

The Educational Role and Services of Public Libraries in Indiana

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ABSTRACT

The purpose of this study, commissioned by the Indiana State Library, was to document the educational activities being offered through Indiana's 239 public libraries.

Methodology

A mail questionnaire was distributed to every main library and branch library in the state, requesting information concerning the kinds and numbers of education-related services and programs provided during the calendar year 1987, along with an estimate of program attendance. One hundred eighty-two main libraries and 101 branches responded, for a total response rate of 73%. Prior to data analysis the main libraries were stratified into six size categories, based on population served. In order to approximate statewide totals from the numbers obtained through the returned questionnaires, estimator ratios were computed and applied to each strata. A comparison of responding libraries to the total population of libraries indicated that the sample was quite representative of proportions exist-

ing in the total population.

The concept of "educational services and programs" was explored through a checklist of broad areas of activity which are generally recognized as falling within the purview of public libraries and which are assumed to contain an educational purpose. Activities were subdivided according to client age levels. In addition, a category was established for subgroups within the population that public libraries often target for special services.

It was assumed that certain educational services would be supported at more extensive levels than others. In order to examine this assumption, each service area was considered with respect to four broad levels of support: (1) materials, (2) miscellaneous support (referrals, informational displays, and so forth), (3) reference/information, and (4) individual guidance/instruction. Provision of materials was considered the most basic level, while individualized guidance or instruction was assumed to be the most extensive level.

The study also centered on the number and kind of educational

programs that public libraries offered in 1987, and the estimated total number of users who participated in each of the programs. In addition, respondents were asked their perceptions concerning the importance of their library's educational purpose relative to the other customary purposes served by public libraries (informational, recreational, and cultural).

Findings

There were no services or programs that could be termed "universal," although there were some that were offered by a majority of public libraries. Nearly 90% provided materials appropriate to the needs of preschool children and their parents, while 70% provided reference and information in support of parent education. Some 7,100 library preschool storytime programs were offered to over 154,000 preschoolers. School-related services and programs are another example. Between 70 and 80% of the state's public libraries provided materials in several service areas to supplement the formal education of elementary school children. In 1987, public libraries in Indiana were visited by some 8,100 school classes, consisting of approximately 189,400 children.

Young adults, aged thirteen through eighteen, were able to find materials to supplement their school work in 80% of the public library outlets. In addition, between 84 and 92% of the libraries provided materials, and between 72 and 81% provided reference and information service related to the concerns of young adults in the areas of career and college selection, health, sexuality, and other personal matters.

The preschool and school-related services and programs of public libraries are important not

only because they extend and supplement the efforts of the state's system of formal education, but also because they encourage children and young people to view reading and learning as enjoyable and worthwhile pursuits which need not end with their formal education. The ability of today's young people to excel in tomorrow's learning society can only be enhanced as a result of the encouragement they receive through public library educational services.

An estimated 68% of Indiana's public libraries provided adult literacy materials in 1987; 59% provided materials in support of adult basic education, and 82% made materials available for GED study. Twenty-four percent of the libraries offered literacy tutor training, and 21% offered literacy programs. Additionally, 49% cooperated in the efforts of literacy coalitions in their communities.

Local history is another area in which a majority of Indiana public libraries are involved. Eighty-two percent collect local history materials, and 72% provide reference and information services related to local history.

With respect to special populations, more public libraries are providing educational opportunities in the form of materials and reference support for visually impaired individuals and older adults, than for any other group. However, programming for special populations is not prevalent among public libraries.

Public librarians in Indiana view both information and education as being almost equally important, but respondents reported that library users appear to view the library's recreational purpose as most important.

This survey of the educational role of public libraries in Indiana supports the assumption that a variety of activities are being conducted throughout the state, providing formal, informal, and alternative learning opportunities for thousands

of Hoosiers from birth through their older years. In terms of numbers of programs and total attendance, the contribution of public libraries, large and small, toward the goal of life-long learning is impressive.

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Introduction

The public library has many roles in a community and in society. Although the nature of these roles has changed through time, the educational mission has remained a fundamental part of public library service. "The belief that the public library is a significant component of America's system of public education is a widely-stated value." (1)

Several years ago, *A Nation at Risk* warned of the need to improve this country's educational system. In response to that and other criticisms of public education, Indiana initiated such efforts as Project Prime Time and the Governor's A-Plus Program. Both the U.S. Office of Education and the American Library Association responded to the criticisms of education in the reports, *Alliance for Excellence* and *Realities*. Both of these reports addressed the need for community library services as a part of the lifelong learning society. The public library's importance in education was reaffirmed.

What is the policy of the state of Indiana with regard to public libraries? The significant library legislation passed by the state legislature in 1947 stated:

It is hereby declared to be the policy of the state, as part of its provision for public education, to promote the establishment, maintenance, and development of public library service for each of its various subdivisions. Such public library service is to be provided by a library supported by public funds and operated for the benefit and free use of individuals and groups of all ages in the community in the meeting of their educational, informational, and recreational interests and needs. (emphasis added) (2)

The language is clear; public library service is declared to be part of both state and local responsibility

in their provision for public education. The law further mandates the "dissemination of the knowledge" contained in books and other materials and declares that the State Library shall initiate plans for library development and conduct research that will contribute to those plans. (3)

This post-war action was part of a movement initiated by the American Library Association to develop a national plan for public library service with its rationale stated in these words from the *Post-War Standards for Public Libraries*:

The basic objectives of the American public library may be codified by the use of five convenient word symbols: (1) education, (2) information, (3) aesthetic appreciation, (4) research, and (5) recreation. These terms are not mutually exclusive and likewise the categories of people who use public libraries cannot be sharply segregated.

The achievement of the goals of a democratic society depends in large measure on the enlightenment of the people and on the vitality of their social and cultural ideals. The complexity and rapid tempo of the modern world put a responsibility on the citizen to educate himself continuously, and on the government to provide the means for the citizen's self-education. The public library is an agency evolved by America to meet this need. (4)

As early as 1945, Marian McFadden of the Indianapolis Public Library stressed that the prime focus of the public library was the lifelong learning necessary for adult participation (in the new post-war world). She presented a "life-cycle" model of public library use. Library work with preschool children was perceived as a form of adult education in that the librarian must work with the parents to reach the child, to encourage and develop the read-

ing and library habit which would extend into adulthood. (5)

In 1946, 50% of Indiana's public libraries were operating on budgets of less than \$2,500. The Indiana Library Association/Indiana Library Trustee Association (ILA/ILTA) was instrumental in organizing support for the new library code and a plan for state aid to present to the 1947 State Legislature. Though the State Library Plan was passed, state aid was not recommended.

Today, goals statements of most public libraries in Indiana include commitment to serving the educational, informational, and recreational needs of the people of Indiana. What role should the public

library play in a general system of education? What roles does it play? Are the state's political leaders, educators, and public aware of the contributions and possibilities the public library offers? The purpose of this research is to document the educational activities of public libraries in Indiana. With that documentation, the importance of the public library in education can be assessed. It is an appropriate time for public libraries to demonstrate the value of their educational services to their communities. It is also important to articulate its importance to the general public and to the state's executive and legislative branches.

Methodology

In response to an inquiry from C. Ray Ewick, Director of the Indiana State Library, Drs. Verna Pungitore and Shirley Fitzgibbons of the Indiana University School of Library and Information Science prepared a brief proposal to study the educational role of Indiana public libraries. A similar study, *Libraries Improve Florida's Education* (Terrie and Summers, 1987) served as a model. While the Florida study was limited to adult literacy and children's services, the Indiana survey demonstrates a much broader role for public libraries by including educational services to all age groups and special populations.

Research Questions

The following is a sample of the research questions that were addressed in the study:

1. What was the total number of users (adults, young adults, and children) who participated in public library educational programs in 1987?
2. What was the total number of educational programs that were conducted for each age group in 1987?
3. What percentage of the total programming is for adults? young adults? children?
4. What type of programming and support is being given to literacy in Indiana?
5. What type of programs and services are being offered to special populations such as persons with disabilities, older adults, ethnic populations, persons with English as a second language, etc.?
6. What is the total number of programs being offered to supplement formal education (school/curriculum-related)?
7. Which programs are universal in that they are offered by every library?
8. What percentage of the libraries surveyed indicated a top priority for its educational role?
9. What percentage of the libraries gave top priority to children's services? young adults? adult services?
10. How many libraries received outside funding for educational services?
11. Which agencies have provided funding for educational services in Indiana libraries?

Traditionally, public libraries have recognized four broad roles or purposes: educational, informational, cultural, and recreational. It is often difficult to distinguish an educational purpose from a cultural or informational one with respect to library activities. In many cases, all three purposes are achieved by the same service or program. For example, opportunities of both a cultural and informational nature are often included as part of an educational program provided to children, their parents, and their caretakers.

Because there is no universally accepted definition of the educational role of the public library, the investigators decided not to operationalize such a definition in any formal manner. Instead, a de facto role was explored through a series of survey questions concerning library materials, services, and programs, each of which could rationally be assumed to have a major educational facet.

Method

A mail questionnaire was developed during February and March of 1988. Revisions were made following a pretest conducted in a group

of Ohio libraries. The questionnaire in final format was mailed in early April and a follow-up letter was sent to non-respondents in May.

The questionnaire was sent to each of Indiana's 239 main libraries and 148 branch libraries. The original design specified two survey forms. Most libraries would receive a shorter form requesting only statistical data. A selected random sample would receive a longer form requesting planning and evaluation information, opinions and perceptions, as well as the statistical information. The Ohio pretest indicated that length of survey made little impact on response rate. It was therefore decided to send the longer form to all libraries.

Libraries were asked to report statistics for 1987. This allowed for reporting of a full year's data and facilitated analysis by correlating with the state library's latest available annual statistical compilation.

Response Rates

Libraries were stratified by size into six categories to facilitate comparison among and between groups and to increase accuracy of extrapolation for state totals. Response rates were examined to ensure that appropriate dispersion had been achieved. While overall response rates were fairly consistent, response rates for branches varied radically among groups (see Table 1). The varying branch return rate is probably due to two factors. Larger libraries tend to have more branches which may be removed from central administrative offices. Secondly, some respondents aggregated system-wide totals rather than returning a separate survey for each branch.

Estimates of Statewide Totals

The method used to estimate state totals from response data is similar to that utilized in the Florida

**Table 1. Response Rates for Main Libraries and Branches
(Grouped According to Size of Population Served)**

| Size Category | Number of Libraries | | Number of Responding Libraries | |
|---------------|---------------------|----------|--------------------------------|-------------|
| | Main | Branches | Main | Branches |
| under 5000 | 98 | 1 | 77 (78.6%) | 0 |
| 5000-9999 | 49 | 14 | 35 (71.4%) | 1 |
| 10000-24999 | 47 | 23 | 37 (78.7%) | 13 (56.5%) |
| 25000-49999 | 22 | 15 | 15 (68.2%) | 6 (40.0%) |
| 50000-100000 | 13 | 26 | 10 (76.9%) | 22 (84.6%) |
| over 100000* | 9 | 69 | 8 (88.9%) | 59 (85.5%) |
| Total | 238 | 148 | 182 (76.5%) | 101 (68.2%) |

* Although annual reports indicate a tenth library in this category, the library differs substantially in its circulation, collections, income, expenditures, and other items used to develop ratios from which to estimate statewide totals. Because the library was a non-respondent, and because use of its annual report totals would have created a biased and misleading ratio for this size category (resulting in a substantially underestimated total), the library was eliminated from the study entirely.

study. Ten items were selected from the 1987 annual report statistics: population, circulation, registered borrowers, income, expenditures, total books, total non-book collection, total collection, number of service outlets, and hours of service. The main libraries were grouped into the six size categories listed in Table 1. Within each size stratum, for each of the ten items, a ratio was computed (statewide totals divided by totals for the responding libraries). An average ratio was then determined for each stratum. The estimated totals for each size category were computed using the following formula:

$$\text{Estimated total} = \text{Respondent total} \times \text{the average ratio}$$

An aggregate of all six strata provided statewide estimated totals.

The Florida study was not stratified, therefore it used a single ratio. It was decided that Indiana's public libraries are far more varied in terms of their size and available resources. By stratifying the libraries and establishing an average ratio for each stratum, it was possible to eliminate much of the bias in the estimates.

A comparison of the responding libraries to the total population of libraries indicates that the sample is quite representative of the proportions which exist in the total population as illustrated below.

| | Main Libraries (n=239) | | Responding Libraries (n=182) | |
|-----------------|---------------------------|------------|---------------------------------|------------|
| | Number | Percentage | Number | Percentage |
| 1. under 5000 | 98 | 41.0 | 77 | 42.3 |
| 2. 5000-9999 | 49 | 20.5 | 35 | 19.2 |
| 3. 10000-24999 | 47 | 19.6 | 37 | 20.3 |
| 4. 25000-49999 | 22 | 9.2 | 15 | 8.2 |
| 5. 50000-100000 | 13 | 5.4 | 10 | 5.5 |
| 6. over 100000 | 10 | 4.2 | 8 | 4.4 |

The satisfactory response rates (76.5% of main libraries and 68.2% of branches) and the size of the sample used to estimate statewide totals (262 libraries), coupled with the representativeness of the sample, serve to minimize the amount of error in the estimated totals. It should be noted, however, that one main library in the largest size category did not respond, while all of its branches provided data. If this had any effect, it probably caused the totals to be somewhat underestimated. It was decided that a bias in this direction was more acceptable than one that would overestimate the totals.

Findings

Introduction

The purpose of the study was to examine the various ways in which public libraries are providing educational opportunities to Indiana citizens of all ages. It was expected that a profile of the educational role of public libraries would emerge through a survey of education-related services and programs offered during the 1987 calendar year.

Four broad supportive areas formed the focus of the services part of the study:

1. *Materials* (monographs, periodicals, pamphlets, brochures, bibliographies, AV, etc.)
 2. *Miscellaneous Support* (including referrals, meeting space, informational displays, exhibits, etc.)
 3. *Reference/Information* (the use of catalogs, indexes, other bibliographic resources, and staff)
 4. *Individual Guidance/Instruction* (including personal guidance, tutoring, and other forms of personalized educational support)
- These were considered to be progressive levels at which support for educational services might be provided. The most basic level was assumed to be the provision of materials in support of education, while the most comprehensive level included individualized guidance and instruction.

The survey also centered on the number and kind of educational programs that public libraries offered in 1987 and the estimated total number of library users who participated in each of the programs.

User groups were categorized by age level:

1. *children* from birth through twelve years of age;

2. *young adults* from age thirteen through eighteen; and

3. *adults*.

In addition, information was also collected regarding services and programs geared to special populations such as adults and children who are visually impaired, hearing impaired, mobility impaired, and learning disabled. Other special populations include older adults, the disadvantaged, and ethnic groups.

This section of the report will consider separately the findings related to each age group and the special populations. Within each user group, specific services and their levels of support will be discussed first, followed by a discussion of specific programs and total attendance. Findings include both actual totals and the estimated statewide totals which were obtained through the use of estimator ratios, as indicated in the methodology section.

A copy of the survey instrument is included in Appendix A. A complete list of survey items with actual and estimated totals may be found in Appendix B.

Educational Services and Programming for Children (Birth through Age Twelve)

Public libraries generally devote many resources to support children's library services. National trends include a growing importance given to preschool programming and services; the recognition of the adult (in the role of parent, teacher, and caretaker) as an important patron for the children's librarian; and a need for attention to latchkey children. Questions that concern children's library service in Indiana addressed in this study include:

1. What percentage of public libraries offer school-related services for children?
2. What percentage of public libraries offer reading guidance and book-related services and programs for children?
3. Does the library provide preschool services including support for parents with toddlers, infant care, and daycare support?
4. Are there programs and/or services that are universally offered to children in public libraries?
5. Are services and programs being offered through children's departments to parents, teachers, and other caregivers?

Several survey questions addressed each of the above areas. The data for children's services is presented in Table 2 and for children's programming in Tables 3, 4, and 5.

Children's Services

The services will be examined in terms of the number of libraries offering specific services within four levels: materials, support, reference/information and guidance/instruction. Only services supported by especially large numbers of libraries or especially low numbers will be highlighted in this report.

School-Related Services

Eighty-one percent of the libraries provide materials to support homework, while 76% provide reference/information support for homework (Table 2). Though homework is the most supported school-related service, other services that are supported by almost three-fourths of the libraries (at the materials level) include: library instruction, teacher support, and classroom support. Between 60 and 70% of the libraries also provide reference support in each of these three areas. Only library instruction is supported by the majority of libraries at the guidance/instruction level; 54% of the libraries provide this. Formal school liaison was least supported by libraries; only 39% of the libraries offered this at the reference level and 16% at the guidance/instruction level.

Book/Reading-Related Services

Reading guidance was supported by 78% of the libraries with materials; 60% at the support level; 70% with reference services; and 40% by guidance/instruction. Though this was one of the most prevalent services, it is still surprising that only 70% of the libraries provide reference support for reading guidance.

Preschool Services

Eighty-nine percent of the public libraries provide materials for parents and toddlers, while 75% provide reference/information for this group. To support infant care, 80% of the libraries provide materials and 65% provide reference service. A lower number of libraries, 56%, provide materials for daycare support, while 46% provide reference for daycare agencies.

Parent Education

A surprisingly high number of libraries, 81%, provide materials for parent education, and 70% provide reference support in this area.

Children's Programming

The most significant programming areas for children will be examined within the same general headings: school-related, books/reading-related including preschool, and other programs, including film, arts/crafts, performances, and so forth. In-library and outreach programming offered by a significant number of libraries will be highlighted.

School-Related Programs

Seventy-seven percent of the libraries provided programs for class visits to the library; 8,120 class visits brought 189,397 children to public libraries in 1987 (Table 3). Closely associated with class visits, and possibly not mutually exclusive, were the number of programs of library instruction; 1,574 programs were offered by 23% of the libraries with a total attendance of 35,800 children.

In addition to these class visits to the library, librarians from 56% of the libraries visited schools to provide 4,913 outreach programs reaching approximately 184,850 children.

Books/Reading-Related Programs

Summer reading was offered by 86% of the libraries, reaching a total of approximately 152,300 children in 1987. More storytime programs were offered than any other program, but because this was broken down by age group, it is harder to compare. Seven thousand one hundred preschool storytimes were offered by 43% of the libraries with a total estimated attendance of

154,586. For elementary children alone, 732 storytimes were offered with an estimated total attendance of 11,419; but 5,644 combined storyhours for preschool and elementary children were offered by 27% of the libraries with an estimated total attendance of 82,220. In addition, "other" storyhours were reported with mixed-age groups, for a total of 2,503 programs offered by 2% of the libraries.

Other book/reading-related programs included: booktalks (21% of the libraries, 66,450 attending) and puppet shows (28% of the libraries, 16,355 attending).

Preschool programming is included under books/reading-related programs because the main goal of programming for this age group is preliteracy/prereading skills, and it almost always involves books and stories. Parent/toddler programs are offered by 36% of the libraries, with 3,044 programs attended by 55,590 parents and their young children. In addition to the preschool storytimes previously reported (154,590 children), 36 film programs were offered to 955 preschool children. In addition, 25% of the libraries provided outreach to daycare centers (see Table 3 under outreach programs), providing 2,265 programs and reaching 101,690 preschool children. In Table 4, respondents reported a total of 613 "other preschool programs" with 10,248 preschoolers attending.

Recreational Programs

Film programs are a popular type of programming for children, young adults, and adults in public libraries, and Indiana is no exception. Fourteen percent of the libraries provide 583 film programs for elementary school children (16,435 estimated attendance); 17% provide programs for preschool/elementary

children (26,644 attendance); and 11% of the libraries provide 590 "other film programs" for a total attendance of 14,156.

In addition to film programs, arts and crafts programs were numerous; 6,441 programs were offered by 55% of the libraries with 78,970 children participating. Performances were presented in 32% of the libraries (1,625) with 21,530 children attending.

Parent/Teacher/Caretaker Programs

Ten percent of the libraries offered 225 programs with 11,490 parents attending. In addition 4% of the libraries offered 106 programs for teachers and caretakers with an attendance of 2,575.

Outreach Programs

As expected, schools were the agencies most served by libraries (56%). Next, daycare agencies were served by 25% of the libraries, as reported in the preschool area above. Other outreach programs were provided to scouts (17% of the libraries), community groups (7%), hospitals (6%), and recreation organizations (4%).

"Other" Programs for Children

Table 4 reports the "other" in-library programs for children, and Table 5 reports the "other" outreach programs. These tables resulted from the very large number of programs listed by respondents to open-ended sections of the survey. They included 1,121 "other" in-library programs with attendance of 34,008 children and 230 "other" outreach programs with a total attendance of 18,028. Programs from the "other" category that accounted for the largest number of participating children included: read-aloud programs (10,360 chil-

dren), computer instruction, (1,458), writing workshops (2,180 children), activity programs (1,200 children), after-school programs (1,090 children), along with such assorted programs as holiday special programs (1,477 children), hobbies, reading/book contests, video workshops, and so forth.

Most of the outreach program attendance was due to 91 "Call a Story" (prerecorded stories via telephone) programs used by 179,460 children.

Table 2. Libraries Providing Educational Services for Children, Birth through Age 12

| Service | Number of Libraries Providing | | | | | | | | |
|-----------------------------|-------------------------------|----|-----------|----|-----------------------|----|----------------------|----|--|
| | Materials | | Support | | Reference/Information | | Guidance/Instruction | | |
| | Estimated | % | Estimated | % | Estimated | % | Estimated | % | |
| Book/Reading-Related | | | | | | | | | |
| Reading Guidance | 261 | 78 | 202 | 60 | 235 | 70 | 135 | 40 | |
| School-Related | | | | | | | | | |
| Library Instruction | 245 | 73 | 197 | 59 | 229 | 68 | 179 | 54 | |
| Homework Support | 272 | 81 | 178 | 53 | 253 | 76 | 115 | 34 | |
| Classroom Support | 238 | 71 | 158 | 47 | 207 | 62 | 89 | 27 | |
| Curriculum Support | 232 | 69 | 150 | 45 | 214 | 64 | 67 | 20 | |
| Teacher Support | 241 | 72 | 185 | 55 | 222 | 66 | 77 | 23 | |
| Formal School Liaison | 124 | 37 | 114 | 34 | 130 | 39 | 54 | 16 | |
| Preschool | | | | | | | | | |
| Parent-Toddler | 298 | 89 | 210 | 63 | 251 | 75 | 102 | 30 | |
| Daycare Support | 187 | 56 | 104 | 31 | 154 | 46 | 57 | 17 | |
| Infant Care | 269 | 80 | 123 | 37 | 219 | 65 | 32 | 9 | |
| Other | | | | | | | | | |
| Parent Education | 272 | 81 | 165 | 49 | 234 | 70 | 60 | 18 | |

Table 3. Educational Programs for Children Provided by Indiana Public Libraries in 1987, with Estimates of Attendance

| Program | Number of Programs | | % of Libraries Offering Programs | Number Attending | |
|----------------------------|--------------------|------------------|----------------------------------|------------------|------------------|
| | Actual Number | Estimated Number | | Actual Number | Estimated Number |
| IN-LIBRARY | | | | | |
| ok/Reading Programs | | | | | |
| Preschool: | | | | | |
| Parent-Toddler Programs | 2384 | 3044 | 36 | 43703 | 55589 |
| Storytime | 5663 | 7114 | 43 | 120452 | 154586 |
| Film | 24 | 36 | 1 | 621 | 955 |
| Storytimes: | | | | | |
| Elementary | 539 | 732 | 8 | 8393 | 11419 |
| Preschool/Elementary | 4214 | 5644 | 27 | 62596 | 82220 |
| All Other Storytimes | 2100 | 2503 | 2 | 1597 | 2237 |
| Summer Reading | 1611 | 2092 | 86 | 119537 | 152311 |
| Book Discussion | 289 | 371 | 11 | 6467 | 8193 |
| Book Talks | 3457 | 4277 | 21 | 52908 | 66467 |
| Puppet Shows | 942 | 1157 | 28 | 12880 | 16355 |
| Creative Dramatics | 4351 | 5166 | 9 | 4225 | 5490 |
| Author Appearances | 54 | 70 | 11 | 4449 | 5738 |
| School-Related | | | | | |
| Class Visits | 6239 | 8120 | 77 | 141739 | 189397 |
| Library Instruction | 1153 | 1574 | 23 | 24844 | 35798 |
| Group Tutoring | 533 | 663 | 4 | 2659 | 3538 |
| Homework/Term Paper | 225 | 293 | 5 | 3602 | 4746 |
| Other | | | | | |
| Film | | | | | |
| Elementary | 474 | 583 | 14 | 13263 | 16435 |
| Preschool Elementary | 1011 | 1411 | 17 | 19089 | 26644 |
| Other Film | 474 | 590 | 11 | 11227 | 14156 |
| Arts/Crafts | 5052 | 6441 | 55 | 63372 | 78969 |
| Performances | 1330 | 1625 | 32 | 16166 | 21529 |
| Group Visits | 696 | 906 | 25 | 13749 | 17715 |
| Parent Programs | 179 | 225 | 10 | 9533 | 11492 |
| Teacher/Caretaker Programs | 88 | 106 | 4 | 2122 | 2576 |
| OUTREACH PROGRAMS | | | | | |
| Schools | 3907 | 4913 | 56 | 147176 | 184851 |
| Daycare | 1816 | 2265 | 25 | 84431 | 101692 |
| Scouts | 477 | 604 | 17 | 5176 | 6646 |
| Recreation | 46 | 59 | 4 | 1077 | 1372 |
| Community | 62 | 79 | 7 | 1271 | 1602 |
| Hospitals | 255 | 331 | 6 | 2932 | 3769 |

*The largest library reported number of programs of "all other storytimes" but failed to report attendance. These low numbers reflect the unreported data.

Table 4. Actual Reported Number of "Other" In-Library Educational Programs for Children

| Program | Number of programs | Total Attendance |
|------------------------------|--------------------|------------------|
| Book/Reading Programs | | |
| Guest Readers | 10 | 500 |
| Discussion | 8 | 125 |
| Book Contest | 5 | 53 |
| Family Storyhour | 4 | 361 |
| Read-Aloud | 2 | 10363 |
| Children's Book Week | 2 | 40 |
| Reading | 1 | 50 |
| Readathon | 1 | 19 |
| Gene Stratton Porter | 1 | NR |
| NLW Contest | 1 | 242 |
| Read-in for NLW | 1 | NR |
| Subtotals | 36 | 11753 |
| Information Programs | | |
| Computer | 189 | 1458 |
| Video Workshops | 24 | 264 |
| Lectures | 19 | 591 |
| Writing Workshops | 14 | 2183 |
| Babysitting Training | 8 | 40 |
| Sign Language | 3 | 77 |
| Science Fair | 2 | 89 |
| Health/Robot from Hospital | 1 | 65 |
| Flag Information | 1 | 24 |
| Reference Materials | 1 | 14 |
| Subtotals | 261 | 4740 |
| Recreational Programs | | |
| Activity Programs | 40 | 1200 |
| Holiday Specials | 25 | 1447 |
| Puzzles/Games | 13 | 198 |
| Variety Hour | 10 | 90 |
| Super Saturdays | 9 | 325 |
| Zoo Programs | 6 | 188 |
| Chess Classes | 3 | 41 |
| Outdoor Activities | 3 | 88 |
| Scouts | 3 | 31 |
| Puppet Workshop | 1 | 12 |
| Model Building | 1 | 50 |
| Wheel of Fortune | 1 | 40 |
| Face Painting | 1 | 50 |
| Balloon Launch | 1 | 600 |
| Madcap Production | 1 | 289 |
| Up with People | 1 | 69 |
| Turn off TV | NR | 100 |
| Subtotals | 119 | 3810 |
| After-School Programs | 29 | 1090 |
| Preschool Programs | 613 | 10248 |
| Other - Nonspecified | 63 | 1294 |
| Totals | 1121 | 34008 |

Table 5. Actual Number of "Other" Outreach Educational Programs for Children

| Program | Number of Programs | Total Attendance |
|-------------------------------|--------------------|------------------|
| Community Events | | |
| Mall Programs | 13 | 749 |
| Art Fair | 8 | 725 |
| Pioneer Day | 4 | 250 |
| Young Authors' Conference | 3 | 51 |
| Forest Festival | 2 | 30 |
| Community Fair | 1 | NR |
| Health Fair | 1 | NR |
| Special Olympics | 1 | 530 |
| Other | | |
| Call a Story | 91 | 179460 |
| Summer Reading | 24 | 229 |
| Head Start | 24 | 1470 |
| Read a Book | 15 | 530 |
| Special Education | 9 | 400 |
| Puppet Shows | 8 | 1050 |
| Family Read-Aloud | 6 | 463 |
| REAP | 4 | 240 |
| Halloween | 4 | 775 |
| Get Well Kits | 3 | 3 |
| Young Farmers | 1 | 5 |
| Summer Reading Club Promotion | 1 | 65 |
| Oral Storytelling | 1 | 150 |
| Book Talks | 1 | 22 |
| Yell and Tell | NR | 755 |
| Nonspecified Other | | |
| | 3 | 76 |
| Totals | 230 | 188028 |

Educational Services and Programming for Young Adults, Ages Thirteen through Eighteen

Young adult services are not as well established in libraries throughout the United States as either children's or adult services. There are few known public librarians designated as young adult librarians in Indiana today. Yet we do not know if either the children's librarian or some other librarian has the responsibility to serve this age group. For this reason, this study has tried to include in its survey questions a section concerning services and programs for young adults that are considered important by the library field and the Young Adult Services Division of the American Library Association. The categories of services include: book/reading-related, school-related, information-related, and parent support. Questions are similar to the questions asked about children's public library services:

1. What percentage of public libraries offer school-related services for the young adult?
2. Does the library provide services and programs to meet the information needs of the young adult including: career, college selection, health and sex information, and personal information needs?
3. Are reading guidance and book-related services provided for young adults?
4. Are services and programs being offered to parents and teachers of young adults?

The data for young adult services is presented in Table 6 and for young adult programming in Tables 7, 8, and 9.

Young Adult Services

Services will be examined in terms of the number of libraries offering services at the four levels of support: materials, support, reference/information, and guidance/instruction. The services offered by the greatest percentage of libraries will be highlighted.

School-Related Services

A similar pattern is found for young adults as for children in regard to school-related services (Table 6). Eighty percent of the libraries provide materials for homework support while 77% provide reference homework support. Equal support by libraries is given to junior high curriculum support as senior high curriculum support (76% materials, 69% reference). Library instruction is offered through reference services by 63% of the libraries and 45% through guidance/instruction. Library instruction is the only service to receive support at the guidance/instruction level by this number of libraries. Teacher support materials were provided by 67% of the libraries with 60% also providing teachers with reference assistance.

As in children's services, school liaison is again the lowest level of service; 38% of the libraries provide reference to support this while only 14% provide guidance/instruction as school liaison. This is interesting in light of early public library history in urban libraries when the school services person (a member of the public library staff) was responsible for providing materials and reference to school children as well as specific school-public library liaison. As school library/media

centers have changed, so may have the role of public libraries in school support. Without a designated person to coordinate and plan school services, however, it is interesting to note the large number of libraries offering school support found in this study.

Information-Related Services

All information services included on the survey are provided by responding libraries. Ninety-two percent of the libraries support health needs through materials and 81% through reference service. Closely following are the other information services: career (90% of the libraries by materials; 78% by reference); personal needs (89% of the libraries by materials; 73% by reference); sex information (87% of the libraries by materials; 72% by reference); and college selection (84% of the libraries by materials; 73% by reference).

Book/Reading-Related Services

Only one specific question was asked on the survey concerning reading guidance. Seventy-eight percent of the libraries responded that they provided materials to support reading guidance; only 66% responded that they provided reference to support reading guidance. Twenty-six percent of the libraries provided guidance/instruction pertaining to reading guidance.

Parent Support

Parent support is provided by 77% of the libraries by materials and 69% by reference service.

Young Adult Programming

As in the children's program analysis, in-library programs will be examined, including those programs that are school-related and information-related; outreach programs for

young adults will also be noted, including school visits. Unfortunately, the area of reading guidance/book-related programs was not included in the young adult program section of the survey. However, the write-in responses on the open-ended "other" section shows some efforts on the part of public libraries to include book programs. As shown in Table 8, 84 "other" in-library, book-related programs were offered with 1,426 young adults participating; these programs included booktalks, book clubs, summer reading, and one Battle of the Books program with 84 participants.

School-Related Programming

Overall, public libraries in Indiana were not involved in a great deal of young adult programming, especially compared to children's programming. The main emphasis is on school classes, both with school classes coming to the library and librarians visiting school classes (Table 7).

Twenty-one percent of the libraries provided 503 programs to school classes visiting the library for 11,350 students. Also, 13% of the libraries presented 205 programs of library instruction to 6,345 students. In addition, 14% of the libraries provided 533 outreach visits to school classes for 16,875 students. Though these are relatively small percentages, they represent programs that involve large numbers of students.

Table 8 reports on 40 "other" in-library, school-related programs with a total attendance of 758, including SAT/ACT Instruction, writing workshops, and computer use programs. Table 9 reports on 122 "other" outreach school-related programs for 2,488 students, including book talks in schools (106 programs; 2,083 attendance).

Information-Related Programs

Even less information-related programming was offered than school-related programming. Only 6% of the libraries offered 123 programs for 818 young adults in the area of personal needs; 5% offered 42 career programs for 837 young adults; and 4% offered 31 health information programs for 332 young adults (Table 7). In addition, Table 8 shows 25 "other" in-library informational programs offered for 248 young adults, including programs for library volunteers (15 programs for 75 young adults), and others, including safety, bicycle repair, babysitting tips, karate, and Pan Am Games information.

Recreational Programs

Table 8, under "other" in-library programs for young adults, notes 84 programs of a recreational nature with 4,158 total attendance. Of these 84 programs, 29 were family films with 3,400 total attendance; others included stamp clubs, crafts, and musical programs. Other outreach programs (Table 9) for young adults included 23 programs for 618 young adults, with two types of programs accounting for most of those numbers. Twelve summer recreation programs had 225 young adults attending, and 3 holiday parties brought 300 young adults together.

Table 6. Libraries Providing Educational Services for Young Adults, Ages 13 through 18

| Service | Number of Libraries Providing | | | | | | | |
|-----------------------------|-------------------------------|----|-----------|----|-----------------------|----|----------------------|----|
| | Materials | | Support | | Reference/Information | | Guidance/Instruction | |
| | Estimated | % | Estimated | % | Estimated | % | Estimated | % |
| Book/Reading-Related | | | | | | | | |
| Reading Guidance | 263 | 78 | 179 | 53 | 221 | 66 | 89 | 26 |
| School-Related | | | | | | | | |
| Homework Support | 279 | 80 | 184 | 55 | 260 | 77 | 105 | 31 |
| Classroom Support | 208 | 62 | 135 | 40 | 190 | 57 | 57 | 17 |
| Teacher Support | 224 | 67 | 156 | 47 | 201 | 60 | 61 | 18 |
| Junior High Curriculum | 259 | 77 | 172 | 51 | 235 | 70 | 84 | 25 |
| Senior High Curriculum | 254 | 76 | 164 | 49 | 232 | 69 | 79 | 24 |
| School Liaison | 122 | 37 | 101 | 30 | 129 | 38 | 46 | 14 |
| Library Instruction | 217 | 65 | 162 | 49 | 211 | 63 | 152 | 45 |
| Information-Related | | | | | | | | |
| Sex Information | 292 | 87 | 137 | 41 | 241 | 72 | 38 | 11 |
| Career Information | 302 | 90 | 168 | 50 | 264 | 78 | 59 | 18 |
| College Selection | 284 | 84 | 154 | 46 | 247 | 73 | 48 | 14 |
| Health Information | 309 | 92 | 168 | 50 | 273 | 81 | 50 | 15 |
| Personal Needs Information | 299 | 89 | 145 | 43 | 246 | 73 | 51 | 15 |
| Other | | | | | | | | |
| Parent Support | 260 | 77 | 136 | 40 | 231 | 69 | 42 | 13 |

Table 7. Educational Programs for Young Adults Provided by Indiana Public Libraries in 1987, with Estimates of Attendance

| Program | Number of Programs | | % of Libraries Offering Programs | Number Attending | |
|---------------------------------|--------------------|-----------|----------------------------------|------------------|-----------|
| | Actual | Estimated | | Actual | Estimated |
| IN-LIBRARY | | | | | |
| Education/School-Related | | | | | |
| Class Visits to Library | 387 | 503 | 21 | 8755 | 11347 |
| Homework Support | 238 | 302 | 5 | 3375 | 4298 |
| Library Instruction | 159 | 205 | 13 | 5117 | 6345 |
| Group Tutoring | 64 | 94 | 3 | 645 | 913 |
| Information-Related | | | | | |
| Careers | 33 | 42 | 5 | 642 | 837 |
| College Selection | 9 | 12 | 2 | 91 | 132 |
| Sex Information | 10 | 12 | 1 | 67 | 79 |
| Health Information | 22 | 31 | 4 | 259 | 332 |
| Personal Needs | 99 | 123 | 6 | 656 | 818 |
| OUTREACH | | | | | |
| School Visits | 423 | 533 | 14 | 13463 | 16875 |

Table 8. Actual Reported Number of Other In-Library, Education-Related Programs for Young Adults

| Program | Number of Programs | Total Attendance |
|---------------------------------|--------------------|------------------|
| Book-Related | | |
| Summer Reading | 17 | 136 |
| Reading | 25 | 250 |
| Book Clubs | 5 | 56 |
| Book Talks | 36 | 900 |
| Battle of the Books | 1 | 84 |
| Subtotals | 84 | 1426 |
| Education/School-Related | | |
| SAT/ACT Instruction | 10 | 455 |
| Writing Workshops | 10 | 185 |
| Computer Use | 11 | 36 |
| Spanish | 3 | 22 |
| Vocational/ODC | 6 | 60 |
| Subtotals | 40 | 758 |
| Informational | | |
| Babysitting Tips | 1 | 5 |
| Bicycle Repair | 1 | 10 |
| Safety | 5 | 62 |
| Karate | 2 | 82 |
| Pan Am Games Information | 1 | 14 |
| Library Volunteers | 15 | 75 |
| Subtotals | 25 | 248 |
| Other | | |
| Musical | 4 | 125 |
| Stamp Club | 12 | 36 |
| Crafts | 17 | 167 |
| Films | 2 | 20 |
| Family Films | 29 | 3400 |
| Video | 20 | 410 |
| Subtotals | 84 | 4158 |
| Nonspecified | | |
| | 16 | 47 |
| Totals | 249 | 6637 |

Table 9. Actual Reported Number of Other Outreach, Education-Related Programs for Young Adults

| Program | Number of Programs | Total Attendance |
|--------------------------------|--------------------|------------------|
| School-Related | | |
| School Visits/Newspaper Week | 2 | 320 |
| Visits to School Librarians | 6 | NR |
| Book Talks in Schools | 106 | 2083 |
| Visits to Group Home | 8 | 85 |
| Subtotals | <u>122</u> | <u>2488</u> |
| Other | | |
| YMCA | 1 | 25 |
| Summer Recreation | 12 | 225 |
| Displays -- Art Class | 2 | 6 |
| Displays -- Photography/Sports | 2 | 3 |
| Holiday Parties | 3 | 300 |
| Cross Country Skiing | 1 | 4 |
| Nonspecified | 2 | 55 |
| Subtotals | <u>23</u> | <u>618</u> |
| Totals | 145 | 3106 |

Educational Services and Programming for Adults

Public libraries were developed in this country to support the needs of adult patrons—partly to assist the assimilation of new immigrants into American culture. This represented both an educational and a cultural role for the public library. Most major studies of the public library since the 1940s show that the adult patron represents almost 75 percent of the users. They have also shown that the adult user prefers to read light fiction rather than to seek information or to further formal or informal educational needs. Yet many public libraries have emphasized information services in recent years. Within the last ten years, public libraries have assigned a high priority to literacy services.

Questions that concern adult library services and programs addressed in this study include:

1. What percentage of public libraries in Indiana offer services and programs to support adult literacy and other school-related opportunities?
2. Do public libraries offer information-related services and programs for adults?
3. What percentage of Indiana public libraries participate in such programs as Let's Talk About It, Great Books, and so forth?

Information on adult educational services is presented in Table 10 and on adult programming in Tables 11 and 12. The categories used to discuss adult services include: information-related, school-related, local history/humanities services, and book-related services. Older adults are discussed in the special populations section, but many services for this group are obviously included in this section as well.

Adult Services

Information-Related Services

Services offered by the largest number of libraries were informational in nature (Table 10). Eighty-four percent of the libraries offered health information materials, while 71% offered reference services in the health area. Eighty percent of the libraries offered materials to support consumer information and personal finance, while 79% of the libraries offered materials to support jobs/careers and family relations. These four information need areas were supported by reference services in 66 and 67% of the libraries. Only personal finance was supported through guidance and instruction by many libraries; 21% of the libraries responded positively to this item. Business information, though receiving the lowest support of each of these information areas, was supported through materials by 72% of the libraries, and 59% of the libraries responded that they provided reference support.

Local History/Humanities Services

Eighty-two percent of the libraries supported local history through provision of materials, while 72% also provided reference services. In addition, 22% of the libraries provided guidance/instruction for local history.

Seventy-eight percent of the libraries supported culture and humanities through materials, and 66% through reference services.

School-Related Services

Although it may seem incongruous to refer to library adult educational services as "school-related," public libraries do provide a number of formal learning opportunities for

adults that are considered to be "alternative" forms of education. Adults can learn to read through their public libraries, obtain high school equivalency diplomas, and engage in independent study leading to college credit. Of the formal programs, high school equivalency needs were supported with materials by 82% of the libraries, with reference services by 64%, and with guidance/instruction by 11%. The next most supported educational need was literacy; 68% of the libraries provided materials for literacy, 63% provided reference, and a high number, 30%, of libraries provided guidance/instruction. Among adult educational services, only literacy was highly supported at the guidance/instruction level.

Supported by fewer libraries—though still significant numbers—were the following: adult basic education (ABE) (59%), CLEP (44%), and English as a Second Language (ESL) (34%). In general, Adult Basic Education and English as a Second Language are services that support adult literacy. The three categories taken together indicate that the majority of public libraries provide services in the area of literacy.

Adult Programs

School-Related

As the service patterns have shown, literacy is a high priority of public libraries. More public libraries offered literacy programming than any other kind of programming; 24% of the libraries offered 1,062 programs for literacy tutors, and 21% offered 28,530 programs for literacy learners (Table 11). The estimated number of users for this area may be actual numbers involved in literacy programs; the data show that an estimated 9,894 tutors attended these sessions, and

an estimated 37,897 learners participated in literacy programs. In addition, 4% of the libraries offered 493 Adult Basic Education programs serving 6,292 students.

Information-Related

More libraries (22%) offered programs concerning personal finance than any other information program, a total of 360 programs with an estimated attendance of 5,922. Other information programs offered were health programs (13% of the libraries offered 1,135 programs) and family programs (12% of the libraries offered 238 programs).

Table 12 presents the "other" programs noted on the open-ended survey question. Eighty-two additional programs were offered, including programs on tax, navigation, computer and library instruction, and so on. These programs were attended by a total number of 3,168.

Book-Related

Fifteen percent of the libraries offered 398 programs involving culture/humanities, with a total attendance of 15,465. Also, 10% of the libraries were involved in Let's Talk About It programs, offering 172 programs with an estimated 3,660 attendance. Great Books programs were offered by 3% of the libraries for a total of 113 programs, with an estimated attendance of 1,446.

Local history programming followed the pattern of adult services for local history. Seventeen percent of the libraries offered 268 programs with an estimated total attendance of 130,995.

Table 12 notes an additional twenty-eight book-related programs including nineteen adult reading clubs, book reviews, author autographing, and writers' workshops

for a total estimated attendance of 665.

Recreational Programs

Though the adult program section of the survey did not include specific recreational programs, 52 programs were listed by write-in responses including travel and culture, and crafts, among others (Table 12). An estimated 2,047 persons attended these recreational programs. Listed separately in Table 12 are film/travel film programs. Libraries offered 703 film programs with an estimated total attendance of 20,902, making this one of the most offered adult programs with a large attendance.

Only the literacy programming provided a greater number of programs. Besides literacy programs and programs of local history, which involved the largest numbers of adults, film programs was third highest in total attendance figures.

Outreach to the Elderly

Though older adults were included in the special populations section of the survey, several respondents used the open-ended section of adult programs to report the 232 programs offered in nursing homes and older American centers attended by 3,032 persons (Table 12).

Table 10. Libraries Providing Educational Services for Adults

| Service | Number of Libraries Providing | | | | | | | | |
|------------------------------|-------------------------------|----|-----------|----|-----------------------|----|----------------------|----|--|
| | Materials | | Support | | Reference/Information | | Guidance/Instruction | | |
| | Estimated | % | Estimated | % | Estimated | % | Estimated | % | |
| School-Related | | | | | | | | | |
| Literacy | 231 | 68 | 218 | 65 | 213 | 63 | 101 | 30 | |
| Adult Basic Education | 198 | 59 | 152 | 45 | 183 | 54 | 33 | 10 | |
| High School Equivalency | 275 | 82 | 157 | 47 | 215 | 64 | 39 | 11 | |
| English as a Second Language | 116 | 34 | 76 | 23 | 104 | 31 | 26 | 8 | |
| CLEP/College Credit | 147 | 44 | 73 | 22 | 125 | 37 | 12 | 4 | |
| Information-Related | | | | | | | | | |
| Job/Career Information | 266 | 79 | 141 | 42 | 223 | 66 | 39 | 11 | |
| Personal Finance | 268 | 80 | 170 | 50 | 222 | 66 | 69 | 21 | |
| Business Information | 241 | 72 | 117 | 35 | 200 | 59 | 22 | 6 | |
| Consumer Information | 271 | 80 | 141 | 42 | 225 | 67 | 20 | 6 | |
| Family-Related | 265 | 79 | 143 | 42 | 222 | 66 | 32 | 10 | |
| Political Issues | 228 | 68 | 119 | 35 | 199 | 59 | 22 | 6 | |
| Health | 284 | 84 | 164 | 49 | 239 | 71 | 42 | 13 | |
| Other | | | | | | | | | |
| Culture/Humanities | 264 | 78 | 166 | 49 | 224 | 66 | 35 | 10 | |
| Local History | 277 | 82 | 188 | 56 | 241 | 72 | 73 | 22 | |

Table 11. Educational Programs for Adults Provided by Indiana Public Libraries in 1987, with Estimates of Attendance

| Program | Number of Programs | | % of Libraries Offering Programs | Number Attending | |
|------------------------------|--------------------|-----------|----------------------------------|------------------|-----------|
| | Actual | Estimated | | Actual | Estimated |
| School-Related | | | | | |
| Literacy Tutors | 857 | 1062 | 24 | 7315 | 9894 |
| Literacy Learners | 23369 | 28531 | 21 | 30343 | 37897 |
| Adult Basic Education | 407 | 493 | 4 | 5215 | 6292 |
| High School Equivalency | 249 | 295 | 2 | 2376 | 2819 |
| English as a Second Language | 103 | 130 | 2 | 792 | 955 |
| CLEP | 1 | 1 | 0 | 46 | 59 |
| Information-Related | | | | | |
| Job/Career | 36 | 47 | 8 | 952 | 1203 |
| Personal Finance | 288 | 360 | 22 | 4818 | 5922 |
| Business | 76 | 96 | 8 | 1323 | 1641 |
| Consumer | 62 | 77 | 8 | 1065 | 1302 |
| Public Issues Forums | 18 | 22 | 2 | 360 | 434 |
| Family | 187 | 238 | 12 | 6608 | 8179 |
| Health | 912 | 1135 | 13 | 6992 | 8695 |
| Books/Reading | | | | | |
| Let's Talk About It | 132 | 172 | 10 | 2828 | 3660 |
| Great Books | 91 | 113 | 3 | 1160 | 1446 |
| Other | | | | | |
| Cultural/Humanities | 305 | 398 | 15 | 11803 | 15465 |
| Local History | 202 | 268 | 17 | 104858 | 130995 |

Table 12. Actual Reported Number of Other Education-Related Programs for Adults

| Program | Number of Programs | Total Attendance |
|--|--------------------|------------------|
| Books/Reading | | |
| Adult Reading Club | 19 | 330 |
| Book Reviews | 4 | 160 |
| Author Autographing | 3 | 145 |
| Writer's Workshop | 2 | 30 |
| Subtotals | 28 | 665 |
| Films/Travel Films | | |
| | 703 | 20902 |
| Information-Related | | |
| Legislative Forum | 4 | 200 |
| Political | 1 | 125 |
| Constitution Forum | 1 | 45 |
| How to Use the Library | 15 | 1033 |
| Library Booth/Community Information Meeting | 1 | 300 |
| Computer Instruction | 14 | 66 |
| Tax | 30 | 404 |
| Navigation | 15 | 975 |
| Bird Identification | 1 | 20 |
| Subtotals | 82 | 3168 |
| Recreational | | |
| Travel/Culture | 21 | 779 |
| Recreational | 6 | 581 |
| Crafts | 16 | 138 |
| Art Shows | 2 | 350 |
| Cooking | 5 | 83 |
| Sports | 1 | 16 |
| Shopping Mall | 1 | 100 |
| Subtotals | 52 | 2047 |
| Outreach--Elderly | | |
| Nursing Homes | 208 | 2720 |
| Old American Centers | 24 | 312 |
| Subtotals | 232 | 3032 |
| Other | | |
| Blood Pressure Screening | 12 | 862 |
| Personal Hygiene/Makeup | 1 | 5 |
| Hotline | 2 | 37 |
| Nonspecified | 3 | 439 |
| Subtotals | 18 | 1343 |
| Totals | 1115 | 31157 |

Educational Services and Programs for Special Populations

One goal of the Indiana State Library's *Long Range Plan* states:

The resources of libraries will be available *through special services and materials*, to persons who are physically, socially, or economically disadvantaged. (6)

In May 1988, a status report of objectives of the *Long Range Plan* (7) stated that there were 11,585 users who were blind and/or physically handicapped obtaining materials from either local public libraries or through the regional and subregional libraries for the blind and physically handicapped in Indiana. The report also indicated that six public libraries in Indiana provide special services to the deaf community. Services to homebound residents and those in nursing homes and hospitals were provided by some public libraries including: 92 libraries providing individualized book service to the homebound; 43 that deliver materials to nursing homes or hospitals; 47 that maintain book collections in nursing homes; and 19 that offer a books-by-mail service.

This part of the study focuses on the user group but does not try to delineate specific types of programming since it will vary by the needs and interests of each special group. The services section does use the same categories used in the rest of the study including: materials, support, reference/information, and guidance/instruction. The program section asked for the number of programs offered for each special user group and, rather than the number attending these programs, for the estimated number served by

the library, which could include those offered special materials, reference service, and other services.

Questions pertaining to special user groups include:

1. Are special populations considered in planning services such as materials, support, reference, and guidance/instruction?
2. What percentage of libraries offer programs for each special population?
3. Which special groups are being served by Indiana public libraries and to what extent?

Table 13 presents the services offered to special populations, and Table 14, the number of programs.

Services Offered to Special Populations

More public libraries (66%) provide materials for visually impaired adults than for any other group with disabilities. Also, more libraries (48%) offer reference service for this group. Surprisingly, the highest level of service support, guidance and instruction, is offered by 12% of the libraries to visually impaired adults.

There is a library support system sponsored by the federal government (Library of Congress's National Library Service), including regional libraries (Indiana State Library for the Blind and Physically Handicapped) and subregional libraries (in several large public libraries), specifically for the visually impaired. This long-established and relatively well-funded service, being more widely known to public libraries and

the general public, may account for the study's findings.

Older adults are served by a majority of the libraries; 53% provide materials; 40% provide reference; and 12% provide guidance/instruction services to older adults.

Parents of disabled youth are served as a special user group by 37% of the libraries in the provision of materials and by 26% of the libraries through reference service.

Between 21 and 30% of the libraries provide both material and reference support for adults and children who are hearing impaired, mobility impaired, learning disabled, or disadvantaged. Ethnic groups (identified as a special group) are served by only 9% of the libraries through special materials and 7% of the libraries by reference service (Table 13).

Programs for Special Populations

Older adults are the only "special population" group offered programs to any extent by Indiana public libraries; 18% of the libraries offer an estimated 61 programs to older adults. Less than 4% of the libraries offer special programs for any of the other special populations delineated in the study. However, these libraries offered a total of 91 programs in 1987 (Table 14).

An item on the questionnaire requested an "estimate of the number of people in each target group served." The data reported back from libraries suggested varying interpretations of this request. Therefore, these estimations of numbers of users with special needs were not used in the analysis but are included in the complete listing of the survey data in Appendix B.

Table 13. Libraries Providing Educational Services for Special Populations

| Service | Number of Libraries Providing | | | | | | | |
|---------------------------|-------------------------------|----|-----------|----|-----------------------|----|----------------------|----|
| | Materials | | Support | | Reference/Information | | Guidance/Instruction | |
| | Estimated | % | Estimated | % | Estimated | % | Estimated | % |
| Older Adults | 179 | 53 | 107 | 32 | 135 | 40 | 41 | 12 |
| Visually Impaired Adult | 221 | 66 | 114 | 34 | 160 | 48 | 39 | 12 |
| Visually Impaired Child | 115 | 32 | 56 | 17 | 89 | 27 | 12 | 4 |
| Hearing Impaired Adult | 99 | 30 | 48 | 14 | 88 | 26 | 12 | 4 |
| Hearing Impaired Child | 85 | 25 | 41 | 12 | 82 | 24 | 11 | 3 |
| Mobility Impaired Adult | 86 | 26 | 49 | 15 | 73 | 22 | 13 | 4 |
| Mobility Impaired Child | 75 | 22 | 40 | 12 | 70 | 21 | 9 | 3 |
| Learning Disabled Adult | 96 | 29 | 42 | 12 | 77 | 23 | 14 | 4 |
| Learning Disabled Child | 101 | 30 | 46 | 14 | 86 | 25 | 11 | 3 |
| Parents of Disabled Youth | 124 | 37 | 46 | 14 | 88 | 26 | 15 | 5 |
| Disadvantaged | 90 | 27 | 53 | 16 | 74 | 22 | 12 | 4 |
| Ethnic Groups | 30 | 9 | 17 | 5 | 23 | 7 | 8 | 2 |

Table 14. Educational Programs for Special Populations Provided by Indiana Public Libraries in 1987

| Program | Number of Programs | | % of Libraries Offering Programs |
|----------------------------|--------------------|-----------|----------------------------------|
| | Actual | Estimated | |
| Older Adults | 48 | 61 | 18 |
| Visually Impaired Adults | 8 | 11 | 3 |
| Visually Impaired Children | 2 | 3 | 1 |
| Hearing Impaired Adults | 7 | 9 | 3 |
| Hearing Impaired Children | 5 | 6 | 2 |
| Mobility Impaired Adults | 7 | 9 | 3 |
| Mobility Impaired Children | 2 | 2 | 1 |
| Learning Disabled Adults | 5 | 7 | 2 |
| Learning Disabled Children | 9 | 11 | 3 |
| Parents of Disabled Youth | 5 | 6 | 2 |
| Disadvantaged | 6 | 8 | 2 |
| Ethnic Groups | 6 | 8 | 2 |
| Other Groups | 9 | 11 | 3 |

Purposes of the Public Library

Currently, through the direction of the Public Library Association (PLA), a division of the American Library Association, public libraries are being encouraged to review existing services in light of community characteristics and needs in order to redefine the library's mission and to set priorities among the roles the library will assume. This process is being proposed by PLA as part of its recommended Public Library Development Program (PLDP). Emphasis is on describing a process of planning, role setting, and evaluation which can lead to the continuous development of more effective public library services. (8, 9)

One goal of the *Indiana Long Range Plan for Library Services and Development: 1985-1990* is stated below:

Direct library service will be available to Indiana citizens of all ages and groups of all types, in order to meet their educational, vocational, informational, cultural, and personal needs. (10)

To assess the perceptions of the importance of the educational purpose as compared to other generally accepted purposes of public libraries in Indiana, one section of the survey asked a series of questions concerning these perceptions. Tables 15, 16, and 17 present these findings. (The number of respondents has been omitted from these tables because it varies by individual purpose.)

The most direct question asked the respondents to rank the importance of the four roles: educational, informational, recreational, and cultural. Sixty-eight percent of the libraries indicated the informational purpose as extremely important;

while 59% ranked the educational purpose in this category; 47%, the recreational purpose; and only 17%, the cultural purpose (Table 15). Even when viewing the combination of both the extremely and very important categories, the rankings remain the same but are more revealing: informational, 92%; educational, 88%; recreational, 84%; and cultural, 49%. It is evident that Indiana public libraries consider these top three purposes to be almost equally important. Virtually none of the libraries indicated any of the four purposes to be not important; and only the cultural purpose was considered to be only "somewhat important" by approximately 20% of the libraries.

However, when libraries were asked to rank these same purposes by how library resources are used to provide educational services, the ranking changed, as seen in Table 16. Though the informational purpose was still most important (42%), the recreational purpose was ranked second, closely followed by the educational purpose. Less than 2% of the libraries ranked the cultural purpose as most important, while 76% of them ranked it as least important. There is obviously more diversity in rankings of the recreational purpose; though 32% of the libraries noted it as most important, 19% listed it as least important, and 33% as only "somewhat important."

Table 17 shows these same purposes ranked according to the respondents' perceptions of patrons' use. Recreational use is most important according to 60% of the libraries, with informational use and educational use trailing by 28% and 15% respectively. Ninety-one percent of the librarians noted the cultural use to be least important.

It should be stressed that the data in Tables 15 through 17 represent the *perceptions* of respondents with respect to the purposes their libraries serve, the allocation of library resources in support of these services, and the purposes for which patrons appear to use the library. The educational purpose shifts between second and third place in the rankings, depending upon the specific question being addressed. There appears to be some indication that librarians perceive education to be second in importance only to information, and that they attempt to allocate resources accordingly. The most prevalent use of the library, however, is being perceived as recreational. This may result from the fact that the majority of the respondents represent smaller libraries which are generally presumed to serve primarily a recreational purpose in the community.

It should also be noted that considerable overlap is possible among these several library purposes. For example, an item purchased mainly for its informational value may nonetheless be used as an educational, self-help tool by one individual, and as recreational or leisure-time reading by another. It was determined that these findings are not generalizable to the total population. Therefore, no attempt was made to extrapolate statewide totals.

A number of questions relating to the planning of educational services and programs were also explored in terms of librarian perceptions and will be discussed individually.

Importance of Client Groups

One question of the study concerned the priority placed on various client groups by age: children, young adults, and adults. Table 18 indicates that 44% of the libraries

perceive that they give equal priority to adults and children, with lesser emphasis on young adults, while 31% felt they give equal priority to the three groups. Interestingly, 21% of the libraries indicated that children's services are given top priority.

Decision-Making in Libraries

Three of the questions concern decision-making regarding services and programs. First, survey respondents were asked the person or group responsible for decision-making. The majority of libraries (54%) indicated that the library director was responsible. The "other" open-ended category was noted by 14% of the libraries; while 12% of the libraries designated the branch librarian as the decision-maker. Only 7% noted that the library board made this type of decision (Table 19).

A second decision-making question concerned the methods used to establish educational services and programs. Table 20 shows that 80% of the libraries made these decisions based on staff/trustee perceptions while 75% used ideas from other libraries; 57% used statistical data, 53% used mission or goals statements, 44% followed traditional practice, and 40% used user surveys. Libraries could indicate several methods in responding to this question. It is interesting to note that, while the majority of libraries utilize staff/trustee perceptions, slightly more than half are also using "planning" elements in the form of statistical information and written mission and goal statements.

Another question tried to determine what methods are used to evaluate educational programs and services. In Table 21, it can be seen that both staff observations/ per-

ceptions and attendance records are equally important in evaluation. Two other widely used methods are circulation and informal feedback. In light of the current interest on a national level for output measures and quantitative measurement in general, it is interesting to note that 10% of Indiana libraries use output measures and 21% use user surveys.

Cooperation with Community Agencies

In view of the focus of this study on the educational role of the public library, it is interesting to note the findings shown in Table 22. Ninety-three percent of the libraries cooperate with public schools. With the current emphasis on literacy, both nationally and in Indiana, it is important to see that 49% of the libraries cooperate with literacy coalitions. Over half of the libraries also cooperate with scout groups and service organizations. A substantial number of libraries engage in cooperative efforts with churches, mental health services, cooperative extension agencies, and the agencies on the aging.

Funding for Educational Activities

One question explored whether libraries received outside funding for their educational activities or programs. Not many Indiana libraries do receive outside funding. Only four sources of outside funding were reported by 10% or more of the libraries. Local friends groups provided funding for 33% of the libraries; local businesses or organizations for 23% of the libraries, the federal Library Services and Construction Act (LSCA) monies provided direct funding to 17% of the libraries, and the National

Endowment for the Humanities provided funding for 10% of Indiana's public libraries. Although not reflected in this study, LSCA monies do benefit public libraries indirectly through the support they receive from their local Area Library Service Authority (ALSA), which is funded mainly through LSCA (Table 23).

Perceptions Concerning School Libraries

In an examination of the patterns of public library service to school children, it is appropriate to assess the public librarians' perceptions of their local school libraries and the school-related use of the public library. The findings concerning these perceptions are presented in Tables 24 and 25.

Though less than 15% of the respondents perceived elementary, junior high, or senior high school libraries to be excellent, most rated these public school libraries as either quite good or adequate. However, 19% of the respondents view the elementary school library as inadequate, 10% view the junior high library as inadequate, and 8% view the senior high library in that rating. Private school libraries were viewed as inadequate by 41% of the respondents (Table 24).

A more important finding was that 53% of the librarians felt that the public library served as a school library to a great extent, while 43% felt this was true to some extent (Table 25). Although not reflected in the tables, 82% of the librarians responded that the level of support the public library provided local students was appropriate with respect to the library's educational purpose.

Table 15. Perceptions of Respondents Concerning the Importance of Four Broad Public Library Purposes

| Purpose | Extremely Important | | Very Important | | Important | | Somewhat Important | | Not Important | |
|---------------|---------------------|--------|----------------|--------|-----------|--------|--------------------|--------|---------------|--------|
| | Number | (%) | Number | (%) | Number | (%) | Number | (%) | Number | (%) |
| Informational | 168 | (67.5) | 61 | (24.5) | 19 | (7.6) | 1 | (0.4) | 0 | |
| Educational | 146 | (58.6) | 72 | (28.9) | 29 | (11.6) | 2 | (0.8) | 0 | (0.4) |
| Recreational | 118 | (47.4) | 91 | (36.5) | 30 | (12.0) | 8 | (3.2) | 1 | (1.2) |
| Cultural | 41 | (16.8) | 79 | (32.4) | 80 | (32.8) | 41 | (16.8) | 3 | |

Table 16. Perceptions of Respondents Concerning the Ranking of Purposes by Use of Resources

| Purpose | Most Important | | Important | | Somewhat Important | | Least Important | |
|---------------|----------------|--------|-----------|--------|--------------------|--------|-----------------|--------|
| | Number | (%) | Number | (%) | Number | (%) | Number | (%) |
| Informational | 107 | (42.0) | 106 | (41.6) | 38 | (14.9) | 4 | (1.6) |
| Recreational | 81 | (31.8) | 41 | (16.1) | 84 | (32.9) | 49 | (19.2) |
| Educational | 70 | (27.5) | 103 | (40.4) | 77 | (30.2) | 5 | (2.0) |
| Cultural | 3 | (1.2) | 6 | (2.4) | 53 | (20.8) | 193 | (75.7) |

Table 17. Perceptions of Respondents Concerning the Ranking of Purposes by Patrons' Use

| Purpose | Most Important | | Important | | Somewhat Important | | Least Important | |
|---------------|----------------|--------|-----------|--------|--------------------|--------|-----------------|--------|
| | Number | (%) | Number | (%) | Number | (%) | Number | (%) |
| Recreational | 154 | (60.4) | 46 | (18.0) | 42 | (16.5) | 13 | (5.1) |
| Informational | 70 | (27.5) | 118 | (46.3) | 65 | (25.5) | 2 | (0.8) |
| Educational | 38 | (15.0) | 87 | (34.3) | 124 | (48.8) | 5 | (2.0) |
| Cultural | 0 | (0.0) | 5 | (2.0) | 19 | (7.5) | 230 | (90.6) |

Table 18. Priorities Given by Respondents to Client Groups (n = 257)

| Priority | Number of Libraries | Percent of Libraries |
|--|---------------------|----------------------|
| Equal priority is given to services for adults and children, lesser emphasis on young adults | 112 | 43.6 |
| Equal priority is given to services for adults, children, and young adults | 80 | 31.1 |
| Children's services are given top priority | 54 | 21 |
| Adult services are given top priority | 11 | 4.3 |

Table 19. Responsible Person or Group for Decision Making Concerning Educational Services/Programs (n = 252)

| Person/Group | Number of Libraries | Percent of Libraries |
|--------------------------------|---------------------|----------------------|
| Library Director | 135 | 53.6 |
| Other | 36 | 14.3 |
| Branch Librarian | 29 | 11.5 |
| Appropriate Department Head | 21 | 8.3 |
| Library Board | 17 | 6.7 |
| Planning Group | 12 | 4.8 |
| Appropriate System Coordinator | 2 | .8 |

Table 20. Methods Used to Establish Educational Services and Programs

| Method | Number of Libraries | Percent of Libraries |
|------------------------------|---------------------|----------------------|
| Staff/trustee perceptions | 208 | 80.3 |
| Offerings of other libraries | 195 | 75.3 |
| Statistical data | 147 | 56.8 |
| Mission or goals statement | 137 | 52.9 |
| Traditional practices | 115 | 44.4 |
| User survey | 104 | 40.2 |
| Community survey | 62 | 23.9 |
| Planning group | 50 | 19.3 |
| Other | 12 | 4.6 |

Table 21. Methods Used to Evaluate Educational Programs and Services

| Method | Number of Libraries | Percent of Libraries |
|--------------------------------|---------------------|----------------------|
| Staff observations/perceptions | 223 | 86.4 |
| Attendance records | 220 | 85.3 |
| Circulation | 206 | 79.8 |
| Informal feedback | 196 | 76.1 |
| Use statistics | 120 | 46.5 |
| Evaluation forms (n = 256) | 70 | 27.1 |
| User surveys | 55 | 21.3 |
| Output measures | 25 | 9.7 |
| Other | 3 | 1.2 |

Table 22, Cooperation with Community Agencies

| Agency | Number of Libraries | Percent of Libraries |
|--|---------------------|----------------------|
| Educational Agencies | | |
| Public Schools | 237 | 92.9 |
| Colleges/Universities | 65 | 25.5 |
| Other Educational Agencies | 31 | 12.2 |
| Clubs/Community Organizations | | |
| Scout Groups | 161 | 63.1 |
| Churches | 119 | 46.7 |
| Service Organizations | 157 | 61.6 |
| Other Clubs | 24 | 9.4 |
| Health/Social Service Agencies. | | |
| Rehabilitation Services | 36 | 14.1 |
| Mental Health Services | 80 | 31.4 |
| Other Health Services | 41 | 16.1 |
| Municipal/County Agencies | | |
| Fire Department | 75 | 29.4 |
| Police Department | 62 | 24.3 |
| Other Municipal Agencies | 19 | 7.5 |
| Other | | |
| Cooperative Extension | 102 | 40.0 |
| Literacy Coalitions | 126 | 49.4 |
| Agencies on the Aging | 89 | 35.0 |
| Other Local Agencies | 13 | 5.1 |

Table 23. Sources of Outside Funding for Educational Activities or Programs Obtained by Respondents in 1987

| Funding Source | Number of Libraries | Percent of Libraries |
|---------------------------------------|---------------------|----------------------|
| Local Friends of the Library Group | 83 | 32.8 |
| Local Business or Organization | 59 | 23.3 |
| Library Services & Construction Act | 42 | 16.6 |
| National Endowment for the Humanities | 25 | 9.9 |
| Other Agencies | 13 | 5.1 |
| State Humanities Commission | 12 | 4.7 |
| National Endowment for the Arts | 4 | 1.6 |
| State Council on the Arts | 4 | 1.6 |

Table 24. Perceptions of Public Librarians of School Libraries/Media Centers in Their Communities

| School | Excellent | Quite Good | Adequate | Inadequate | Not Available | No Opinion |
|--------------------------|------------|------------|------------|------------|---------------|------------|
| Elementary School | 24 (9.7%) | 81 (32.7%) | 78 (31.5%) | 46 (18.5%) | 4 (1.6%) | 15 (6.0%) |
| Junior High School | 18 (7.5%) | 86 (35.8%) | 86 (35.8%) | 23 (9.6%) | 4 (1.7%) | 23 (9.6%) |
| Senior High School | 30 (12.4%) | 89 (36.8%) | 76 (31.4%) | 20 (8.3%) | 3 (1.2%) | 24 (9.9%) |
| Private Schools (if any) | 4 (2.5%) | 9 (5.6%) | 27 (16.8%) | 66 (41.0%) | 21 (13.0%) | 34 (21.1%) |

Table 25. Perceptions of Public Librarians that Public Library Serves as School Library

| Perception | Number of Libraries | Percent of Libraries |
|-------------------|---------------------|----------------------|
| To a great extent | 135 | 52.9 |
| To some extent | 109 | 42.7 |
| Just slightly | 11 | 4.3 |
| Not at all | 0 | 0.0 |

Discussion

This survey of the educational role of public libraries in Indiana supports the assumption that a variety of activities are being conducted throughout the state, providing formal, informal, and alternative learning opportunities for thousands of Hoosiers from birth through their older years. In terms of numbers of programs and total attendance, the contribution of public libraries, large and small, toward the goal of lifelong learning is impressive.

The preschool and school-related services and programs of public libraries are important not only because they extend and supplement the efforts of the state's system of formal education, but also because they encourage children and young people to view reading and learning as enjoyable and worthwhile pursuits which need not end with their formal education. The ability of today's young people to excel in tomorrow's learning society can only be enhanced as a result of the encouragement they receive through public library educational services.

Activities for Children

Between 70 and 80% of the state's public libraries provide materials to supplement the formal education of elementary school children. Between 65 and 75% provide school-related reference and information services to the same age group. Materials appropriate to the needs of preschool children and their parents are available through nearly 90% of the public libraries, while reference and information in support of parent education is offered by 70%.

Educational programming for children ranges from preschool

storytimes to summer reading clubs, from library use instruction to class visits to the library, plus a broad spectrum of other activities. It is estimated that some 7,100 library preschool storytime programs were attended by over 154,000 children, while an additional 8,880 storytimes were offered to 95,880 children. Approximately 152,300 children participated in over 2,090 summer reading programs. In 1987, public libraries in Indiana were visited by 8,120 school classes, consisting of 189,400 children.

Activities for Young Adults

Young adults, aged thirteen through eighteen, will find materials that supplement their school work in 80% of the public library outlets. In addition, between 84 and 92% of the libraries provide materials, and between 72 and 81% provide reference and information services related to the concerns of young adults in the areas of career and college selection, health, sexuality, and other personal matters.

Approximately 22,900 young people participated in over 1,100 class visits, library instruction, tutoring, and other school-related programs in public libraries in 1987. In addition, public librarians made over 530 visits to junior and senior high schools, reaching nearly 17,000 young adults.

Activities for Adults

Public libraries trace their close association with adult education to the early beginnings of the American public library movement in the mid-1800s. From that time to the present, adult basic and continuing education has been considered a high priority by public librarians.

An estimated 68% of Indiana's public libraries provided adult literacy materials in 1987; 59% provided materials in support of adult basic education; and 82% made materials available for those studying for the high school equivalency diploma.

The involvement of Indiana public libraries in the current national effort against illiteracy is evident by the findings of this study. Twenty-four percent of the libraries offered tutor training and 21% offered literacy programs. Additionally, 49% of the libraries cooperated with literacy coalitions in their communities.

Those for whom English is a second language were able to find appropriate materials in 34% of the public libraries; while those pursuing college credit through CLEP and similar programs found supporting materials available in 44% of the libraries.

A range of between 68 and 84% of libraries provided materials related to job or career information, personal finance, business, consumerism, family, health, and political issues. These numbers support one of the study's other findings, that a high percentage of public librarians perceive an informational purpose as being either "very" or "extremely" important.

One of the roles that public libraries play in the community, which can be equally strong for a small as for a larger library, is that of a center for the preservation and dissemination of local history materials. Eighty-two percent of Indiana's public libraries collect such materials. Some 72% provide reference and information services related to local history. Although only an estimated 17% of public libraries provided local history programming in 1987, such pro-

grams had an approximate attendance of 131,000.

Book and reading oriented programs for adults (reading clubs, book review presentations, Great Books discussion groups, and so forth) have traditionally been part of the offerings of public libraries. The popularity of these programs has varied with the times and with the characteristics of individual communities. Only a small percentage of Indiana libraries (10% or less) provided such programs in 1987. Attendance estimates, however, indicate that individuals in certain communities still respond positively to book-related programs.

Special Populations

Publicly supported libraries generally accept responsibility for meeting the needs of a broad cross-section of their communities. This responsibility extends to various subgroups in the population who, for one reason or another, may require customized or special services. The study explored the extent to which Indiana's public libraries are providing educational opportunities to persons with disabilities, older adults, disadvantaged, and ethnic populations. An estimated 66% of public libraries provide materials for visually impaired adults, while 32% have materials available for visually impaired children. Depending upon the specific disability, between one-fourth and one-third of the public libraries provide materials appropriate for adults and children who are hearing or mobility impaired, or who have learning disabilities.

Only 9% of the libraries provide special materials for ethnic populations; however, it is estimated that 27% supply materials geared to the needs of the disadvantaged. Materials specially selected for use by

older adults are to be found in 53% of the libraries. There is probably some overlap between the group designated as visually impaired adults and that categorized as older adults. These two populations receive a higher level of service (reference/information) in 48 and 40% of the libraries, respectively.

Programming for special populations is not as prevalent. Older adults are offered programming through 18% of the libraries, while programming for other groups is found in under 5% of the public libraries.

Librarian Perceptions

The main focus of the study was the compilation of estimated statewide totals and percentages of libraries providing services and programs in 1987. Respondents were also asked about their perceptions of four broad purposes generally accepted by public libraries. Ninety-two percent of the sample indicated that an informational purpose was either very important or extremely important, while 88% placed education in one or the other of these categories. When asked about the use of resources in support of an educational purpose, 68% ranked such use as either important or most important. Eighty-four percent ranked information as important or most important with respect to the allocation of resources. On the other hand, the library's recreational purpose was seen as an important or the most important purpose for which patrons used the library. In their assessment of library use, respondents perceived the use for educational purposes as ranking third in importance, behind recreation and information.

Because informational and educational purposes are not mutu-

ally exclusive and tend to overlap, it might be assumed that respondents tended to vary in terms of how narrowly or how broadly they defined each purpose. The survey instrument itself did not include an exact definition of "educational purpose." The study suggests that, while public librarians see the provision of information as an increasingly important component of their basic service, they are still highly committed to an educational purpose.

With respect to priorities assigned to educational activities for various age groups, there was no majority response. Forty-four percent indicated that equal priority is given to adults and children, with a lesser priority assigned to young adults. Thirty-one percent felt that all three groups were given equal priority.

The study seems to suggest (both in its quantitative findings and in the perception findings) that public libraries in Indiana represent a diverse group with respect to their educational activities. There is no single educational service or program that is offered by every public library outlet, although there are a number of such activities that are found in a majority of libraries. The close alignment of public libraries with public schools is evident in the study's finding that 93% of the libraries cooperate with the public schools.

Each library apparently gears its educational function to the needs of its own constituency, much as the Public Library Planning Process suggests. Although the study did not attempt to explore this area, there is a suggestion that priorities, and the extent to which educational services and programs are provided, are determined on the basis of the local constituency and its needs. This is suggested by the finding that

over 50% of the libraries establish services on the basis of written mission or goals statements. Other planning techniques used are statistical data (57%), user surveys (40%), community surveys (20%), and planning groups (20%). However, over 80% of the libraries establish services on the basis of staff/trustee perceptions, and 75% follow the service practices of other libraries.

Obviously, library finances are the ultimate determinant of a library's decisions concerning services and programs. Although the study tried to assess the availability of outside funding, it did not attempt to ascertain the relationship between such funding and educational activities. Library friends groups and local organizations were the sources most often indicated by the few respondents who reported that their libraries did receive outside funding.

Over half of the respondents perceived that their libraries were

serving as school libraries "to a great extent," while 43% felt that this was true "to some extent." This perception appears to be supported by the percentages of libraries that provide various educational services for school-age children and young adults.

Public libraries in Indiana represent a unique and important component in the state's overall system of education. *They are the only publicly supported agencies that offer educational opportunities to all age levels in the community.* Their programs and services are available without charge and at the option of the client. Use of the library's services is a completely voluntary action on the part of the individual; in most cases its benefits are far less tangible than the diploma or certificate offered by formal educational institutions. These factors make the numbers of individuals who participate in library educational activities all the more impressive.

Notes

1. E. Walter Terrie and F. William Summers, *Libraries Improve Florida's Education: A Report on the Role of Public Libraries in the Education of Florida's Children and Illiterate Adults* (Tallahassee: Florida Department of State, Division of Library and Information Services, 1987).
2. IC 41-901, in *American Library Laws*, ed. Alex Ladenson. (Chicago: ALA, 1973), p. 654. Revised and recodified as IC 20-14-1-3, in *Burns Indiana Statutes Annotated, Title 20, Articles 10-14, Title 21* (Charlottesville, NC: Michie, 1985), p. 217.
3. IC 63-806, in *American Library Laws*, op. cit., pp.639-41. Revised and recodified in *Burns Indiana Statutes Annotated, Title 4* (Charlottesville, NC: Michie, 1986), pp. 590-92.
4. Committee on Post-War Planning, American Library Association, Carleton B. Joeckel, chair. *Post-War Standards for Public Libraries* (Chicago: ALA, 1943). See also Joeckel, Carleton, and Amy Winslow, *A National Plan for Public Library Service* (Chicago: ALA, 1948).
5. Richard B. Sealock, "A Library Development Plan for Indiana," *Library Occurrent* 15, no. 2 (April-June 1945): 384-85; Marian McFadden, "Some Thoughts on Common Goals of the School and Public Libraries," *Library Occurrent* 15, no. 4 (October-December 1945): 449-50.
6. *Indiana Long Range Plan for Library Services and Development: 1985-1990* (Indianapolis: Indiana State Library, 1984).
7. *Indiana Long Range Plan for Library Services and Development: 1985-1990: Status Summary of Objectives* (Indianapolis: Indiana State Library, May 1988).
8. *Planning and Role Setting for Public Libraries; A Manual of Options and Procedures* (Chicago: American Library Association, Public Library Development Project, 1987).
9. *Output Measures for Public Libraries: A Manual of Standardized Procedures* (Chicago: American Library Association, Public Library Development Project, 1987).
10. *Indiana Long Range Plan for Library Services and Development, 1985-1990* (Indianapolis: Indiana State Library, 1984).

Appendix A—Survey of Public Libraries: Educational Role and Services has not been reproduced here. Copies of the original survey instrument are available from Extension Division, Indiana State Library, 140 North Senate Avenue, Indianapolis, IN 46204.

APPENDIX B

A Summary of Survey Statistics

| Service | Number of Libraries | |
|------------------------|---------------------|------------------|
| | Actual Number | Estimated Number |
| Children | | |
| Reading Guidance | | |
| Materials | 202 | 261 |
| Support | 157 | 202 |
| Reference/Information | 182 | 235 |
| Guidance/Instruction | 104 | 135 |
| Library Instruction | | |
| Materials | 190 | 245 |
| Support | 153 | 197 |
| Reference/Information | 177 | 229 |
| Guidance/Instruction | 140 | 179 |
| Homework Support | | |
| Materials | 211 | 272 |
| Support | 138 | 178 |
| Reference/Information | 197 | 253 |
| Guidance/Instruction | 89 | 115 |
| Classroom Support | | |
| Materials | 185 | 238 |
| Support | 122 | 158 |
| Reference/Information | 161 | 207 |
| Guidance/Instruction | 68 | 89 |
| Curriculum Support | | |
| Materials | 180 | 232 |
| Support | 116 | 150 |
| Reference/Information | 166 | 214 |
| Guidance/Instruction | 51 | 67 |
| Teacher Support | | |
| Materials | 186 | 241 |
| Support | 143 | 185 |
| Reference/Information | 172 | 222 |
| Guidance/Instruction | 59 | 77 |
| Formal School Liaison | | |
| Materials | 95 | 124 |
| Support | 88 | 114 |
| Reference/Information | 101 | 130 |
| Guidance/Instruction | 42 | 54 |
| Parent/Toddler | | |
| Materials | 231 | 298 |
| Support | 163 | 210 |
| Parent/Toddler (cont.) | | |
| Reference/Information | 195 | 251 |
| Guidance/Instruction | 78 | 102 |

| Service | Number of Libraries | |
|------------------------|---------------------|------------------|
| | Actual Number | Estimated Number |
| Children, cont. | | |
| Daycare Support | | |
| Materials | 144 | 187 |
| Support | 80 | 104 |
| Reference/Information | 119 | 154 |
| Guidance/Instruction | 44 | 57 |
| Infant Care | | |
| Materials | 208 | 269 |
| Support | 95 | 123 |
| Reference/Information | 170 | 219 |
| Guidance/Instruction | 24 | 32 |
| Parent Education | | |
| Materials | 211 | 272 |
| Support | 128 | 165 |
| Reference/Information | 182 | 234 |
| Guidance/Instruction | 47 | 60 |
| Young Adult | | |
| Reading Guidance | | |
| Materials | 204 | 263 |
| Support | 138 | 179 |
| Reference/Information | 172 | 221 |
| Guidance/Instruction | 68 | 89 |
| Homework Support | | |
| Materials | 217 | 279 |
| Support | 142 | 184 |
| Reference/Information | 202 | 260 |
| Guidance/Instruction | 81 | 105 |
| Classroom Support | | |
| Materials | 162 | 208 |
| Support | 104 | 135 |
| Reference/Information | 148 | 190 |
| Guidance/Instruction | 43 | 57 |
| Teacher Support | | |
| Materials | 174 | 224 |
| Support | 120 | 156 |
| Reference/Information | 156 | 201 |
| Guidance/Instruction | 46 | 61 |
| Junior High Curriculum | | |
| Materials | 201 | 259 |
| Support | 133 | 172 |
| Reference/Information | 183 | 235 |
| Guidance/Instruction | 65 | 84 |
| Senior High Curriculum | | |
| Materials | 197 | 254 |
| Support | 127 | 164 |
| Reference/Information | 180 | 232 |
| Guidance/Instruction | 61 | 79 |

| Service | Number of Libraries | |
|----------------------------|---------------------|------------------|
| | Actual Number | Estimated Number |
| Young Adult, cont. | | |
| School Liaison | | |
| Materials | 94 | 122 |
| Support | 77 | 101 |
| Reference/Information | 99 | 129 |
| Guidance/Instruction | 35 | 46 |
| Library Instruction | | |
| Materials | 168 | 217 |
| Support | 126 | 162 |
| Reference/Information | 164 | 211 |
| Guidance/Instruction | 119 | 152 |
| Sex Information | | |
| Materials | 227 | 292 |
| Support | 106 | 137 |
| Reference/Information | 188 | 241 |
| Guidance/Instruction | 29 | 38 |
| Career Information | | |
| Materials | 235 | 302 |
| Support | 130 | 168 |
| Reference/Information | 205 | 264 |
| Guidance/Instruction | 45 | 59 |
| College Selection | | |
| Materials | 221 | 284 |
| Support | 119 | 154 |
| Reference/Information | 192 | 247 |
| Guidance/Instruction | 36 | 48 |
| Health Information | | |
| Materials | 240 | 309 |
| Support | 130 | 168 |
| Reference/Information | 212 | 273 |
| Guidance/Instruction | 39 | 50 |
| Personal Needs Information | | |
| Materials | 232 | 299 |
| Support | 112 | 145 |
| Reference/Information | 191 | 246 |
| Guidance/Instruction | 40 | 51 |
| Parent Support | | |
| Materials | 202 | 260 |
| Support | 105 | 136 |
| Reference/Information | 179 | 231 |
| Guidance/Instruction | 33 | 42 |

| Service | Number of Libraries | |
|------------------------------|---------------------|------------------|
| | Actual Number | Estimated Number |
| Adults | | |
| Literacy | | |
| Materials | 179 | 231 |
| Support | 169 | 218 |
| Reference/Information | 165 | 213 |
| Guidance/Instruction | 78 | 101 |
| Adult Basic Education | | |
| Materials | 154 | 198 |
| Support | 118 | 152 |
| Reference/Information | 142 | 183 |
| Guidance/Instruction | 25 | 33 |
| High School Equivalency | | |
| Materials | 214 | 275 |
| Support | 121 | 157 |
| Reference/Information | 167 | 215 |
| Guidance/Instruction | 30 | 39 |
| English as a Second Language | | |
| Materials | 90 | 116 |
| Support | 59 | 76 |
| Reference/Information | 81 | 104 |
| Guidance/Instruction | 20 | 26 |
| CLEP/College Credit | | |
| Materials | 114 | 147 |
| Support | 55 | 73 |
| Reference/Information | 96 | 125 |
| Guidance/Instruction | 9 | 12 |
| Job/Career Information | | |
| Materials | 207 | 266 |
| Support | 109 | 141 |
| Reference/Information | 173 | 223 |
| Guidance/Instruction | 30 | 39 |
| Personal Finance | | |
| Materials | 208 | 268 |
| Support | 132 | 170 |
| Reference/Information | 172 | 222 |
| Guidance/Instruction | 55 | 69 |
| Business Information | | |
| Materials | 187 | 241 |
| Support | 90 | 117 |
| Reference/Information | 155 | 200 |
| Guidance/Instruction | 17 | 22 |
| Consumer Information | | |
| Materials | 210 | 271 |
| Support | 109 | 141 |
| Reference/Information | 174 | 225 |
| Guidance/Instruction | 15 | 20 |

| Service | Number of Libraries | |
|----------------------------|---------------------|------------------|
| | Actual Number | Estimated Number |
| Adult, cont. | | |
| Family-Related | | |
| Materials | 205 | 265 |
| Support | 111 | 143 |
| Reference/Information | 172 | 222 |
| Guidance/Instruction | 25 | 32 |
| Political Issues | | |
| Materials | 177 | 228 |
| Support | 91 | 119 |
| Reference/Information | 154 | 199 |
| Guidance/Instruction | 17 | 22 |
| Health | | |
| Materials | 220 | 284 |
| Support | 127 | 164 |
| Reference/Information | 185 | 239 |
| Guidance/Instruction | 71 | 42 |
| Culture/Humanities | | |
| Materials | 205 | 264 |
| Support | 129 | 166 |
| Reference/Information | 174 | 224 |
| Guidance/Instruction | 27 | 35 |
| Local History | | |
| Materials | 215 | 277 |
| Support | 146 | 188 |
| Reference/Information | 187 | 241 |
| Guidance/Instruction | 56 | 73 |
| Special Populations | | |
| Older Adults | | |
| Materials | 140 | 179 |
| Support | 84 | 107 |
| Reference/Information | 106 | 135 |
| Guidance/Instruction | 32 | 41 |
| Visually Impaired Adult | | |
| Materials | 171 | 221 |
| Support | 88 | 114 |
| Reference/Information | 124 | 160 |
| Guidance/Instruction | 30 | 39 |
| Visually Impaired Child | | |
| Materials | 89 | 115 |
| Support | 43 | 56 |
| Reference/Information | 70 | 89 |
| Guidance/Instruction | 9 | 12 |
| Hearing Impaired Adult | | |
| Materials | 77 | 99 |
| Support | 38 | 48 |

| Service | Number of Libraries | |
|-----------------------------------|---------------------|------------------|
| | Actual Number | Estimated Number |
| Special Populations, cont. | | |
| Hearing Impaired Adult (cont.) | | |
| Reference/Information | 69 | 88 |
| Guidance/Instruction | 9 | 12 |
| Hearing Impaired Child | | |
| Materials | 66 | 85 |
| Support | 32 | 41 |
| Reference/Information | 64 | 82 |
| Guidance/Instruction | 9 | 11 |
| Mobility Impaired Adult | | |
| Materials | 66 | 86 |
| Support | 38 | 49 |
| Reference/Information | 57 | 73 |
| Guidance/Instruction | 10 | 13 |
| Mobility Impaired Child | | |
| Materials | 58 | 75 |
| Support | 31 | 40 |
| Reference/Information | 54 | 70 |
| Guidance/Instruction | 7 | 9 |
| Learning Disabled Adult | | |
| Materials | 75 | 96 |
| Support | 33 | 42 |
| Reference/Information | 60 | 77 |
| Guidance/Instruction | 11 | 14 |
| Learning Disabled Child | | |
| Materials | 79 | 101 |
| Support | 36 | 46 |
| Reference/Information | 67 | 86 |
| Guidance/Instruction | 9 | 11 |
| Parents of Disabled Youth | | |
| Materials | 96 | 124 |
| Support | 36 | 46 |
| Reference/Information | 69 | 88 |
| Guidance/Instruction | 12 | 15 |
| Disadvantaged | | |
| Materials | 69 | 90 |
| Support | 41 | 53 |
| Reference/Information | 57 | 74 |
| Guidance/Instruction | 9 | 12 |
| Ethnic Groups | | |
| Materials | 23 | 30 |
| Support | 13 | 17 |
| Reference/Information | 17 | 23 |
| Guidance/Instruction | 6 | 8 |

| Program | Number of Programs | | Number Attending | |
|----------------------------|--------------------|-----------|------------------|-----------|
| | Actual | Estimated | Actual | Estimated |
| Children | | | | |
| Preschool | | | | |
| Parent-Toddler | 2384 | 3044 | 43703 | 55589 |
| Storytime | 5663 | 7114 | 120452 | 154586 |
| Film | 24 | 36 | 621 | 955 |
| Storytimes | | | | |
| Elementary | 539 | 732 | 8393 | 11419 |
| Preschool/Elementary | 4214 | 5644 | 62596 | 82220 |
| All Other Storytimes | 2100 | 2503 | 1597 | 2237 |
| Summer Reading | 1611 | 2092 | 119537 | 152311 |
| Book Discussion | 289 | 371 | 6467 | 8193 |
| Book Talks | 3457 | 4277 | 52908 | 66467 |
| Puppet Shows | 942 | 1157 | 12880 | 16355 |
| Creative Dramatics | 4351 | 5166 | 4225 | 5490 |
| Author Appearances | 54 | 70 | 4449 | 5738 |
| Class Visits | 6239 | 8120 | 141739 | 189397 |
| Library Instruction | 1153 | 1574 | 24844 | 35798 |
| Group Tutoring | 533 | 663 | 2659 | 3538 |
| Homework/Term Paper | 225 | 293 | 3602 | 4746 |
| Film | | | | |
| Elementary | 474 | 583 | 13263 | 16435 |
| Preschool/Elementary | 1011 | 1411 | 19089 | 26644 |
| Other Film | 474 | 590 | 11227 | 14156 |
| Arts/Crafts | | | | |
| Performances | 1330 | 1625 | 16166 | 21529 |
| Group Visits | 696 | 906 | 13749 | 17715 |
| Parent Programs | 179 | 225 | 9533 | 11492 |
| Teacher/Caretaker Programs | 88 | 106 | 2122 | 2576 |
| Outreach | | | | |
| Schools | 3907 | 4913 | 147176 | 184851 |
| Daycare | 1816 | 2265 | 84431 | 101692 |
| Scouts | 477 | 604 | 5176 | 6646 |
| Recreation | 46 | 59 | 1077 | 1372 |
| Community | 62 | 79 | 1271 | 1602 |
| Hospitals | 255 | 331 | 2932 | 3769 |
| Young Adults | | | | |
| Class Visits to Library | 387 | 503 | 8755 | 11347 |
| Homework Support | 238 | 302 | 3375 | 4298 |
| Library Instruction | 159 | 205 | 5117 | 6345 |
| Group Tutoring | 64 | 94 | 645 | 913 |
| Careers | 33 | 42 | 642 | 837 |
| College Selection | 9 | 12 | 91 | 132 |
| Sex Information | 10 | 12 | 67 | 79 |
| Health Information | 22 | 31 | 259 | 332 |

| Program | Number of Programs | | Number Attending | |
|------------------------------|--------------------|-----------|------------------|-----------|
| | Actual | Estimated | Actual | Estimated |
| Young Adults, cont. | | | | |
| Personal Needs Outreach | 99 | 123 | 656 | 818 |
| School Visits | 423 | 533 | 13463 | 16875 |
| Adults | | | | |
| Literacy Tutors | 857 | 1062 | 7315 | 9894 |
| Literacy Learners | 23369 | 28531 | 30343 | 37897 |
| Adult Basic Education | 407 | 493 | 5215 | 6292 |
| High School Equivalency | 249 | 295 | 2376 | 2819 |
| English as a Second Language | 103 | 130 | 792 | 955 |
| CLEP | 1 | 1 | 46 | 59 |
| Job/Career | 36 | 47 | 952 | 1203 |
| Personal Finance | 288 | 360 | 4818 | 5922 |
| Business | 76 | 96 | 1323 | 1641 |
| Consumer | 62 | 77 | 1065 | 1302 |
| Public Issues Forums | 18 | 22 | 360 | 434 |
| Family | 187 | 238 | 6608 | 8179 |
| Health | 912 | 1135 | 6992 | 8695 |
| Let's Talk About It | 132 | 172 | 2828 | 3660 |
| Great Books | 91 | 113 | 1160 | 1446 |
| Cultural/Humanities | 305 | 398 | 11803 | 15465 |
| Local History | 202 | 268 | 104858 | 130995 |
| Special Populations | | | | |
| Older Adults | 48 | 61 | 58814 | 74225 |
| Visually Impaired Adults | 8 | 11 | 19532 | 24775 |
| Visually Impaired Children | 2 | 3 | 556 | 698 |
| Hearing Impaired Adults | 7 | 9 | 2645 | 3329 |
| Hearing Impaired Children | 5 | 6 | 1488 | 1916 |
| Mobility Impaired Adults | 7 | 9 | 5636 | 7035 |
| Mobility Impaired Children | 2 | 2 | 423 | 534 |
| Learning Disabled Adults | 5 | 7 | 2184 | 2661 |
| Learning Disabled Children | 9 | 11 | 989 | 1248 |
| Parents of Disabled Youth | 5 | 6 | 1796 | 2263 |
| Disadvantaged | 6 | 8 | 5844 | 7182 |
| Ethnic Groups | 6 | 8 | 11857 | 14149 |
| Other Groups | 9 | 11 | 10491 | 12416 |