time in history complicating the normal process of becoming an adult in the 1960's, and finally how these are related to the libraries that young people use.

First, the very fact of their greater numbers complicates the situation both for the young people themselves and for libraries. In the last five years the number of 13-18 year olds in this country has increased almost three times as rapidly as the total population; by the end of this year half of the people in the United States will be under 25 years of age—a phenomena unique in our history. As large a group as this cannot be as easily and quietly assimilated into society as the similar age group was in earlier generations. Japan has had more experience than we have had in handling with skill and understanding large numbers of children, and any visitor to your country remembers with delight those groups of children visiting the national shrines, sketching in the out of doors and being a part of every landscape in the country. But these of whom we speak are not children, and when, in the space of three short years, the 12 and 14 year olds of today become 15 and 17, with many of the same physical and intellectual requirements of adults, they have to be recognized and provided for somewhat differently than either the child or the adult in that society. Because of their increased number, the percentage of those that become delinquent increased proportionately but it is still a minority of the total group. Indeed the majority of youth recognizes the tendency of adults to condemn all youth because of the actions and attitudes of the few and, to counteract their undeserved reputation, lead more wholesome and purposeful lives. Librarians have a responsibility to work with social service workers and other adults who are trying to help those in trouble, a minority which in our country amounts to approximately 5%. But our major responsibility, and the role we are best equipped to perform, is to work with that 95% providing them with the best materials and services we can.

Secondly, with the horizons of our knowledge constantly expanding, being a student today is a very different experience than in past generations. When "facts" learned today are exploded as outmoded theories tomorrow, when neither teachers nor libraries can be expected to supply all the answers, and when competition to secure more than a minimal education exerts severe pressures, being a student today requires far more than learning a lesson. Moreover the term "young adults" is more inclusive and not limited to "students" alone. To clarify our use of the term we might comment that we reject the term "adolescent" as being more useful in the laboratory than in the library, recognize that being called a "teen-ager" is acceptable only to those entering their teen years but not appreciated by the more sophisticated 17 year old, and therefore adopt the term which seems to best identify those who, though young, are striving to become adults. There are those in this group who are not in school, those whose education has been interrupted, or ceased due to circumstances beyond their con-

trol, and they too often turn eagerly to the library. There are those with problems of adjustment to a first job, or to unemployment, or to an early marriage for which they were not prepared. Whether a "student" or not, every young adult is an individual with personal ambitions and interests quite unrelated to school assignments, and for these too he should be able to seek his answers and inspiration in our libraries.

The third universal factor is change—both in the life of the individual at this time and the changes in his environment that come so swiftly in our modern world. The physical, emotional and psychological changes that the young adult is experiencing in his own life are not coordinated or timed to provide a smooth transition. So, as is well known, he becomes a "changeling"—wavering between childish and adult attitudes, interests and behavior and often finds his own actions as unpredictable and bewildering to himself as they are to adults around him. Authorities point out that the individual changes as rapidly within two years during this period as he does in ten years later in life. This is not a new factor of course and does not alone account for the intense insecurity of today's youth; what does make his problem different from that of his father's day is the fact that the society to which he is trying to adjust is also constantly changing. To come to maturity within the framework of a stable society was a totally different experience than to adjust to changes in one's self while the socio-economic scene is constantly shifting. The young man of today can anticipate trips to the moon with more accuracy than he can foresee his own future occupation. The world in which the young woman must prepare herself to live will differ sharply from the one her mother knew when she was young. No generation has ever been faced with such insecurity in both their own lives and the future of mankind. Moreover, these young adults are soon to inherit unsolved national and international problems which the adults of today have been unable to solve. If either Nobuo or Bob wears a mask of boldness it may be he does so to bolster his courage. It requires more balance, judgement, desire to succeed, mental agility and optimism to achieve maturity in today's world.

"Probably the most troublesome, though normal, characteristic of the young adult is his rebelliousness. This, too, we have in common as youth in both of our countries release this rebellion in rock throwing, confuse violent action with effective protest, and attack people instead of problems. Perhaps we would understand this one better if we reminded ourselves of the alternative; if he remained the docile, affectionate, but dependent "nice child" he was two years ago would he be able to make the decisions for himself and society that his future will demand? We have pathetic examples of what prolonged dependency does to the development of the individual when we encounter mature adults who cannot make independent decisions in business, social relations or as a citizen—those you describe as being "too long on the back." Apathy in regard to public issues can retard social progress and society needs the passion and energy of youth to attack some of its problems. Certainly, in our own country, at least, some young people have suffered from being given more independence than they could handle and have confused liberty with license. It is of course a matter of degree, but the young adult needs to be allowed to choose his own companions, plan his own future, and to have choices offered in which adults clearly define the alternatives but leave the decision to him.

Speaking to librarians Dr. Samuel Gould commented that we are faced with the

> ". . . practical necessity for dealing with millions of our youth . . . the pressures of numbers that lead us increasingly toward formal supervision because it is less troublesome and more efficient . . . We regularly underestimate their abilities toward self-reliance and judgement-making and then we are upset when they shirk responsibilities after we have persisted in acting for them. We do this out of love and concern, but we do our youth a great disservice. We ignore the fact that a greater portion of

their prejudices . . . is an inheritance from us as adults, who have managed somehow to provide anything but a good example to them. We ignore the fact that they have infinitely greater potential for decision-making and responsibility than they are ever permitted to display . . . They are filled with doubts and questions and fears and hopes. Most of all they are filled with tremendous energy, which is generally frittered away on unimportant matters . . . He must learn to govern himself by ethical and moral standards rather than by adult edict and regulations. His ability to run his own life . . . to be individualistic in his approaches to his own destiny must be encouraged . . . We talk about peace and the need to prepare for peace . . . Peace is more than the absence of war. It is based upon a positive and constructive philosophy, rooted in the deepest convictions that man is indeed his brother's keeper. It starts with the stirrings of the individual conscience . . . We are becoming more and more willing to accept the type of answers only the electronic computers can offer us, but there is serious doubt whether these answers will provide a warless world for ourselves or our descendants."[1)]

In our libraries there are many ways we can encourage youth to develop independence. One of the simplest means we have is to avoid forced feedings of what their elders consider to be the "best books" and instead suggest two or three suitable books and let him make his choice. We can make sure that the rules and regulations with which we surround him in the library are few and necessary, because today's youth demands not just rules but valid reasons for them and will comply more readily if he understands why such a restriction is necessary. Tradition, reluctance to change, or distrust, which penalizes all because of the misuse of materials by a few persons, are not considered valid reasons. Soliciting their opinions about books, through discussions, or by posting and publicizing their recommendations in some way for the benefit of their contemporaries is good for both youth and the library. They need to be involved in community affairs, and participating in a library youth council or committee, which has a voice in developing services and programs for this group, is not only satisfying to them but sound public relations for the library. Most of all, to direct their rebelliousness into positive rather than negative channels, they need to attack real problems and work on things that really matter. When we know our books well enough to give him ones that present great issues and problems of our time to fight for, we give him real giants to slay that demand the boundless energy of youth if they are ever to be conquered.

Finally to really understand—and not merely excuse—the youth of today we need to recognize that these years are the ones in which decisions are made that determine the course of his entire life, choices of the amount and kind of education, of vocation and often of a marriage partner. Though he may conceal it with a show of shallowness, and set up a screen of flippant talk, this is a period of searching for life's purposes. The purpose he chooses, whether selfishly materialistic or socially useful, can determine not only his own destiny but to some degree shape the kind of society in which we all must live. A psychiatrist speaking to parents reminds us:

"The questions, Who am I? Where do I belong? What do I believe in? What can I do? What is my value to others and theirs to me? What are my powers? are all to be answered in this period of life with some degree of finality. It is particularly with the philosophical questions that the adolescent will concern himself; his relation to the universe and to the society in which he lives are of prime concern. The answers are a long time coming and some people never really arrive at them. But adolescence is the period when there is an effort to find them."[2)]

There is also a sense of urgency about their quest since youth does not accept the fact that many of these are questions which will continue to haunt him throughout life. Somehow, as he seeks for maturity, he feels that all adults have the answers and he must find them somewhere now. This is the reason that novels and biographies—adult ones that deal

with the truths and verities of life, and with the interrelations of human beings, in terms that are of interest to and suitable for the immature adult—are of such importance.

In the summer of 1963 more than 4,000 librarians from all types of libraries—college, public, school and special libraries—came to Chicago to concentrate their attention for two and one-half days of serious discussion on "Student Use of Libraries." The keynote address to that conference was given by Dr. Mason W. Gross, President of Rutgers University, who spoke on "Facts, Values and Libraries." He spoke most eloquently to this very point of youth's search for more than facts to guide the direction of his life, and though the words in print may lack the luster of the glittering ballroom in which they were delivered, his sincere concern for the librarian's responsibility to youth must come through even in translation. Perhaps, after reading these brief excerpts, you will understand why the audience rose to their feet with prolonged applause and—college librarians particularly—may want to read the address in its entirety.

> "We teach facts of history and facts of science, facts about man and facts about society ... we teach our students that neglect of fact leads to ignorance, superstition, bigotry and prejudice, as well as failure to ... control ... the hard facts which surround us ... Objectivity is the order of the day ... I wish to make it quite clear that I applaud the advance of objectivity in our contemporary society ... But the subjective elements in experience need as much understanding and control, for it is the proper development of these elements which will determine whether we are human beings or mere brute animals ... The emotions of the student must be involved, his own imagination must be set on fire, and his brute emotions converted into a scale of values.
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> "The teen-ager, the college student, is ripe and ready for the romantic elements of experience, and if he misses them then, his life will be forever impoverished ...
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> "Our great new libraries are models of objectivity and efficiency ... Information and information retrieval are the order of the day. Want to know a fact? We'll get it for you in the split second ... In the libraries you preserve are not only all the objective facts, but also most of the materials which the soul needs to feed on: the poetry, the religion, the drama, the novels, the philosophy. As we are coping with the problems of information retrieval, to satisfy our insatiable appetite for facts, can we also devise a system for value retrieval? ... If we fail in this, we will produce an epoch in civilization in which we will know how to do absolutely anything we want to do, but we won't know why to choose one thing rather than another ...
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> "And so I plead, dear librarians: You are the custodians not only of fact but of value. You have the requisite materials not only for a scientific culture but also for the private nourishment of the human soul. Please help to device methods by which eager young men and women can find the means to interpret to themselves their insistent passions, and thereby discover ways of adding to the beauty and goodness which our world today so desperately needs."[3]

The search for those values, to which Dr. Gross refers, in books written for adults, is the fundamental task of the librarian in this specialized field. Our objective is not the prolonging of adolescence; we do not aim to plant a neat garden of hybrid specimens "suitable for the young" and to surround that garden with a high hedge of restrictions (labels, permits or rules) hoping to confine our readers. This would not only be negative philosophy but, in view of today's freedom of access to all materials, and youth's ingenuity in outwitting unsound taboos, impossible to accomplish. Rather the philosophy of work with young adults is to help each reader to make the transition from children's books to adult reading at the highest level possible for that individual.

We serve as pilots, through the narrows and the shoals, into the sea of adult literature. We do this only until they signal us, or until we sense, that they are quite able to navigate alone. Then we turn back to pick up others,

in need of the same piloting, of which there is always a never ending supply. But to do this we have to know the sea of adult books to which we are taking him, know the buoys and channels through which we are to steer, and know our navigation well. Such piloting is the difference between professional librarianship and mere book dispensing, and since we are steering human beings instead of ships it cannot be done entirely by radar.

School librarians need this competency as much as they need skill in reference work.

College librarians working with increasing numbers of students, many of whom are handicapped by lack of maturity in their reading, need to be skillful pilots. In the public library—where the public includes "teen-agers," "students" from many different schools, and "young adults" who are not currently enrolled in any school—it is highly essential that every member of the staff have at least basic competency in work with young adults. Acquiring this skill may look like a long journey to the beginner who might find encouragement in the Chinese proverb that reminds us that "a journey of a thousand miles begins with a first step."

That first step is ideally a course in a library school which provides both principles and practice in selecting those adult books that have value for young people. In such a course the student learns what constitutes value in a book for young adults; learns not to reject a book because of a sordid incident or evil characters if the overall tone and effect of the book is wholesome and has value; learns not to recommend to the young adult books that exaggerate segments of life, that distort and confuse and contribute nothing to his quest for the meaning of life. He learns to reexamine the classics to discover which ones, in spite of their age, have fresh meaning for today's youth and which do not, learns to select from the flood of books "written for the adolescent" only those that will not run him aground in "teen-age trivia" but have crests of value to float him to deeper water; in short to know why he recommends a specific book —new or old—and prepares to meet both youth's "thirst for experience" and those who would censor youth's reading. At Western Reserve such a course continues through two semesters and includes some of the techniques used to stimulate more mature reading such as book talks, discussion and annotated lists.

School librarians preparing for our secondary schools take this course along with their public library colleagues and the interplay and communication between them, so essential to their cooperation later, begins in the training period. Equal training in meeting the informational needs of the young adult is provided so that facts as well as guidance in reading can be supplied in either school or public library. Supervised field work—practical experience in a library with a professional librarian—with equal time in a school and public library, that has an established program for young adults, is required; regardless of where he is employed each student will have seen "the other side of the coin" in work with young adults. Lowell Martin's comment at the conference on "Student Use of Libraries" already referred to is perhaps pertinent:

> "It is true there is a recurring note of concern about the student using what is called the 'wrong' library, the library not intended for him. As the student sees it, it is the right library if it has what he wants, and I might as well confess to a secret admiration for the resourceful young person who jumps the barriers and gets what he needs. The thrust of our discussion on this point had to do with how to get the student to conform to the institutional pattern. There was much less consideration of how the institution—the library—might adjust to the student."[4]

The improvement of our school libraries, which are inadequate in both quantity and quality to meet the acceleration in education is of primary concern to all librarians in this country as it is in yours and carries a high priority. But let no one be deceived into thinking that good school libraries will lessen

the use of the public and college library by young adults—to the contrary it will accelerate the numbers of our youth who will turn to them for precisely the kind of guidance or piloting we have been discussing. Adequate school libraries, accessible even when school is not in session, may relieve the public library of assuming the artificial role of substituting for the school library, eliminate some of the demands for reference service to students and materials related to the curriculum. But effective school libraries will stimulate more sophisticated students to turn to their community library resources and to encourage young adults to read beyond the years and limits of formal education. Art museums and symphony orchestras are not eliminated in a community because the schools teach art and music; to the contrary, they are better attended and supported where appreciative visitors and audiences are developed by the schools.

Public libraries in the United States are in the most critical period in the history of service to young adults and perhaps, if we sketch some of the causes, that history need not be repeated in Japan. Over forty years ago some of our progressive libraries, recognized the need for and established special service for young adults. By experimenting in many ways, abandoning those that proved unsuccessful, and developing better ones, they made important discoveries about the essentials of effective service. Among those pioneers were larger systems such as New York, Cleveland, and Enoch Pratt in Baltimore and others which were able to share their findings so that Detroit, Pittsburgh, Boston, St. Louis and others could contribute their experience to developing basic principles. It is a mistake, however, to assume that such service was developed only in the larger systems for many smaller libraries, building on these principles, developed excellent programs reduced in size but not quality for their communities; among these were Long Beach and Oakland in California, Newark, N. J., and Lakewood, Ohio.

One of the early experiments was an attempt to provide "guidance," without specialized librarians, by labelling, with stars or diamonds, those books in the adult collection which it was hoped the young adult would choose; it failed miserably since it became an incentive for independent youth to select any book not so labelled, however inappropriate or unpalatable. Extending the children's staff and space to serve them, or developing an intermediate department, was tried repeatedly until it was proven that one essential for young adult service is that it must be physically and psychologically allied to adult service to be accepted and effective with these patrons. Experiments in providing space progressed from alcoves to separate rooms, entire floors, and eventually separate buildings which many librarians, who couldn't afford them, envied those in New York, Indianapolis, Ind., Sacramento, Cal., and others able to provide them. All such separate buildings were later abandoned when they were proven to be not only wasteful but ineffective because they attempted to confine these readers or segregate them from the adult materials and services to which we wanted gradually to introduce them.

Eventually it became crystal clear that the first essential was not separate space or luxurious surroundings but rather librarians who understood these readers and their needs and were familiar with a wide variety of materials to meet those needs. There were as yet few "specialists" in the field so in most libraries the responsibility was delegated to the best qualified person available, and consequently the type of service offered young adults was often shaped by the background of that "librarian." If he had been a teacher or reference librarian there was a tendency to supply only the informational needs of the "student," to give assistance with school assignments and to ignore the fact that he was a potential adult patron or to give any attention to whether he would continue to use the library as an adult reader when formal schooling ended. If the "librarian," on the other hand, was himself a wide and enthusiastic reader, emphasis was placed on helping the young adult become an intelligent, life-long reader

and excellent techniques for doing this were developed. However, if this was done by ignoring the student's need for reference help, failing to maintain close communication with the schools, so that the library might anticipate and prepare for unusual demand, or if cooperative measures were not evolved with the library's reference department, assisting those colleagues to assemble suitable materials and ways of meeting those demands, the library's service to youth was not fully adequate. Either extreme was of course unsatisfactory and only a coordinated service proved to be adequate for these readers and the library.

Today those libraries, the pioneers and those that followed their leadership by developing and improving service to the young adult, are better equipped to meet the current crisis and maintain service. They do have problems because the same staff, space and budget that was adequate ten years ago will not meet the demands of the hordes of young people who turn naturally to them today. But they have also years of experience, some fully qualified specialists on the staff who can help to develop others, carefully selected book collections, and a tradition of service with which to meet their problems. An excellent example of how such libraries continue to evaluate their programs in order to adjust and improve them and, by publishing their findings, encourage other libraries to do the same in their own communities is the report entitled *Students and the Pratt Library*.[5]

Many of our public libraries, unfortunately, ignored the warnings of the sociologists and leaders in their own profession and delayed the development of service to this in-between group. When the first guidelines entitled "The Public Library Plans for the Teen Age" were published in 1948, too many libraries made only feeble or limited gestures toward service, or resorted to substitutes which experimentation long ago had proved were false solutions. When these negative attempts inevitably failed they claimed to have tried "young adult service" and found it inadequate. Even as late as 1956, when the minimum standards for public libraries made it very clear, that until there was "at least one professional staff member" whose major responsibility was developing specific services for this group that library was sub-standard, little effort was made to comply. In 1960, *Young Adult Services in the Public Library* was published as an interpretation, quoting from the original document:

> "It is to be expressly understood... standard in this document applies to all ages and groups, and that a standard is not achieved if its provisions are met for one part of the population but not for another..."

followed by a discussion of staff, space, book collection, budget and other facets of service.[6] The libraries that had delayed too long now made an effort to catch up, but launching emergency programs born in crisis, in spite of their best efforts, often proved inadequate. By now we are faced with a critical shortage of young adult specialists and some frustrated administrators, having lost out in the competitive market, write articles in our journals rationalizing that they don't need to provide service for this group because they "simply treat him as an adult." Like the fox in Aesop's fable they pretend the grapes are sour because they can't reach them.

Many wiser librarians are accepting, quite honestly, two basic facts: that the demand for young adult specialists for the public library will increase and secondly, with the demand for other types of specialization also increasing, we will never have enough qualified people to meet that demand. Solutions to this dilemma are slowly evolving on two levels: interim or emergency procedures to alleviate the critical shortage of personnel and long range plans at least to lessen the difference between supply and demand so that the present crisis may not become chronic. Immediate and temporary answers are the concern of librarians already in the field who are facing the problem daily, while educators in the library schools seek solutions to the long range problem, each group assumes primary responsibility and takes action on their appropriate

level. Both problems, however, must be solved and are so interrelated that ultimate solutions for the profession will not be found unless practicing librarians and library educators understand that relationship and coordinate their efforts.

Public librarians in this country, who wish to avoid wasting their limited resources and energies by repeating the poor substitutes which were found to be false in our pioneering days, are evolving better ways to meet their immediate problems. Lacking a specialist on the staff, a first step is to designate the best qualified member of their staff as acting or temporary young adult librarian. True, mere assignment of a member of the adult staff to devote all or part of his time to service to young adults will not solve the problem unless that person has an enthusiasm for working with this age group, is acceptable to them, and will acquire the knowledge of books and techniques which the job requires. But if this attitude is assumed by the one so appointed and support supplied by the administration, there are ways of acquiring additional knowledge and proficiency while doing the job required in that particular library.

A second step is the acquisition and proper use of books and other materials needed by this large segment of the adult users of the public library. Many aids to the selection of appropriate materials have been developed in this country to help librarians answer the question of "which adult books best meet the needs of the young adult?" Six examples of such aids are listed in the bibliography; all are used not only as buying lists but to help the librarian make better use of the books already on his shelves. Frequently the preface, the criteria, and the arrangement will be more helpful than the bibliography itself as similar aids are developed in Japan. *Book Bait* and *Doors to More Mature Reading*, for example, are not intended to be used by students as plot digests, but by the librarian analyzing adult books for those elements which may be of value to the young adult. Only the most recent of our many aids in the field of science, in which the titles are selected by scientists, is included. *Richer By Asia* may seem superfluous as it is obviously designed to help our young adults gain a better understanding of Asia; it is included, however, to suggest that a similar one done in reverse (entitled perhaps "Winds from the West"?) might be compiled in Japanese. Many librarians find that a small collection of the books suggested in these lists, placed in the adult room where they are readily available, is a time saver for busy librarians and also serves as a "launching pad" for those readers anxious to help themselves.[7]

Workshops and institutes devoted to young adult service, held in various regions as well as on the national level, in-service training courses given by the library for those already on the staff are all helpful.

Long range plans assume that we will not be able to have as many skilled young adult librarians as we need and will therefore have to distribute and make better use of those we do develop. One such person in every prefecture, one on the headquarters staff of every library system would be able to assist librarians through workshops, lists and other aids. It follows that those trained as such specialists in library schools should have not a minimum introduction to the field but courses with sufficient depth to prepare them to take such responsibility, and the ability to share his specialized knowledge with his colleagues. Such courses are not as yet offered in all of our library schools which accounts in part for the shortage of young adult librarians. At Western Reserve the student preparing for young adult work has two-thirds of his work in the basic courses required of all students but one-third of it is in the area of his speciality. A survey course is offered for those not intending to specialize and this introduction is required of all who intend to work in public libraries.

Each year of procrastination in providing adequate library service for our young adults does irreparable harm both to our own profession and to society. As librarians we are eager to attract able young men and women to our pro-

fession; yet as long as we continue to give only tolerant minimal service to readers who are in the years when vocational decisions are made we may be stifling recruitment at its source. There is evidence of a relationship between service to youth in our libraries and recruitment to the profession. Repeatedly those applying for admission to library schools give as their reasons for choosing this profession not a brochure or book they read, certainly not high salaries, but the inspiration gained from personal contact with a dynamic, enthusiastic, librarian. A broader reason for giving optimum rather than minimum service is that the young adult, nearing the end of his formal education, is but a few short years away from bocoming a teacher, or legislator, an informed or uniformed member of adult society. It is the utmost importance, therefore, that we develop more adequate service for the young adult; for the individual, for our own profession and for society. As Lowell Martin said in concluding his summary of the conference on student use of libraries "This may not be as spectacular as putting a man on the moon, but it may be the reason why it is worth going to the moon or doing anything else."[8]

1) Gould, Samuel B. "Education: A decade of dilemmas," *ALA bulletin*, Oct. 1963, p. 837, 840-6.
2) Farnham, Marynia. *Adolescent*. New York, Harper, 1951.
3) Gross, Mason W. "Facts, values and libraries," *ALA bulletin*, Oct. 1963, p. 829-83.
4) Gross, Mason W. "Lowell Martin's CWC summary," *ALA bulletin*, Sept. 1963, p. 735-41.
5) Martin, Lowell A. *Students and the Pratt Library: Challenge and opportunity*. Baltimore, Enoch Pratt Free Library, 1963. $2.00. (No. 1 of Deiches studies)
6) P.L.A. Comm. on Standards for Work with Young Adults. *Young adult services in the public library*. Chicago, ALA, 1960. $1.50.
7) Aids suggested:
Deason, Hilary J., ed. *A.A.A.S. science book list for young adults*. Washington, D.C., American Association for the Advancement of Science, 1964. $2.50
Walker, Elinor, ed. *Book bait: Detailed notes on adult books popular with young people*. Chicago, ALA, 1957. $1.25.
Walker, Elinor, ed. *Doors to more mature reading*. Chicago, ALA, 1964.
ALA. *Patterns in reading: ... for young adults*. Chicago, 1961. $2.25.
ALA. *Richer by Asia ...* Chicago, 1959. $1.25.
New York State Library. *Young adult booklist for small public libraries*. Albany, N.Y.
8) Gross, *op. cit.* (Lowell Martin's CWC summary), p. 741.