

# INDIANA LIBRARIES

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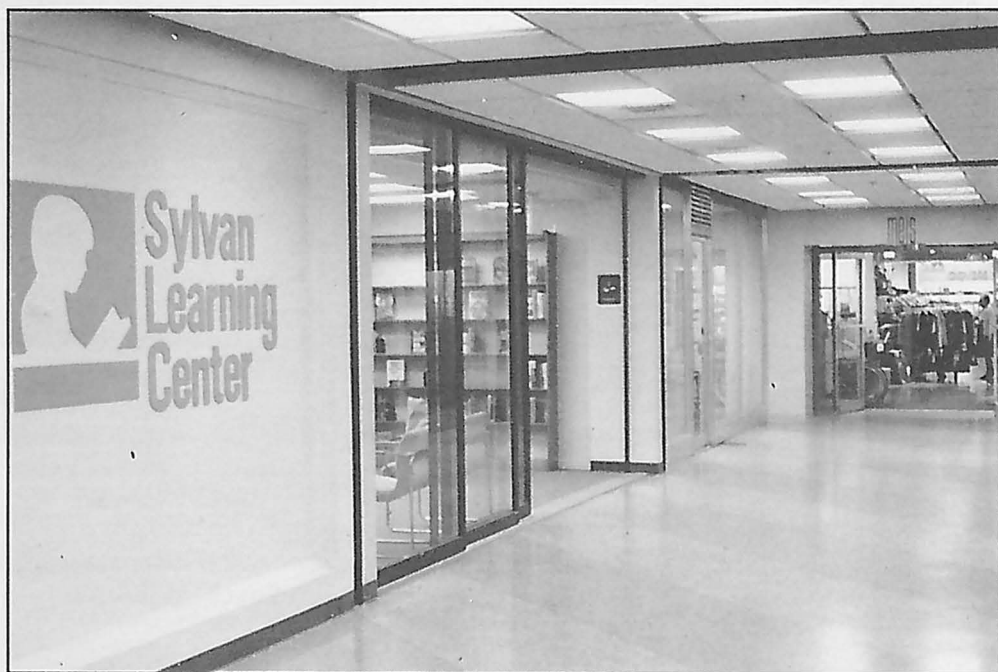
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Branch library services found among department stores and doctors' offices.  
*Photo courtesy of the Vigo County Public Library, Communication Services, Char  
Minnette, Publicist.*

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**Journal of the  
Indiana Library Association  
Indiana Library Trustee Association  
and Indiana State Library**

# INDIANA LIBRARIES

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Journal of the  
Indiana Library Association  
Indiana Library Trustee Association  
and Indiana State Library





## Do Hoosiers Sell Best?

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In the days before television talk shows, writers took to the Chautauqua circuit to publicize their books. Legend has it that one famous speaker was making his first appearance in the state and sought to honor the local authors by asking all of the writers in the audience to stand. Needless to say he was taken aback when the entire audience, save for one elderly gentleman, arose *en masse*. The speaker recovered himself enough to point out the lonely gentleman seated in the front row, whom he called the only Hoosier alive who was not an author. A voice cried out from the crowd, "Oh, he writes, too." it said, "but he's a little bit deaf and didn't hear what you said."<sup>1</sup> The story is perhaps apocryphal, but as a former director of the Indiana Historical Bureau put it, "Indiana's literary productivity is one of those phenomena that is easily exaggerated."<sup>2</sup> Like most folk legends, the story contains a modicum of truth. Shumaker, in *A History of Indiana Literature* sought to substantiate the claim that "the production of Indiana writers is one of the more significant contributions to American literature made by any state or region."<sup>3</sup> In 1949 R.E. Banta identified nearly a thousand published authors in the state's first century.

Don Thompson continued his work and found another 2,700 writers in the next fifty year period.<sup>4</sup> Writers, it seems, "grew as naturally and as luxuriantly as the horseweed along the banks of the quiet Indiana streams."<sup>5</sup> When John Moriarty arrived in the state during the final days of World War II as the new Director of the Purdue University Libraries, he had little more than a passing knowledge of Indiana's literary wealth. But it didn't take him long to discover that Indiana was a state full of authors. The Connecticut-born librarian was challenged by the sheer weight of their numbers to measure not only the output of Hoosier writers, but their quality as well. Moriarty decided that the best way to evaluate their quality was to draw upon the popular tastes of the nation as measured by the bestseller list.

The term "best seller" came into being because it filled a need. It was coined just before the turn of the century to describe "not necessarily the best books but the books that people liked best."<sup>6</sup> Popular literature has long been viewed by social historians as an accurate reflection of the thoughts and feelings of the world that produced it. But the term

**Figure #1**  
**The Top Ten States** <sup>8</sup>

Rank	State	Score
1.	Indiana	216
2.	New York	215
3.	Pennsylvania	125
4.	Virginia	102
5.	Kentucky	94
6.	Missouri	80
7.	Ohio	73
8.	Michigan	70
9.	Minnesota	67
10.	California	64

"bestseller" has never been precisely defined. There is no automatic point where a book becomes a "best seller." Publishers, movies promoters and television admen all tout their products as "bestsellers." Many booksellers compile their own lists, as do news and book-trade sources such as *The New York Times*, *Times* magazine, and *Publisher's Weekly*. The criteria of each list vary according to the needs and wants of the compiler, further muddying the term's exact definition.

In her landmark work, *50 Years of Best Sellers*, Alice Payne Hackett used the term in a strictly comparative sense. Using trade sales figures, she listed the top ten titles for each year from 1895 to 1945 using the lists

**Figure #2A**  
**A Comparison of The Moriarty Study and a Reconstruction**  
**for the years 1900 - 1941 using Moriarty's Formula**

Moriarty Score		Rank		Reconstruction Score
216	Indiana	1.	Indiana	222
215	New York <sup>13</sup>	2.	New York	202
125	Pennsylvania	3.	Virginia	131
102	Virginia	4.	Pennsylvania	125
94	Kentucky	5.	Kentucky	99
80	Missouri	6.	Missouri	80
73	Ohio	7.	California	63
70	Michigan	8.	Ohio	
67	Minnesota	9.	Michigan	60
64	California	10.	Illinois	52
54	New Hampshire	11.	Maryland + DC	48
			New Hampshire	
51	Illinois	12.	New Jersey	46
48	Maryland + DC	13.	Iowa	41
			Minnesota	
31	Massachusetts	14.	Massachusetts	31
	New Jersey			
28	Maine	15.	Georgia	29
	Georgia			
	West Virginia			
24	Iowa	16.	Maine	28
22	Wisconsin	17.	Wisconsin	22
17	North Carolina	18.	North Carolina	17
16	Tennessee	19.	Delaware	11

compiled by *The Bookman* and later by *Publisher's Weekly*. Moriarty examined these lists and assigned points to each work of fiction based upon its rank. On his scale the number one best selling book of each year received ten points, the second best title got nine points and so on through the lists. Next he searched out the birthplace of each author. In the case of co-authors, each received the same score. Moriarty limited his study to fiction for a couple of reasons.

First, the non-fiction titles were not consistently identified as a separate classification until 1919. Second, since he was working in an era before computers and machine sortable data, limiting the scope of the study also kept it within manageable bounds. For perhaps the same reason, Moriarty decided to exclude all foreign born writers as "not of interest for this checking."<sup>7</sup> Finally, he tallied the scores by state and found that Indiana let the nation in the production of

**Figure #2B**  
**A Comparison of**  
**The Moriarty Study and a Reconstruction**  
**for the years 1900 - 1941 using Moriarty's Formula**

Moriarty Score		Rank		Reconstruction Score
11	Delaware	20.	Kansas	10
			Tennessee	
10	Kansas	21.	Colorado	9
9	Colorado	22.	Mississippi	8
8	Mississippi	23.	South Carolina	6
6	South Carolina	24.	Texas	3
			Vermont	
3	Texas	25.	Connecticut	2
	Vermont			
2	Connecticut	26.		
<b>Not Rated<sup>14</sup></b>				
0	Alabama		Alabama	0
0	Arkansas		Arkansas	0
0	Arizona		Arizona	0
0	Florida		Florida	0
0	Idaho		Idaho	0
0	Louisiana		Louisiana	0
0	Montana		Montana	0
0	North Dakota		North Dakota	0
0	Nebraska		Nebraska	0
0	New Mexico		New Mexico	0
0	Nevada		Nevada	0
0	Oklahoma		Oklahoma	0
0	Oregon		Oregon	0
0	Rhode Island		Rhode Island	0
0	South Dakota <sup>15</sup>		South Dakota	0
0	Utah		Utah	0
0	Washington		Washington	0
0	Wyoming		Wyoming	0

popular authors.

Forty years after John Moriarty published his results, I stumbled across a passing mention of his work.<sup>9</sup> As a native Hoosier and a distant relation of Both Tarkington, I already possessed a working knowledge of many of Indiana's authors. So, with my interest piqued, I decided to test the validity of his findings. By a happy accident I chose to base my research on the latest edition of Alice Payne Hackett's *80 Years of Bestsellers: 1895-1975*.<sup>10</sup> This was supplemented with information from a decade's worth of *The Bowker Annual* to bring the lists up to the end of 1987. A \$500 research incentive grant from the Indiana University Librarian's Association (InULA) allowed me to hire a clerk to key in all 1,700 entries which have appeared on the *Publisher's Weekly* annual lists and its predecessors between 1895 and 1987. A Zenith Z-158 microcomputer and Dbase III+ simplified record keeping and sorting allowed the inclusion of both fiction and non-fiction titles as well as native and foreign born authors.

The actual methodology Moriarty used was not clearly defined in his article.<sup>11</sup> The first edition of Hackett's book covers 1895 through 1945, but Moriarty chose to concentrate only on the period "from the turn of the century to the beginning of World War II."<sup>12</sup> Juggling numbers by trial and error, I was able to pinpoint this period as 1900 to 1941. However, no matter how I juggled the figures I was not able to exactly match his results.

The differences between Moriarty's figures and my reconstruction are, I feel, minor and do not affect the overall results in any major way. The most striking difference is the discrepancy between his ranking of West Virginia and mine. Moriarty assigns the state 28 points, ranking it in a

**Figure 3**  
**Worldwide Rankings**  
**using Moriarty Points**  
**1900 - 1941**

Fiction		
Rank		Points
1.	England	409
2.	Indiana	222
3.	New York	202
4.	Virginia	131
5.	Pennsylvania	125
6.	Kentucky	99
7.	Canada	82
8.	Missouri	80
9.	California	63
	Ohio	63
10.	Michigan	60
11.	Illinois	52
12.	New Hampshire	48
13.	New Jersey	46
14.	Iowa	41
	Minnesota	41
15.	Scotland	39
16.	Australia	35
17.	Massachusetts	31
18.	Georgia	29
19.	Maine	28
20.	Ireland	27

three way tie for 15th place. In my research I found just two native West Virginian authors on the list. Linda Goodman put her book *Sun Signs* on the best seller list in 1969 and newsman Everard J. Appleton, who is often counted as one of Ohio's favorite sons, made the 1918 non-fiction list with his book of poems *With the Colors*. Since both of these works fell outside the era and scope of Moriarty's study, I assigned the state a zero for the reconstruction period. A large number of the differences can be attributed to the lack of many of the in-depth bibliographic and biographic tools we have today. Invaluable resources such as the *National Union Catalog*, OCLC and *BioBase* were not available until several decades after Moriarty con-

**Figure 4**  
**Worldwide Rankings using**  
**Moriarty Points**  
**1900 - 1941**

<b>Combined Fiction &amp; Non-Fiction</b>		
<b>Rank</b>		<b>Points</b>
1.	England	597
2.	New York	368
3.	Indiana	229
4.	Pennsylvania	199
5.	Illinois	158
6.	Virginia	144
7.	Massachusetts	122
8.	France	115
9.	Kentucky	113
10.	New Jersey	112
11.	Michigan	111
12.	Missouri	105
13.	Canada	88
	Ohio	88
14.	California	80
15.	Maine	72
16.	Maryland	70
17.	Iowa	61
18.	Scotland	60
19.	Ireland	59
	Netherlands	59
20.	Germany	51

ducted his study.

By limiting his study to American authors, Moriarty missed an important discovery. Many of the books read and loved by Americans during that period were not written by Americans. England had a two to one lead in the nativity of best selling authors. Indiana came in second worldwide, with New York bringing up a close third, but not quite as close as Moriarty indicated. The next ranked state, Virginia, lags a distant fourth, and the scores fall off sharply after that. For the period Moriarty studied, the combined scores of England, Indiana and New York accounted for over one-third of all best selling authors. Better than half of

the best selling fiction produced during the first four decades of this century came from just five locations.

The addition of the non-fiction titles, changes the picture substantially. England still leads, but New York moves into the number two position. Indiana comes in a strong, but distant third.

In the decades since Moriarty conducted his study nearly a thousand more titles have appeared in the annual lists. Indiana has fared better than most states since the "Golden Age of the Hoosier Literature" adding 93 M-points since 1941. Columbia City native Lloyd C. Douglas did more than his part when he set an all-time record with his thirteen appearances in

**Figure 5**  
**Worldwide Rankings**  
**using Moriarty Points**  
**1895 - 1987**

<b>Fiction</b>		
<b>Rank</b>		<b>Points</b>
1.	England	819
2.	New York	795
3.	Indiana	315
4.	Pennsylvania	275
5.	Illinois	265
6.	Virginia	204
7.	Canada	159
8.	California	138
9.	Ohio	111
10.	Kentucky	108
	Maryland	108
11.	Missouri	106
12.	Maine	98
13.	Australia	92
14.	Minnesota	88
15.	Michigan	78
16.	Massachusetts	77
	New Jersey	77
17.	New Hampshire	74
18.	Iowa	72
19.	Scotland	69
	Texas	69
20.	Georgia	69



the annual lists. After thirty-five years as the undisputed champion of the lists, James a. Michener tied Douglas for the honor of being the most popular author of all time. *The Robe*, perhaps the best known of Douglas's work today, is the only work of fiction to appear in the lists four times. It debuted in 1942, reaching the number one spot the following year and falling to second place in 1944. Eleven years after it first appeared, *The Robe*, a novel about the time of Christ, returned in paperback to outstrip all fiction sales again in 1953, another unequaled achievement.

Many talented Hoosiers have appeared in print since Moriarty studied the lists. Rose Lockridge, Jr, Ernie Pyle and Kurt Vonnegut, Jr. are perhaps the best known. But nothing could stem the tide of bestselling novels that flowed from the Empire state. Just four New York born writers: Herman Wouk, Harold Robbins, Danielle Steel and James A. Michener, have produced thirty-three top selling novels in recent years. Michener, as noted above, has recently tied with Lloyd Douglas for the honor of being the most popular author of the century.

With 795 points, New York has a better than two-to-one advantage over Indiana, dropping the Hoosier state to third in the worldwide ranking for the nativity of best selling authors. But Indiana has been producing fine writing "nearly as regularly as corn and limestone,"<sup>16</sup> so she can't be counted out yet. The Hoosier state may no longer be the number one state but "whatever may be included in the future activities of the state, it is fairly certain that the Hoosier will continue to write."<sup>17</sup>

### Endnotes

1. Shumaker, Arthur W. Introduction to *A History of Indiana Literature*. Indianapolis: Indiana Historical Society, 1962.
2. Peckham, Howard H. "What made Hoosiers Write?" *American Heritage* (Autumn 1950), 24-27, 59-60.
3. Shumaker, *A History of Indiana Literature*, 3.
4. Thompson, Donald E. *Indiana Authors and Their Books: Supplement 1917-1966*. Crawfordsville: Wabash College, 1974.
5. Banta, R.E. "A Word About Indiana Authors." In *Indiana Authors and their Books: 1816-1916*. Crawfordsville: Wabash College, 1949.
6. Melcher, Frederick G. Foreword to *Fifty Year of Best Sellers*, by Alice Payne Hackett. New York: R.R. Bowker, 1945.
7. Moriarty, John H. "Hoosiers Sell Best." *Indiana Quarterly for Bookmen* 3 (January 1947): 7-14.
8. *Ibid.*, 8.
9. Zeller, Nancy. "Indiana Authors." In *Popular Culture in Indiana* (A Souvenir of the 3rd National Popular Culture Conference). Indianapolis: IUPUI, 1973. p. 1.
10. Hackett, Alice Payne. *80 Years of Bestsellers: 1895-1975*. New York: R.R. Bowker, 1977.
11. Moriarty, *Indiana Quarterly for Bookmen*, 8.
12. *Ibid.*
13. Moriarty's findings have been cited and misquoted by dozen's of articles during the last forty years. The figures used here are those used by Moriarty in his original article.
14. Alaska and Hawaii were not states at the time of the Moriarty study and have been omitted from this list.
15. South Dakota was omitted from the published results of Moriarty's finding. It has been inserted here with its presumed ranking.
16. Shumaker, *A History of Indiana Literature*, 28.
17. Beeson, Rebecca Katherine. *Literary Indiana* Indianapolis: Bobbs-Merrill Co., 1925.

## Values, Laws and Mandates: Public Library Goals and the Indiana Library Law of 1947

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Positive law is a means by which social values are transformed into definitions of the public good and, therefore, serves as a public consensus about what ought to be. Policy may be more or less vigorously pursued as measured by financial commitment to declared values, but a government that fails to fund what by law it has pledged to do is politically vulnerable. Such a government could be called upon to honor its pledge and its policy or be turned from office.

Given the wide scope and variety of legal commitments of the modern state, it is not surprising that governments rarely fall because of a failure to honor any particular commitment. In addition, such failures rarely lead to a reconsideration of legal commitments. Public goods defined by law retain the legitimacy of their claim to public resources even when those resources fall short of what is needed or are completely withheld. This is due in part to the fact that what ought to be is not necessarily altered by what is, and values retain their strength even when they cannot be achieved.

The state of Indiana has perhaps demonstrated this contradiction in its policy toward public libraries. Al-

though public libraries have historically been rewarded a small share of state aid, they have nevertheless been supported since 1947 by a remarkably positive and strong state library policy;

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)<sup>1</sup>

This is powerful language. There are no ambiguities. Public library service is declared to be part of a state and local responsibility to provide for 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.<sup>2</sup>

Where did this foresighted language come from? It appears to have a number of sources: national post-war conditions and hopes, American



Library Association leadership, a strong Indiana Library Association tuned in to national and ALA developments, and a coherent set of ideas about the purpose of public libraries. Librarians and library supporters were responding to a positive crisis which required new legal and social structures for a postwar world. It was a time during which it was possible to think about what ought to be, and we have been left with a strong legacy upon which to build.

The nature and strength of a nation's system of education has profound implications for its economic and cultural welfare. It is for this reason that education has been generally recognized as a public responsibility. That responsibility has been institutionalized by laws that have created local school boards, state commissions and a federal department of education. In the United States there is a legally sanctioned tradition of local control of education, but the existence of institutions at higher levels of government which provide support in the form of knowledge and financial aid to that local control indicates the extent to which education is perceived as public good and a collective responsibility. It is recognized that no single tax base nor institution, in this case the local school and its district, can adequately provide for public education. In addition, American commitments to the values of equality demand that no individual suffer merely by the chance that he or she lives within the confines of a poor taxing district. This too has been recognized legally by various programs which transfer funds from national to state and state to local levels of government. The goal of these programs is to create at least the possibility of equal opportunity.

In recent years the nation has witnessed a growing concern that it might be failing to live up to its

responsibility. There have been talk of a crisis, a decline in public confidence in the system of education, and calls for reform. It is clear that a gap exists between demands of the workplace and the skills of workers.<sup>3</sup> A special report in *Business Week* described the situation this way,

The skills gap poses a threat to American society that goes beyond simply the economy. Currently, labor shortages in New England and elsewhere are driving up wages for jobs in fast food eateries. If new workers don't become better qualified, this situation may change drastically as shortages move up the skills ladder. Many new job-seekers could wind up competing for a dwindling number of low skilled positions, while higher skilled jobs go begging for want of qualified workers. That would drive down wages for low-skilled workers, who can least afford it, and raise wages for skilled employees, who are already better paid,<sup>4</sup>

Although there is little consensus on what is to be done, there is little doubt that America is a nation at risk, and that public action concerning education is required.

The state of Indiana has recognized this problem and has begun to legislate some modest reforms. An A+ Program, currently in place, is a first step in this direction. Curiously, however, it neglects the fact that a system of education must involve a number of different institutions. The focus of the A+ Program is almost exclusively on primary and secondary schools. Higher education, vocational institutes and public libraries were generally left out of the legislation. This violates not only good sense, but also the state's own pre-existing policy, at least with regard to public libraries. Reform legislation under consideration by the Indiana General Assembly as of this writing also fails to address these institutions.

The Indiana Library Association (ILA) is not in the same position today

as it was in 1945. Our current crisis is defined as much by the problem of preserving gains as by the difficulties of advancing our cause. Still, the common question faced by librarians then and now is, what is to be done? The value of examining the past lies in its capability to persuade us that something can be done.

Patience and clear thinking were characteristic of Indiana librarians in their effort to secure passage of the Indiana library Law of 1947. The ILA developed the legislation over a period of several years in conjunction with other efforts to professionalize library service in Indiana. Before the war Indiana librarians were demonstrating an awareness of the significance of legislative action. Following the efforts of the American Library Association (ALA), the ILA recognized the relationship between organized lobbying, information activity and library development.<sup>5</sup>

As early as 1939, Ralph R. Shaw, then president of the ILA, had urged librarians to inform legislators about the benefits of public libraries. This activity eventually resulted in the passage of legislation that created a state certification board and allowed local library boards to establish retirement funds. Both actions helped to establish in the public consciousness the notion that librarianship was a profession that could and did contribute to the general welfare of the state.<sup>6</sup> Given the political climate the ILA did not yet press for state aid for public libraries, but it was not deterred from pursuing its larger goal, a comprehensive plan for library development in Indiana.

By 1945, Indiana librarians realized that the law under which they operated had to be completely revised. It was a weak law of a permissive rather than a positive nature. Library objectives and state policy were not

well defined and the law made no provision for participating in emerging Federal programs to provide support to libraries from Army surplus materials.<sup>7</sup> At that time about 23% of the population of Indiana had no library service and state law made no provision for its extension. Additionally, the ILA had determined that the average per capita spending for Indiana libraries was only 71 cents. ALA post-war standards had set \$1.00 per capita as the minimum. It was generally felt that an opportunity existed to create a strong library development program with goals in line with the new standards.<sup>8</sup> This reveals the first clue as to the source of the language in the Library Law of 1947.

The American Library Association had been working hard to define the possibilities of a post-war world and the place of the public library in that world. Carleton Joeckel, Carl Milam, Amy Wilson, Lowell Martin and many others had been working on a national plan for public library service for some time. In *Post-War Standards for Public Libraries* the Committee on Post-War Planning under the chairmanship of Joeckel had written;

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.<sup>9</sup>

The western democracies had just triumphed over a fascist threat to their existence, but national library planners realized that no victory could be permanent. The struggle to maintain democracy and achieve its possibilities would take on a new and peaceful form in the post-war world, but it would nevertheless continue. Neither peace nor democracy could be taken for granted. The language used by Joeckel and his colleagues may resonate with a certain naivete when heard today, but perhaps the problem is ours rather than theirs. Under the guise of modern pragmatism we may actually be sustaining a cynicism which is inimical to democracy and to the goals and hopes of the post-war planners.

In any case, Indiana librarians were not deaf to these words. J.J. Weadlock, citing the precedent of the Northwest Territory Ordinance of 1787, argued that a knowledgeable citizenry was necessary for good government. He feared that the public library might become perceived as a luxury rather than a necessity. In an address to the joint ILA/ILTA conference in October of 1944, he urged that librarians and trustees discover what was needed to train and re-educate the people for a new post-war way of living that would extend the wisdom gained from war and contribute to a lasting peace. His particular concern was preparing people, and especially returning veterans, for new roles in a new world that required adult education.<sup>10</sup>

Richard B. Sealock, then assistant librarian at Gary, argued that librarians, the ILA and the State Library must plan jointly and have ready for the fall 1946 meeting a unified position on a new library law to be introduced in the 1947 state legislature. He cited a number of important papers that had appeared in national library journals as guidelines for

thought and was eventually named chair of a study committee directed to draft a library development plan.<sup>12</sup>

As these developments were taking place, libraries around the state began to organize and experiment with new means of influencing legislators. At the Muncie Public Library, for example, a program was established to teach citizens how to share their opinions with government representatives, as it was noted that no machinery existed for the easy expression of these opinions.<sup>12</sup> At the same time, librarians themselves were learning how to play democratic politics. In an astute political move designed to involve people outside the library profession and create a basis for legislative alliances, Sealock planned to use consultants not directly identified with libraries to help prepare new legislation.<sup>13</sup>

It was also important for librarians to avoid making enemies of groups with similar interests. Since education was beginning to figure prominently in the new plans, it was necessary to clarify the particular roles of schools and libraries. Legislators had to be made to see that the new plan was not a duplication of what schools were doing, and teachers and school librarians had to be assured that public libraries were not trying to usurp their role in childhood education. During a dinner speech at the ILA conference in October 1945, Marian McFadden of the Indianapolis Public Library stressed that the prime focus of the public library was the life-long learning necessary for adult participation in the new post-war world. Schools and public libraries could threaten one another's turf only if there were "too many facilities for education, too many good books, and too many good readers."<sup>14</sup> She argued that the school child was a joint responsibility of the home, the school and the library. Although she stated



that the ideal situation would be a full library in every school for formal education so that the public library could concentrate on the child's recreational and special interests, she accepted the notion of a public library role with regard to school assignments.

She presented a "life-cycle" model of public library use. Library work with pre-school children was actually a form of adult education as the librarian must work with the parents to reach the child. The goal of this work is to encourage and develop the reading and library habit and eventually to match adult library use with adult roles, including that of parent. At this point the cycle begins again. She closed by saying that democracy was endangered by ignorance, and that no individual institution could meet all of the public's educational goals and necessities.<sup>15</sup>

By late 1945, the revised library code written by Dr. Frank E. Horack and Herbert P. Kenney under the direction of Sealock's committee was ready and it was presented to the state's librarians for open discussion.<sup>16</sup> The following spring it provided the focus for the ILA district meetings. The purpose of the district meetings that year was to explain the goals of the new law in preparation for seeking approval for it from the general membership of the ILA at the 1946 general conference. A consensus was rapidly building around the need to have "one law for the organization of public libraries in place of the accumulation of many varying and conflicting laws (then) in effect."<sup>17</sup>

In order to better provide Indiana librarians with an understanding of the national context within which their own plan had been developed, the summary sections of the *National Plan for Public Library Service* developed by the ALA were published in

the *Library Occurrant* issue of September 1946. The state aid which the ILA had forgone given the climate of opinion a few years earlier, had now taken its place alongside code revision as a primary legislative goal. It was believed that the information contained in the summaries could help Indiana librarians in their efforts to give the state Legislature reasons for the need for state aid.<sup>18</sup> The combination of efforts at both national and state levels of government created a heady climate full of the possibilities of achievement. At the time, 50% of Indiana's 239 public libraries were operating on budgets of less than \$2500. Rather than discouragement, however, this condition seemed to serve as a spur to action.

In the same September 1946 issue, Mrs. Ralph I. Burris (sic), president of the ILTA (Indiana Library Trustees Association), urged library trustees to attend the upcoming ILA/ILTA conference in November in order to organize and build support for the new code and state aid in the 1947 State Legislature.<sup>20</sup> The objectives of the state aid plan were clear and simply stated. They included the extension of library service to those who were unserved; the merger or federation of smaller units of service into larger, more cost effective ones; interlibrary cooperation; permission for local libraries to retain local autonomy; and the means to meet the minimum financial standards recommended by the ALA.<sup>21</sup>

Sealock was again in a position of leadership during the detailed discussions of the code revision and state aid plans at the 1946 ILA/ILTA pre-conferences and conference. He argued that the state spent large sums on education up to the twelfth grade, but then stopped, not recognizing that education was a continuing process.<sup>22</sup> Voting at the pre-conferences showed that most librarians and

many trustees favored some form of state aid, but agreement on specific plans was elusive. Consensus on state aid began to break down and at the 1946 Annual Conference two plans for state aid had to be presented.<sup>23</sup> Weakness was beginning to threaten the efforts of Indiana librarians to create and fund a new structure for public library service. The values and purposes of the public library expressed in the *Post-War Standards* and the *National Plan* were reiterated and received widespread support, as did the planned code revision, but the state aid plan eventually passed by the Conference stated that aid should be provided only to county libraries that would be newly created as a result of the revised code.<sup>24</sup>

It is not surprising that a consensus for state aid was more difficult to reach than one for code revision. The political climate was not much different from the way it had been a few years earlier when the ILA decided not to even submit a state aid package to the Legislature. The administration of Republican governor Ralph F. Gates was determined to avoid a tax increase.<sup>25</sup> The Assembly, not without reason, felt itself to be under financial pressure. Even within the library community there was some hesitation about state aid. At the joint ILA/ILTA business meeting of the 1946 Annual Conference, arguments were made in favor of lowering the minimum tax rate. The ten cent minimum set in the proposed code revision struck some attendees as an unjustified benefit to cities with high assessed valuations. It was feared that such a condition would draw criticism from the legislature.<sup>26</sup> The ten cent minimum was approved, but on the final vote for state aid itself, 37 members voted no to 108 yes.<sup>27</sup>

At a meeting of the Administrative Policy Committee in January of 1947, it was explained to the representa-

tives that the proposed \$300,000 in state aid was necessary to implement the development plan inherent in the new code revision. Resistance grew quickly and solidified to the point that it became apparent that further efforts to secure state aid could jeopardize the code revision bill and a new State Library bill. The ILA Legislative Committee called a meeting on February 6 and decided not to introduce the state aid bill.<sup>28</sup>

The code revision ran into difficulties in the House anyway, as various amendments changed it completely to the detriment of libraries. It passed the House in this altered form and was immediately assigned to the wrong committee in the Senate. Action was postponed and this made it possible to reassign the bill to the Committee on Education. In the end the Committee restored the bill to its original form, and it passed the Senate with only minor revisions. This version also passed the House and was signed into law by Governor Gates on March 14, 1947, as was the State Library Bill.<sup>29</sup>

The final outcome of the ILA/ILTA legislative program for 1947 was characterized by both victories and defeats. A new structure based on the realities of the post-war world had been created to provide a means of library development. That structure contained the values that have since become the basic principles of public library service in Indiana. The commitment to serving the educational, informational and recreational needs of the people of Indiana can be found in the goal statements of most libraries.

On the other hand, the money needed to advance library development was not granted. The process since has been a slow one. State aid finally did come to Indiana libraries, but its arrival was rather late and

increases remain difficult to get. Realistic funding to support the public library structure, goals and values that constitute the declared policy of the State of Indiana must now be the primary focus of ILA/ILTA legislative efforts. The effort required will be great. The current world is one marked by vague feelings of crisis rather than by hopes generated by a crisis survived. The ALA is more concerned with preserving the gains of the Library Services and Construction Act in the face of threats to eliminate or reduce it rather than boldly pushing for a new national plan. Indiana is a state still characterized by politics that express more concern for limiting taxation than for providing services. The passage of the Library Law of 1947, however, indicates that an organized library community with a clear idea of what it wants to achieve can make a difference. Alliances with other groups are possible and legislators kindly predisposed to library development can be found. The task, although difficult, can be simply stated. Librarians must see to it that the state enforces the law.

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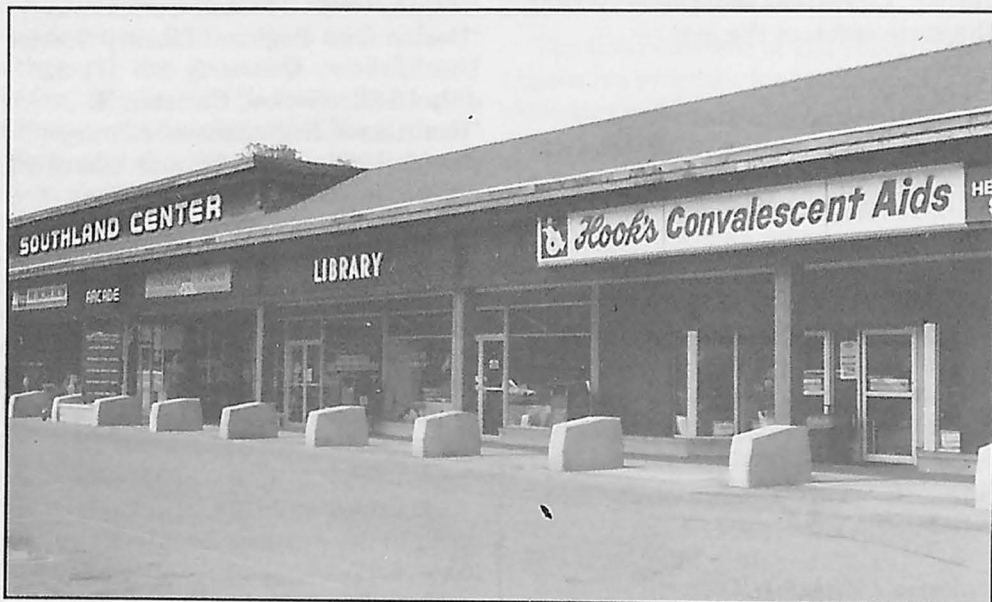
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Outside view of the Southland Shopping Center with South Branch Library. Courtesy of the Vigo County Public Library, Communication Services, Char Minnette, Publicist.



## Vigo County Public Branch Libraries

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**Background.** Where do the majority of American families spend most of their time eating, playing, socializing, and learning? The answer is, at their local shopping center. A 1985 survey revealed that 78 percent or 185 million Americans went to an enclosed mall at least once a month, and 93 percent had been to a mall within a six-month period. Other statistics show that American teenagers and Americans in general spend more time at the mall than anywhere else except home, school, and work (Kowinski 37).

Considering these extraordinary figures, is it not common sense that more and more libraries should consider taking advantage of these prime locations, especially since malls, both strip centers and enclosed duplexes, are not only for retail markets anymore? Shopping mall developers such as Ernest Hahn in Los Angeles, an avid supporter of the "mixed-use center - which mixes recreational and community facilities with retail outlets in an effort to make shopping centers a focal point of community life" ("A Spurt in shopping Centers" 92), are catering to not-for-profit services. In 1978, Hahn opened the University Towne Centre in San

Diego in which 17 percent of the leasable space-much of it supplied rent-free - is for non-retail attractions such as a folk art museum, an ice-skating rink, and even a pre-school day-care center ("A Spurt in shopping Centers" 92). Even more recently built was the Southdale Mall just outside of Minneapolis. "Southdale was designed to be a community center, surrounded by various forms of housing, a hospital, library and TV station" (Kowinski 42). Without doubt, the country is inundated with over 25,000 malls in various locations; therefore, marketing professors such as Mercia Grassi are advocating that well-designed malls gear their services to the community and look beyond profits (Grassi 70).

This being the case, libraries need to make the attempt to use this high-visibility space, especially with the recent concern for improving the library's image and becoming more accessible to the public. Grunenwald aptly states that "traditionally, library management has been concerned with problems of organization, budget, management, personnel management, and architectural design. The concentration of library manager upon these items has left techniques in areas like

marketing largely unutilized" (Grunenwald 21). "Libraries have only recently discovered marketing," he continues (22).

What is marketing? Specialists such as Darlene Weingand explain it as an "exchange relationship - making people want something they didn't know they wanted" (Weingand 491). With this definition in mind, she and others such as Tony Leisner support the "marketing mix" which he dubs the "4 P's: product, promotion, place and price" (Leisner 87). By using the mix to carry out the library's mission, "marketing and libraries can coexist," Leisner says (87).

With good marketing skills, a library can go far in reaching its consumers and supplying their needs, and libraries in malls can be one approach to promotion. As Leisner points out, "It is not enough to promote within the library for the benefit of existing users, you must go out into the community both to promote existing activities and also to determine what other offerings and resources are in the community" (Leisner 87). Grunenwald's definition is best: "Promotion means nothing more than to place one's self or one's products in the best possible light in the eye of the public" (Grunenwald 29). Libraries in shopping malls are doing just that. The key is to position the library so that it holds a unique spot in the life of the community, and what better place than the local shopping center?

This study looks at the Vigo County Public Library which has four branches, three located in shopping malls. For this study, only two mall libraries were explored in depth, the Meadows Branch Library and the South Branch Library. Each library is in a slightly different community setting as well as under different management making a good comparison study.

### **Meadows Branch Library.**

Located between two heavily traveled downtown streets just three miles east of the main library, this branch is in the basement addition of a enclosed, modern strip shopping mall. The Meadows Branch Library illustrates one vital consideration when first deciding whether to locate in a mall, that is it is essential to know the owner(s) and/or management of the particular mall. In this specific case, the owners operate both the Meadows Shopping Center and Plaza North, where the North Branch Library is located. Unlike many shopping mall designers, such as Hahn, who support non-retail space, the mall management of these two Terre Haute shopping centers seem reluctant to provide similar rental space in its mall operation. For instance, management rules specify that the library, as well as the other lower level stores, which consist mostly of various community organizations, cannot advertise with signs outside the mall building. Therefore, unless one is familiar with the entire mall, the library is virtually hidden. The only listing of Meadows Branch's location is in a mall directory located next to the escalator which indicates only "Library."

Another disappointment is the small space allocated to this branch. Opened in 1958, the Meadows Branch Library was the first shopping-mall library in the United States (Rawls-Heiser). Over the past twenty-five years, the library has occupied two other spaces, also in the lower level of the mall. However, when the owners remodeled the mall in 1983, they did not re-lease to the library, and it was not until 1985 that the branch was again designated space, and that at a much reduced size. The library has only 1200 square feet with no space for a conference room nor restroom. Also as part of the contract, a clause specifies that materials can not be

hung on the large window-wall entrance. This added limitation is a deterrent for library advertising.

Charlene Pierard, branch manager, has struggled with the owners' policies. Only recently has a tenant's association been re-organized and the library has been invited to attend the Merchants Meetings. Pierard states that she attends these meetings whenever possible with the hope of achieving improvements for the library. However, even with the setbacks it has experienced, the library does quite well. For instance, the inadequately small space is carefully designed to create spaciousness; the cream walls and good lighting give an illusion of grandeur. The open-door policy creates no barriers and exudes welcome. The bookshelves are aligned against the walls with a few horizontally protruding to form small cubicles. This arrangement allows freedom of movement in the center of the facility as well as good exposure to materials. Due to the small size, the creative layout, and constant monitoring of the front desk, theft is not a problem with the branch. The use of an electrical anti-theft device is not necessary.

Because of limited space, the branch has to be quite selective of its inventory. The library can maintain room for a maximum of only 13,000 volumes, therefore, the facility does not contain any special collections or expensive archives. The core of the collection is best sellers and recreational periodicals which are located up front near the entrance. Pierard describes the collection as "tried and true fiction" such as V. C. Andrews, Cookson, Demure and John Jakes. She also explained that due to the location of the shopping mall, between an established section of town and a developing "yuppie" area, the branch serves an older clientele with a core of 30-40 regular patrons who enjoy

coming in to browse the shelves and read the newspapers or use the copier. However, one important disservice for these patrons is access to the library. Since the mall is privately owned, mall management is not legally obligated to provide elevators and ramps. Only last March did installation of a elevator begin. In the past, with only an escalator and stairs leading from the main floor to the lower level, access had been difficult for some patrons including the elderly and the physically handicapped.

In the children's section, the library attempts to keep a current book collection and stocks the Newberry Books, Young Hoosiers and Caldecott series. A regret of Pierard's is that the facility is not of adequate size to accommodate special community services. She would for instance like to have room to offer once a month storytime hours for elementary school children. However, at the present time this is not feasible.

A restricted budget eliminates the possibility of special or extensive marketing techniques, however, Pierard does occasionally distribute library fliers to the various retail shop managers in the mall. She mentioned that normally she stays at the south end of the mall, because managers at the other end rarely have time to visit the library. Pierard commented that she found mall managers' library habits quite similar to other patrons: "If the manager is a person who normally does not use the library, I think he probably would be unlikely to come to the branch except for a specific purpose like using the copy machine."

Although Meadows Branch Library does have some distinct problems, they have worked around them to the best of their ability. Pierard and other staff members would like to see other changes made in the long term. Yet

overall they are pleased with the service they provide and feel that they adequately meet the needs of their public. The mall is an advantage both in cost and in location. As the only shopping center on the east side of town, and located with an Osco Drugs and a Kroger grocery store, the mall, and the library in turn, receive a large number of customers. Also, while leasing leaves the library at the mercy of the owners as exemplified in 1983, land and building costs are so astronomical that the rental cost of a little over \$1,000 a month can be an advantage over annexation and construction. The library can also attract some clients who while shopping might stop in and browse. If the branch were located in a separate exclusive building, these people might not take the time to drop in.

**South Branch Library.** While the mall management of both Meadows and North Branches has created problems for the librarians, South Branch Library is lucky to have a local group of businessmen who care for and support the stores to whom they lease, including the not-for-profit library. For a rental cost of \$2,700 quarterly, South Branch maintains a huge facility with space for a large conference room, restroom facilities, workroom, and manager's office. The branch is also located in a prime market area: the middle of the shopping strip with a bank on the right and a grocery store and drugstore on the left. "It is a big advantage to have the drugstore and grocery store," reported Suzanne Van Reed, South's branch librarian. However, she has observed a proportional decline in patrons as a result of Kroger's leaving and its replacement by a local grocery store.

Very similar to Meadows, South's core patrons consist of the elderly, the retired, and mothers with children. "It is not uncommon for mothers who

go grocery shopping to drop their children off," said Van Reed. Yet, she does not mind this "babysitting" service as they do have a large collection of children's books and provide regular storytime hours. A key element of the collection consists of popular reading material, most in paperback format and journals. Since the facility is not conducive for supporting a large reference collection, they maintain a basic collection of reference materials. Also, after three years a book is discarded, which means it is either sent to the main library or bagged for charity.

"We emphasize being a friendly, neighborhood library," Van Reed commented, adding that she knows fifty percent of the clients by name. Apparently the marketing technique works for, within an hour, at least twenty people came and went, and at one table at the far end of the library, two retired gentlemen read the local paper and chatted in a leisurely fashion. This amicable and picturesque setting was reminiscent of a Norman Rockwell scene. The hometown atmosphere has several distinct advantages. For example, patrons are quite benevolent toward the library and each other. They regularly donate old paperbacks and journals as well as cookies and such uncommon oddities as mannequins and dollhouses. Yet these seemingly bizarre contributions are an asset. For example, the dollhouse was recently used in a window display welcoming a new store to the shopping center. The sign in the display read, "Fill your house with Crown Rental Furniture." Surrounding the dollhouse were various how-to and furniture books that could be borrowed from the library. "We received quite a few compliments on that display," Van Reed smiled. "And in December we plan to use the train set that someone donated to us."



As well as the window display, Van Reed enjoys implementing other marketing techniques which tie the library in with the other shops along the strip. Over Labor Day, the mall had a sidewalk sale during which the library sponsored a sidewalk book sale and sold \$186 worth of books in three days. The librarian also regularly opens the thirty-chair conference room to community organizations and businesses such as sorority groups and the Lion's Club. Even Hardee's holds employee-training meetings in the library's facility.

Van Reed is very pleased with the library's location and finds it to be a great asset in meeting the needs of the community. The small, family-oriented atmosphere and the fact that the library does not carry any expensive special collections or videos reduces theft. "We don't have the space to accommodate videos, and the library has discovered that it is more convenient to have one good centralized location at the Main Library than to attempt to order five videos of each title for each branch," Van Reed explained. The branches are also not

set up for the cleaning and technical maintenance aspect of such a collection, explained Caroline Rawls-Heiser, Administration Coordinator of Vigo County Public Library. Van Reed also pointed out that the ground-level library has easy access due to the short distance from the front door to the parking lot, making it convenient for the elderly with walkers and canes. Overall Suzanne Van Reed had only positive comments for her library's location.

**Summary.** In conclusion, the study of the Vigo County Public Library's mall branches demonstrates the advantages and disadvantages of locating in shopping malls. Advantages include the family-type atmosphere, the opportunity of catering to a specific community's needs and wants, and promoting and marketing the library. Weingand might say that the major advantage is the opportunity of presenting the library to potential target markets and making them aware of a product for which they have been yearning unknowingly (Weingand 497).



*Patrons at the checkout desk of the South Branch in Southland Shopping Center. Courtesy of the Vigo County Public Library, Communication Services, Char Minnette, Publicist.*

Although the advantages are encouraging, several factors might be carefully considered before locating in the trendy retail market. First is the matter of dealing with mall managers and owners who, as this study has shown, may resist not-for-profit ventures. Second, the limited amount of space discourages large library facilities and balanced collections. Normally all that the mall library can carry are the most current popular titles. Third, the cost of leasing can be quite high, especially in large enclosed duplexes.

But times are changing, and as the nation becomes more and more service oriented, libraries must keep pace. Current trends transcend shopping malls. For instance, in Atlanta the everyday commuter can find a small circulating library in the depths of the Marta subway system, and in Kansas City a grocery store shopper, while picking up a carton of milk, may also borrow a favorite Stephen King novel from the local library. A Cincinnati mall has built "porta-structures," a very popular solution for the spacing problem. These particular extension outreach libraries might be constructed out of plexiglass and revolving lazy-susan paperback bookshelves (Martin).

Finally, a 1985 *Publishers Weekly* survey concluded that 27 percent of Americans never go to the library and 45 percent visit haphazardly every three months or so (Wood 20). These statistics are disturbing but not unbeatable. Obviously, only the librarian's lack of creativity and assertiveness can limit the library's growth and marketability during this age of limitless opportunities for location and design. All that needs to be accomplished is to tap into that potential resource and go where no library has gone before. Now it's up to library management to make that all-important marketing decision.

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## Life in Small Public Libraries of Indiana

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### Greensburg Public Library Alice Rust

We're always amused when we get advertisements addressed to "Acquisitions Librarian" or "Film Librarian." In a small library everyone does everything, and, as director, I don't mind that at all. I'd hate to give up choosing books or answering reference questions; having a variety of tasks each day keeps boredom away.

Our small library is a Carnegie, built in 1903 with a gift of \$15,000 from the philanthopist. The citizens agreed to be taxed to support the library. It was dedicated in 1905, serving a population of under 5,000 people. The collection began with 2,000 volumes. A basement remodelled as a children's Room in 1958, an addition of three small rooms built in 1965, and a mezzanine across the back of the library added in 1979 comprise the space added to the library since it was built. The library measures 6,411 square feet. Now the city population is about 10,000.

In May of 1983 we approached the County Commissioners about bringing library services to the county. They agreed that library service is vital for an informed, educated community,

and we became a county contractual library serving a total of almost 25,000 people. Our 6,411 square feet was inadequate for serving 10,000; adding 15,000 people presents quite a challenge. According to minimum standards for public libraries we should have an additional 10,000 square feet. Our collection has grown to 46,000 books, fewer than the minimum standards to serve this population. Seating space is completely inadequate.

The Board members believe in the mission of public libraries and have been supportive of extending service. One of our trustees had served on the board of a corporation for many years and had experience in long-range planning. He wanted to bring some of the skills learned on the other board to our library. He considered it important to educate himself about the needs of libraries. He attended a District meeting at which the planning process was discussed and came back enthusiastic about what planning could do for our library. Soon after we began a long range plan.

The first step was to form a committee. We asked a few interested citizens to help us out. With them and some appointees from the Board, we



met and discussed the planning process. Our budget has always been tight, so there was no question about hiring a consultant or someone else to carry out the project for us. We were it. We used the book put out by ALA on planning, *A Planning Process for Public Libraries*, and many of the suggestions they gave were adapted for our library. We used their sample survey, making a few changes. One Board member, a citizen member, and I visited different clubs and organizations throughout the community, told them about the library and our survey, and asked them to fill it out. The survey would tell us what they wanted from the library, not what we thought they wanted. We had designed the survey to be short and to the point. We didn't think many people would be willing to write long comments about the library and we were right. Most of the surveys came back with only the multiple choice items filled in. Where people did comment about library services, they were succinct.

The 6th and 11th grades of the schools were surveyed. We were fortunate in that the high school principal was one of our board members; he saw to it that the work was completed quickly and the results tabulated through answer sheets used in standardized tests. We also took a user survey from anyone who came into the library over a couple of months.

After tabulating the answers the committee analyzed the results and came up with a long range plan which they felt reflected the desires of the citizens of the county for present and future library service. The document stated that the Board would review the plan annually, making any appropriate changes. Another aspect of the plan is a maintenance plan for the present building.

Part of the long range plan addressed the problem of inadequate space in the library. It is evident that we need more space, but the survey answers showed that at that time we lacked the support from the community so necessary for any building project. County residents stated they would prefer to be served by bookmobile. We purchased one in June 1985. This has not alleviated the space problem as most of the people using the bookmobile are new library patrons, and the crowded conditions existed before we added the county. But it would certainly be a lot worse if we did not have the bookmobile. The bookmobile has been an asset in getting the county residents familiar with library service and aware of what is available to them. The bookmobile has storytimes, reading clubs, and craft programs for the children. These have been enormously successful, especially during the summer. We go to the two county elementary schools during the school year; both the teachers and the students make use of the bookmobile while we are there.

One of the goals of the long range plan was to establish a branch library by 1990 in the area of the bookmobile's largest circulation. Evidently the people like library service, because the largest town built a community center and asked the library to open a branch in a 1000 square foot room in the center. The branch opened in August 1989 and is a great success.

The plan recognized that expansion would ultimately be necessary and provided for a feasibility study to determine how we can best serve the public. We hired an architect to do the study and are now planning to buy property for a future new library.

For years the library tried to get by on the least amount of money possible. However, it is the only

institution in the county that provides educational opportunities after high school. We feel it is important to provide materials for our patrons to help them educate themselves. To do that you need money, so in 1982 and again in 1985, when the opportunity was given libraries to increase their tax rate, we appealed and won both appeals. We are now in a better position to purchase materials for our patrons and to provide the maintenance necessary on an old building.

Small libraries have the habit of frugality. We try to make the library's money stretch as far as possible. One method we found for doing this is to make extensive use of our ALSA for interlibrary loan and for reference questions involving material too expensive for us to purchase. We also are part of a large print circuit, begun under the auspices of SIALSA. The circuit currently has eleven members. This helps us in two ways: one, we save money by not having to purchase as many large print books to keep our patrons reading a variety; two, we don't have to take up scarce shelf space with books that are read by just a few people.

It may be a long time before small libraries are able to automate their collections, but we have purchased two personal computers for other purposes and have a computer with CD-ROM received through a grant. We use a word processing program, a printing program, and several learning programs for children. The periodical index for the CD-ROM is widely used.

In a small town you know many of the people personally. We have used our survey and the planning process to ensure that we are providing the people with what they need and want, but we also keep abreast of community thinking through conversations with our patrons and through per-

sonal contact at meetings. The library is a member of the local Chamber of Commerce. The staff enjoys this friendliness. Despite the limitations of our cramped library, public attitude toward the library is good and staff morale is high. We have our plan and review it annually, so we will continue to progress along with Indiana's larger libraries.

### **Hussey Memorial Library, Zionsville Helen Mills**

Hussey Memorial Library, located in a two-story Victorian house on tree-lined Hawthorne Street, contributes to the 'village' charm of Zionsville. 'Village' is Chamber of Commerce talk. The term has been used for the last several years to successfully lure tourists to visit the local shops and restaurants.

Zionsville is a suburban community north of Indianapolis. Most of the residents are well-educated, work in the city and feel that they have the best of both worlds. The library, by most standards, is inadequate. There are 12,000 volumes (building capacity) for the 4000 registered patrons. Last year's circulation was 46,374.

The library is twenty-five years old. It was established according to the terms of the will of Lora Hussey, a high school English teacher who ended her career in the New York City system. Before 1962, the only library was a tiny, dark, one-room township library over one of the stores on Main Street. Years ago, a Carnegie library was voted out by the town fathers in favor of a church organ (which has long since disappeared).

Hussey Library has privately-endowed status and belongs to the town (as prescribed in the will). Two townships pay a modest contractual fee for service. Service is provided by one full-time librarian (Grade VI), a

part-time assistant, a corps of volunteers and three pages. *Money* is the big problem. The endowment has been managed well, but it simply is not enough to handle expansion.

There are a great many people, the library board included, who have an emotional attachment to the library as it was first established. To go public, collect a library tax and give up the 'good fight' seems disloyal to the Hussey family. Even new patrons

from large cities often comment, "I just love this little library".

It is attractive. The working collection is bright and clean. With just a \$7,500 book budget, most of the best sellers are on the shelves soon after they hit the book stores. The books are charged by a Gaylord machine . . . not a computer, but not a rubber stamp, either. The stained glass window, museum-quality needlework and plants help give the building



*Hussey Memorial Library, Zionsville*



a unique charm.

Charm is fine, but it is *space* that is needed. The children's room is so small that storytimes are held in the carpeted periodical room upstairs. Downstairs seating was cut in half three years ago to make room for more shelving. The office is so tiny that the staff usually move with side-steps. The annual weeding is difficult because good books must be withdrawn to make room for the new ones.

The problems will be solved some way, eventually. The library still has a sound financial base for its present operation. A four year old building fund is growing slowly. The board hopes that the private sector will contribute the necessary funds for an addition . . . and for its operating costs. As yet, no preliminary architectural drawings have been made, although consultations have been started. The greatest need is recognized, and *all* energies are going toward that goal.

The Friends of Hussey Memorial Library organization continues to provide important financial aid. The members handle the annual book sale at the Zionsville Fall Festival, and sponsor the Decorate-the-Christmas-Tree fundraiser. About \$2000 per year is given to the library for books, magazines and equipment. One very special lady who is housebound makes bookmarks out of greeting cards. These are not to sell, but to give away at the front desk.

A well-dressed business man from Indianapolis stopped to kill some time at Hussey Library recently. He made several comments which were complimentary. In the conversation that followed, he assured the librarian that she should not feel apologetic that the library did not have a roomful of computers. "You have something else very special here." I hope he was right. (Hussey Library has since

changed its legal status from a privately endowed library to a publicly-supported library, serving two townships. It is currently in the early stages of planning for a larger facility)

### **Rushville Public Library** **Ann Herold-Short**

Our small city library faces the awkward task of serving the Rushville Consolidated School System, which encompasses much of Rush County, while our free service is presently limited to city residents. Please don't misunderstand. Since we are a city of just over 6,000, we would very much like to have a county library. We just have not realized that dream quite yet, even though, from time to time, a great deal of time and effort has been invested in that dream.

So, in order to better serve those people (and organizations) who are loyal borrowers, we have had to come up with some, hopefully, creative solutions. These solutions are meant to cause little offense to taxpayers, while we do our best to serve the needs of our patrons (and potential patrons). We look upon the school system as "a patron" and on county students as potential patrons.

Of course one might wonder, "Why try to serve schools/ They have media centers." This is indeed true. But the schools have been among our greatest allies. We may "go an extra mile" to obtain materials for the schools, but in turn, they have gone many "extra miles" for the library. In addition, we feel that students' need are as valid as all other needs. We consider ourselves part of a valuable network of libraries. Although we greatly appreciate the services of our Library Services Authority (in our case, EIALSA), and the promptness of our interlibrary loan returns, we have often found it desirable, and faster, to borrow locally. This has of course worked

both ways — we have loaned materials to the schools.

In addition, teachers and media specialists have done a great deal to encourage students to attend summer activities at the library, or they have encouraged students to simply make use of the public library during breaks, and during evenings, weekends, etc. Librarians, or media specialists at some schools, feel that they can afford more non-fiction, if they encourage students to use the public library for "light reading."

Without cooperative programming, city children might be denied full access to public library materials and services. The schools encourage the staff of the public library to schedule regular visits to promote our materials and services. In addition, by getting county children interested in our materials, services and programs, we hope to instill good feelings about the library, so that one day Rush County will have a county library.

How can we serve county children's needs, without offending city taxpayers? Seriously, this can be a troublesome issue. Many patrons who don't have children in the school system don't even like to pay taxes for education. They would be upset to learn that the library offers materials for *any* county resident who doesn't pay taxes. However, we have managed to come up with several compromises that help us to serve all Rushville Public library patrons as well as we can:

1) We cooperate as fully as possible with the consolidated school system. Three of the schools are within city limits, and materials are loaned to teachers with valid library cards at other county schools.

2) We cooperate with local private schools and day nurseries who in turn have county children enrolled.

3) We offer student discounts. For instance, cards normally cost \$17.00 per family, but we offer a card for the academic year that costs \$5.00. During the summer, students can buy cards for \$2.00. For our purposes, a student is anyone between the ages of six and eighteen years of age.

Through the years, many cooperative programs have been developed to serve the needs of local students. Among the programs and services we currently offer the schools are:

1) Filmstrips. In addition to the filmstrips we offer to lend our equipment. For private schools with small budgets for equipment, loans are almost a necessity. But teachers find loans of equipment helpful so that films, filmstrips and cassettes can be previewed before showing them to the entire class.

2) Videocassettes and audiocassettes. Again, although the schools offer similar materials, the school's copy or copies might be out when the teacher needs it.

3) Books and other materials are offered to teachers for extended loans. Teachers may wish to borrow several books at the beginning of the academic year, as a classroom collection. We do try to remind teachers that they have borrowed materials each week.

4) Classroom kits are individually designed. Teachers request materials about a subject or subjects. Staff members design a kit which includes filmstrips, videocassettes, art reproductions and labels for displays, books, and activity sheets. We ask for one week advance notice.

5) We purchase materials to be shared by the public library and another school or schools. In one case, the weekly updates for a publication are kept at the library, but the cumulative bound volume is kept at the

school.

6) We share the cost and arrangements of obtaining displays from a museum. Three local schools and the public library have arranged to have the librarians take turns picking up and delivering the displays.

The most important cooperative effort we have established is a desire on the part of our staff and the school librarians to keep an open mind when suggestions for cooperative programs are offered by students, teachers, parents or media specialists.

### *Establishing the Rush County Archives*

It is difficult to serve a community well with the limited resources available to a small public library. The problem is compounded by the sophistication of today's library user. Far from being ignorant of advances in the library world, today's user wants and expects more and more services.

Rushville Public Library has come to rely upon the generosity of local citizens. For many years, the library has fostered a cooperative spirit with citizens and organizations. Gifts and donations have made it possible for our library to obtain additional books, equipment, and furnishings. But cooperation doesn't stop with tangible objects. For several years the library has had cooperative programs with local schools and organizations. The longest running cooperative effort has probably been with the Rush County Historical Society.

The two organizations share almost one history. The Historical Society was organized on June 15, 1922. The officers included Miles S. Cox, President, Al L. Gary, whose wife was later to become the library board president, Treasurer, and Mary A. Sleeth, Secretary. Mary Sleeth was the first librarian of the present library, and served at Rushville Public Library for

many years.

The current city library was established in 1911, occupying three rooms of the northeast corner of the main floor of the courthouse. The collection grew and by the late twenties it had become apparent that larger facilities were needed. Citizens made donations to the building fund, and with the help of a bond issue, the new structure was completed in 1931. When the library moved from the Library Room of the Court House, the president of the Historical Society appointed a committee to move relics from the second floor to the Library Room. In 1940, the society moved to its present location, but not before establishing a tradition of cooperation with the public library.

During the years, patrons of each organization have been referred to the other in quests for more information. The society has loaned museum displays to the public library. Oral history tapes and transcripts, and many other materials, have been given to the library.

The latest joint venture will establish the Rush County Archives in the Genealogy collection of the Rushville Public Library. This cooperative arrangement will make it possible for the public library to make historical records available to a wider audience than would be possible at the society. At the same time it will make the materials more accessible since the museum is not open as many hours. In addition all uncataloged materials will be organized while at the library. This arrangement will also provide more space for the society.

A committee of members from both organizations was organized to suggest types of materials to include, how materials will be organized, and other guidelines. A proposal was submitted to the Rushville Public Library with the suggestion that space be desig-

nated for the archives in the current building renovation plans.

It has been recommended that the Rush County Archives include some of the following types of materials from Rush County:

1. Local publications of organizations.
2. Records and reports from organizations.
3. Official publications, photographs, pamphlets and brochures.
4. Blueprints and studies of local historical sites.
5. News releases.
6. Minutes of local organizations which are no longer in existence, but which were of historical significance.
7. Family papers and documents.
8. Local oral and written histories.
9. Memorabilia of historical and literary value.
10. Old photographs of local interest.

As material is added to the collection, donors will be strongly urged to donate the materials to either of the two organizations to simplify record-keeping and possible future disposal.

Several concerns were expressed by members of both organizations. Some of the members of the Rushville Public Library's Board of Trustees were concerned about loss or damage because the items will be "on loan" from the society. However, several society members felt that the benefit of more use for the items far outweighed concerns for loss or damage. One precaution will be to provide duplicate copies to the library in the case of rare items.

Another concern was voiced about staff time limitations and hidden costs. Obviously, there will be a need for staff to spend time supervising the project. But processing will be done

by museum and library volunteers, closely supervised by library staff. Costs for the project will be shared, as much as possible, by the library and the historical society.

Other board members from the library were concerned about the remote possibility that the library could become the repository of the society's "junk". Surprisingly, several society members suggested the same possibility. So, final judgement will rest with the librarian.

Filing cabinets and boxes on open shelves will probably house the majority of the collection. At least in the early stages, the current history collections of the library and historical society will remain separate from each other, yet in the same room. Cross references will need to be developed to make finding materials somewhat easier.

Growth is anticipated if this experiment goes well. Possible locations have been proposed. During the planning process we have tried to anticipate as many problems as possible, yet we realize there are sure to be problems we haven't considered. Still both organizations are looking forward with excitement to this new opportunity to work together. The program seems to be a close-to-ideal solution to growth problems for both organizations.

For more information see:

"Community Archives," *Focus on Indiana Libraries*, December 1982, pp. 3 & 4.

Thompson, Enid T. *Local History Collections*, Nashville, Tennessee: American Association for State and Local History, 1978.

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**Mitchell Public Library**  
**Vickie L. Holt**

Mitchell Community Public Library is only one of the many small public libraries scattered across the State of Indiana. It is nestled in the back hills of southern Indiana and serves approximately 11,000 people in an area of Lawrence County south of White River.

*The Way It Was . . .*

Thirty years ago our library could have been described as suffering from a severe case of library D's: a dingy, dark, depressing, desolate, dank, and dusty old Carnegie building which had outlived its heyday and was sadly decaying from non-use. Few people darkened its doors and many of the few who had the courage to do so, never did again after the first visit.

The collection was so old and dusty that upon viewing it one was not sure whether the scriptural verse "dust thou art and unto dust shalt thou return" was coming into play before one's very eyes. It seemed that most of the books on the shelves had been purchased within the first few years after the library had opened in 1917. From the Depression years on there had rarely been enough money to update the collection or even provide current best sellers. In fact, the collection was so bad that even the mice turned away in disgust - it was not even nest building material.

Many of the former librarians fit the stereotyped image that so many people have of librarians - the little old lady who sits ever so quietly behind the desk carefully monitoring the never opening door. If, by some slim chance of fate, someone did walk through the door she wanted to be certain to do her job of greeting the person with the usual "Sh - - - !" I truly believe that most of the former librarians who worked at the Mitchell library had a total vocabulary consist-

ing of the consonant digraph "sh".

I shall never forget my first experience visiting the library when I was in upper elementary school thirty years ago. I was so frightened by the eerie place that I immediately went home and asked my mother if I could join the Book-of-the-Month Club from Doubleday Books. Thank God my mother agreed. Otherwise, I think I would have given up reading had I been forced to use the library.

The basement of the building would have put any haunted house to shame. The coal bin and the furnace were located there and the old furnace, which struggled to work, belched out stinky clouds of sulphuric gases and soot that kept the basement rat free. I think even the spiders and roaches had serious health concerns and lived there only out of necessity.

The other end of the building was in no better shape. The roof leaked so much that the librarian sat beneath an umbrella on rainy days and anyone who appreciated a cold shower could take one free of charge providing the librarian wasn't on the scene. However, I don't recall anyone trying it.

The library board was an entity all its own. In fact, the meetings were so private they would not allow the librarian to attend, so she never knew if she was still hired, fired, or whatever unless a note was left for her by one of the board members. I am sure there must have been great difficulty in communication and I really haven't figured out just how communication on management of library affairs took place unless it was through ESP. I am sure there were no cheap cassette tape recorders involved because this was before their time. However, even if the \$29.00 variety had been around at the time, I don't think the budget could have supported the purchase of one and paid the librarian, too. Also, the librarian was unable to order

books without first submitting the book list to the board for approval. Any books which they deemed inappropriate for the library were crossed out and the list was then returned to the librarian.

Library services that we all hear about today were unheard of in Mitchell thirty years ago. Services were what the local churches and gas stations offered the community. In short, the Mitchell Public Library was not a people's institution but a no-man's land where few people wanted to tread.

### *Getting to Where We Are Today . . .*

I am not sure whether it was sheer luck or a miracle but two things happened in 1973 that would mean total reformation for the Mitchell Community Public Library; one was the hiring of a totally different and rather unusual librarian and the other was the arrival of the wife of the bank's new president. Both women hit the library like a whirlwind of fresh air with their enthusiasm and vitality. Dorothy Marshall, who was hired as librarian, had traveled worldwide and had been a music teacher; Sonia Ewald was a former teacher with a degree in early childhood education. When these two put their heads together, the slow dull life in the little town of Mitchell was destined to change, and the library would become the center of activity in the community.

The first week that Dorothy reported for work not one person darkened the doors of the library and out of sheer frustration she started the first homebound service the library ever had. She checked out several books and magazines to a few of her homebound friends. Shortly after Dorothy was hired, Sonia Ewald popped in to ask a favor. Sonia had four small children and Mitchell did not have a preschool or kindergarden

at the time; she wondered if the library could possibly provide a special preschool program for children in the community. Dorothy looked at Sonia and with her usual enthusiasm announced, "We can do anything, the sky's the limit." From that day forward, "the sky's the limit" was the standing philosophy of the Mitchell Community Public Library.

At that time the library had a total staff of two: Dorothy and the janitor. Sonia volunteered to organize and train more volunteers to help with the preschool program. A group of mothers and fathers were rounded up to be trained as teachers and to renovate a portion of the library basement into a bright new room for the incoming preschoolers in the fall. The library's budget could not support any part of the necessary expenses to get the program rolling. Sonia and the parents begged, borrowed, and pleaded for help and donations. By fall the program was ready to roll and it was aptly named the Library Activities Program. The objectives of the program were two fold: 1.) To provide a much needed community service - a headstart for preschoolers getting ready to enter first grade the next year; and 2.) to produce future library users by exposing children at a very early age to the library. The Library Activities Program was a smashing hit from the start. It continues to be a hit even today with ninety children enrolled each year plus a large waiting list.

As with most small libraries with micro-budgets, Dorothy realized that the first things that was needed was to find ways to raise the budget income. When she first accepted the directorship, the annual budget was \$17,500. She also realized the need to hire more staff in order to free her time to develop library services and to find avenues for more money. CETA was the answer for more staff. Stu-

dent pages were also trained and put to work after school and in the summer. Dorothy attended several grant-writing workshops and this opened the door to more money to fund special library programs for the community. She quickly recognized the need to talk Bono and Spice Valley townships into being annexed into the library's taxing district. This greatly increased the tax base for the library's budget.

Dorothy was always looking for something new to try at the library. Her biggest asset was her philosophy "the sky's the limit" and whatever one wanted to do at the library, her response was always, "We can do anything."

I shall never forget the first time I asked her if an Adult Basic Education class could be held at the library. Every place I had checked for a class location had turned me down. However, when I approached Dorothy her response was "Great! When do you want to start?" The library accepted us with open arms and provided the publicity the class needed. We had thirty-five people show up on opening night. Ten years later, Mitchell still has one of the most successful and active rural ABE classes in the State. Many new readers have been brought into the library because of Dorothy's willingness to try a new idea. She saw the library not only as a storehouse for books, but as an active community center.

Today, the Mitchell Community Public Library remains one of the most active places in the community largely because of the unusual personality of Dorothy Marshall. It was her willingness to support others in the community which encouraged them to use their talents to their fullest extent at the library. Dorothy had the building cleaned up and the yard landscaped; the basement was remodeled, and the old belching furnace was

eventually replaced with a modern gas furnace. The place came from a no man's land to a vital community center brimming with life under her direction.

Dorothy retired in 1985 and I accepted the directorship in June of that year. Having known Dorothy was certainly an asset; I had firsthand experience of the importance of making the library a community center. Dorothy's twelve years as director had been spent largely in revitalizing the old place and getting the budget up to a sufficient amount to maintain support staff and library programs. As a new director fresh out of library school I took the "driver's seat" with the background knowledge of Dorothy's accomplishments and ideas as well as all the newest theories about librarianship and libraries.

In my first few weeks, I began to assess the ways we could continue being a vital community center providing the much needed services as well as becoming a viable library providing a good reading collection, consistent library procedures, and staff development. My work was cut out, I had several major tasks ahead that needed to be undertaken as quickly as possible to get the library sailing in the direction that I wanted it to go.

The library had never had a written policy for library procedures, personnel, collection development, library board, or written job descriptions. I requested policies from other libraries as well as books on policy development and I read until I thought I would have permanent eye damage. Meanwhile, in weekly staff meetings, the staff and I hashed over former verbal policies and tried to find their strengths and weaknesses. We were shocked to find so many variations of verbal policy from staff member to staff member. At the same time, the



board formed a committee of three members to work with me to formulate personnel policies and to make recommendations to the other board members concerning much needed staff benefits such as vacation time, sick days, personal leave days, and holiday pay. Staff made lists of duties they performed. They separated these into two categories, those duties enjoyed most and those enjoyed least. From those lists I wrote job descriptions. Finally, after eleven months of hashing for the board, myself, and the staff, the Mitchell Community Public Library had its first policy handbook accepted and passed by the board. The long-needed staff benefits boosted staff moral sky-high.

Another acute problem facing us was the lack of space on the main floor. Books were so crammed on the shelves that it was virtually impossible to remove some of them. We needed to expand and move the children's department downstairs, but the only available room was the activity room which also doubled as our meeting room when activities weren't in session. Luckily, the board had purchased a house next door to the library several years ago. We decided that with some remodeling we could turn the house into a library annex with a large meeting room and office space for the children's program. Several interior walls were removed to provide a large central area. Meanwhile, our janitor accepted the task of building shelving for books in the former activities room. By January of 1986 we were able to move all the children's books downstairs into a newly created children's department. The Library Activities program moved to the newly remodeled annex.

We also realized that the collection was in dire need of weeding; the shelves were filled with dead wood that hadn't moved for years. In fact,

we were shocked to learn that many of the science books in the children's collection still had us several years away from landing on the moon. After discussing ways to accomplish weeding, the staff and I decided on the red dot system. We set the date to start the red dot (which, by the way, ended up being a yellow rectangle for us) for January 2, 1986. We agreed to yellow dot everything that checked out over the next fourteen months. Normally this system would require a longer wait than fourteen months; however, since the collection had not been weeded for so many years we decided to start the process somewhat earlier in the children's collection. We weeded nearly half of the children's nonfiction collection. We still have more weeding to do in fiction and in the adult collection as well. However, we were amazed at the transformation of the collection. The shelves of books look alive and inviting. We have room to face many of the new books with their covers forward. The children and their parents are excited about the beautiful new books we have and circulation has increased. We still have weeding to do and we may not be finished before the end of this year, but the collection is looking better than it has for thirty years.

With all the policy writing, weeding and moving we have managed to keep up with special programs, nursing home visits, story hours, and an active adult basic education program. The Mitchell Community Public Library is a living library. Many folks have said that the library is the "best thing that ever happened to Mitchell." However, making it the "best thing" has not been easy and has required a lot of hard work on everyone's part, but the payoff has been fantastic. We are appreciated by the community and the people in the community let us know frequently how much they appreciate us.



### Where Should Small Libraries Be Going?

I sometimes feel because the adjective "small" precedes library there is a feeling that the library can offer no more than a pittance in service to its community. I also have the feeling that all too often the librarians and boards of small libraries feel they do not have to justify their libraries' existences in the communities. Likewise, those same communities hardly acknowledge that the libraries are present and they do not demand good service. The result is pathetic. A community institution slowly dies and decays; it becomes a liability rather than an asset. Eventually, I feel that many small libraries will face closing because the little money which is being funnelled to them could be better used elsewhere in the community.

Many small libraries across the State have hardly enough money to open their doors and pay the librarians a micro-salary. Mitchell Community Public Library was once one of those. Our budget isn't as much as we would like, but it has increased seven-fold over the last few years. It has increased because we have been able to prove our worth. We have managed to justify our existence in the community and the surrounding townships. When asked to form a library district, Spice Valley and Bono townships were more than happy to do so. These townships could be assured of good library service and this made them willing to join forces.

Besides the money barrier, small libraries face several other barriers which stand in the way of their success. Perhaps two of the worst obstacles facing small libraries are their boards and/or their directors.

An apathetic board suffering from a lack of concern is the death of any small library. The library can be only

as good as its board. The board must be willing to stand behind the director and staff and help present the library to the community. They must be willing to allow the director her space and trust her decisions and judgments. The board should have the ability to determine when to interfere and when not to interfere in the operations of the library. Boards should be educated about their responsibilities. Many board members are quite ignorant about their duties.

Perhaps one of the most difficult jobs facing a director is educating the library's board. If the director doesn't know what the board's duties and responsibilities are, then she needs to read the public library laws and other informative materials on board duties. I have worked hard at educating and keeping my board as informed as possible. The payoffs have been fantastic. Board members have actually stated they enjoyed the meetings. They were not aware of their responsibilities as board members and that in the event of a lawsuit they would be the ones holding the bag not me. I have worked at getting them actively involved in library affairs. At board meetings they not only hear about the good things going on, but they hear problems, discuss library legislation and how it will affect us, discuss future plans, meet staff, and update policy.

Just as the board can be the death of a small library so can the director. She is the backbone of the organization and her attitudes and management capabilities will affect the overall image of the library in the community. The director is the liaison between the board and the staff and the board and the community. She is also responsible for the daily management of the library and is curator of the physical building. She should be aware of her limitations in decision-making and should not over step her

boundary and get into the board's responsibility. The director's responsibilities and those of the board are often difficult to separate. However, trust and respect should be mutual between herself and the board. She should be a vital and enthusiastic person, honest, and not afraid to voice her opinions and stand up for her rights as well as for the rights of her staff, board, and community.

I have attended many meetings where directors complain bitterly about their disinterested boards. It is this disinterest by their boards that prevents their libraries from getting anything accomplished. However, I have noticed that some of these librarians do little else but gripe about their situations. That is the easy way out. Griping gets little done other than exercising the jaw and perhaps, lessening the wrinkles on the face. I sometimes get the vague, uneasy feeling that a few of these directors really don't want to do any more themselves but just hate to admit it; so they pass the buck on the board.

Besides board and director problems, small libraries suffer greatly from a lack of support staff that is needed to provide increased services. This takes us back once again to money problems resulting from budgets far too small to support a single family of four people, and yet this same budget is expected to provide services to several thousand in a community. Money problems are not easy to overcome, but there are ways to help increase the budget if the director, staff, and board are willing to try.

Where does one go for more money? Check out neighboring townships which may not be paying a library tax and invite them to join forces. However, don't expect them to be overjoyed at the invitation if the library is doing very little in its community. It may be

necessary to upgrade services or have a plan for services one hopes to implement if the townships would provide support. If the library doesn't have a Friends of the Library group, start one! Friends not only earn money for the library but quite often have excellent ideas for improving services and have good contacts in the community. Educate the community concerning the importance of donations, contributions, and memorial gifts to the library. The public often does not see the library as being a "needy" institution and very deserving of gifts. Many folks haven't thought about the fact that gifts or contributions given to a public institution will benefit many people. Also, check out the local clubs in town; many have money to give or are willing to contribute other gifts such as books and equipment. Grants are another excellent source of funds for small libraries. Invest time in a grant writing workshop and then search out grant sources. Money is around, but one must put a little "elbow grease" into finding it. I don't think anyone ever received extra money by complaining about how destitute he was.

Small libraries must become more aware that the needs of patrons differ today from those of thirty years ago. Where only books and magazines once sufficed, today's patrons are looking for the new line of library materials such as videos and audiocassettes. Not only do the regular books patrons enjoy the addition of the new library materials, but such collections also attract many people who would never use the library otherwise. Although there are many arguments that these mediums are not what libraries are about, these materials do provide a popular service for the community and create some very positive attitudes toward the library. If the time should come when the library needs support, one can be assured community sup-

port for the library has grown because of a good mix of materials.

Small libraries must also understand the need for networking. Every small library should be a member of an ALSA. These wonderful organizations have made it possible for small libraries to provide materials that they could never afford to purchase. Also, the ALSAs have made available information, training sessions for staff, directors, and boards free or at a very minimal cost, and a host of other benefits that enable small libraries to better serve their communities.

Small libraries are challenging places to work. There are many obstacles which must be overcome in order to provide good library service. However, no matter how small, a library can be an asset to its community if the board, director, and staff are willing to put forth the effort. The community must be made to see the

library as an essential and very much needed institution.

So, where should small libraries be going? They should be going PUBLIC! They need to start looking for ways to make the libraries assets rather than liabilities to the communities. It is time for librarians to stop feeling sorry for themselves because they have no money, uninterested boards, no staff, old buildings, and a host of other problems standing in the way of providing good library service. We owe our communities something more than lip service about our hard times. We need to show them that we are willing to fight for better times. If we are willing to put forth an effort, then we may get more backing from those around us. It will not be easy, but better service, more money, interested boards, and more staff are not an impossible dream.

## Continuing Education: How to Pursue It

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Let's start our discussion with a fable.

Once upon a time a Sea Horse gathered up his seven pieces of eight and cantered out to find his fortune. Before he had traveled very far he met an Eel, who said, "Psst. Hey, bud. Where 'ya goin'?"

"I'm going out to find my fortune," replied the Sea Horse proudly.

"You're in luck," said the Eel. "For four pieces of eight you can have this speedy flipper, and then you'll be able to get there a lot faster."

"Gee, that's swell," said the Sea Horse, and he paid the money and put on the flipper and slithered off at twice the speed.

Soon he came upon a Sponge, who said, "Psst. Hey, bud. Where 'ya goin'?"

"I'm going out to find my fortune," replied the Sea Horse.

"You're in luck," said the Sponge. "For a small fee, I will let you have this jet-propelled scooter so that you will be able to travel a lot faster."

So the Sea Horse bought the scooter with his remaining money and went zooming through the sea five times as fast.

Soon he came upon a Shark, who said, "Psst. Hey, bud. Where 'ya goin'?"

"I'm going out to find my fortune," replied the Sea Horse.

"You're in luck. If you'll take this short cut," said the Shark, pointing to his open mouth, "you'll save yourself a lot of time."

"Gee, thanks," said the Sea Horse, and zoomed off into the interior of the Shark,

there to be devoured.

The moral of this fable is that if you're not sure where you're going, you're liable to end up someplace else—and not even known it. (Mager, p. 1)

Is this Sea Horse representative of you? Many of us treat our continuing education very casually. If we happen to hear of something that sounds good, we take it. This passive pursuit of CE is no better for the library profession in general than it is for individual practitioners. Assuming responsibility for one's continuing education is the obligation of each professional. Every librarian should take time to have a well-thought-out approach to her or his professional development so that she or he doesn't end up like the Sea Horse in the fable—somewhere else.

Assuming responsibility for one's professional development involves assessment, goal setting, achievement, and evaluation. This may sound involved; and compared to what we usually do, it is. However, this approach is more likely to get better over-all results, and there is great satisfaction in the experience of having taken control over the direction of one's life. The remainder of this article is devoted to suggestions



for how individuals can plan and direct their own CE experiences.

### Step One: Long Range Goals

The first step in formulating a CE plan is a critical self-examination of where you are professionally and where you want to go. Step One on the work sheet at the end of this article asks you to think ahead to what position you would like to have in five or ten years. This may be a difficult question for you to answer, especially if you have never thought that far ahead before. Even if you can't answer the question, the process of thinking about it will help you begin to take charge of directing your professional future.

Don't feel that your goals are set in concrete once you have them written down. Goals can always be modified or even changed completely, but you must have goals before you can change them. This is a critical first step. As with the little Sea Horse, if you don't know where you are going, it will be difficult to get anywhere except by luck. And Lady Luck is not the best mistress to entrust with your future!

So set some direction or goal for yourself. Some examples of goals are listed below for those who need inspiration: these will vary depending on what stage you are already at in your career.

#### In 5 Years

1. to be well versed in all aspects of cataloging
2. to acquire a second Master's degree
3. to stay where I am but be better at my job & remain up-to-date

#### In 10 Years

1. to head a Cataloging Department
2. head a departmental library in a large academic library
3. to have a more responsible position

### Step Two: Self-Assessment

After setting your goals, you must assess your skills and your ability to move towards those goals. What weaknesses do you have? In what areas do you need initial, additional or refresher training?

To help you in doing this, you can share your goals with colleagues and supervisors and ask what areas they feel you should work on. You should also examine your present and future job functions critically to see where educational efforts might make a difference. "Log activities which are part of the job . . . Record issues and problems which might be influenced by skill training or some other kind of learning." (Keeney, p. 18) The areas that you discover to work on may be related to knowledge in specific job arenas, problem-solving skills, administrative skills, or attitudinal changes. List those areas on the work sheet under Step Two.

### Step Three: Short Range Goals

Looking at the areas where you need more education and training, you should now set several short range goals or learning objectives—things that can be achieved in six months or a year. Prioritize your areas of need and set a timetable as to when each will be started and completed. It is helpful to do this in one-year cycles, looking ahead each summer or spring, for example, to what you wish to accomplish in the next academic year. You may not be able to set exact times until step 4 where you investigate your learning resources in more detail.

Examples of short range goals (related to the sample long range goals in Step One) are:

1. to become familiar with AACR II cataloging rules
2. to take a (Chemistry) course
3. to learn to better manage my time

### Step Four: Specify Performance Criteria

In order to monitor your progress and determine when you have achieved the desired results, you should decide up front what results you want—as specifically as you can in terms that you can measure. Use words that show action to describe your criteria, words such as those underlined below (produce, modify, identify, change).

Some criteria related to our last examples follow:

#### Learning Objective

1. to be come familiar with AACR II Cataloging Rule
2. to take a (Chemistry) course
3. to lean to better manage my time

#### Criteria

1. to be able to *produce*/ write original descriptive catalog copy for books using AACR II rules— or to be able to *modify* existing catalog copy to agree with specified AACR II rules
2. to complete the course by Spring, 1984 with a C or better grade
3. to be able to *identify* three specific ways I waste time and *change* them

### Step Five: Select Learning Methods and Identify Resources

Now you must decide how you will learn the things you have selected. Consider your own learning style as well as all the possible ways you could learn. Don't choose an independent reading project if you learn better in a classroom situation. It may take some experimenting to become aware of your learning style. There are tests to help you determine this, but your own experience and instincts will probably serve you well if you look at the results of your experience and decide in what ways you learn best. If you haven't tried many different ways, experiment with some new ap-

proaches. Consider the various ways adults can learn and decide which are appropriate to your subject, adaptable to your learning style, and available to you in terms of cost, time, proximity, materials and people resources. Following are excerpts from the 'Taxonomy of Continuing Education models by Marvin Parrish (p. 81), which should give you some idea of the breadth of approaches.

#### Taxonomy of Continuing Education Models

A. Teacher Oriented Models: Teacher controlled educational process, typically classroom based with content coverage as a primary goal.

1. College/University curricula
2. Workshops, short courses and extension curricula
3. Programmed instruction/ Computer-assisted instruction
4. Study tours

B. Context Oriented Models: Agency controlled educational process, typically work setting based with work competence improvement as a primary goal.

1. In-service training
2. Apprenticeships
3. Residencies, internships, externships
4. Staff exchange

C. Learner Oriented Models: Learner controlled educational process, typically nonclassroom or work setting based with personal/professional development as a primary goal.

1. Independent study
2. Self-directed study

Looking at these approaches, remember that independent learning is better in an area where you already have some knowledge.

Now check your local library(!) to determine the resources available to you— courses, workshops, books, journals, people, AV materials, Computer assisted Instruction (CAI)

# CE Planning Workshop

**Step 1: Goal Setting**  
Current position:

What do I want to do in 5 years:

What do I want to do in 10 years:

**Step 2: Self Assessment**  
Areas where I need more education/training are:

**Step 3-6: Short Range Goals**

Learning Objectives (Prioritized)	Time Line Start—Finish	Measurable Criteria	Resources	Actual Completion Date	Evaluation

programs, etc. Examine every opportunity carefully to be sure it meets your needs. Courses and workshops should have clearly stated goals and a statement of how they will be achieved (Martin, p. 32-33). Look at both the trainer and the presenting institution for reputation and experience. In Indiana the Council for Approval of Providers has been established under the auspices of the State Library to examine local CE offerings and providers and give its approval of quality. The ICAP seal appears on all publicity for approved events.

Be on the lookout for appropriate library resources and schedule them into your plans as you discover them. Don't just take whatever workshop comes your way—aggressively seek out ways to learn.

As you launch into a project, enlist the support of co-workers and supervisors. This technique has several benefits. Not only might they be potential teachers for some projects, but their awareness of your project will strengthen your resolve and help you keep on track to completion. Also, having a supervisor aware can allow that person to help you stay in tune with organizational objectives, as well as your own personal ones.

### **Step Six: Evaluate**

The final step in the ongoing CE process is to evaluate the results of your efforts in terms of the criteria you set at the beginning and in view of any factors discovered during the course of the learning project. Instructors will do this in formal courses. You will have to do it for the less formal projects. You may establish the outside help of co-workers and supervisors in informal projects.

In your own informal and self-directed projects, keep your evaluation simple but specific. After your project,

can you do what you set out to do in your learning objective and did you meet the criteria you set up in your short term goals? Yes, no, partly, what part?

There are some questions to ask yourself as you evaluate;

1. Are my objectives and learning projects personally significant?
2. Do they fit with my long-term career anchors and direction?
3. Have I defined reasonably sized learning projects?
4. Are my learning projects specific enough to be measurable?
5. Have I located adequate people and resources to assist me in the project?
6. Has a key specific action been blocked by external forces?
7. Have I received any rewards for work completed?
8. Has time management/self discipline been a problem?
9. Has money been a problem?  
(Keeney, p. 5)

If you find that you have learned what you set out to learn, you are ready to set or pick up a new goal and begin the process again. If you did not learn what you set out to, decide why (again with outside help if necessary) and either continue, change methods, or abort the attempt and try something else.

### **Step Seven: Document**

It is wise to keep a record of the CE experiences you have completed through the years. It can be an impressive indicator of your competence and a guide in helping you plan your future. This record can be your own personal resume file or something more. You can opt to pay for Continuing Education Units (CEU's) which are offered for some workshops and seminars, and are recorded in Indiana by Indiana University. This will provide you with outside documenta-

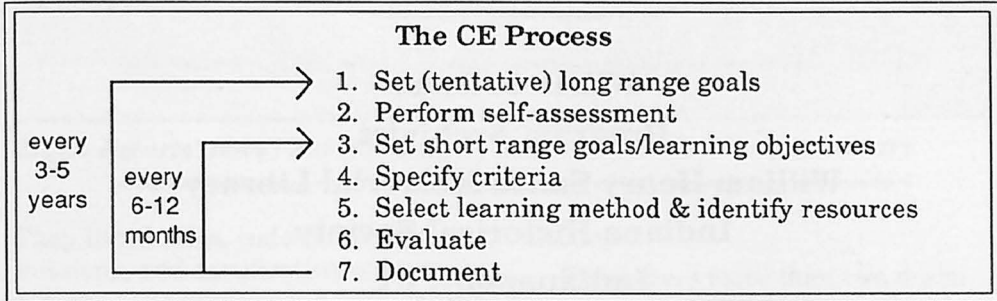


tion of certain types of CE experiences.

A source of outside documentation at the national level which allows you to record all types of CE is the CLENE

Registry.

This completes the CE process, which has a cyclical as well as a linear progression. The chart below pictures the steps we have discussed.



### Summary

While libraries and library organizations support and encourage continuing education efforts of library staff, no formal recertification process exists which formalizes the process. It is up to each individual to take on the responsibility for her or his own professionalism. "At the core of professional development is the commitment to life-long learning, to self-evaluation and to continual upgrading of one's level of practice. The promise of continuing education can only be achieved if it is self-directed: Each professional must be the ultimate monitor of his or her own learning, controlling the stable or shifting design of its continuity." (Houle, p. 13, in Rosenfeld, p. 492)

The library community has from time to time looked at itself to determine in what ways it is a "profession". To be sure, there is one way to tell—a recognition that learning can never stop and that its course must be tended to.

Librarians—tend to your CE!

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## Toward a more evolved presence: the black history collection of the Indiana Historical Society

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The Black History Program of the Indiana Historical Society was established in 1979 to address the concern for the paucity of records available for doing research on the history of blacks in Indiana. The mission of the program is to collect, process, preserve, and disseminate information related to the history of black Hoosiers. Moreover, the program identifies the following major collections goals of its mission:

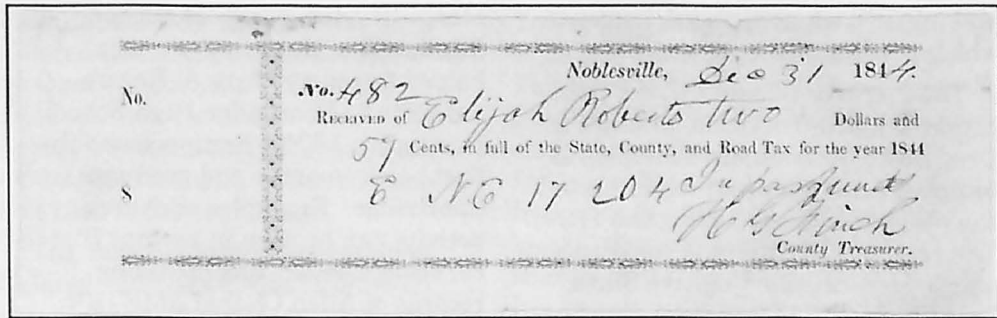
- (1) collect materials related to blacks in Indiana or the Northwest Territory as it has relevance to Indiana.
- (2) collect predominantly primary and secondary source materials including, but not limited to, letters, diaries, photographs, scrapbooks, and church records. Also collect monographs and maintain a basic reference collection.
- (3) collect material, having general historical value, other than genealogical history.
- (4) publicize and make collections accessible to the public.

The manuscript and archival collections of the Indiana Historical Society come in a variety of sizes. They may range from one small item to scores of boxes. There are series

designations for all manuscript collection shelf numbers. These letter codes give clues to the size and/or format of the collection and are represented by the following: "M" for collections consisting of at least one manuscript (ms.) box; "SC" for collections of less than one manuscript (ms.) box; "BV" for bound volumes and "OM" for oversize collections.

Many of the 19th-century collections suggest the conditions for blacks in the Hoosier state during the time period, but few depict their daily lives. Concentrating on the years from statehood to the outbreak of the Civil War, there are several collections that document the activities involving and affecting blacks during antebellum Indiana.

A deed (SC 437) witnessed, acknowledged, attested to, and recorded at Warrick County, Indiana, in 1816 registered the sale of property and slaves. The sales included three slaves, four feather beds, one cart, one horse, and one house with a lot. Deeds and other sources document the existence of slavery in the state which was prohibited by the Northwest Ordinance and later by the 1816 constitution. Deeds often represented the free or slave status of blacks.



*Elijah Roberts' 1844 road tax receipt. Indiana Historical Society Library.*

They listed sales, indentures, manumissions, and certification of emancipation. (The latter was usually in the form of an individual or document vouching for the free status of a black person.)

Indiana made active overtures toward the development of a colonization movement. An 1825 Indiana General Assembly resolution directed toward blacks provided for the gradual emancipation of slaves and foreign colonization. The Negro Convention Movement which peaked nationally during the 1830s and resurged during the 1850s, was popular among many Hoosier blacks. The movement, a form of self-determinism, and a forerunner of Garveyism, Pan Africanism, and the Black Muslim and Black Power organizations called upon blacks to devise ways to improve their own conditions. It was a direct response to the efforts of colonization.

Records of the Economy Anti-Slavery Society (SC 21) speak to that organization's efforts to thwart the practice of slavery and the racial exclusion laws. The collection contains the constitution and minutes of the organization, established as an auxiliary to the Indiana Anti-Slavery Society by Wayne County Quakers in 1840. The more extensive Cabin Creek Society of Anti-Slavery Friends records (BV 401a-d and 402) document that organization's monthly meetings held in Randolph County,

Indiana.

There were more than two dozen substantial black rural communities in Indiana before the Civil War. When Matthew Becks arrived at Weaver Settlement after the war, he brought his emancipation record (SC 1750) or freedom papers with him. Brothers Elijah and Hansel Roberts, came to Rush County, Indiana from North Carolina, later settling in Hamilton County, Indiana. The Elijah Roberts Collection (M 325) primarily contains material related to Elijah, a farmer, and his descendants. Also included are documents pertaining to the ownership of land (deeds, tax receipts, and property assessments); promissory notes; newspaper clippings; Elijah Roberts's will; and a handwritten history of Cabin Creek African Methodist Episcopal Church. The significance of a public library in one early rural community can be ascertained from the Mount Pleasant Library Collection (M 215). The library was located at Beech Settlement in Rush County. The two-notebook collection contains a constitution and minutes of the library board. Records of library transactions including names are also included. "Free Rural Communities in Indiana: A Selected Bibliography," by Xenia Cord (SC 1883) suggests sources which depict life at Weaver in Grant County; the Beech in Rush County; Roberts in Hamilton County;

and other black settlements, most of which predate 1860.

The Fugitive Slave Law, the publication of Uncle Tom's Cabin and the Dred Scott Decision are examples of national occurrences which impacted the mood of Indiana during the 1850s. The revised 1851 Indiana constitution, which preceded the Fugitive Slave Law, prevented blacks from entering or settling in the state. Article 13 of the constitution empowered the General Assembly to pass laws to enforce its provisions. An 1852 act provided for the enforcement of Article 13 with the establishment of the "Register of Negroes and Mulattoes" to be maintained by county clerks. The discretion counties used in registering blacks was often determined by the sentiments of the residents. A copy of the Register of Negroes and Mulattoes for Orange County can be found in SC 1756.

The black population in Indiana increased dramatically after the Civil War. By 1870, it had reached 24,560 people, doubling the count from the previous decade. A view of Indianapolis during the 1870s can be seen through Gwen Crenshaw's research for Freetown Village (SC 1981), a project designed to recreate a black community during that post-war decade. The Freetown Village actors regularly give historical reenactments at the Indiana State Museum.

Churches served a variety of functions in 19th-century Indiana. When schools were not readily available to blacks, the African Methodist Episcopal Conference, established in Indiana at Blue River in 1840, took an active role in delivering educational opportunities to Indiana black communities. The minister as activist in all denominations helped expand the role of the church to incorporate political, social, and religious concerns. The political influence of Rev.

Moses Broyles, pastor of Second Baptist Church in Indianapolis, helped to secure Mary A. Rann's entrance to Shortridge High School. During the 1870s, Rann became the first black to enter and graduate from Shortridge. Examples of church activity can be seen in several Historical society collections including records of Allen Chapel AME (BV 2337), New Bethel Baptist Church (M450), and Second Baptist Church (M524) in Indianapolis and Bethel AME Church (SC 1624) in Richmond. Information about various churches in Indianapolis and Richmond are subsumed in the collections of Virtea Downey (M511) and Alta Jet (M495), respectively. Both of these collections were gathered under the auspices of the Black Women in the Middle West Project (BWMWP), an effort that enlisted the help of lay persons to identify materials pertinent to black women in Illinois and Indiana. The materials collected from the 1984-85 project are stored at the Indiana Historical Society and four other repositories within the two states including the Chicago Historical Society, the Illinois State Historical Society in Springfield, the Northern Indiana Historical Society in South Bend, and the Calumet Regional Archives in Gary.

In the spirit of self-help and volunteerism several agencies and clubs developed throughout Indiana to address a rapid increase in population after the Civil War. The Flanner Guild (later Flanner House) in Indianapolis and the Stewart House in Gary were established to help alleviate the stress of a black, rural, and migrant population moving to the urban North. Information pertaining to Flanner House can be found in the papers of several individuals. The Flanner House Collection (M513) contains the records of the self-help division of the organization. The



Indianapolis Asylum for Friendless Colored Children, established in 1869 by Quakers eventually accepted children from the entire state. The agency's records (M165) consist of the admission records and the administrative files of the orphanage.

The Indiana State Federation of Colored Women's Clubs (ISFCWC) organized in 1904. It was an umbrella organization for various black women's clubs. These organizations generally characterized by their efforts toward moral uplift, emotional and physical health, and cultural enhancement developed in many communities statewide. The Woman's Improvement Club (WIC) founded as a literary circle in Indianapolis in 1903 was a charter member of the ISFCWC. Within two years of its founding, the club broadened its goals to include community assistance and improvement. The club was very active in the treatment of black tuberculosis patients. The WIC records (M 432) include minutes books, account books, club constitutions, and correspondence. The records of the St. Pierre Ruffin Club (F990) in South Bend and the Sojourner Truth Club (M540) in Richmond speak to the activities of other federation members. The Federation of Associated Clubs (FAC), also an umbrella organization, included women's and men's clubs in its membership. The FAC actively participated in the educational, social, civic, and economic issues of the black community. FAC records (M 420) at the Historical Society reflect the social thrust of the organization.

The Masons and the Knights of Pythias formed chapters in black communities statewide. These organizations held annual state meetings in Princeton, Terre Haute, French Lick, and Indianapolis, etc. Separate black chapters of the Young Women's Christian Association and/or the

Young Men's Christian Association were formed in a few Indiana cities. The Senate Avenue YMCA and the Phyllis Wheatley YWCA (M494) were examples of this phenomenon in Indianapolis. They formally became branches in 1910 and 1922, respectively. Businesswoman, Madam C. J. (Sarah Breedlove) Walker, who moved her beauty culture business to Indianapolis in 1910 supported both of these institutions. She made her building available for preliminary meetings of the YMCA. Along with Booker T. Washington, newspaper publishers George Knox and Alexander Manning, Dr. Joseph Ward, et al., she attended the dedication of a new building for the YMCA in 1913. Listed in her will, it was one of the many organizations that received the benefit of her philanthropy. The Madam C. J. Walker Collection (M399) on deposit at the Historical Society is divided into three major divisions. It includes the records and correspondence of the company's principal officers; the company's business records; and the records of businesses associated with the company. Correspondents in the collection include Mary McLeod Bethune, W. E. B. Du Bois, and Walter White. The collection is restricted pending the publication of a book on Walker's life.

Rather than the development of separate chapters within given organizations, the trend among black professionals at the turn of the century appeared to be the formation of distinct organizations. In Indiana, there were state affiliations to a national black bar association, medical society, and musicians' group. As its name suggests, the National Association of Negro Musicians Collection (M379) contains records of that group, along with those of the Indianapolis Music Promoters.

The rise of the Ku Klux Klan in Indiana during the 1920s had a visible

impact on the opportunity for integrated secondary education in the state. Between the rise of the Klan and 1931, three cities that boasted large black populations constructed separate high schools. Evansville Lincoln, Indianapolis Crispus Attucks, and Gary Roosevelt were built for black students. The Russell L. Lane Collection (M522) gives a brief look at Lane's tenure as principal (1920-1947) at Crispus Attucks.

In 1932 Henry J. Richardson, Jr. (Marion County) and dentist Robert Stanton (Lake County) became the first blacks elected to the state legislature during the 20th century. Richardson was an attorney and a founder of the Indianapolis Urban League. His legal expertise addressed school desegregation, housing, and public accommodations issues. His collection (M472) gives an excellent overview of state civil rights strides. It consists principally of correspondence, with smaller amounts of printed matter, legal opinions, programs, clippings, and scrapbooks. Of particular note is the amount of

correspondence to and from prominent individuals. The collections of two other active legislators, Jesse L. Dickinson, St. Joseph County (M532) and the first black state senator, Robert Brokenburr, Marion County (M492) help document the middle third of the 20th century.

There are several collections at the Historical Society that provide a glimpse of the recent history of blacks in Indiana. Many of these collections were acquired through the Black Women in the Middle West Project. The family papers of Frances Patterson (M470) and Jean Spears (M488) document the activities of two families who have been in Indianapolis since the late 1800s. Like many collections of prominent individuals, the Harvey N. Middleton Papers (M441) and the Walter Maddux Papers (M510) contain information about several local organizations. Both men were Indianapolis doctors who were active in the community. Other BWMWP collections include the papers of nurse Pauline Eans, minister Hester Greer, and Lyric soprano Luvenia Dethridge

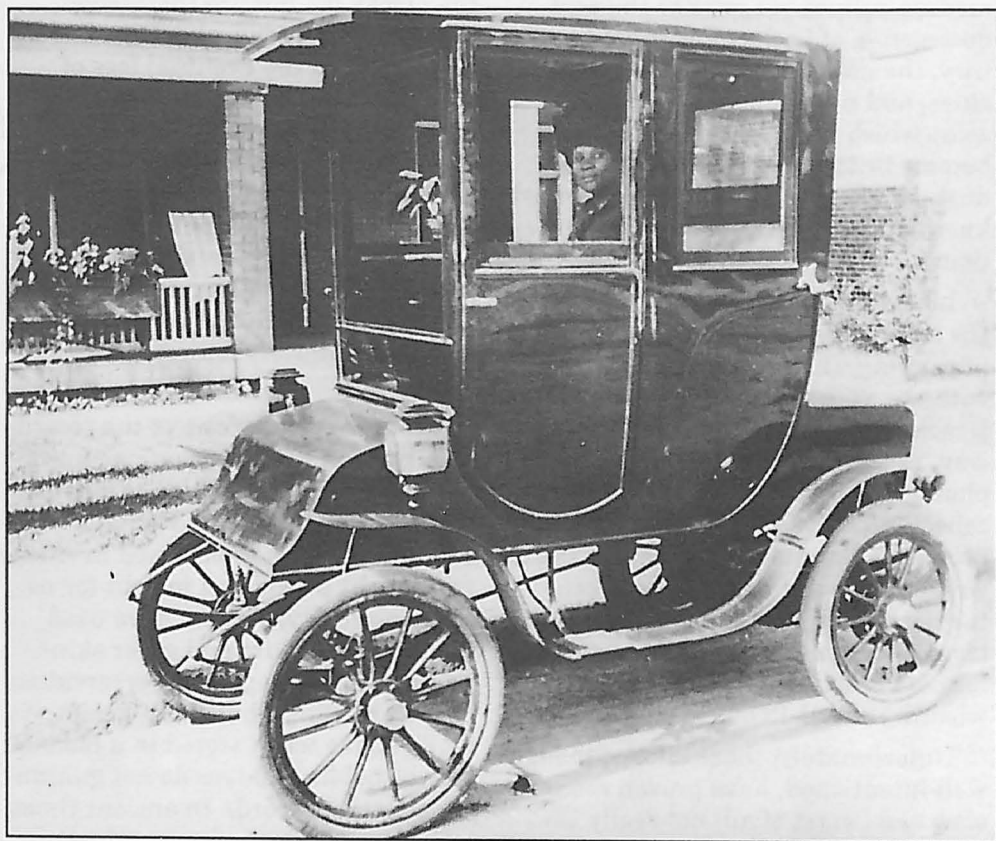


*Henry J. Richardson, Jr. Henry J. Richardson, Jr. Collection, Indiana Historical Society Library.*

and the organizational records of Citizen Forum, Sisters of Charity and the Indianapolis Urban League.

The Black History Program celebrates its 11th anniversary this year. The presence of the program has afforded the community the opportunity to perceive the collecting of primary and secondary source materials related to black history in a much more comprehensive vein—a pulling together of all the parts to make for a more total historical viewpoint. The

efforts of the program have garnered an impressive foundation of collections. When I examine these collections, I listen. As I comb through the correspondence and scrapbooks of Attorney Henry J. Richardson; while I review the records of the Indianapolis Urban League; and as I peruse the letters and pictures of Madam C. J. Walker; I smile, because I can hear the poet, Langston Hughes saying, "If anyone's going to tell my story, I guess it will be me, myself."



*Sarah Breedlove Walker was founder of the Madam C. J. Walker Manufacturing Company. Madam Walker moved to Indianapolis in 1910. Madam C. J. Walker Collection, Indiana Historical Society Library.*

## **“Perfect Preservation — A Lesson from the Past”**

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The library profession is leading the way in identifying an impending crisis which threatens the very roots of modern culture—I refer to the acid destruction of books. For the last century, the paper used in books, magazines, and newspapers was made with acids which are now causing it to become brittle and to crumble into dust, bearing with it society's recorded knowledge of the last several generations.

Librarians are attempting to avert the cultural suicide of our era by preserving their library collections with the assistance of high technology. Deacidification programs are underway, as are microfilming projects to photograph key items in research collections. Even newer technologies promise other methods of saving the written record of the twentieth century, including digitizing it for electronic storage in traditional magnetic formats or using the new optical wizardry of CD-ROM.

Unfortunately, these efforts, though well-intentioned, have proven costly, slow and (worst of all) not really permanent. A deacidified book will still face the mechanical rigors of usage, including dog-eared pages and accidental drops into mud-puddles

during a rush to catch a bus. Microfilm, microfiche, and other photographic processes will greatly extend the print's life but are themselves vulnerable to chemical decay of image and film with the eventual loss of viability. Electronic media are also susceptible to long-term decay, as well as to short-term damage. (Who hasn't head of someone accidentally typing DEL \*.\* on their computer keyboard?) No one seems to know what the shelf-life of CD-ROM will be, but it is already apparent that surface scratches interfere with image-processing.

Is our effort to preserve the records of our age in vain? Is there no uncorruptible medium to which to entrust the essence of our era? Perhaps examining the methods used in earlier ages might provide an insight for us. Since antiquity, writers have used parchment, vellum and other skins, and non-acidic paper for preservation of their musings, but these media while stable when stored in a monastery or public archives do not guarantee a lasting record. In ancient times, records were also written on bronze, wood and stone. Although wood is clearly impermanent, metal and stone present the desired characteristics of



virtual indestructibility. We can read a sixth-century B.C. treaty of the Greek city Sybaris written on a bronze plate or any of the thousands of imperial Roman tomb inscriptions carved into stone (and now cluttering the world's museums) just as well as at the time of their creation. The written record has been preserved! Unfortunately, however, metal and stone are not inexpensive, easily obtained, rapidly inscribed, or efficiently stored in quantity. Who would want to chisel *War and Peace* into blocks of marble (or store the result in their library!)?

Happily, research tells us that there is yet another medium used for writing by ancient civilization which overcomes these problems—the clay tablet. Humanity's earliest surviving documents were imprinted in soft clay, baked to rock-like hardness, and

stored for systematic recall (or, as often happened, for posterity.) Do clay tablets meet our needs for writing permanence? They do, indeed, approach indestructibility. Granted, if you drop one, it breaks—but the text is not lost because any archaeologist worth his or her salt can piece it back together, good as new. (Try that with acid paper!) Furthermore, clay is easily and quickly inscribed, unlike metal or stone. It can be found almost anywhere and molded into manageable units for efficient handling and storage. And, most importantly, the writing lasts forever!

My fellow librarians, I submit to you that our preservation efforts have been misdirected. Instead of expensive deacidification, microphotography, electronic or optical conversion, we should be transcribing our hallowed texts onto clay tablets!

***A Statement of Opinion:***

**A Response to  
 “The Educational Role and Services of  
 Public Libraries in Indiana:  
 A Study Conducted by  
 Dr. Shirley Fitzgibbons and Dr. Verna Pungitore”**

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**David Hoppe  
 Senior Program Officer & Resource Center Director  
 Indiana Humanities Council  
 Indianapolis, IN**

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While the relationship between public libraries and state humanities councils might, at first glance, appear to be an alliance made if not in heaven then certainly in the stacks, the report, “The Educational Role and Services of Public Libraries in Indiana” indicates the underlying reasons why this bonding is often problematic.

This report, prepared by Dr. Shirley Fitzgibbons and Dr. Verna Pungitore of the School of Library and Information Science, Indiana University, was prompted by an inquiry by Ray Ewick, Director of the State Library. As its title suggests, the report is a survey of public libraries that seeks to assess the types and levels of educational programming and services being provided by Indiana’s public libraries. While not aimed specifically at the concerns of humanities professionals, the report does provide significant information about how librarians perceive themselves and their institutional mission; it provides insight into attitudes and practices currently affecting how librarians and humanities professionals — in this case, the Indiana Humanities Council — relate to one another.

Before venturing into the information provided by the report, some

background on the nature of humanities council/public library relations is helpful. To begin with, an essential role of the state humanities council is to encourage public programming, primarily for adults, dealing with those issues and ideas germane to what are called the humanities — bodies of knowledge and ways of understanding that reflect life experiences, attempt to understand them and judge their value. This encouragement is provided through grants that can support a wide variety of public programming: lectures, seminars, performances, film showings, exhibits, book discussions, etc.

In libraries one finds the fruits of humanistic endeavor. Books and assorted other texts are collected, as are forms of human expression in any array of other media. This is literally the stuff of the humanities, the core around which humanities programming and inquiry can grow and thrive. It is natural that public humanities activities should turn to public libraries as the logical bases from which their work might proceed. From a humanities point of view, the public library is actually a humanities center— and there is one in virtually every town in the United States. The

potential for a mutually enlivening partnership seems obvious.

No wonder then that humanities professionals have often been bewildered by the arm's length reception they have sometimes encountered in their dealings with their public library counterparts. Humanists wonder why there aren't more grants being generated by public libraries, why there isn't a greater demand for packaged programming, why, in general, there isn't more embracing. A sensitive lot, humanists are tempted to take such coolness personally. What the humanists don't realize is that they are bumping up against a deep confusion, not of personalities, but in the library profession itself. The fact is that there is little agreement in the profession about the role and place of public programming in the larger context of library service. Indeed, there is plenty of confusion regarding library service itself, a point that is underscored by "The Educational Role and Services of Public Libraries in Indiana" report. Although the virtues of public programming seem self-evident to humanities professionals there is a spectrum of opinion among libraries, ranging from those that readily recognize its importance and viability through a broad band that see programming primarily as effective PR to those that are plainly against it.

But let us get back to the Fitzgibbons-Pungitore report. In the section, "Educational Services and Programming for Adults", the authors put the disjunction between librarians' intentions and actions in a nutshell: "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 may public libraries have emphasized information

services in recent years."

Anyone familiar with library literature will attest to the overwhelming attention, some might suggest obsession, that has been directed to librarianship as information science. Look again at the name of the school that Fitzgibbons and Pungitore represent. Why librarians insist on information when the public is interested in recreation — and recreational reading at that — is a question for another time. The point here is that the public's agenda and librarians' priorities appear to be at cross purposes with one another and that humanities programs are caught in the middle.

In the section of the report entitled, "Purposes of the Public Library," the authors ask respondents to rank the importance of four major library roles: educational, informational, recreational and cultural. The authors admit what reflection makes clear, these are terms that lend themselves to overlap; certainly a program featuring a novelist reading her latest book about events in Central American might be classed in all four categories. However, the use of these terms is still interesting in what librarians' usage reveals about how they see themselves and their intentions.

The authors asked librarians to rank the importance of the four roles. 68% of the libraries indicated informational; 59% educational; 47% recreational; and 17% cultural as "extremely important." Quoting from the study: "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 'somewhat important' by approximately 20% of the libraries." Rankings changed when librarians were asked to rank these purposes in terms

of how library resources were used. Information remained on top (42%) but recreation took second and education was third. "Less than 2% of the libraries ranked the cultural purpose as most important, while 76% of them ranked it as least important." The rankings changed again when the librarians were challenged to rank purposes based on their perceptions of patrons' use. 60% thought patrons considered recreation their most important service. 90% believed that patrons thought their cultural function was "least important."

Faced with this data, one is forced to pause and wonder: isn't it curious that library professionals, charged with the administration of publicly funded institutions aimed at "the enlightenment of the people and on the vitality of their social and cultural ideals (American Library Association: Post-War Standards for Public Libraries)" place such a decided lack of emphasis, when faced with the word, on their *cultural* role? Here is another potential source of disconnection between professional librarians and professional humanists; for, from a humanities standpoint, what else is the public library if not a cultural institution, particularly if we are to regard ourselves as living in a pluralistic democracy. Given librarians' deemphasis on their cultural role and the disjunction between their perceptions about what they should be doing and what their patrons actually want, it is no wonder that there is such a lack of consensus in the library community about the role and importance of adult programming in library service. Once again, the Fitzgibbons-Pungitore study is revealing for those of us who have pondered this situation.

If librarians are cool to the idea of public humanities programming it is not because these programs are unsuccessful when given a chance.

Just 15% of public libraries responded that they offered culture/humanities programs, but the total attendance for these programs was 15,465. This figure can be compared to the most common form of library programming, the personal financial seminar, a solid information-related program type. 22% of libraries offered these, a total of 360 programs with an estimated attendance of 5,922 — roughly a third of the attendance drawn by the 398 humanities programs that were held during the same time period. Although only 10% of Indiana libraries held Let's Talk About It programs — 172 programs in all — these presentations drew an estimated 3,660 participants. In the area of local history, 17% of Indiana libraries offered 268 programs with an estimated total attendance of 130,995 and, finally, libraries offered a total of 703 film programs with an estimated total attendance of 20,902.

The Fitzgibbons-Pungitore reports seeks to make a case for Indiana Public Libraries as educational institutions and it does a respectable job. The implications of the report are broader than this, however. A humanities-oriented reading suggests that librarians, seeking short-term professional credibility as information managers in a so-called 'information age' and political clout as educators during a period of crisis and re-evaluation in public education, may be allowing rhetorical distinctions to dictate action and needlessly narrowing their role which, it can be argued, is to enliven and enlighten the cultural life of the communities which they serve. The risk in this narrowing is that librarians, as they seek to enhance their relevance, may inadvertently be distancing themselves from their patrons and undermining the goals of increased credibility and funding that they are striving for. The splendid record of humanities



programming in public libraries indicates that the broad view is a constructive one; that the public is

ready to be engaged if the effort is made.

## A Response to David Hoppe by Verna Pungitore Indiana University SLIS

We appreciate Mr. Hoppe's thoughtful comments regarding the report and are pleased that he has shared with the readers of *Indiana Libraries* his "humanities" perspective on the issue of the public library's role in the life of the community.

There is little to disagree with in his letter. Libraries do indeed collect and provide access to the "fruits of human endeavor." Instituting and strengthening cooperative ventures between humanities professionals and public librarians can only enhance the cultural life of our communities and should certainly be encouraged.

Often it is the librarian in the smaller community who seeks to form such partnerships, realizing that the public's access to local sources of cultural, artistic, or humanities programming is limited. In larger communities, however, there are many competing agencies that provide such access on a regular basis. Librarians in some of these communities apparently believe that they should identify for their institutions a purpose that is uniquely theirs. Hence the emphasis given by librarians to the provision of "equal access to information," or to the provision of self-paced alternatives to formal education.

As the report indicated, one of the difficulties encountered in attempting to measure the extent to which public libraries assume an educational role is that of determining the boundaries of the term "education." Many informational, cultural, and recreational activities and services are also educational. Certainly, a distinction between educational and cultural (humanities) programming can easily become an artificial or purely semantic difference. The perceptions expressed by public librarians of the importance of each role were necessarily dependent upon the way they individually defined role boundaries.

Perhaps librarians are so accustomed to thinking of the library's "cultural" purpose (in terms of the library's contribution to the betterment of society) as a given component of all the library's services, that they tend not to recognize that particular role as one that is separate and distinct. By maintaining a dialogue with humanities professionals such as Mr. Hoppe, maybe we can increase our awareness of the importance of public libraries to the cultural lives of individual communities.

## CALL FOR PAPERS

Practitioners, educators, and researchers are invited to submit manuscripts for publication in the Indiana Library Association sponsored journal *INDIANA LIBRARIES*.

If you have an idea for a paper or you want to discuss a possible topic, contact Daniel Callison, School of Library and Information Science, Indiana University, Bloomington, IN 47405; or call (812) 855-5113, or 855-2018.

Most manuscripts need not exceed ten double-spaced, typed pages, although longer manuscripts are welcome. Manuscripts may concern a current practice, policy or general aspect of the operation of a library system in Indiana. Editorials or opinion papers are also welcome, and should not exceed five, double-spaced, typed pages.

Specifically, ideas and manuscripts associated with the following topics are welcome, although any aspect of library practice in Indiana will be considered.

### CENTRAL TOPICS FOR 1991

**PUBLIC RELATIONS.** Examples of strong public relations efforts which have increased or changed public services of the library should be covered. Examples of flyers, news articles, or special campaigns to win over public opinion can be included.

**WRITING THE ANNUAL REPORT.** Examples of unique reports to supervisors, governing boards, or organizations should be given. What message do you need to convey, and how do you do it?

**WEEDING THE COLLECTION.** What are the policies and procedures for evaluation of the collection and determining those titles which must be removed? What happens to those titles after they leave your collection?

**NEEDS IN LIBRARY EDUCATION.** What are the areas of library education which the library schools and/or continuing education fail to address? What programs need to be developed for education of professionals in library management?

**NONPRINT CORE COLLECTIONS.** What are the basic nonprint needs of the public and academic library? What nonprint services can the school libraries provide to the community? What sources are best for the current video and audio compact disc revolution?

**CIRCULATION WITH THE COMPUTER.** What has been your experience with the use of a computerized circulation system? Have the records you keep and the collection development questions you ask changed since the system was placed into operation?

**HISTORY OF LIBRARIES IN INDIANA.** We are always seeking a good historical sketch of a library in Indiana. Who was responsible for founding the library? What has been the evolution in services? Photographs from all time periods are welcome.

**AUTHORITY CONTROL IN THE ONLINE ENVIRONMENT.** Contact Betsy Hine, Head of Monographic Cataloging, Indiana State University, Cunningham Memorial Library, Terre Haute, IN 47809.

## MANUSCRIPT SUBMISSIONS

**Preparation:** All manuscripts must be double-spaced throughout with good margins. Writers are encouraged to use the format described in Kate L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*, 4th ed., with footnotes at the end of the manuscript. They may, however, use another style manual with which they are familiar. Writers should be identified by a cover sheet with author's name, position and address. Identifying information should not appear on the manuscript.

Photographs or graphics are welcome and should accompany manuscript if applicable.

The editor reserves the right to revise all accepted manuscripts for clarity and style. Upon publication, the author will receive two complimentary copies.

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