

EDITORIAL

When I graduated from library school I became a children's librarian. Since I had been a library storyteller during my junior and senior years in college, and since I had been an avid reader of books and user of public libraries since early childhood, I was not unaccustomed to the world of books, summer reading programs, and standard library programs. As a previous camp counselor and a preliminary education student, I was aware of the psychological needs of youth. My own interests in the underprivileged had led me to take college courses in social work and political science. At that moment in time I wanted to share the best literature with children, to give them new knowledge and freedom, and to comfort them. I worked for a large library system. Much like the girl in *Tim Tit Tot*, I could tell all the stories I wanted to tell, create all the programs for the underprivileged I wanted to do, and order all the books I wanted to have until the day of reckoning came. It was the sixties, and library funding was at its height.

In the beginning of the seventies I moved to West Lafayette, Indiana. Since I was most familiar with outreach programming and with public library administration, I approached the two public libraries about possible work. I quickly learned that 1) story hours were all the programming either sought to maintain, 2) professional children's librarians were too expensive to hire and 3) book budgets were restrictive. I left the real world in despair and headed for the ivory tower of academie. Since the seventies seemed traditional I hoped to inspire those future librarians and teachers I met to move against the times and to bring innovation in children's programming to libraries. I knew that there would be other professors doing the same.

In 1979 Pauline Wilson leaned out of her ivory tower at the University of Tennessee and asked, "Are children's librarians *book people* rather than *child people*? Is the role of the children's librarians that of literary critic or otherwise? . . . Would it not be more correct to say the business of children's librarians is the development of children through the use of the library materials and programs?" (*School Library Journal*, February 1979, 24).

It does not take long to realize that Indiana's services for children have changed. Our librarians are not simply book people, they are child people interested in pursuing the individual development of the child. The call for manuscripts about children's and young adult services brought in a flurry of contributions which showed how diverse programming was throughout the state. That diversity is reflected in this issue.

Mavis Jean Canon's solid understanding of folklore, of children's editions of tales, and of their possibilities as lode for puppeteers is shared in "Puppets as Tellers of Tales." Her practical suggestions concerning children's uses of the tales will help the librarian not already involved in participation programming. Ann Spenner writes of extending the toddler program down to beginning walkers, and changing the emphasis from the storyhour to the one-on-one sharing experience. Eugene R. Sanders presents a lively account of his personal experiences in setting up a library Dungeons and Dragons Club for young adults. His report shows that game playing should be considered an essential ingredient in young adult programming. Keith Boehme and Sue Weller's article proves that children with special needs can be reached and suggests that professionals outside of librarianship should be called upon as consultants in library program planning. And finally, Barbara Kasper and Robert Smith's research report on library services to rural children in Indiana and Kentucky is a noteworthy research design which ascertains that the overall program service levels for a specific library clientele can be measured. All of these articles underscore the concept that Indiana children's services stress the development of children by planning carefully constructed programs which depend not on the use of excellent books alone, but upon designing activities which complement the abilities and the interests of these young patrons.

Unlike my early years as a children's librarian, today's professionals cannot hope to create all the programs they would want nor can they afford to buy all the books available. Perhaps that's for the best. Reflected in this issue is the concept of specialization in programs based upon community needs and librarian expertise. Because of this expertise and because of the philosophical approaches being used, I am convinced that quality service demands quality professionals. I am equally convinced that children's and young adult librarians should be expensive to hire because as public relations experts and as programming innovators they are worth every penny they get.