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In 1999, researcher Denni Kay Scales asked the question: How do adult new readers find literacy materials in the public library? The following study is an attempt to continue the discussion by addressing a similar question in surveying three library systems in North Carolina, and also to evaluate the presence or absence of a separate literacy section.

The findings point to even more diversity in subject matter and location than Scales found. The results of this study indicate that literacy materials, when carried by a public library, are rarely shelved in a separate literacy section, and sometimes even in more than one section of the main collections. This prompts the following questions: Is a literacy section needed in public libraries? What are the benefits of separating this material out for adult new readers? Should literacy materials be integrated with the main collections?

Headings:

Immigrants -- Reading

Literacy

New literates -- Reading

Public libraries – Book selection

Public libraries – Services to illiterates

ADULT NEW READER MATERIALS AVAILABLE HERE:
A SURVEY OF LITERACY MATERIALS IN THREE
NORTH CAROLINA PUBLIC LIBRARIES SYSTEMS

by
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Introduction

In December of 2005, the National Center for Education Statistics released the results of its 2003 National Assessment of Adult Literacy (NAAL). The study was a large one, surveying over 19,000 American adults, aged 16 or over, producing results similar to those of the survey done in 1992 by the same organization. This lack of change still shows a startling 15% or 34 million Americans who continue to be either illiterate or non-literate in English (National Center for Education Statistics [NCES], 2005). Defining basic literacy as the ability to “use printed and written information to function in society, to achieve one’s goals, and to develop one’s potential” (NCES, 2005, para. 5), the NCES also pointed out that 63 million adults were only proficient at the basic level of written English comprehension. This means that almost 100 million Americans are either just getting by with their reading skills or not able to read at all.

So what does this mean for libraries? Though such results are not currently available to be analyzed at the state level, where individual library communities could more easily discern their possible effects on the literacy effort, the public libraries do, in fact have a responsibility to serve this community of non- and low-level readers. In 1994, UNESCO teamed with the International Federation of Library Associations and Institutions (IFLA) to create a global Public Library Manifesto. This document included two key points of information regarding literacy efforts in the public library. First, of the

12 key missions that every library service should have, the 12th was “supporting and participating in literacy activities and programmes (sic) for all age groups, and initiating such activities if necessary” (International Federation of Library Associations and Institutions & United Nations’ Educational, Scientific and Cultural Organization [IFLA & UNESCO], n.d., para.10). The second was a more general reference stating that all public libraries be set up so that “[a]ll age groups must find material relevant to their needs. Collections and services have to include all types of appropriate media...” (IFLA & UNESCO, n.d., para. 10). To cite further library tenets, the ALA Library Bill of Rights refers in two of its six basic policies to the idea that neither a library’s resources nor a person’s right to use the library should be curbed because of “origin, *background* or views” (my italics) (American Library Association, n.d., para. 2). One could easily infer background to include reading ability. Therefore, how do libraries reach these users? The intent of this research is to explore this and other related questions.

Literature Review

Public libraries should make it a policy to include any and all literacy efforts that they can afford. And yet, to include an in-house literacy effort in a public library’s budget appears to be too expensive and/or difficult for most. In a study of public library services done in 2000, researchers Estabrook and Lakner found that only 30% of public libraries had any kind of direct involvement with a literacy program (as cited in McCook & Barber, 2002). They also found that, of the 4.3 million Americans enrolled in some kind of literacy program in 1999, only 1% of them or 43,000 were actually using public libraries (McCook & Barber, 2002). Why the disinclination of this user group to use

public libraries? One possible answer is that it is terribly intimidating to walk into a building that was created to house the very items – printed material – that you have difficulty understanding. There is also the reason that libraries make it difficult to locate the kind of books that the new adult reader can understand.

Part of this usability problem resides in defining such a collection. What exactly is suitable material for an adult new reader (ANR)? Literature on this topic was plentiful in the 1990s, especially right around the time the 1992 NAAL survey results were released. Books and articles were published by librarians and educators, some who had knowledge of literacy training and some who did not, about titles that were suitable for ANRs. See the titles *Choosing and Using Books with Adult New Readers* by Marguerite Crowley Weibel, and *Light 'n Lively Reads for ESL, Adult, and Teen Readers: A Thematic Bibliography* by La Vergne Rosow, for sample bibliographies on literacy collection development. For articles listing titles that are appropriate for libraries to carry for ANRs, see “Growing the Literacy Collection” by Laura Hibberts McCaffery, “Developing an Adult Literacy Collection” by Susan Kendall, and “Books that Speak to Adult New Readers” by Melissa Buckingham.¹ Also of note are references from area literacy councils and other non-library centered literacy efforts.

Laura Hibberts McCaffery, a member and chair of the Publishers Liaison Committee of the Adult Lifelong Learning Section of the Public Library Association in 1995 defines what exactly an adult new reader is and what a good literacy collection should be:

Today most libraries have a literacy collection or a collection geared toward the needs of adult new readers or new literates. But in today's community the user of these collections may not be just an adult new reader or a new literate. The patron may be upgrading skills for work or for obtaining a GED or may be learning

English as a second language. Some may also have learning disabilities. The scope of the literacy collection should be broad enough to encompass the needs of all these patrons... There is no stereotypical new reader... The collection should include teaching materials and those for tutors as well as recreational and informational materials for students and new readers. These materials must be at an ability-appropriate reading level and an age-appropriate interest level – and on any subject the patrons want or need. (p.46)

In just those few simple sentences, McCaffery outlines the crux of the literacy collection problem: the audience and the very subject matter need to be varied and yet user specific but general enough so that it can reach people of many different reading abilities. Also, determining that ability can be especially difficult for new readers who have not been through a program or test to verify their abilities.

Susan Kendall (2000), a branch manager of a library in Georgia defines adult literacy as “include[ing] those learning English from another base language, as well as native speakers who need to improve their language skills. Often both of these needs can be met through the same materials” (p.15). She then goes on to highlight suggestions for such literacy materials based on what is shelved at her library, dividing them into beginner, intermediate and upper level needs. The beginners, she claims need only very basic vocabulary building through alphabet and phonics study. The intermediate learners benefit most from materials that exercise listening skills, grammar, reading and if needed information about careers and accent reduction techniques. The upper level students with a specialized vocabulary then require more subject matter such as history, computing, classic literature, and citizenship. All of these types of literacy material, she argues, are needed to have a quality literacy collection in a library.

Marguerite Crowley Weibel (2001), a Health Sciences librarian and Assistant Professor at Ohio State University suggested that literacy materials can and indeed should

be found outside of a separate literacy collection. In her article on readers' advisory for adult new readers, she supports librarians who take adult new readers all over the library and recommend titles from such sections as poetry, art, photography, literature and the juvenile department. While this is an admirable idea, it operated on two major assumptions. 1) That adult new readers will feel comfortable in asking a librarian for help. 2) That the librarian who is asked will have knowledge of the titles she recommends to offer to these patrons. It also fails to address a major problem in advising adult new readers: determination of that new reader's reading ability. The suggestion of including adult art and photography books with pictures is a good one, however, and collection developers of literacy collections should be made more aware of this option. Geared as the Weibel article is toward reference librarians, it also would be beneficial to literacy tutors, because in most libraries right now, the only way adult new readers are going to locate the treasure trove of titles that Weibel mentions is by having a guide. What better guide than a teacher – or yes, a librarian. The results of this current study point toward a cache of reading riches as well. The question is: are adult new readers able to find these jewels?

A final list of titles that are public library – ANR appropriate is the Top Titles for Adult New Readers, put out annually by the Resources for Adult New Readers Commission of the Public Library Association and published in that organization's journal entitled *Public Libraries*. Listing only those “books chosen [that] demonstrate high appeal in terms of content, format and illustration...[t]itles are eighth grade reading level or below on the Fry Readability Scale” (Public Library Association, 2000, para. 2). These titles consist not only of juvenile literature, but also of high interest – low

vocabulary books, and range in subject matter from light fiction to health to biographies and histories to science and other non-fiction. Titles for these lists were originally recommended by librarians and voted on in committee, but the lists were all unfortunately discontinued after 2000, for reasons unknown.

The only qualitative or quantitative study that has been done in recent years that attempts to evaluate the presence of literacy materials in a public library is that by Denni Kay Scales (1999). Taking the PLA lists from 1993-1997, Scales compiled a list of 190 titles of books and series and used them as a measure of the literacy materials offered in five north Texan metropolitan area public libraries. Scales searched for these 190 titles on each library's online public access catalog (OPAC), to note the presence and location of each title and also interviewed by phone randomly selected librarians on duty at each library to ask about their knowledge of adult new reading materials in their library.

Scales' findings appeared quite dismal. The most titles a single library carried was 87 out of 190 (46%), with an average of only 66 titles held by each of the five libraries. Scales also noted something surprising: over 75% of the ANR titles that a library did hold were shelved in the juvenile section. The second most popular place for these titles to be found was in the adult section (about 10% of the time); though one of the libraries had no ANR books shelved in the adult section and opted to put all of those titles in the juvenile or young adult sections. Of the five libraries in Scales' survey, only one had a literacy section listed in its OPAC, and that section had only 8 titles off the PLA/ALLS lists. The librarians Scales interviewed in the libraries that had no separate ANR/literacy section nor an in-house literacy program had no knowledge of any ANR materials in the collection and referred Scales to other literacy programs in the area. The librarian at the

only library with a separate ANR/literacy section and in-house literacy program knew all about the section and about the meeting times of the literacy program (Scales, 1999).

These findings led to the question, what if a similar study were done a few years later and in a different area of the country – would the results be any different? Would time and a broader view improve the results?

Methodology

Selection of the sample measurement

The following qualitative study is a content analysis in which the researcher collected the data in January and February of 2006. The researcher decided to proceed with a methodology similar to that of the one used by Scales in 1999, using the PLA/ALLS lists as representative samples to measure the quality and quantity of a public library's literacy material.² The reasons for selecting from these lists were: the definition of literacy materials was more concise and had precedence being used as a measurement; also the authority of such a list was secure. Therefore, to be able to compare some of the results with the Scales study, 206 titles found on the PLA/ALLS lists from 1996-2000 were used. Each title with a separate ISBN was counted as one title. Some of these titles appeared as parts of series. Only those books in the series specifically mentioned in the PLA/ALLS lists were included in the sample, with two exceptions. For the series *Great American Short Stories III* that included 10 titles by some unnamed authors but were not listed separately, the title of the series was counted as one, and the title was looked up in each library OPAC as a series title. Also, for the four volume set of *Women Investigators*,

the volumes were not counted separately. Both of these concessions turned out to be of little relevance, however, as none of the library systems carried either of these titles. The number of titles in the PLA/ALLS lists per year varied: 1996 had 58, 1997 had 42, 1998 had by far the most at 73 (and many of these were in series), and 1999 and 2000 had 17 and 16 titles respectively.

Working on the assumption that literacy collections are not updated and developed as often as other more changing collections in the library, it seemed probable that titles that were published in 1995-2000 would be still be carried by a library in 2006. And yet, a lack of such lists published after 2000 still pointed to a need for some kind of further updated information, if only in list date (and not necessarily the dates of the published books on that list). Therefore, an additional list of 42 titles recommended in December 2004 by the National Center for the Study of Adult Learning and Literacy (NCSALL)'s "What Every Library Should Have: Important Resources on Literacy for Libraries" was used. Reasons for selection of these last 42 titles included the fact that they were more current; the calculated average copyright date on this list was still 1999, but there were 15 titles that were published after 2000. All of these titles were also chosen not just by librarians, but by a panel of both librarians and literacy education experts. These titles had a particular affinity for English as a Second Language (ESOL) study, with titles that included information about citizenship and ESOL. This inclusive list pointed the results of the study in a different direction because of an extended sample.

Selection of the public libraries used in this study

After the lists were determined, three public library systems in North Carolina were chosen: Durham County Public, Orange County Public and Guilford County-Greensboro Public. The decision to include county systems rather than single city or county library branches was made in hopes that they would yield higher and more representative results. Durham, a system with a total of eight branches plus a bookmobile, serves a community of about 240,000 city residents with around 470,000 volumes. Orange, a much smaller system with only four branches, serves a community of 117,000 with 168,000 volumes and is part of the somewhat larger Hyconeechee Regional system that serves a larger public that was not included in the study. Guilford County-Greensboro is by far the largest system in this study, with nine branches plus a reading railroad (a type of bookmobile) and serves a city population of 438,000 with just over 540,000 volumes.³

These systems were chosen not only for their differences in size (numbers of branches and volumes held), but also for that of their population and presence/absence of a separate literacy collection and/or in-house literacy effort. Durham serves a large African-American population, Orange mostly a Caucasian, and Guilford serves a large immigrant community. Durham was chosen, after a visit to the Main branch, because its Main branch has a fairly large literacy section. Guilford was selected from information found online, because it has an in-house literacy effort in two of its branch locations and a strong partnership with Reading Connections, the local literacy program. Orange has neither a literacy section nor a literacy effort in any of its branches and was chosen

because of this lack of such programs or sections, and appears as a stark contrast to the other two systems.

Because the in-house literacy program at Greensboro's Glenwood Branch library was expected to have a larger literacy collection than the other two library systems in the study, a small amount of extra research was done on the history of that effort prior to examining its literacy collection. In 1989 the Greensboro Public Library (GPL) hired a new assistant director, Steve Sumerford, who was passionate about literacy. He worked with the library director to form partnerships with 30 organizations and agencies that included everything from educational institutions and non-profits to governmental groups. They called themselves the Community of Readers. After then taking an informal literacy survey by speaking with education, tutoring and literacy representatives of the community, GPL launched a city-wide campaign to make its community aware of literacy issues. In 2000, the Community of Readers conducted a formal study of Greensboro's literacy needs and produced a report entitled *Literacy 2000* to further educate the community leaders on literacy issues, trends and recommendations in the area (Sumerford, n.d.).

In 1995, GPL opened Glenwood after first asking the community members what they were looking for in a library. The responses had been categorized into two main needs: a meeting space and ESOL classes for the largely immigrant community. Glenwood's literacy efforts therefore began as a single English conversation class onsite. Due to a national initiative, *Literacy in Libraries across America*, that studied the persistence of Adult Basic Education and ESOL students in programs at New York Public Library, Redwood City Public Library in California, Queens Borough Public

Library in New York, Oakland Public Library in California and the Greensboro Public Library, Glenwood's class size and offerings increased. As of the Annual ALA Meeting in Orlando in 2004, Glenwood had 400 learners registered from about 50 different countries. In addition to these classes, Glenwood also offers bilingual story times and computer workshops in Spanish and Vietnamese, in addition to an outstanding multicultural ESOL section in their small library (North Carolina Literacy Roundtable, 2004). It was mainly this literacy collection that prompted an interest in conducting this study. Guilford County – Greensboro Public's literacy holdings in this study therefore were expected to far exceed those of Durham County and Orange County Public libraries.

The second part of Scales' study -- that of interviewing librarians on the phone as to their knowledge of literacy materials within their library -- was not included in this study. Instead, visits were made to one branch of each of the library systems to visually verify the presence and physically record the appearance of a separate literacy section.

Development of the study

A total of 248 titles from the PLA and NCSALL lists were entered into an Excel spreadsheet (see Appendix B). The three library county system catalogs were then searched for these titles. Though the ISBNs were given for all the PLA lists, they were not used in the search, as not all of the catalogs were searchable by that field and not all ISBNs were provided in the NCSALL list. Each title was searched first, and if no hit or result was found for that title, the corresponding author was searched. If neither of these was found in a catalog then the title was declared not carried by that library system.

The spreadsheet was marked only if the title appeared somewhere in the library system. A few titles were listed in the catalog but had no holdings anywhere in the library system. These were marked as “not available” under the heading location in the spreadsheet and still included as hits since the title appeared in the catalog. Only the specific years of the titles on the list were accepted as valid holdings in a catalog. Audio books were not included as hits, unless they were part of a workbook section (such as the two titles on citizenship that appeared in Greensboro’s catalog); and only would have affected the number of holdings for such items as Rowling’s *Harry Potter and the Sorcerer’s Stone*, Hesse’s *Out of the Dust*, and Banks’ *Girls’ Guide to Hunting and Fishing*. Large print items were included, as there were always also regular print editions available in that library system. The shelf locations, number of copies and whether or not a title was located in a literacy collection were then recorded. At the end of the survey, the number of titles, copies in the library system, and titles that appeared in a separate literacy section were totaled and taken as percentages of the total number of titles from the PLA and NCSALL lists. A second set of spreadsheets was then created, listing only those titles that appeared in the library systems’ catalogs. For more detailed information as to how many copies were located in which sections at the three branches visited, see Appendix C.

In addition to the above data collection, informal visits were made to one branch of each of the county system’s libraries. Durham’s main branch was chosen because of its large literacy collection. Guilford’s Glenwood branch was selected because it is the location of the county system’s most well-known in-house literacy effort. For Orange county, whose system does not contain a literacy collection (though one of the branches

in the extended Hyconeechee system does) the main branch in Hillsborough was chosen for the visit. The location and appearance of the literacy collection found or not found during each of these visits was recorded and analyzed as to overall appearance and presence in the branch collection itself.

After data collection, the following questions arose to be answered at the end of this study. Are public libraries providing adequate materials for ANRs in quality and quantity? Do these lists represent the kinds of titles in the library's literacy section? Does a library need a literacy section? Could public libraries provide better access to these materials? Does the presence of an in-house literacy effort affect the quantity and/or quality of ANR materials that a public library offers? Some of the goals of this study were to not only to provide a somewhat updated version of 1999 Scales' study, but also to show what kind of holdings a public library system in another area of the nation would contain, and to evaluate the measurement of the PLA lists as samples for determining the strength of a public library's literacy collection and presence. Another goal was to estimate how the type of population a library serves, the efforts at literacy education a library makes, and the size of a library system could possibly affect the literacy collection of a library system.

Results

The Library Systems

Durham County Public Library System consisted of a Main branch plus seven other branches: Bragtown, McDougald Terrace, North Durham, Parkwood, Salvation Army Boys and Girls Club, Southwest, and Stanford, and a bookmobile. Greensboro was

made up of a Central branch plus eight other branches: Glenwood, Vance Chavez, Hemphill, Kathleen Clay Edwards Family, Gibsonville, McGirt-Horton, Benjamin, and Northeastern, plus a Reading Railroad (bookmobile). Two of those branches, Gibsonville and Northeastern, plus the reading railroad were locations that had holdings in the catalog but were not listed on the websites as branches of the GPL system. Orange County consisted of only four Branches: Orange County (in Hillsborough), Carrboro Cybrary, Carrboro Branch at the McDougal Middle School, and Cedar Grove also in Hillsborough. Orange County is included in the slightly larger Hyconeechee Regional Library system.

The overall holdings in each library system

Between its eight branches and bookmobile, Durham had holdings for 73 of the titles, or 29% of the sample. The nine branches and reading railroad of Greensboro had records for 59 of the titles or 24%, and Orange County had by far the fewest at 9 titles at 4%. Greensboro however had more copies of each title than Durham carried: 231 versus 197. Orange County had 19 copies of the 9 titles they carried. Orange County also did not have any titles from the NCSALL list. Durham had 2 NCSALL titles and Greensboro had 9 – each library system carried different titles from that particular list.

The calculated average copyright date for the sample size was 1997. Greensboro's results matched this average and Durham's average was slightly older at 1996, while Orange County's copyright date average of an admittedly small collection was 1998.

Shelf locations of the titles

Orange County had no literacy section, so no books were shelved in a separate literacy section. Durham, who had a fairly large literacy section, shelved only 4 of these titles in their adult literacy section and Greensboro shelved 8 titles from the lists in their literacy sections at Glenwood and Vance Chavez, with a possible lone copy of one title also shelved in a literacy section at the Central branch.

Most of these titles at all library systems branches were shelved in the juvenile sections; other popular sections included adult fiction and non-fiction, young adult (fiction and non-) and biography. At Durham, a majority of the titles from the list were shelved in the juvenile area in subsections such as biography and non-fiction, with a few titles shelved in young adult fiction or non-fiction and a couple shelved in such adult sections as fiction, parenting and non-fiction. At Greensboro, most titles were shelved in the juvenile sections: non-fiction, reference, fiction, new books or biography areas. Over half of them, due to single titles being shelved in as many as 3 different areas in the system, were also available in the adult sections of careers, parenting, fiction, and African-American non-fiction and multicultural, with one title on Kwanzaa making it into the holidays section. Six titles were shelved in the young adult section: non-fiction and fiction. At Orange County, only one title was shelved in the adult section and one was shelved with the young adult books. The other 7 titles were all shelved in the juvenile area in subsections non-fiction, fiction, and reference.

Commonalities across the three systems

Looking at the titles themselves, there were 7 titles that were found in all 3 library systems, 26 that both Durham and Greensboro carried, and 1 that both Orange and Greensboro had in their catalogs. Durham and Orange shared no holdings that Greensboro did not also hold. As to items that were listed in the catalog as *not available* at any location, Orange County had none of these, Durham had 1 and Greensboro had 2. The *not available* items were all different titles that appeared only in one library system. For series books, Orange County did not have more than one title in any series. Greensboro had 5 complete series and 3 incomplete series holdings of items listed in the sample. Durham had 5 complete holdings for all titles listed within a series, and they had 7 incomplete series in their catalog.

Visits to the library systems' branches

The visits were made to the Glenwood branch of the Greensboro Public Library, the Orange County Public Library main branch, and the Main branch of the Durham Public Library on two Sunday afternoons in February 2006.

The first visit was made to the Orange County Public Library. Located in Hillsborough at 300 N. Tryon St., this branch is housed in the Richard E. Whitted Human Services Center, a large old high school building that also holds offices for housing and community development, adult daycare, family counseling, social services, health administration, vital records and health and dental clinics. The main branch of Orange County Public does not have a separate ESL or literacy section. There are no signs for one, and only on further investigation of the non-fiction section were some titles found

shelved within the main non-fiction collection that could be used as adult literacy materials. Taking up about 1 full shelf, within the Dewey Decimal call number 428, were books on studying for the Test of English as a Foreign Language (TOEFL), some English grammar books, some books on American English reading and conversation, and some books labeled “easy readers.” The interesting thing about the ESL materials was that most of them had a call number that began with ESL 428. And some of these titles even had a bright orange sticker on their spines announcing that they were ESL. It makes one wonder if perhaps this branch once had an ESL section, or why they felt a need to make some of their ESL books look so distinctive. None of the titles from the sample lists, however, were found to have ESL as part of their call number.

The second visit was made to the Durham Main branch, located at 300 N. Roxboro St. In a two-story building, the audio visual material, children’s section, circulation desks and staff offices are on the ground floor. It is on the second floor, in the same room as the adult non-fiction books that the literacy section was found. A large sign hangs from the ceiling at the entrance to a large area indicates that in this room are “Adult Literacy Material, Project Lift, Educational & Careers Listings, and Job Listings.” A smaller sign to the left in the room announces the “College/Job Preparation Materials” (which turned out to be the literacy section) on one side of the room and “Foreign Language Materials” in the middle of the room.

The mislabeled college/preparation materials were visited first. A large steel bookcase, two rows of six horizontal shelves pushed up against the wall houses this section. The case is about half full, set off from all other sections of the library by at least 10 feet. Five of the twelve shelves are full with books. The first four are about two-thirds

full of workbooks, grammars, picture dictionaries, and other Basic English materials. The last of these four shelves and as well as a fifth shelf in the next row, contain high-low readers on history, health, political science and current events and fiction. Then follow four more shelves on which are located bilingual and Spanish pamphlets on such consumer information as health, child care, smoking and alcohol, homeland security and urban development, finance and Free Application for Federal Student Aid (FAFSA) applications. Overall the section is well-stocked and linked with other areas of the library through other bilingual pamphlets that list bilingual and literacy materials in the library in other sections of the library, but the effect is not well-organized. The books are haphazardly placed on the shelves, as though the section had been recently browsed and not recovered. Call number order is somewhat followed, though the stacks of face down books piled high on the sides of the shelves make browsing difficult. On either side of these shelves are two study cubicles that are used for quiet study and/or for tutoring.

Ten feet across the room in a much larger, two-sided bookcase, is the foreign language collection. One side is entirely in Spanish, with 11 of 18 shelves on that side filled with Spanish texts including fiction, an encyclopedia set, dictionaries, biographies, health matters (including a Merck manual) and workbooks on computers, GED preparation, divorce, immigration and citizenship. Four of the six bottom shelves are filled again with consumer pamphlets in Spanish. The other side contains texts in Chinese (five shelves), and French, German, Japanese, Korean, Russian and Vietnamese, each with anywhere from one-third to one full shelf a piece. All of these foreign language shelves are labeled with the language of the material written in English. There are also business pamphlets in Korean and Vietnamese and a booklet on disability rights in

English and Chinese. On one side of this bookshelf unit are two free Spanish periodicals and on the other side is a poster written entirely in English that proclaims the library's holdings in other languages, with the country flag under the language written out in English. On bulletin boards nearby these two sections are advertisements for ESOL classes at three of the Durham branches: Main, Southwest, and Parkwood, as well as free tax help available in Spanish from February to April of this year.

The final visit was made to the Glenwood branch in Greensboro. Located at 1901 W. Florida St., this branch is the smallest (and only non-central) branch visited in this study. Housed in a single storied building, this library has a welcome sign hanging above the circulation / reference desk that is written in 39 different languages. The library has some distinct areas set up for its multicultural purposes: a computer classroom that seats about six people, an instructional classroom that seats about 12 people, and a multicultural center that appears to hold more titles than the regular fiction section. It was to this center that the visit was mainly conducted. Glenwood's multicultural section is a large alcove set off from the rest of the library that houses two free-standing two-sided bookshelves of approximately 30 shelves per side as well as three other, separate shelves of audio materials, two full rows of bagged books on tape, hip-high wall shelving units that extend the length of the room full of English and foreign language dictionaries and grammar books, and a shelving unit of language learning magazines for tutors and students, with titles such as *Adult Learning*, *ESL Magazine*, *Hands on English* and *Essential Teacher*. On the other side of this shelving unit are pamphlets in many foreign languages about such things in America as healthcare, education and government.

On the first free-standing bookshelf, which stands about 30% full, books are neatly shelved on separately labeled shelves. These shelf titles include areas for such English grammar topics as vocabulary, idioms, writing, and spelling, as well as monolingual and bilingual dictionaries, and books on citizenship and workplace literacy. On the other side of this shelving unit are books for tutors and students that include shelf titles such as reading workbooks, reading American culture and history, TOEFL and test taking. The second free-standing bookshelf unit is filled on both sides with literature in 14 foreign languages, with Vietnamese, Chinese and Spanish taking up the most space with 8, 8, and 15 shelves respectively.

Across the room is the small classroom instruction area. This room is papered in English words for various items as clock and door, and was being used as a private ESL tutoring room at the time of this visit, though signs were posted that announced class meetings and English conversation club meetings later that week. Directly to the right of the classroom was a bulletin board that held an advertisement for a citizenship class, a poster promoting diversity and a language exchange board: people put up papers stating that they were looking to learn or tutor a language. Most of the papers were from native English speakers looking to learn a foreign language.

Titles and copies at the three branches visited

In looking at the catalog holdings specifically for the branches that were visited, Orange's main branch in Hillsborough had all 9 titles in their collection that the system claimed from the sample and all but 2 of the 19 copies in the system. Greensboro's Glenwood branch, known for its literacy efforts, had 23 of the 59 titles within its walls

and 32 of the system's 231 copies. In the literacy holdings, Glenwood carried 3 of its 23 list titles (and 4 of GPL's total copies) in its literacy section, with 1 title in its multicultural center. Durham's main branch had 65 of Durham's 74 titles from the list, carrying almost half of the system's copies at 91 out of the total 197. For almost all of the titles, save 10 exceptions, Durham's Main branch carried the only one or at least one of the title's copies held by the library system. Durham Main's literacy section held 4 titles and 5 copies total.

Analysis

Often people try to separate ESOL from literacy, when ESOL students need just as much, if slightly different instruction, from literacy students (Kendall, 2000; McCaffery, 1995). In ESOL it is often assumed that a student has knowledge of at least one other language. This is not always the case, as some are illiterate in any language. Indeed, when Kendall suggests showing a new literate the children's section to look for reading material, she refers to those parents who would like to read to their children, whether it be in English or in their native language. It is especially important, whether a new reader is a new English reader or a new reader in any language then for foreign language materials to be located nearby the literacy materials. Whether it be to slowly educate a new English reader who is literate in another language, offering the familiar alongside the new, or to introduce a choice of native / English reading to completely new literates, this combination of choices is important to a good literacy collection.

Indeed, as any effective literacy effort can explain, in order to have a successful literacy program, one has to reach out to both native and non-native English speaking

populations at the same time. Greensboro understood this and created their literacy program accordingly. They also determined not to separate adult literacy from family and even children's literacy, knowing that "Children's librarians are powerful literacy promoters who do fantastic literacy work" (Sumerford, n.d., para. 26). For the purposes of this study however, adult literacy *was* separated out, because adult literacy sections *are* often separate, and part of the study was to determine if ANR materials should be separate or integrated with other sections of the library.

In looking at the goals of this research, decisions as to how to formulate this study were made. The selection of the lists, the library systems, and the method of measuring was important. One point of this study was to compare its results with those of Scales' study done in Texas 7 years ago. Another was to attempt to delineate whether a library needs an in-house literacy effort in order to have quality literacy material holdings. This next section will attempt to discuss the pros and cons of choices made in the study as well as some of the surprises that occurred within the study and some conclusions that can now be reasonably drawn about literacy efforts in public libraries.

Selection of the sample

As stated before, the decision to use past PLA/ALLS Top Titles for Adult New Readers lists was made partially based on a previous study's results. The pros of such a choice were that precedence and also the fact that those titles were decided upon by librarians themselves. However, these lists did not include the most recent materials available on the topic of literacy. Due to the extended shelf-life of materials in libraries (compared to publishing houses or bookstores), it was hoped that this lack of currency

would be less of an issue. However, the question must be asked: are these ANR titles a good representation of what a literacy collection should hold?

The second list, that of the NCSALL, chosen for its better currency and added authority (that of librarians *and* literacy experts) as well as its titles that were created not only for literacy students but for tutors as well, may have added an element to the study that was unexpected at the beginning and made sense toward the end of the data analysis: that of the concept of ESOL being a part of literacy. In addition to actually having “literacy” or “handbook” in the title, many of the NCSALL’s 42 titles also included aspects of ESOL, being in some way related to immigration, ESL and learning American culture. As some of these NCSALL / ESL titles were included in library branch’s literacy sections, it points to the idea that public library collection developers agree that literacy includes ESOL study.

Special titles and series issues

When Scales did the Texas survey in 1999, single titles in a series were treated as a library owning all of a series. In this study, single titles were counted, whether in a series or not. A title owned was a single title owned – and whether or not an entire series (or more specifically all the books recommended in that series) was owned was just a side note. The reason for this was to take the lists at face value. If certain titles in a series were recommended, and others only mentioned in passing with no reference to an actual title, it was taken to be more of an actual recommendation of the original publishers of the list (*Public Libraries*) took the time to write out the specific title information. The only two exceptions to this, as mentioned before, were the *Great American Short Stories*

III and the *Women Investigators* 4 volume set. This determination may have added to the number of hits in relation to the Scales study, however, it is not believed this addition was significant.

At least two of the titles were extraordinarily popular novels, Rowling's *Harry Potter and the Sorcerer's Stone* and Hesse's *Out of the Dust*. Some may question whether or not these titles should be included in a sample for ANRs. The numbers of copies in each of the systems greatly increases the number of copies of literacy materials from the lists held in a collection. Possibly these numbers should have been discounted in looking at the overall holdings for the library. Yet, they were kept in the sample, as they were titles listed on the PLA lists. Another reason for keeping them in the results was the idea that perhaps their distinct readability and interest to more than just children is part of what makes them so popular, so high in demand and therefore causes a library system to possess more copies of that title.

Possible effects of the selection of public library systems

When doing the study in 1999, Scales selected five unnamed libraries in a metropolitan area in northern Texas, referring to them as libraries 1, 2, 3, 4 and a city library. For this study, in central North Carolina, it was decided that library systems would be used, instead of single library branches, in trying to collect as much data as possible on an area. It is possible that the large selection chosen widened the pool and therefore conversely lowered the positive results. However, individual branches' holdings were also calculated, and those numbers proved to be even lower than the larger systems.

Another issue that arose when looking at a library system such as Orange County Public -- a county system that is also part of a larger Regional system -- related to the appropriateness of choosing a system that was only part of another system. One wonders just how spread out a library becomes in its collection when it is part of not one but two (or more) systems. And in looking at single libraries such as Chapel Hill Public which is its own municipal system, one questions how that singularity affects such a solitary library's collection development. Indeed, Orange County fared poorly in this study, possibly because of its small size, and possibly because it was only part of a larger system.

The question of what exactly defines a branch in a library system also occurred while searching library catalogs for these titles. Specifically, what does Greensboro count as a branch? On their web pages, they have listed seven branches including the Central branch. Yet they have catalog holdings for two other branches not listed on their website: Gibsonville and Northeastern. Also, the question of whether a bookmobile is a branch came up; both Durham and Greensboro Public Library systems have one. For this study, a branch was counted if it was listed in the catalog as having any of the literacy materials in its holdings (with the exception of the 3 Hyconeechee branches which were not a part of the Orange County system and therefore not included at all in the study). It is curious that these branches are not listed as branches on the libraries' informational web pages.

Finally, what was the effect of size (in volumes and number of branches) and population of a city on a library system's literacy holdings? According to this study, there appears to be no connection between large size and good quality, as Greensboro is the largest in all three categories, but Durham has the most holdings from the literacy lists.

However, again, Orange County the smallest in all categories had the least literacy holdings.

Method of measurement

Again like Scales' study, it was decided that the library systems' OPACs should be searched for the titles from the lists. While every effort was made to ensure the accuracy of these searches through title, author, publisher and year matching, lack of ISBN identification on many of the catalog records kept absolute certainty at bay. Also some of these titles appeared in the catalog as *lost*. As these catalogs were searched over the course of a month, changes may have been made to some of the records. Titles could have been added or deleted, as could copies and location holding information. While this is unlikely in the course of the four months this study took place, there is still the possibility. Also due to the nature of the extended surveying time, no notes were made as to the circulation status of each item, whether or not they were checked out, specifically.

2006 results in comparison with 1999 results

It was hoped that in increasing the sample size and including more than one library branch in a system, that the results produced in this study would be more favorable than those found by Scales in 1999. Instead, the opposite proved true, perhaps due to the also increased sample measurement size. The highest percentage of PLA/NCSALL titles held by any one library was just under 30%, much lower than the almost 50% that Scales saw in the 1999 study. In looking at single library branch holdings, the results in this study dropped even lower. At most, Durham's Main branch

had 65 titles of the 248 on the lists (26%). Forgetting ratios and looking at sheer numbers, Durham doesn't fare too badly with 65 titles (Scales' libraries had as few as 43 titles in one library and only as many as 87), but out of 248 that number seems small in comparison.

Scales referred to copies in a peripheral manner while this study made a point of including copies as a part of the core data. Looking at the copies of these titles available in each library system, Durham had 2.6 copies, Greensboro had 3.9 copies and Orange had 2.1 copies for each literacy title that they hold. This is perhaps an accurate reflection of the effort put into adult literacy collection development for each library system. Scales also referred to a shortfall in literacy holdings from the PLA lists due to an abundance of GED, ESOL and career books within a library's literacy collection. Both of the literacy collections in this study were heavily influenced by the very materials that Scales claims draw numbers away from an ANR collection. It could be argued that this "draw" should not be a drawback but just another part of the literacy collection itself. Hence the decision to include such ESOL materials as a part of this study. Perhaps more representative titles of this discipline should have been included to more fully illustrate the needed cooperation of ESOL and literacy efforts.

In-house literacy efforts

The researcher began this study with the goal of discovering whether libraries should take it upon themselves to have literacy programs within their walls and/or forge partnerships with literacy efforts within a community. The results of this study are not conclusive. Indeed Durham with the highest number of holdings from the lists does not

have a literacy program, while Greensboro with the literacy program at Glenwood has far fewer holdings from the lists. And yet, Greensboro has more of those titles located in a separate literacy section and even multicultural sections – twice as many as Durham does – and more copies of those titles within their holdings. So perhaps the presence of a literacy program increases the quality of a separated literacy section and the quantity of copies, but not necessarily the total literacy offerings of a particular library.

Unexpected findings

This study was also begun as a result of a curiosity about Greensboro's Glenwood's literacy program. What was unexpected was the strength of its sister branch Vance Chavez, in both literacy programming and its literacy section holdings. Indeed, Vance Chavez's holdings seemed to complement those of Glenwood; it possessed 29 titles from the lists, 18 of which Glenwood did not have. Another surprise as already mentioned, was the appearance of hidden branches in Greensboro's system (Gibsonville and Northeastern) and the presence and holdings of the bookmobiles in both Durham and Greensboro's systems.

After reading the 1999 study, the number of titles that appeared in the juvenile section was not a surprise, but the number of titles in each library that appeared in different sections of different or sometimes within the same branches was unexpected. Durham did not do this very often, with only 5 titles in multiple sections, nor did Orange County – at all. Greensboro shelved 21 of its 59 titles in at least 2 and sometimes 3 different sections. Almost every time, the different sections included a juvenile shelving and an adult shelving. Occasionally they would also include a literacy section shelving

and a subject such as careers or non-fiction. Greensboro seems to recognize better than the other two library systems the concept of ANR – that some books are both for juveniles and beginning older readers – and thus shelve copies of those titles in not only the literacy section but also in another area of the library. This is illustrative of their advances in literacy efforts within their community over the last fifteen years. All of the results of this study though, lead to the big question of this study: Should a public library have a separate literacy section?

The Big Question

So just how should literacy / adult basic skills materials be situated in the public library? Before discussing what is suggested from the results of this study, it may be useful to look at a program in the United Kingdom that came up with several propositions.

The Vital Link is a program that focuses on promoting literacy efforts in the form of adult basic education skills in public libraries in the United Kingdom.⁴ In an article written for *Library Review*, University of Sheffield lecturer Briony Train (2003) discussed the results of a qualitative evaluation of the program taken during the year 2001-2002. Of most interest to this paper were the suggested changes to public library service that resulted from the evaluation. As adult basic skills tutors and students as well as public librarians were interviewed, several had suggestions for linking the missions of libraries and literacy efforts closer together. The tutors, when asked if public libraries were “meeting the needs of all basic skill learners,” (p. 397), they responded in the negative, stating that libraries were still intimidating places to people who had difficulty

reading. The librarians interviewed agreed with this idea and thought that perhaps speaking with that user group and asking how they could make it more of a “safe environment” (p. 398) or include more about basic skills materials in their collection development policies. And still, the librarians also commented on how difficult it was to reach this user group and to help them express their user needs.

Tutors also suggested possible placements and displays of basic skills materials. One tutor recommended having a separate section with a specific staff member present to specially help basic skills students locate materials, but even she quickly recanted that idea realizing the stigma that could arise from such a set-up. It was also suggested that materials should be displayed face-out, so that they were easier for the new literates to read, but space issues arose from that suggestion. Another tutor suggested that perhaps sections such as the adult and young adult / juvenile sections be placed closer together, rather than have the children’s section be so isolated. The main idea behind this recommendation was so that parents who were basic skills students could better guard their children while searching for materials for themselves. Also by placing the sections closer together, it was hoped that basic skills readers would be more inclined to try some more difficult adult titles when they were ready (Train 2003).

But the single most important result of this evaluation in 2001-2002 was the point that public libraries are funded by the public and should therefore provide materials to *all* of the public – whether they thought of it or not – in concordance with the Public Library Manifesto. Also the best way to reach this population of new readers was for the public library to create effective partnerships with “basic skills providers” (Train, 2003, p. 400), in other words, with literacy efforts in the community, like Greensboro.

The benefits of having a separate literacy section within a public library are: ease of access for the new reader (if the section can be found – often it is in a back corner). This ease creates a less intimidating task of searching through large collections of books to find ability appropriate material. It also allows the new reader to be more self-sufficient in their visit to the public library (whether this is a good or a bad thing).

The drawbacks of such a set-up include the possible stigma given to a basic skills section set off from the rest of the library's materials as mentioned above, and also it limits the choices of the new reader. As Weibel (2001), Buckingham (1996) and an examination of the PLA lists point out, new reading is not just about grammar, vocabulary and conversation skills. An enjoyment of reading is needed if one is to continue to read, and to create that enjoyment, literacy materials must be entertaining, informative and varied all at the same time. By shelving these titles only in a literacy section, a public library runs the risk of limiting the reading habits of the less adventurous new readers.

Assuming for a moment that a new reader makes active use of the library's catalog system, as the results from the study show, having multiple copies in a library in different sections (especially in a literacy section and an adult / juvenile section) is one way to open up the literacy choices of the new reader. Another way is to have these copies at different locations within a library system, thus causing the new reader to either go to more than one branch or to ask for assistance in finding that title or something like it elsewhere in the library. It also might increase awareness in the non-adult new reader of the literacy efforts in the library and community, and possibly even help to lessen the stigma that adult new readers can only read *certain kinds* of books.

If the new reader does not use the catalog, as is possibly most often the case, perhaps Durham's method of using pamphlets to explore other options in the library for new literates is an effective method of reaching new readers outside of the literacy section. Another is having foreign language and English materials in the same area, and still another is the use of signs, and lists written in easy vocabulary that point new readers to other areas of the library.

Another issue with having such a literacy section is where to locate it in the library. As the Train article suggests, should it be near the children's section? Should it follow Greensboro's and Durham's methods and be near foreign language materials? Should it be in the adult section? The juvenile section? Off on its own in no man's land? Near the reference desk, perhaps? It is this researcher's opinion that such a section may best be located near the foreign language materials and near the reference desk.

Suggestions for further study

This study was an exercise that only scratched the surface of the issue of literacy collections in public libraries. Possible continuations of this study could include a broader range of more libraries or library systems across the nation, as well as a more in depth study of a single library or few library systems that do or do not have a successful literacy program within their walls. Particularly, what makes a successful public library literacy effort work? Scales' inclusion of a survey of a librarian's knowledge of literacy materials within their library could be modified to include librarians' thoughts about the existence or creation of such a section, and the feasibility of expanding their holdings to have multiple copies in multiple areas of their library.

Regarding the sample selection of ANR titles, lists that are more current could be found and researched. Suggestions as to types of materials could be gleaned from literacy experts and/or librarians through interviews or surveys. More of a study could be conducted on what exactly should constitute an adult new reader or adult literacy or adult basic skills text and collection. For instance, audio books could be included in the sample, and possibly videos and computer materials, etc.

Tutors and students could be surveyed, similar to the Vital Link study as to what role they see the library playing in the literacy efforts in their community, and what they wish to see more of in their local public library regarding basic skills / literacy education. Also whether they use / feel comfortable using the library materials and resources. Community literacy councils and program coordinators who have / do not have active partnerships with public libraries could be surveyed / interviewed about their connections with the public library and the level of communication between them.

Another avenue of study could be attending and evaluating the literacy classes offered at libraries similar to Glenwood and Vance Chavez of Greensboro and Durham's Main, Southwest, and Parkwood branches – or at several other libraries across the nation. Just how well-attended are these classes? Are they effective? Is library instruction included in the literacy class curricula?

In this study, one of the limitations was a lack of access to circulation records for these literacy titles. A study could be created to determine whether these titles are actually circulating. Are the shelves at Durham so messy because they are constantly used? Are the shelves at Glenwood so neat because they are rarely used? Are adult literacy / ESL / ANR materials being checked out? Renewed? Lost? Replaced? Are these

collections being maintained and added to regularly? An in depth collection development study would yield some very useful results about the new reader user group and the librarians' attitudes (by studying their behaviors) toward that discipline.

Conclusion

This study was begun in response to a similar study done by Denni Kay Scales for *Public Libraries* seven years ago. Though the results were expected to be more favorable than the results for that study, showing an absolute need for literacy sections in public libraries, the results of the current research were actually unfavorable toward that conclusion. Instead, they more greatly illustrated the variety and fluidity that truly constitutes the phenomenon that is the adult literacy collection, or any library collection, for that matter.

Librarian Susan Kendall (2000) defined adult literacy as being made up of both ESL and native English speakers who wish to improve their English language skills. This definition epitomizes the crux of the adult literacy dilemma: it is greatly varied and holds interest for many different types of users. Just how public libraries reach out to these patrons is a dilemma that every literacy collection developer must face.

Orange County Public currently does not address the literacy issue. Perhaps this is because they do not feel a need in their community for access to such material. Yet, the Orange County Literacy Council Hillsborough office is located just down the road from the library, instructing students in basic skills and ESL. Orange County Public's lack of literacy holdings in this survey may be a result of their small size and scope, but it may also be a lack of attention to this particular user group.

Durham County keeps a literacy section near a foreign language section, and keeps it well-stocked, though poorly maintained. The library system senses the need for new reader materials and has begun to address the issue of expansion into other fields by use of pamphlets and ESOL classes, but they still have untold treasures for new readers hiding in their main collection stacks.

Greensboro also has a literacy section, and a very well-maintained one. Perhaps this is a result of having a clear knowledge of its community's needs (since they asked around before creating the multicultural/literacy center at their Glenwood branch). Though their literacy collection holds more titles than Durham's, they too still have new reader treasures lurking in their main collections. Perhaps at the literacy classes the instructors introduce students to materials that can be found throughout the library.

Indeed, perhaps Weibel has the right idea in suggesting that the best way to introduce ANRs to new material is not to isolate them in their own section, but to personally show them the riches the library truly has to offer. This requires the guide's (be it librarian, tutor, or reading friend) knowledge of where to find these reading level-appropriate materials. It also requires something infinitely more difficult: a sense of ease in the new reader when using the public library.

How can this comfort level be achieved? Through outreach, between the public library and literacy efforts in the community, between librarians and tutors / students, between providers and users... as is the case with any library service. The difficulty lies in reaching out, across the stigma that marks the library as the intimidating palace of knowledge, and against the idea that new readers can only read certain materials.

This study makes it clear that literacy sections are useful to have and the presence of an in-house literacy program greatly adds to a library's awareness of literacy and therefore makes more of a conscious effort in collection development practices. But they are only a starting point for a truly great literacy collection. Indeed, as very few of these list titles appear in these three libraries' literacy collections; it is obvious that a literacy collection is not the endpoint for adult new readers, but only the jumping off point to other sections, other libraries, other communities and other worlds of information and lifelong learning opportunity.

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NOTES

¹ For even more lists that can be used when creating and maintaining a collection for adult new readers, websites of literacy efforts such as

National Institute for Literacy <http://www.nifl.gov/>

National Adult Literacy Database <http://www.nald.ca/>

Literacy Volunteers of America <http://www.literacyvolunteers.org/>

National Literacy Trust <http://www.literacytrust.org.uk/>

National Center on Adult Literacy and International Literacy Institute

<http://www.literacyonline.org/ncal.html>

have lists of titles and publishers on their websites

² All lists were taken from the PLA website: <http://www.pla.org/ala/pla/resources/plaallstoptitles.htm>. Note that the committee names changed during some of the years:

2000 Resources for Adult New Readers Committee of PLA's Library Services Cluster

1999 Services to the Adult New Readers Committee of PLA's Library Services

1998 Publishers Liaison Committee of PLA's Adult Lifelong Learning Section

1997 same as 1998

1996 same as 1998 & 1997

For ease of reference, only the general list page is used in the works cited.

³ Branch data found on each of the library system's websites

<http://www.durhamcountylibrary.org/location.htm>

<http://www.co.orange.nc.us/library/hours.htm>

<http://www.greensboro-nc.gov/Departments/Library/branches/>

Population data found on Census Bureau websites

Durham <http://quickfacts.census.gov/qfd/states/37/37063.html>

Orange <http://quickfacts.census.gov/qfd/states/37/37135.html>

Guilford <http://quickfacts.census.gov/qfd/states/37/37081.html>

Volume holdings found at

<http://www.durhamcountylibrary.org/about.htm> under "Books"

<http://www.greensboro-nc.gov/Departments/Library/about/annual.htm>

<http://www.city-data.com/city/Hillsborough-North-Carolina.html>

⁴ <http://www.literacytrust.org.uk/vitallink/about.html>

Appendix A

Location Abbreviations in the Data Collection tables

Every effort was made to retain the exact location name as given by the library branch. If referred to without the prefix juvenile, assume adult reading section

AFB.....	African-American Biography
AFNF.....	African-American Non-Fiction
AL.....	Adult Literacy
ALF.....	Adult Literacy Fiction
AUNF.....	Audio Non-Fiction (incl. workbook)
B.....	Biography
C.....	Careers
F.....	Fiction
Ejuv.....	Juvenile Easy Reader
HOL.....	Holidays
JB.....	Juvenile Biography
JF.....	Juvenile Fiction
JNF.....	Juvenile Non-Fiction
JR.....	Juvenile Reference
L.....	Literacy
LPF.....	Large Print Fiction
LPJF.....	Large Print Juvenile Fiction
LTF.....	Large Type Fiction
MULTI.....	Multicultural
NBF.....	New Books Fiction
NBJF.....	New Books Juvenile Fiction
NF.....	Non-Fiction
P.....	Parenting
YAF.....	Young Adult Fiction
YANF.....	Young Adult Non-Fiction

Appendix B

Titles on the PLA and NCSALL Lists

<i>TITLE</i>	<i>AUTHOR</i>	<i>PUBLISHER</i>	<i>SERIES</i>
PLA 2000			
Baseball	Kelley, James	DK	Eyewitness Books
Big Book of Cars	Lord, Trevor	DK	
Girls' Guide to Hunting and Fishing	Bank, Melissa	Viking	
Katie.com: My Story	Tarbox, Katherine	Dutton	
The Monster Stick & Other Appalachian Tall Tales	Lepp, Paul & Bill	August House	
Wake of the Peridio Star	Hackman, Gene & Daniel Henihan	New Market Press	
They Were My Friends	Oakland Readers Health Project	Peppercorn Books	
I Could Leap Through a Cheerio	Oakland Readers Health Project	Peppercorn Books	
Quest for Life: The Search Deep Within Your Soul to Find Your True Inner Spirit and Reason for Being	Women of Oakland	Peppercorn Books	
Proclamation of Independence: Announcement of Personal Freedom and Total Self-Reliance, the Declaration that you are an Individual of Worth and Value	Women of Oakland	Peppercorn Books	
Tin Star Promise	Hagen, Agnes M.	NRP	Jack Sloan
Justice on Horseback	Hagen, Agnes M.	NRP	Jack Sloan
Shotgun Revenge	Hagen, Agnes M.	NRP	Jack Sloan
Mississippi Stranger	Hagen, Agnes M.	NRP	Jack Sloan
Johannes Gutenberg	Kratoville, Betty Lou	High Noon Books	Problem Solvers Biographies
The Wright Brothers	Kratoville, Betty Lou	High Noon Books	Problem Solvers Biographies
PLA 1999			
Harry Potter and the Sorcerer's Stone	Rowling, J.K.	Arthur A. Levine (Scholastic Books)	Harry Potter
Out of the Dust	Hesse, Karen	Scholastic Press	

And Not Afraid to Dare: The Stories of Ten African-American Women	Bolden, Tanya	Scholastic Press	
Baby Help	Reynolds, Marilyn	Morning Glory Press	
Celestial River: Creation Tales of the Milky Way	Styer, Andrea Stenn	August House Publishers	
Greek Myths Western Style: Toga Tales with Attitude	McBride-Smith, Barbara	August House Publishers	
They Never Gave Up: Adventures in Early Aviation	Wilkey, Michael	Orca Book Publishers	
Women of Hope: African Americans Who Made a Difference	Hansen, Joyce	Scholastic Press	
Communicating with Others	Schwartz, Stuart & Craig Conley	Capstone High/Low Books	Job Skills Series
Working as a Team	Schwartz, Stuart & Craig Conley	Capstone High/Low Books	Job Skills Series
Exploring Job Skills	Schwartz, Stuart & Craig Conley	Capstone High/Low Books	Look at Work
Interviewing for a Job	Schwartz, Stuart & Craig Conley	Capstone High/Low Books	Look at Work
Merchant of Venice	Anderson, Peggy L & Judith D.	Academic Therapy Publications (High Noon Books)	Streamlined Shakespeare
Romeo and Juliet	Anderson, Peggy L & Judith D.	Academic Therapy Publications (High Noon Books)	Streamlined Shakespeare
Discipline from Birth to Three	Lindsay, Jeanne & Sally McCullough	Morning Glory Press	Teen Parenting Skills
Your Baby's First Year	Lindsay, Jeanne Warren	Morning Glory Press	Teen Parenting Skills
Your Pregnancy and Newborn Journey	Lindsay, Jeanne Warren & Jean Burnelli	Morning Glory Press	Teen Parenting Skills
PLA 1998			
Getting to Know Computers	Lundgren, Mary Beth	Cleveland OH Project Learn	Writing Group Books Series
Heartwood	Finney, Nikky	University Press of KY	Books for New Readers Series
Africatrek	Buetner, Dan	Lerner	
Andre Agassi: Reaching the Top Again	Savage, Jeff	Lerner	Sports Achiever Series
Anfernee Hardaway: Basketball's Lucky Penny	Townsend, Brad	Lerner	Sports Achiever Series
A Bosnian Family	Silverman, Robin Landeau	Lerner	Journey Between Two Worlds Series
Carmine's Story	Schulman, Arlene	Lerner	

Denzel Washington	Simmons, Alex	Raintree/Steck-Vaughn	Contemporary African Americans Series
East African Folktales	Kituku, Vincent Muliwa	August House	World Storytelling Series
Edward James Olmos	Carrillo, Louis	Raintree/Steck-Vaughn	Contemporary Hispanic Americans Series
Ferrets	Johnson, Sylvia A.	Carolhoda Books	
A Friend in Need	Massie, Sonja	Signal Hill Publications	Janet Dailey's Love Scenes Series
Heaven Sent	Bette, Nina K.	Signal Hill Publications	Janet Dailey's Love Scenes Series
If Sarah Will Take Me	Bauchard, Dane	Orca Books	
LaDonna Harris	Schwartz, Michael	Raintree/Steck-Vaughn	Contemporary Native Americans Series
The Lady and the Cowboy	Wenger, Christine Anne	Signal Hill Publications	Janet Dailey's Love Scenes Series
Lyn St. JamesL Driven to Be First	Olney, Russ	Lerner	The Achievers Series
The Magic of Love	Logan, Alyssa	Signal Hill Publications	Janet Dailey's Love Scenes Series
Marilyn Monroe: Norma Jean's Dream	Krohn, Katherine E.	Lerner	Newsmaker Biography Series
Maya Lin	Ling, Bettina	Raintree/Steck-Vaughn	Contemporary Asian Americans Series
Nely Galan	Rodriguez, Janet	Raintree/Steck-Vaughn	Contemporary Hispanic Americans Series
On the Way Over the Hill	Lee, Grace	EduCare Press	
Orphan Trains to Missouri	Patrick, Michael D. & Evelyn Goodrich Trickel	University of MO Press	Missouri Heritage Series
Paper Airplanes to Build and Fly	Kelly, Emery	Lerner	
People of China and Their Food	Burckhardt, Ann L.	Capstone	Multicultural Cookbook Series
People of Mexico and Their Food	Burckhardt, Ann L.	Capstone	Multicultural Cookbook Series
People of Russia and Their Food	Burckhardt, Ann L.	Capstone	Multicultural Cookbook Series
Revolutionary Poet: The Story of Phyllis Wheatley	Weidt, Maryann	Carolhoda Books	Creative Minds Series
Scottie Pippen: Reluctant Superstar	Schnakenberg, Robert	Lerner	Sports Achiever Series
Seiji Ozawa	Tan, Sheri	Raintree/Steck-Vaughn	Contemporary Asian Americans Series
Teddy Bears	Ehrbach, Arlene	Carolhoda Books	Household History Series
Toni Morrison	Patrick-Wexler, Diane	Raintree/Steck-Vaughn	Contemporary African Americans Series
Wynton Marsalis	Freeman, Veronica	Raintree/Steck-Vaughn	Contemporary African Americans Series

Control Your Money		Signal Hill Publications	For Your Information Series
Get That Job		Signal Hill Publications	For Your Information Series
Having a Baby		Signal Hill Publications	For Your Information Series
Women's Health		Signal Hill Publications	For Your Information Series
The Expansion Years: Buchanan to McKinley	Blue, Rose & Corinne J. Nader	Raintree/Steck-Vaughn	Who's That in the White House
The Formative Years: Jackson to Pierce	Blue, Rose & Corinne J. Nader	Raintree/Steck-Vaughn	Who's That in the White House
The Founding Years: Washington to J.Q. Adams	Blue, Rose & Corinne J. Nader	Raintree/Steck-Vaughn	Who's That in the White House
The Modern Years: Nixon to Clinton	Blue, Rose & Corinne J. Nader	Raintree/Steck-Vaughn	Who's That in the White House
The Progressive Years: T. Roosevelt to Hoover	Blue, Rose & Corinne J. Nader	Raintree/Steck-Vaughn	Who's That in the White House
The Turbulent Years: F. Roosevelt to Johnson	Blue, Rose & Corinne J. Nader	Raintree/Steck-Vaughn	Who's That in the White House
Atlas of the Rain Forests	Lewington, Anna	Raintree/Steck-Vaughn	Atlas of... Series
Atlas of the Threatened Cultures	Mason, Paul	Raintree/Steck-Vaughn	Atlas of... Series
Women Explorers in Africa	McLoone, Margo	Capstone	Capstone Short Biography Series
Women Explorers in Asia	McLoone, Margo	Capstone	Capstone Short Biography Series
Women Explorers in North and South America	McLoone, Margo	Capstone	Capstone Short Biography Series
Women Explorers in the Polar Regions	McLoone, Margo	Capstone	Capstone Short Biography Series
Carmen's Day	Goethel, Jan	Chippewa Valley Publishing	Shared Umbrella Series
Go To Work, Fred!	Goethel, Jan	Chippewa Valley Publishing	Shared Umbrella Series
A Holiday for Me	Goethel, Jan	Chippewa Valley Publishing	Shared Umbrella Series
Picture Dictionary and Guide for Tutors	Goethel, Jan	Chippewa Valley Publishing	Shared Umbrella Series
The Search for Gold	Barber, Nicola	Raintree/Steck-Vaughn	Treasure Hunter Series
The Search for Lost Cities	Barber, Nicola	Raintree/Steck-Vaughn	Treasure Hunter Series
The Search for Sunken Treasure	Barber, Nicola & Anita Ganeri	Raintree/Steck-Vaughn	Treasure Hunter Series
The Search for Tombs	Ganeri, Anita	Raintree/Steck-Vaughn	Treasure Hunter Series
Alligators / Crocodiles	Dudley, Karen	Raintree/Steck-Vaughn	The Untamed World Series
Bald Eagles		Raintree/Steck-Vaughn	The Untamed World Series
Black Rhinos	Watt, E. Melanie	Raintree/Steck-Vaughn	The Untamed World Series

Blue Whales	Schroeder, Patricia Miller	Raintree/Steck-Vaughn	The Untamed World Series
Elephants	Dudley, Karen	Raintree/Steck-Vaughn	The Untamed World Series
Giant Pandas	Dudley, Karen	Raintree/Steck-Vaughn	The Untamed World Series
Gorillas	Schroeder, Patricia Miller	Raintree/Steck-Vaughn	The Untamed World Series
Great White Sharks	Levine, Marie	Raintree/Steck-Vaughn	The Untamed World Series
Grizzly Bears	Packer, Janice	Raintree/Steck-Vaughn	The Untamed World Series
Jaguars	Watt, E. Melanie	Raintree/Steck-Vaughn	The Untamed World Series
Whooping Cranes	Dudley, Karen	Raintree/Steck-Vaughn	The Untamed World Series
Wolves	Dudley, Karen	Raintree/Steck-Vaughn	The Untamed World Series
World in the Time of Abraham Lincoln	Macdonald, Fiona	Silver Burdett Press	World in the Time of... Series
World in the Time of Alexander the Great	Macdonald, Fiona	Silver Burdett Press	World in the Time of... Series
World in the Time of Marco Polo	Macdonald, Fiona	Silver Burdett Press	World in the Time of... Series
World in the Time of Tutankhamen	Macdonald, Fiona	Silver Burdett Press	World in the Time of... Series
PLA 1997			
The Children of Topaz: The Story of a Japanese-American Internment Camp	Tunnell, Michael O. & George Chilcoat	Holiday House	
Beginning Mountain Biking	Jensen, Julie	Lerner	Beginning Sports Series
Brides of Wildcat County: Tempestuous Opal's Story	Watson, Jude	Aladdin Paperbacks	Brides of Wildcat County Series
Colin Powell: A Man of Quality	Hughes, Libby	Dillon Pr	
Cooking the Irish Way	Hughes, Helga	Lerner	
Egypt, Kush, Aksum: Northeast Africa	Mann, Kenny	Dillon Pr	African Kingdoms of the Past Series
Farmworker's Friend: The Story of Cesar Chavez	Collins, David R.	Carolhoda Books	
I Feel a Little Jumpy Around You: A Book for Her Poems and His Poems Collected in Pairs	Nye, Naomi Shihab & Paul B. Janeczko, eds	Simon & Schuster	

The Life and Death of Crazy Horse	Freedman, Russell drawings by Amos Bad Heart Bull	Holiday House	
Naked Mole Rats	Jarrow, Gail & Paul Sherman	Carolhoda Books	
Niagara Falls: Nature's Wonder	Fisher, Leonard Everett	Holiday House	
Ray Charles: Soul Man	Turk, Ruth	Lerner	
Sacramento, California	Dunnahoo, Terry Jansen	Dillon Pr	
Snowbound: The Tragic Story of the Donner Party	Lavender, David	Holiday House	
A Suitcase of Seaweed and Other Poems	Wong, Janet S.	Margaret K. McElderberry Books	
Will the Dollars Stretch? Teen Parents Living on Their Own: Virtual Reality Through Stories and Check-Writing Practice	Pollock, Sudie	Morning Glory Press	
Wore My New Clothes	Second Start Students	Second Start Adult Literacy Program (Oakland)	Oakland Readers
Them Words in My Head	Second Start Students	Second Start Adult Literacy Program (Oakland)	Oakland Readers
I Didn't Have the Bookwork	Second Start Students	Second Start Adult Literacy Program (Oakland)	Oakland Readers
Education is the Way Out	Second Start Students	Second Start Adult Literacy Program (Oakland)	Oakland Readers
Meuy's Stories: Pieces of Life From Laos to America	Second Start Students	Second Start Adult Literacy Program (Oakland)	Oakland Readers
Julie Krone: Unstoppable Jockey	Savage, Jeff	Lerner	The Achievers
Junior Seau: High-Voltage Linebacker	Morgan, Terry	Lerner	The Achievers
Ken Griffey, Junior: All Around Star	Kramer, Barbara	Lerner	The Achievers
Demolition Derby	Savage, Jeff	Crestwood House	Action Event Series
Drag Racing	Savage, Jeff	Crestwood House	Action Event Series
Monster Trucks	Savage, Jeff	Crestwood House	Action Event Series
Mud Racing	Savage, Jeff	Crestwood House	Action Event Series
Super Cross Motorcycle Racing	Savage, Jeff	Crestwood House	Action Event Series
Truck and Tractor Pullers	Savage, Jeff	Crestwood House	Action Event Series
The Real Patriots of the American Revolution	Young, Robert	Dillon Pr	Both Sides Series

The Transcontinental Railroad: America at Its Best?	Young, Robert	Dillon Pr	Both Sides Series
Hurricanes	Souza, D.M.	Carolhoda Books	Nature in Action Series
Wildfire	Cone, Patrick	Carolhoda Books	Nature in Action Series
The Seven Wonders of the Ancient World	Cox, Reg & Neil Morris	Silver Burdett Press	The Wonders of the World Series
The Seven Wonders of the Historic World	Cox, Reg & Neil Morris	Silver Burdett Press	The Wonders of the World Series
The Seven Wonders of the Modern World	Cox, Reg & Neil Morris	Silver Burdett Press	The Wonders of the World Series
The Seven Wonders of the Natural World	Cox, Reg & Neil Morris	Silver Burdett Press	The Wonders of the World Series
Eleven Nature Tales	De Spain, Pleasant	August House	World Story Telling Series
Trickster Tales	Sherman, Joseph	August House	World Story Telling Series
Wonder Tales from Around the World	Forest, Heather	August House	World Story Telling Series
Wonder Tales from Around the World	Forest, Heather	August House	World Story Telling Series
PLA 1996			
Beginning Soccer	Jensen, Julie	Lerner	Beginning Sports Stories
Behind the Mask: A Book About Prepositions	Heller, Ruth	Grosser & Dunlap	
Beyond Dreams	Reynolds, Marilyn	Morning Glory Press	True-to-Life Series
Black Eagles: African-Americans in Aviation	Haskins, Jim	Scholastic	
A Career in Professional Sports	Savage, Jeff	Capstone Press	Getting Ready for Series
Celebrate Writing 1995: A Collection of Narratives, Poems and Essays		Chippewa Valley Publishing	Celebrate Writing Series
Drumbeat*** *Heartbeat: A Celebration of the Powwow	Braine, Susan	Lerner	We Are Still Here Series
Earth Under Sky-Bear's Feet	Bruchac	Philomel	
Ezra Jack Keats	Engel, Dean & Florence Freedman	Silver Moon Press	
Flush! Treating Wastewater	Coombs, Karen Mueller	Carolhoda	
Genetic Engineering: Redrawing the Blueprint of Life	Darting, Daniel	Dillon	Beyond 2000 Series

Going Home to Nicodemus	Shaw, Daniel Chu Bill	Silver Burdett	
The Great Fire	Murphy, Jim	Scholastic	
The Health Revolution: Surgery and Medicine in the Twenty-First Century	Darling, David	Dillon	Beyond 2000 Series
Her Stories: African-American Folktales	Hamilton, Virginia	Scholastic	
The Human Body. An Illustrated Guide to Its Structure, Function and Disorders	Clayman, Charles B.	Dorling Kindersley	
It's Kwanzaa Time!	Goss, Linda & Clay	G.P.Putnam	
Kwanzaa Karamu: Cooking and Crafts for a Kwanzaa Feast	Brady, April A.	Carolhoda	
Mark Twain: America's Humorist, Dreamer, Prophet, a Biography	Cox, Clinton	Scholastic	
The Modern Ark: Saving Endangered Species	Cohen, Daniel	G.P.Putnam	
One Night: A Story from the Desert	Kessler, Christina	Philomel	
Ordinary Genius: A Story of Albert Einstein	McPherson, Stephanie Sammartino	Carolhoda	
Othello: A Novel	Lester, Julius	Scholastic	
Our House: The Stories of Levittown	Conrad, Pam	Scholastic	
Richard Orr's Nature Cross-Sections	Conrad, Pam	Dorling Kindersley	
Somebody, Somewhere Knows My Name	Lowery, Linda	Carolhoda	
The Story of Ruby Bridges	Coles, Robert	Scholastic	
US Navy Seals	Strissgath, Tom	Capstone Press	
Voices from Vietnam	Denenberg, Barry	Scholastic	
What's Worrying Gus?	Beard, Henry & John Boswell	Dillard	
Will I Get Breast Cancer?	Vogel, Carol G. & John Boswell	Dillard	
The World of Music	Barber, Nicola & Mary Mure	Silver Burdett	
Colin Powell	Patrick-Wexler, Dianne	Raintree Steck-Vaughn	Contemporary Americans
Raul Julia	Perez, Frank & Ann Weil	Raintree Steck-Vaughn	Contemporary Americans
Introducing Bach	Vernon, Roland	Silver Burdett	Introducing
Introducing Beethoven	Vernon, Roland	Silver Burdett	Introducing
Great American Short Stories III	10 authors	Lake Education	Great American Short Stories

Julius Caesar in Gaul and Britain	Ridd, Stephen	Raintree Steck-Vaughn	History Eyewitness Series
Charles Ball and American Slavery	Shutter, Jane	Raintree Steck-Vaughn	History Eyewitness Series
Bonneville		Crestwood House	Out to Win
Daytona		Crestwood House	Out to Win
Indy		Crestwood House	Out to Win
LeMans		Crestwood House	Out to Win
Dr. Samuel A. Mudd	McHale, John E.	Silver Burdett	People in Focus
Elizabeth Van Lew	Zeinert, Karen	Silver Burdett	People in Focus
Mr. Darwin's Voyage	Altman, Linda J.	Silver Burdett	People in Focus
Ralph Abernathy	Reef, Catherine M.	Silver Burdett	People in Focus
Vaclev Havel	Smyinkywicz, Jeffrey	Silver Burdett	People in Focus
Plymouth Plantation	Dunnahoo, Terry	Dillon	Places in American History
Salem, Massachusetts	Kent, Deborah	Dillon	Places in American History
The White House	Guzzetti, Paula	Dillon	Places in American History
Ken Griffey Jr and Ken Griffey Sr.		Crestwood House	Star Families
Melissa & Joan Rivers		Crestwood House	Star Families
Charlie Sheen, Emilio Estevez & Martin Sheen		Crestwood House	Star Families
Tori and Aaron Spelling		Crestwood House	Star Families
Bosnia: Can There Ever be Peace	Flint, David	Raintree Steck-Vaughn	Topics in the News
South Africa: Free at Last	Lowis, Peter	Raintree Steck-Vaughn	Topics in the News
Women Investigators	Blashfield, Jean F.	Capstone Press	v.1-4
NCSALL Dec 2004			
<i>For students</i>			
Citizenship for You: A Beginning Workbook for ESL Learners	Raphael, Kelly	Dominie Press	
Citizenship : Passing the Test	Weintraub, Lynne		
Road to Citizenship: Multimedia Training for United States Citizenship	Blackmer, Elizabeth R. & Fred W. Clough	Trinity Software	
Beyond Prescriptions, Meeting Your Health Needs: A Plain Language Workbook About Health		PEI Women's Network	
Decisions for Health	Bernstein, Vivian	Steck-Vaughn	

Beginning Stories from the Heart: A Reading and Writing Book for Teens and Adults	Magy, Ronna & Linda Mrowicki	Linmore Publishing	
The Great Big Bingo Book: Bingo Games for ESL Learners	Ito, Nina & Anne Berry	Pro Lingua Associates	
The Complete Get That Job!: A Quick and Easy Guide with Worksheets		New Readers Press	
Find the Bathroom First!: Starting Your New Job on the Right Foot	Blitzer, Roy J. & Jacquie Reynolds-Rush	Crisp Publications	
Life Skills for Today's World	Bernstein, Vivian	Steck-Vaughn	
Look Again Pictures for Language Development and Lifeskills	Olsen, Judy Winn-Bell	Alta Book Center Publishers	
On-the-Job English--teacher's guide	Newman, Christy M.	New Readers Press	
On-the-Job English--workbook	Newman, Christy M.	New Readers Press	
On-the-Job English--job success	Newman, Christy M.	New Readers Press	
You Are Here: a Guide to Everyday Maps, Plans, and Diagrams	Martin, Stephen	New Readers Press	
Counting Money and Making Change	Lobb, Nancy	J. Weston Walch	
Kitchen Math	Brendel, Susan	J. Weston Walch	
<i>For Tutors/Teachers</i>			
Civic Participation and Community Action Sourcebook: A Resource for Adult Educators	Nash, Andy	World Education/New England Literacy Resource Center	
Learning to Work in a New Land: A Review and Sourcebook for Vocational and Workplace ESL	Gillespie, Marilyn K. and Project in Adult Immigrant Education	Center for Applied Linguistics	
Culture and the Clinical Encounter: An Intercultural Sensitizer for the Health Professions	Gropper, Rena C.	Intercultural Press	

Culture, Health and Literacy: A Guide to Health Education Materials for Adults with Limited English Literacy Skills	McKinney, Julie & Sabrina Kurtz-Rossi	World Education	
Health and Literacy Compendium: An Annotated Bibliography of Print and Web-Based Health Materials for Use with Limited-Literacy Adults	Irvine, Cindy	World Education	
Take on the Challenge: A Source Book from the Women, Violence, and Adult Education Project	Morrish, Elizabeth & Jenny Horsman & Judy Hoffer	World Education	
The Adventures of Dr. Alphabet: 104 Unusual Ways to Write Poetry in the Classroom and the Community	Morice, Dave	Teachers & Writers Collaborative	
Dialogue Journal Writing with Nonnative English Speakers: A Handbook for Teachers	Peyton, Joy Kreeft & Leslie Reed	Teachers of English to Speakers of Other Languages	
The ESL Miscellany: A Treasury of Cultural and Linguistic Information	Clark, Raymond C. & Patrick R Morgan & Arthur A. Burrows	Pro Lingua Associates	
LifePrints ESL for Adults: student book	Newman, Christy M	New Readers Press	
LifePrints ESL for Adults: CD	Newman, Christy M	New Readers Press	
LifePrints ESL for Adults: workbook	Newman, Christy M	New Readers Press	
LifePrints ESL for Adults: assessment	Newman, Christy M	New Readers Press	
Our Lives: Authentic Student Stories for Developing Reading and Writing Skills	Berkman, Myron & Linda Mrowicki	Linmore Publishing	
Put it in Print: How to Produce a Book of Writings by Adult Literacy Students	Clark, Wilma	New Readers Press	
Writing Out Loud	Morgan, Deborah	Grass Roots Press	
190 Ready to Use Activities That Make Math Fun	Watson, George	Jossey-Bass	
Family Math II: Achieving Success in Mathematics	Coates, Grace Davila	Lawrence Hall of Science	

Science Within Reach: A Manual for Teaching And Learning Science in Adult Literacy Programs	Strohmaier, Rose	Grass Roots Press	
Handbook for Literacy Tutors	Harwood, Chris and Ottawa-Carleton Coalition for Literacy	Grass Roots Press	
LitStart: Strategies for Adult Literacy and ESL Tutors	Frey, Patricia & Evey Renner	Michigan Literacy Inc	
A Toolbox for ESL Tutors: an Instructional Guide for Teaching English as a Second Language to Newcomers	Piontexk, Marlene	Frontier College Press	
Beyond the GED: Making Conscious Choices about the GED and Your Future	Fass, Sarah & Barbara Garner	NCSALL	
Creating Authentic Materials and Activities for the Adult Literacy Classroom: A Handbook for Practitioners	Jacobsen, Erik & Sophie Degener & Victoria Purcell-Gates	NCSALL	
Understanding What Reading is All About: Teaching Materials and Lessons for Adult Basic Education Students	Hagar, Ashley et al	NCSALL/NIL	

Appendix C

Three North Carolina Public Library System Holdings

Looking at all three systems

	TITLES IN LIBRARY SYSTEM (OF 248)	HOLDING % OF PLA & NCSALL LISTS	TITLES IN LITERACY COLLECTION	% OF TOTAL TITLES IN LITERACY COLLECTION	COPIES IN LIBRARY SYSTEM	COPIES IN BRANCH VISITED	BRANCH HOLDING % OF TOTAL COPIES IN LIBRARY SYSTEM
DURHAM	73	29.44%	4	1.61%	197	91	46.19%
GREENSBORO	59	23.79%	8	3.23%	231	32	13.85%
ORANGE	9	3.73%	0	0	19	17	89.47%

Durham County Public Library

TITLE	LOCATION	COPIES	IN LITERACY COLLECTION?	COPIES AND LOCS AT MAIN
Baseball	JNF	3		
Girls' Guide to Hunting and Fishing	F	5		3 AF
Katie.com: My Story	NF	1		1 ANF
Harry Potter and the Sorcerer's Stone	JF/LPJF	23&1		7 JF & 2 LPJF
Out of the Dust	J/YAF	20		2 YAF, 5 JF
And Not Afraid to Dare: The Stories of Ten African-American Women	JNF	2		1 JNF
Baby Help	YAF	1		
Women of Hope: African Americans Who Made a Difference	JNF	3		1 JNF
Discipline from Birth to Three	YANF/P	4		3 YANF, 1 P
Your Baby's First Year	YANF/P	3		2 YANF, 1 P
Your Pregnancy and Newborn Journey	YANF	3		
Africatrek	not available			
A Bosnian Family	JNF	1		1 JNF
Carmine's Story	JNF	1		
Denzel Washington	JB	3		1 JB
Ferrets	JNF	1		1 JNF
Paper Airplanes to Build and Fly	JNF	6		1 JNF
Revolutionary Poet: The Story of Phyllis Wheatley	JB	3		1 JB
Toni Morrison	JB	2		1 JB
Wynton Marsalis	JB	2		1 JB
Women's Health	ALF	1	y	1 ALF
The Search for Gold	JNF	1		1 JNF
The Search for Lost Cities	JNF	3		1 JNF
The Search for Sunken Treasure	JNF	1		1 JNF
The Search for Tombs	JNF	3		1 JNF

Bald Eagles	JNF	1	1 JNF
Blue Whales	JNF	1	1 JNF
Giant Pandas	JNF	1	
Great White Sharks	JNF	1	1 JNF
Wolves	JNF	2	1 JNF
The Children of Topaz: The Story of a Japanese- American Internment Camp	JNF	3	1 JNF
Egypt, Kush, Aksum: Northeast Africa	JNF	3	1 JNF
The Life and Death of Crazy Horse	JB	4	1 JNF
Naked Mole Rats	JNF	3	1 JNF
Niagara Falls: Nature's Wonder	JNF	1	1 JNF
Ray Charles: Soul Man	JB	2	
Snowbound: The Tragic Story of the Donner Party	JNF	1	1 JNF
Demolition Derby	JNF	1	1 JNF
Drag Racing	JNF	1	1 JNF
Monster Trucks	JNF	1	1 JNF
Mud Racing	JNF	1	1 JNF
Truck and Tractor Pullers	JNF	1	1 JNF
Hurricanes	JNF	5	1 JNF
Wildfire	JNF	2	1 JNF
Eleven Nature Tales	JNF	4	1 JNF
Trickster Tales	JNF	2	1 JNF
Wisdom Tales from Around the World	JNF	1	1 JNF
Wonder Tales from Around the World	JNF	2	1 JNF
Behind the Mask: A Book About Prepositions	JNF	2	1 JNF
A Career in Professional Sports	JNF	2	1 JNF
Drumbeat*** *Heartbeat: A Celebration of the Powwow	JNF	1	1 JNF
Earth Under Sky-Bear's Feet	JNF	1	1 JNF
Flush! Treating Wastewater	JNF	2	1 JNF
Going Home to Nicodemus	JNF	1	1 JNF
The Great Fire	JNF	5	2 JNF
Her Stories: African- American Folktales	JNF	4	2 JNF
The Human Body. An Illustrated Guide to Its Structure, Function and Disorders	NF/R	3	1 R
Kwanzaa Karamu: Cooking and Crafts for a Kwanzaa Feast	JNF	4	2 JNF
Mark Twain: America's Humorist, Dreamer, Prophet, a Biography	B	2	1 B
One Night: A Story from the Desert	Ejuv	2	1 Ejuv
Ordinary Genius: A Story of Albert Einstein	JB	1	1 JB
Othello: A Novel	YAF	2	1 YAF
Our House: The Stories of Levittown	JF	2	1 JF

The Story of Ruby Bridges	JNF	8		2 JNF
Colin Powell	JB	1		
Introducing Beethoven	JB	1		1 JB
Ralph David Abernathy	JB	1		
Salem, Massachusetts	JNF	2		1 JNF
The White House	JNF	3		1 JNF
South Africa: Free at Last	JNF	1		1 JNF
Decisions for Health	ALF	2	y	2 ALF
On-the-Job English--job success	AL/NF	3	y	1 AL
You Are Here: a Guide to Everyday Maps, Plans, and Diagrams	ALF	1	y	1 ALF
TOTALS				
TITLES	73 out of 248			
TOTAL IN LITCOLL			4 out of 248	
COPIES IN LIB SYSTEM		197		
COPIES AT MAIN				91

Library System Holdings: Guilford County - Greensboro Public Library

<i>TITLE</i>	<i>LOCATION</i>	<i>COPIES</i>	<i>IN LITERACY COLLECTION?</i>	<i>COPIES AND LOCS AT GLENWOOD</i>
Baseball	JNF	6		1 JNF
Big Book of Cars	none available			
Girls' Guide to Hunting and Fishing	F/NBF/LTF	5&1&1		
Katie.com: My Story	NF	10		1 NF
Harry Potter and the Sorcerer's Stone	JF/NBJF	26&1		2 JF, 1NBJF
Out of the Dust	JF/YAF	8&5		1 JF, 1 YAF
Greek Myths Western Style: Toga Tales with Attitude	JR	1		
Women of Hope: African Americans Who Made a Difference	JNF/AFAMNF	1&1		
Communicating with Others	YANF/NF	2&1		
Working as a Team	YANF	2		
Exploring Job Skills	YANF/NF	2&1		
Interviewing for a Job	YANF/NF	2&1		
Discipline from Birth to Three	P	1		
Your Baby's First Year	P	1		
Your Pregnancy and Newborn Journey	P	2		
A Bosnian Family	JNF	8		1 JNF
Carmine's Story	JNF	3		
Ferrets	JNF	1		
Paper Airplanes: Models to Build and Fly	JNF	4		
Toni Morrison	JB/AFNF	1&1		
Wynton Marsalis	JB/AFB	1&1		

Control Your Money	L	1	y	
Get That Job	L&C	1&1	y	
Having a Baby	L	2	y	2 L
Women's Health	L	2	y	2 L
Alligators & Crocodiles	none available			
Blue Whales	JNF	1		
Giant Pandas	JNF	1		
The Life and Death of Crazy Horse	JNF/MULTI	2&1		1 MULTI
Naked Mole-Rats	JNF	1		
Hurricanes	JNF	3		1 JNF
Eleven Nature Tales	JNF	3		1 JNF
Trickster Tales	JNF	1		
Wisdom Tales from Around the World	JNF	2		1 JNF
Wonder Tales from Around the World	JNF	1		
Behind the Mask: A Book About Prepositions	JNF	3		
Drumbeat*** *Heartbeat: A Celebration of the Powwow	JNF	1		
Ezra Jack Keats	JB/MULTI/NF	7&1&1		1 JB
The Great Fire	JNF	7		1 JNF
Her Stories: African-American Folktales	JNF/JR/AFNF	6&1&1		1 JNF
The Human Body. An Illustrated Guide to Its Structure, Function and Disorders	NF	1		
It's Kwanzaa Time!	JNF/HOL	1&1		
Kwanzaa Karamu: Cooking and Crafts for a Kwanzaa Feast	JNF/AFNF	7&5		1 AFNF
Othello: A Novel	YAF/JF	1&2		
The Story of Ruby Bridges	JNF/JR/AFNF	10&1&2		1 AFNF, 1 JNF
Colin Powell	L	2	y	
Raul Julia	L	2	y	
Julius Caesar in Gaul and Britain	JNF	1		
Charles Ball and American Slavery	JB/AFB	1&2		
Bosnia: Can There Ever be Peace	JNF	3		
Citizenship for You: A Beginning Workbook for ESL Learners	AUNF	9		2 AUNF
Citizenship : Passing the Test	NF/AUNF	1&7		1 AUNF
Beginning Stories from the Heart: A Reading and Writing Book for Teens and Adults	L	4	y	1 L
The Great Big Bingo Book: Bingo Games for ESL Learners	NF&L	1&1	y(1)	
Find the Bathrooms First!: Starting Your New Job on the Right Foot	C	2		

Civic Participation and Community Action Sourcebook: A Resource for Adult Educators	NF	2		2 NF
The Adventures of Dr. Alphabet: 104 Unusual Ways to Write Poetry in the Classroom and the Community	NF	1		
The ESL Miscellany: A Treasury of Cultural and Linguistic Information	NF	4		3 NF
TOTALS				
TITLES	59 of 248			
TOTAL IN LITCOLL			8 out of 248	
COPIES IN LIB SYSTEM		231		
COPIES AT GLENWOOD				32

Library System Holdings: Orange County Public Library

TITLE	LOCATION	COPIES	IN LITERACY COLLECTION?	COPIES AND LOCS AT OC PUBLIC
Baseball	JNF	1		1 JNF
Girls' Guide to Hunting and Fishing	F	1		1 F
Harry Potter and the Sorcerer's Stone	JF/ LPJF	6&1		5JF, 1LPJF
Out of the Dust	JF	5		4 JF
Women of Hope: African Americans Who Made a Difference	JNF	1		1 JNF
Interviewing for a Job	YANF	1		1 YANF
Carmine's Story	JNF	1		1 JNF
Ferrets	JNF	1		1 JNF
TOTALS				
TITLES	9 titles of 248			TITLES
TOTAL IN LITCOLL			NONE	
COPIES IN LIB SYSTEM		19		
COPIES AT OC PUBLIC				17