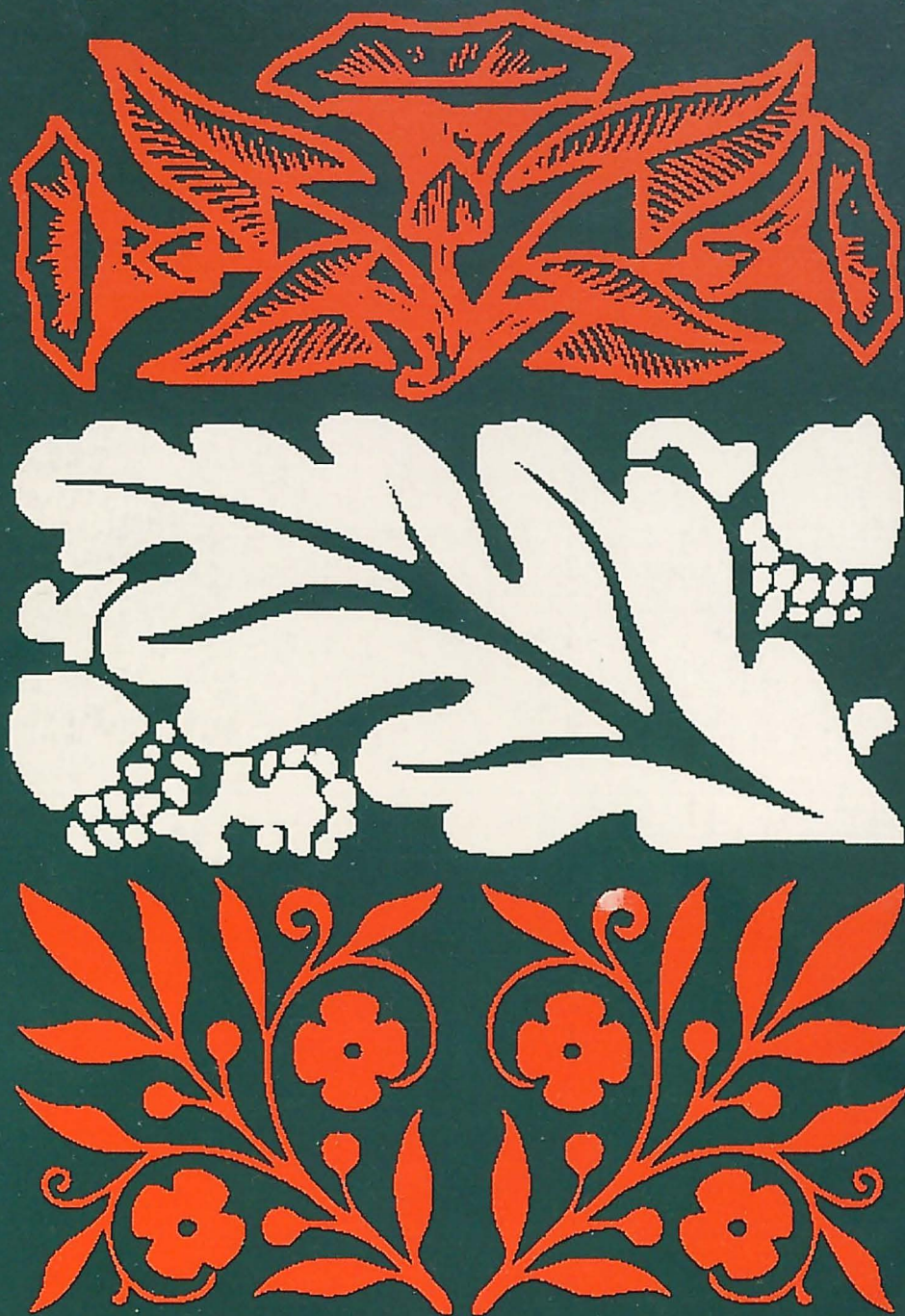


# INDIANA LIBRARIES



**JOURNAL OF THE INDIANA LIBRARY FEDERATION  
AND THE INDIANA STATE LIBRARY  
VOLUME 15, NUMBER 1, 1996**



# Indiana Libraries Volume 15, Number 1

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## Indiana Libraries

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# Family History Resources in the Indiana State Library

by

*Diane Sharp, Coordinator, Genealogy Section*

*Cynthia Faunce, Head, Indiana Division*

*Indiana State Library*

Those of us dedicated to assisting genealogy researchers are aware that interest in family history research continues to grow. Because no single library can house all sources needed by genealogists, it is important for librarians to be aware of other pertinent collections that exist, particularly within their own states. The purpose of this article is to acquaint people with sources in the Indiana State Library that are of concern to family historians.

The Indiana Division, Genealogy Section, is the primary place for people to begin their research. This section is responsible for assisting individuals in their efforts to establish family connections by providing and preserving needed sources within the scope of the collection.

Although materials and records concerning Indiana and Indiana families are of major concern, the collection also includes information for other states. Special emphasis is given to states bordering Indiana as well as states in the eastern and southern United States.

In 1949, the Genealogy Department of the Indianapolis-Marion County Public Library, the Eugene Haslet Darrach Memorial, was transferred to the Indiana State Library where it continues to be housed and maintained.

Numerous unpublished and published books, microforms, and manuscripts are available in the Genealogy Section. These include: compiled family histories; Bible records; family charts and group sheets; available U.S. federal population censuses for Indiana through 1920, the entire U.S. through 1880, and various states for 1900 and 1910; county courthouse and vital record sources for Indiana and other states; various church records; local histories; military information; passenger arrival lists; cemetery inscriptions; research guides; bibliographies; heraldry references; and name origin sources.



With regard to county courthouse information, the Genealogy Section does not house the original records. These are in the custody of the appropriate county officials. The genealogy collection, however, does include copies of, indexes to, or abstracts of many of these records spanning various years, but usually dating prior to 1920. A partial listing of Indiana county holdings appears in *Indiana Sources for Genealogical Research in the Indiana State Library* by Carolynne L. (Wendel) Miller (Indiana Historical Society, 1984). This compilation is available from the Society at 315 West Ohio Street, Indianapolis, IN 46202.

Materials in the Genealogy Section are for reference use only and do not circulate. While most of the book collection is shelved in closed stacks, many of the most frequently requested sources may be found on the open shelves in the section's Reading Room. These items include the Work Project Administration (WPA) indexes to Indiana county records, statewide census indexes, Indiana county histories, various bibliographies, printed passenger list indexes, selected current periodicals, Church of Jesus Christ of Latter Day Saints (LDS) *FamilySearch* CDs, the pamphlet collection, and several special index files which are described at the end of this article. In addition, the microfilm and microfiche holdings are also filed in the Reading Room, thus making much of the genealogy collection directly accessible by researchers.

To determine specific resources available, people must check the section's card catalog as well as the online catalog. Access to the State Library's online catalog is also available to users with computer modems. A brochure providing information about the online catalog is available upon request.

Although unable to undertake extensive research or compile genealogies for people, staff do provide assistance in the use of the collection and make suggestions for research strategy. Because priority is given to those users visiting the section, only limited reference assistance may be obtained by telephone and correspondence. Although there is no charge for the limited research assistance, there is a cost for photocopies requested.

People who are not able to visit the Genealogy Section, but who wish extensive research undertaken in the collection, can request a list of people who are available for genealogical research on a fee basis. These individuals are not employed by the Indiana State Library and the library assumes no responsibility for their work.

Besides assisting researchers, staff may be available to provide consultant

services to librarians with genealogy and local history collections. Although the staff may be unable to visit a library, it is possible that many questions may be answered by telephone or letter.

In addition to the Genealogy Section, much information pertinent to family history research is available in other areas of the Indiana Division. The Indiana Division collects information bearing on the history of the State of Indiana in all subject areas. Many different items in the collection may be of use to people performing genealogical research. Information includes history of schools, churches, fraternal organizations, clubs, sports, etc. These sources may add to the information already collected which pertains directly to family origins. Most of the materials are for reference use only but some items may circulate if a second copy, in good condition, is owned.

The library subscribes to about 250 current newspapers in addition to maintaining historic newspapers for research. Most parts of the state are represented by at least one newspaper. The library participated in the U. S. Newspaper Project along with the Indiana Historical Society and Indiana University, Bloomington, in an effort to microfilm and catalog existing newspapers in the state. The microfilming project included only those issues published prior to 1950. The holdings of various libraries throughout the state can be found in the OCLC (Online Computer Library Center) catalog and librarians are urged to check the holdings for specific dates and formats before requesting inter-library loan of microfilm. Many older titles in the collection may be represented by one issue only rather than an entire run of the newspaper. Newspaper Section staff can assist in locating specific titles and dates. In earlier times, papers were not arranged by topic as they are now, obituaries, marriage notices, and other bits of information useful to researchers may have been scattered throughout the issue. A limited amount of research can be done by staff in response to phone or letter inquiries, and interlibrary loan of newspapers on microfilm is recommended for extensive searching. Although some indexes do exist in the Genealogy and Newspaper Sections, most newspapers are not indexed and access to the information contained in the papers is not readily available except through extensive searching.

The library's Manuscript Section contains unpublished items such as personal papers and journals. Usually patrons come in to perform their own research using primary sources, and that can be time consuming. The handling of original documents with care slows the research process. Some manuscript items may be copied, taking into consideration their condition. One segment of this collection which is especially of interest for family history is the civil war



letters. Many collections of letters from soldiers to their families back home are included. The manuscripts will not be of use to everyone performing research due to the specific nature of the collections. If family papers were donated to the library, then it can be worth the researcher's time to study these for information about his/her family.

The collection includes maps and atlases for the State of Indiana. These are used by many people to locate towns which no longer exist and other features which have been altered such those areas where highways have been constructed. Many places of birth or death listed in vital records no longer exist. Cemetery locations also may be found on various maps in the collection. Early atlases may show land ownership, and genealogists can locate some family members on these maps. Geological survey maps for the entire state are included in the collection and cemetery locations may be found on these also.

State documents are not usually viewed as materials to support family research, however, these can be useful in specific cases. For example, Department of Education reports may be used to locate information about local schools which no longer exist. If an ancestor served in state office, various guides to public officials may be consulted to find out years of service and specific offices held.

Yearbooks of colleges and universities throughout the state and some high school yearbooks, mostly from central Indiana, are collected. Researchers can check these for pictures of ancestors to add to their collected information.

Clipping files hold items too small to be cataloged for the regular shelves. A large number of these files fall into the biographical section and include information on many people throughout the state. The files are arranged alphabetically by name and may include newspaper articles, obituaries, etc. There are files including information about specific groups of people, examples include artists, inventors, and authors. Staff can assist researchers who come in to use any of these collections and make other suggestions as necessary. Many of the indexes can be checked and the results relayed to the patron or librarian via telephone or letter. Only a limited amount of research can be performed by staff, so patrons are encouraged to come in to the State Library to make the best use of all sources available in the building.

People undertaking genealogy research in the Indiana State Library and Historical Building should be aware that important sources exist, not only in the Genealogy Section, but also in other organizations in the building.

While visiting the State Library and Historical Building, researchers may also set aside time to check collections in the Indiana Historical Society and the State Archives. The Indiana Historical Society is a private membership organization housed on the third floor of the building. The William Henry Smith Library collects historical materials about Indiana including books, manuscripts, and photographs. They also publish materials including *Traces of Indiana History* and *The Hoosier Genealogist*. Specific genealogy sources and family histories are not collected.

The State Archives is responsible for collecting and preserving the records of state government. Included are military records of people from Indiana who served in various wars, pension information, and the agricultural census. A handout listing specific sources of interest to genealogists has been compiled by the State Archives.

The State Library is open Monday through Friday from 8:00 a.m. - 4:30 p.m. The Genealogy Section is the only area of the Indiana State Library which has extended hours. The current hours are: 8:00 a.m. - 4:30 p.m. Monday, Wednesday, and Friday; 8:00 a.m. - 8:00 p.m. Tuesday and Thursday; and 8:30 a.m. - 4:00 p.m. Saturdays. Evening hours are made possible by grant funding obtained from the Indianapolis-Marion County Public Library, while Saturday hours are maintained through grant funding received from the Indiana Historical Society. Since the Indiana State Library is closed on state holidays, people planning a visit should call ahead to avoid disappointment.

### **Selected Bibliography of Published Guides to Collections in the Indiana State Library**

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*The Hoosier Genealogist* 36 (March 1996): 1-28.

## Special Index Files Available

### Indiana Division, Indiana State Library

*Indianapolis Newspaper Index* -- Subject/name index to Indianapolis newspapers ca. 1898 to 1990. Alphabetic by name or topic, a brief description of the article is included on the card along with the name of the paper, date, page and column numbers.

*Indianapolis Star/News on CD* -- Full text on-line searching of these two papers beginning in October 1993. The CD lags about two months behind the current publishing date and the source is updated every month.

*Picture Index* -- Subject/name index to photographs and pictures. The collection includes photographs, drawings, and items clipped from newspapers. Negatives are available for many items.

*Biography Index* -- Name index to a large number of resources about Hoosiers, not indexed through standard sources. Periodicals and some books containing information about Indiana people are scanned and information indexed. Many obituaries are included.

*Manuscript Index* -- Subject/name index to manuscript collections. Includes all collections giving brief description, collection number and approximate size of collection.

*Supplementary Index* -- Subject index to local periodicals, books and other miscellaneous sources not indexed in standard indexes; also used as a catch-file for difficult-to-locate information.

*Post Office Index* -- Alphabetical card file listing dates of establishment of Indiana post offices. Useful in locating towns which may no longer exist. Gives date of establishment, closure, and name changes.

### **Genealogy Section, Indiana State Library**

*Index to Indiana Marriages through 1850* -- Statewide index alphabetically arranged by both bride and groom; gives names of both parties, county of marriage and date. Information was obtained from microfilm and book sources in the Genealogy Section including the Quaker marriages given in *Abstracts of the Records of the Society of Friends in Indiana* (6 vols.) compiled by Willard Heiss and early Knox County sources including the marriages of St. Francis Xavier Catholic Church at Vincennes dating from 1749. Due to fire or no records available prior to 1850, the index does not include listings for Clay, Jasper, Madison, Newton, Noble, Starke and part of Sullivan Counties.

*Indiana Marriage Index, 1958-87* -- Compiled by the Indiana State Board of Health; separate bride and groom indexes; gives names of both parties, county of marriage and marriage date. Published in book form through 1965; 1966-87 records produced on microfilm.

*Index to Indiana Enrollments of Soldiers, Their Widows, and Orphans, 1886, 1890, 1894* -- Indexed from the original enrollment books in the State Archives, at this time only the 1886 listings are indexed; an 1890 or 1894 book was substituted for a missing 1886 listing. Arrangement is alphabetic by name and gives year of enrollment list, county and township of residence.

*Indiana Mortality Records Index* -- Arranged alphabetically by name; locates year, county and page number of the mortality schedules taken by the federal marshals during the census years of 1850, 1860, 1870, and 1880. The microfilmed mortality schedules are also located in the Genealogy Section. Schedules list those who died in the calendar year preceding the census.

*Index to Blacks, Indians, Chinese, Mulattoes in the Indiana 1880 Census* -- Arranged alphabetically by name; gives county, township, and microfilm census page number.

*Heraldry File* -- Indexes illustrations of coats-of-arms found in various sources in the Genealogy Section; alphabetically arranged by name; gives call number of the book and brief title citation.

*Indiana Cemetery Locator File* -- An on-going file that identifies the location (county and township) of Indiana cemeteries gleaned from sources in the



Genealogy Section. Arranged a) by name of cemetery with cross references to variant names, if known and b) by county; gives the call number for the reference used. These references may include names of persons buried in the cemeteries.

*Index of Members' Names in the Lineage Books of the National Society, Daughters of the American Revolution* -- Alphabetical listing of the members whose lineages have been published in the *DAR Lineage Books*; identifies the volume and page where the lineage appears.

*Indiana Bible Records Index* -- Compiled by the Indiana DAR; indexes the various Bible and family record books submitted annually by the Indiana DAR; copies of these books are also in the Genealogy Section.

*County History Indexes* -- Name/firm indexes to Indiana county histories and atlases. Alphabetic by name; gives page number where name appears in the source indexed. Available in book and microfiche format, there are some sources indexed for all of Indiana's ninety-two counties.

## Stayin' Alive

by

*Anne E. Wells, Children's Librarian*

*Willard Library  
Evansville, IN*

As public librarians, we all know that we must practice stewardship in order to perpetuate the profession and the institution of public libraries. In the past, public libraries have been a crucial part of our culture. We've been warned that with the advent of the information highway, the institution could become a "dinosaur" if steps are not taken to remain vital and adapt to the changes in our society's informational needs. One good way to do this is to make ourselves even more helpful to other educators, namely, those in the school system. The public librarian can help the classroom teacher, thus extending the services of the public library and ensuring its survival in the future. This principle can be realized through the day to day operation of an outreach program directed by a youth services librarian with help from the library's professional and paraprofessional staff. This program would focus on the following five channels:

### **Provide Better Access to a More Broad Arena of Information Resources Than That of the School Library**

Public librarians can aid the classroom teacher by offering students a more diverse educational base of library personnel. Most school librarians are essentially teachers of literature and its use and enjoyment. They have backgrounds that involve teaching, have been education majors, and have received teacher's licenses. But a public librarian with a master's degree in library science generally has a broad liberal arts background. "We're not all teachers! Some of us were social scientists, historians, or psychology majors before we went to library school," says William A. Goodrich, the director of Smyth-Bland Library in Marion, Virginia. "Last week our reference assistant was stuck on a question from a high school freshman. He wanted to know what the term was for the domed portion of water that clings to a container by surface tension. She couldn't remember the word. The adult services person had a background in science. She knew right away that its called a 'meniscus.' In this case, the librarian becomes a resource in his or her self."



## Help in Difficult Times by Using Professional Selection Sources

Because of schools' budget limitations, the public librarian has access to more professional selection sources than the school media specialist. Books selected from bibliographical sources, such as *The Bookfinder* (American Guidance Service, 1977- ), can help the library patron with the challenges of life during times of emotional distress.

In 1992, a C-130 Hercules aircraft crashed into the city of Evansville, Indiana causing sixteen fatalities. Some of the fatalities were parents and loved ones of children in the city's schools. The whole city went through a mourning process that was felt by all service organizations that were designed to serve people and their emotional needs. The libraries received calls from patrons wanting information on how to deal with death, how to help young people with loss, post-trauma distress, and grieving. The schools had special trauma counselors visit, but the libraries offered information to the devastated citizens of Evansville long after the counselors had gone home. The school libraries needed access to titles that addressed the mainstay of juvenile literature for young people dealing with such challenges of growing up. Since limited school library book budgets could not accommodate such rare and specific needs, there was virtually nothing available anywhere but in the public libraries.

## Help with Difficult Questions, Getting the Teacher Out of a Jam

Most classroom teachers are too busy to keep up with current trends in children's literature. Many depend on older titles they learned about in college. They don't have time to keep up with the art of children's literature, and public librarians can help. Children's librarians are very up-to-date on the titles being provided by the publishers, and trends. They are in close contact with the publishers in their role as book selectors, collection builders, or collection users. They wade through this genre everyday. Who but a children's librarian would know that this is the golden age of picture books in the United States? Publishers are searching for works and writers that will expand the art form, "cutting edge" styles are sought after, and the quality of art is better than ever before. Old taboos, such as never publishing children's literature that addresses sex, politics, or religion, are being broken quickly and cleanly. As new titles on these subjects arrive on the marketplace, school librarians will many times find it difficult to place them on the school's shelves. The school library collection is more limited than a public library collection. The public librarian is backed by the Library Bill of Rights:

“Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.

Librarians must resist all efforts by groups or individuals to censor library materials.”<sup>1</sup>

Of course, this bill is supposed to back the school library also, but in reality, it just doesn't work that way. *En Loco Parentis*, the policy of educators acting “in place of the parent” which is rejected by the American Library Association does a backflip for school librarians. When a school librarian is faced with the question, “Where do babies come from?” she must depend on the public library and its less constrained collection policy to provide the information the user needs.

Censorship attacks on public school books were high in 1991 and 1992 in Indiana as the religious right continued censorship efforts. These were also the years in which the Midwest was the most likely place to find censorship attempts, according to People for the American Way, which has been surveying schools for a decade. Until this time, censorship attempts had been more numerous in the west. According to the study “Attacks on the Freedom to Learn” which is a compilation of computer searches of newspaper articles, there has been a marked increase in attempts to censor school materials in recent years. In 1992 there were 395 cases, compared with 376 in 1991 and 264 the year before, twelve of these instances occurred in 1992 in Indiana, compared with seventeen a year earlier. Both numbers represent a large increase over the two and four attempts in Indiana annually in earlier years. Mark Sedway, the

report's coordinator, notes that the increase has coincided with the announced plans by religious right groups to alter their political strategies from the federal to the local level. And who will bear the brunt of this pressure at the local level? The school librarian. Who can help? The public librarian. The American Library Association code of ethics states that we must all resist attempts at censorship:

“Librarians are dependent upon one another for the bibliographical resources that enable us to provide information services, and have obligations for maintaining the highest level of personal integrity and competence.

Librarians must resist all efforts by groups or individuals to censor library materials.”<sup>2</sup>

The school librarian is at a greater disadvantage in censorship cases because of the political and social pressures upon the school administration from parents. And *En Loco Parentis* appears again. The public library has much more leeway because it serves the entire community, not just school children, not just one neighborhood, and not just one student body. This allows the public facility to demand and receive more freedom from these pressures. The school librarian can't put *Forever* by Judy Blume on the shelf, but the public librarian can!

### **Provide a Contact Person to Act as a School Liaison**

One thing that is always frustrating to public librarians is how little classroom teachers use the public librarian's services. Many times public librarians will contact schools offering reserve service or collection and storytelling programs only to be ignored, probably because the teacher just doesn't have time to deal with this. Then the students come pouring into the public library wanting information on the big project of the year. With some forewarning, the student's needs could have been met with a reserved book collection. But, it's too late. Everything is checked out to the early birds. Ann Herald-Short of the Rushville Public Library in Rushville, Indiana, solved this problem with cooperative communication. “We sent packets of postcards to the schools with the hope that they will alert us whenever students will be in need special reference materials. Interestingly, although we have asked nicely each year for the teachers to warn us in advance, we have had little response. The postcards apparently showed we were serious. Few teachers filled out the forms, but they have told us about upcoming assignments.”<sup>3</sup>



A children's librarian could invite every first-grade class in the city to visit the library. These visits could include online catalog lessons, or various library activities appropriate for the specific age group involved. Or, a librarian could offer to come to school and provide a booktalk, a story hour, or bibliographies and patron registration cards. An inter-agency council could be formed by arranging lunchtime meetings between library personnel and the area's school media specialists.

### **Provide Classroom Collections to Enhance the School Library Collection**

Another way of promoting cooperative programming, planning, and communication is by asking the school principal for five or ten minutes at the next faculty meeting. Each teacher should then be offered a classroom collection delivered to the door with reduced or erased overdue fines and lengthy loan periods. Most teachers will jump at this suggestion, as long as the service makes no more work for them. The teacher is already too busy and won't welcome a collection that uses up much of his or her time. Make it as easy as possible, offering selection and delivery services as well as computer printouts of the books in the collection. Soon, the teacher will count on this collection and students will look forward to it. The teachers will soon be calling the librarian at work requesting the next collection. Becky Smyth, the first-grade teacher at New Harmony Public School in Hew Harmony, Indiana, has received classroom collections for two years. New Harmony's library service to students is limited, so she uses the children's collection at a neighboring community's library. The children's librarian picks out twenty or thirty books for Smyth and delivers them to her school office. The books have a 150 day checkout period allowing for all kinds of flexibility. "We love our books," she says. "With this arrangement, more kids get better access to each book. If we each checked out books individually, we'd be stuck with that one book for two weeks. A week is a long time to a first-grader. Two weeks is an eternity. And the collection is no trouble at all. I just put in a call to the library and pretty soon another box of books shows up. It's great." The classroom collection should always be considered a supplement to, rather than a replacement for the school library media collection. Most teachers will use their school library first. The idea behind this cooperative method of serving the public is to improve access to information and to improve reading skills. The children's room at the Willard Library of Evansville has increased its circulation by 243% since 1993, largely due to sending out these visiting collections.

Until last year, the Evansville-Vanderburgh School Corporation helped the public libraries by providing a "wish list" called the OMAR or Evansville Book

Award. Every year, school and public librarians compile a list of their favorite books, some new, some not. These books are read by school children all over the city. The children vote on their favorites, and the OMAR list is born. This list is used as a purchase list and every library in town must have these titles. Each class is assigned reading from this list during the year. It is a wonderful selection tool as well as a fine bibliography for the classroom teacher. The list comes under the umbrella of the school corporation's duties, but public libraries, school libraries, students, teachers, and parents are involved. It is a wonderful way for the educational community to cooperate.

In summary, as public librarians, we must cooperate as well as reach out to other educational organizations, especially the school system, to ensure our viability in the twenty-first century. We must share resources, whether those resources are print, electronic, cerebral, or flesh and blood. We must constantly find new ways to remain facilitators of information in order to survive in the age of the information highway. The best way to do this is to share our ideas, use the ideas of others, and become a cooperative service to the educational community.

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### **Endnotes**

1. Library Bill of Rights. Adopted June 18, 1948 by the ALA Council.
2. American Library Association Code of Ethics. Adopted 1981.
3. Ann Herold-Short, "Small Public Libraries Can Cooperate Too!," *Indiana Libraries*, 8, no.2 (1989): 97.

## Library Services for People with Disabilities

by  
*Jodi J. Wingler, MLS*  
*Danville, Indiana*

As library staff, we are very concerned with the right of all people to have access to information. Unfortunately, we often overlook a very important group of people — our patrons who have disabilities. We unwittingly set barriers between people with disabilities and the information they want or need. These can be physical barriers, barriers to employment, barriers caused by the format of materials, and/or attitudinal barriers. This article discusses some ideas and technology that can help overcome all four of these barriers, but it is often the attitudinal barrier that is the most difficult to overcome. The “attitudes of people are more important than funds or technology.”<sup>1</sup> It is important that library staff be educated about the need for assistive technology and special services for people with disabilities, and when they are, we will truly be able to say we stand for the right to equal access for all people. Most of all, library staff must cultivate an atmosphere of understanding for this special group of patrons.

A person with a disability is anyone who:

- 1) has a physical or mental impairment which substantially limits one or more of the person's major life activities,
- 2) has a record of such impairment, and
- 3) is regarded as having such an impairment.<sup>2</sup>

Section 504 of the Rehabilitation Act of 1973 states:

No otherwise handicapped individual in the United States . . . shall be solely by reason of his [or her] handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.<sup>3</sup>

The Americans with Disabilities Act (ADA) of 1990 gave greater definition to legal aspects of providing services to people with disabilities. It states that libraries, as public entities, must provide equal access and reasonable accommo-



dations to people with disabilities in the areas of employment, accessibility, and telecommunications. However, by their very nature, libraries are one of the most complicated entities to work with in accommodating people with disabilities. People with disabilities have so many different ranges of abilities and special needs that it is almost impossible for most libraries to make every possible accommodation. As an example, because of financial and technological constraints it would be impossible to make every item in the library available in braille, large-print, audio, and digital format on diskette and CD-ROM! Indeed, the ADA does not require such extensive accommodations.

The initial barriers to examine are architecture and furniture. A person with a disability must first be able to enter and maneuver within in the library before he or she can use its services, so the building must be brought up to ADA standards. Examples for consideration might include wheelchair ramps, automatic doors, workstations at proper heights, aisle widths, and proper lighting. Removing barriers could be as easy as rearranging the furniture. Accommodations such as these and alternative telecommunication devices not only help disabled library patrons, but also library employees with disabilities. The changes can even make the library more enjoyable and easier to use for people who do not have disabilities.

Of great importance to libraries is the issue of accessibility of the collection itself. Digital format is rapidly becoming an important technological advancement for people with disabilities who use a computer to access information. However, François Hébert's book, *Copyright and Library Materials for the Handicapped* (Saur, 1982) makes it clear that the availability of digital and other alternative formats mentioned is often hindered by problems with copyright infringement law. People who have disabilities which make it impossible for them to access conventional printed materials are often blatantly denied access because permission cannot be gained to reproduce those materials in an alternate format. Therefore, they are discriminated against solely because of the existence of their disability. A very small number of countries have made special provisions in their copyright laws that allow reproduction of materials in some instances. The United States, although always very vocal on issues of equality, is not one of them. Perhaps our copyright laws require some revision.<sup>4</sup> A very large part of the process of collection development will also include examining the collection and programs to determine the need for materials and services such as closed-captioned videos, descriptive videos, large-print materials, interpreters, etc. The library might also consider the purchase of periodicals and books by and for people with disabilities and their families. Most libraries already purchase such materials for other minority groups.

As stated earlier, people's attitudes are often a barrier to overcome. Those who have not had much contact with people with disabilities may feel uncomfortable around them, and these feelings tend to be inadvertently conveyed in their interactions. Patrons with disabilities want to feel as welcome in the library as those who are not disabled. Therefore, staff sensitivity training is one of the most important steps in the process. The staff should develop a set of guidelines for interactions with patrons with disabilities. These guidelines should instill an awareness of the needs of people with various disabilities. A large part of this training needs to include "etiquette." The Ohio Developmental Disabilities Planning Council has produced an excellent video on this topic entitled *The Ten Commandments of Communicating with People with Disabilities* (Irene Ward, 1994). The etiquette covered includes such suggestions as speaking directly to the person with the disability (rather than to a companion or interpreter) and letting a blind person know when someone is leaving the room.<sup>5</sup> Videos such as this can aid in making staff feel more comfortable when dealing with people with disabilities. Role-playing and sensitizing activities such as those mentioned in Rashelle S. Karp's *Library Services for Disabled Individuals* (G.K. Hall, 1991) can also help increase awareness. Books such as this should be included in the library's collection.

Some of the major problems facing libraries in the area of accessibility have been outlined, but what solutions can be offered to make materials and services more accessible to patrons with disabilities? Accessibility is not a goal that will be achieved overnight, for each library's needs and resources will be different. But forethought and planning are the first steps in the journey.

In her article, "Climbing the Mountain: The Americans With Disabilities Act and Libraries,"<sup>6</sup> Katy Lenn sets forth guidelines for achieving accessibility. The following suggestions adopt some of her guidelines, and include a few others that are of importance.

First, review and know the law. This might include attending ADA workshops and assigning a staff person the task of coordinating an accessibility program to be eventually developed and implemented by the library. Three sections of the law directly affect libraries. The ADA states:

- 1) Employers must make reasonable accommodations for employees with disabilities. This might include altered work spaces, special equipment, and adjusted work schedules.
- 2) Public facilities must be physically accessible.
- 3) Alternative telecommunications must be made available. Every library should have a Telecommunication Device for the Deaf (TDD).

Second, hold a number of meetings to determine the needs of the library. These meetings should include people with disabilities (especially patrons of the library), experts such as rehabilitation technologists and architects, library board members (or other people of importance depending upon their affiliation with the library), and as many staff members as possible. It is very important to garner feedback from patrons with disabilities after the suggestions have been implemented.

Another important thing to consider is the purchase of assistive technology for the library. Assistive technology is "a term referring to any piece of equipment that reduces or eliminates the barriers imposed by a disability."<sup>7</sup> Assistive technology can include everything from hand-held magnifiers to wheelchair ramps to computer software. The goal is to enhance the independence and quality of life for people with disabilities. Some library staff question spending money on such devices when they see no people with disabilities in their libraries. Barbara T. Mates addresses this with the question, "If there is nothing in your library [for them] why should they come?"<sup>8</sup> One important point to remember is that an increasing number of library users are elderly patrons, and they can also benefit greatly from much of this technology. Besides hand-held magnifiers, Kurzweil readers, and screen magnification software, Mates sees two other areas as very important for moving one's library toward accessibility. First, an on-line catalog equipped with voice access (input and output) and other types of access such as single-switch or joystick control, is an important consideration. If just one computer in every library could be fitted in this manner, the benefits derived would far outweigh the costs. Second, CD-ROMs with voice input/output and braille printers attached would be invaluable as reference tools for the visually-impaired who cannot use printed materials.

The most important thing to remember when considering the purchase of equipment is to always consult experts in the field of assistive technology as well as equipment manufacturers before making any major purchases. A rehabilitation technologist or engineer can identify the library's needs and most important goals and suggest the most cost-effective ways to achieve them. The most expensive products on the market are not always the best choice for a library's particular situation. Again, this technology not only helps library patrons but can also empower people with disabilities who work in libraries.

People with disabilities are achieving great things in the world today. New opportunities for them have opened in education, sports, and in the workplace. Many of these opportunities have arisen as a direct result of the ADA, assistive



technology, and perhaps most of all, because of changing attitudes. Information is a prime commodity for everyone in this modern age. Access to information is critical, and technology is making access easier for everyone. Libraries are the cornerstone where information and technology joining together enable people to achieve their dreams. Libraries have been historically known for helping to remove barriers. They have fought to remove barriers of illiteracy, barriers of ignorance, and barriers to intellectual freedom. By taking the time and thought to implement steps for removing barriers to information access to people with disabilities, libraries will, once again, set a standard.

### Endnotes

1. Kieth C. Wright and Judith F. Davie, *Serving the Disabled: A How-to-do-it Manual for Librarians* (New York: Neal-Schuman, 1991), ix.
2. Donald D. Foos and Nancy C. Pack, *How Libraries Must Comply with the Americans with Disabilities Act (ADA)* (Phoenix: Oryx, 1992), 140.
3. Ibid.
4. Francoise Hebert and Wanda Noel, *Copyright and Library Materials for the Handicapped* (New York: K.G. Saur, 1982), passim.
5. *The Ten Commandments of Communicating with People with Disabilities*. Produced by the Ohio Developmental Disabilities Planning Council. 52 min., Irene M. Ward & Associates, Columbus, Ohio, 1994. Videocassette.
6. Katy Lenn, "Climbing the Mountain: The Americans with Disabilities Act and Libraries," *Wilson Library Bulletin* 68, no.4 (Dec. 1993): 36-39.
7. M. Wade Wingler, Rehabilitation Technologist, Crossroads Rehabilitation Center, interview by the author, Indianapolis, 13 April 1996.
8. Barbara T. Mates, *Library Technology for Visually and Physically Impaired Patrons* (Westport, CT: Meckler, 1991), 3.

# User Expectations of the Martin University Library

by  
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The purpose of this study was to record the expectations of students and faculty in determining future directions for the Martin University Library. The library was built almost exclusively from donations, and donations remain the way of obtaining funds for collection building at the time of the writing of this article.

Largely because the library has operated without a budget, the library director has not felt the urgent need to write a formal collection development policy. The data generated by the survey reported in this article could provide a basis for writing a collection development policy when it is necessitated by the exigencies of having to implement a realized budget.

The question of what directions should be taken by the Martin University Library in the future is comprised a number of subquestions. (1) What roles do users of the library expect the library to fulfill in an academic setting? For example, to what depth do library users expect the staff to assist and instruct them in research methodology? (2) What media formats will students be asking to use as they carry out their individual research projects? (3) What media are teachers likely to use in the classroom? In other words, what potential resources will the classroom demand of the library as a resource center? (4) Generally, what subject interests are held by the majority of library users? (5) Which media formats do library users prefer to use? (6) What are library user's favored styles of learning? (7) To what extent would students and faculty like to be involved in the selection of library materials? The answer to the last of these questions would bear a direct relationship to the formation of a faculty advisory committee, which Martin University does not now have, and to the formation of a Friends of the Library organization, which is also absent in the library's support system as it exists today.

Collectively, the data that have been gathered could contribute to the writing of a collection development policy, a collection management policy, and other policies relating to the day-to-day operations of the Martin University Library.

## Setting for the Survey: The University

A private, not-for-profit, nondenominational, liberal arts university, Martin University was founded in the spirit of education as ministry. Instructional programs focus on serving adults, minorities, and low-income individuals.

Martin University is eighteen years old, making it the youngest university in the State of Indiana; it has 550 FTE students, making it the smallest university in the state of Indiana<sup>1</sup>; and it is the only predominantly African-American institution of higher learning in the State of Indiana.<sup>2</sup>

With the introduction of three master's degree programs in 1990, Martin Center College, the forerunner of the present school, achieved university status and was appropriately renamed Martin University.<sup>3</sup>

Most Martin University students come from the very lowest of socioeconomic levels. They are also nontraditional students, the average age of a Martin University student is forty years.<sup>4</sup>

Remedial instruction ranges from formal courses which do not count toward a Martin University degree,<sup>5</sup> to supplementary tutoring programs in English and mathematics, taught by staff specializing in remedial instruction.<sup>6</sup> At the higher end of the academic ladder Martin University offers three master's degree programs, including a unique degree, the Master of Arts program in Community Psychology, (the only program of its kind in Indiana) which studies the "theories and principles needed to help people in various settings to achieve maximum mental health."<sup>7</sup>

Education and nursing programs are offered in cooperation with the University of Indianapolis.<sup>8</sup> Transfer-of-credit is offered to Ivy Tech graduates so that they can complete baccalaureate degrees at Martin University.<sup>9</sup>

Martin University has two campuses other than its main campus at 2171 Avondale Place, Indianapolis. The original Martin Center now houses the community outreach programs of the university. The third and most recently established campus is the Lady Elizabeth Campus, located within the Indiana Women's Prison.

When one reviews Martin University's commitment to the imprisoned, the ill, the non-traditional student, and those who have been deprived of education by conflicting responsibilities of work and family, one begins to respect the downward reach of the institution. The most significant statistic that can be



presented in support of Martin University's effectiveness is that "[e]ighty-five percent of the students are the first in their families to attend a college or university."<sup>10</sup> Martin University fills an academic niche untouched by others.

### **Setting for the Survey: The Library<sup>11</sup>**

The founding of Martin University represents a grassroots movement beginning with seven students as part of the ministry of a social service center, Martin Center, which still exists as a separate entity. The library began with donations of print and non-print materials. The university president and its academic dean went through donor's basements and attics, collecting materials that might contribute to an academic library collection. The first professional librarian was hired in 1993. She has managed to catalog the roughly classified assemblage she was given, in its entirety. Special items included are *The Journal of Negro History* (not indexed in commonly published indexes) and the religious collection. The Martin University Library contains 9,570 volumes, of which 3,079 are in the Reverend R.T. Andrews, Jr. religious collection.

The university librarian has three goals to reach in the next five years: to be moved out of the basement, to have a steady budget, and to be less dependent on donations. When she has a budget, she will have to write a collection development policy that is realistic in guiding the library's purchasing.

### **Review of Related Research**

This author's greatest surprise was the scarcity of research materials related to the areas of investigation mentioned in the introduction. Susan P. Besemer, who directly shares the author's research concern for how libraries are perceived by users, states that her "search identified only a few citations [which she fails to review] similar to the...study" she undertook.<sup>12</sup> The only reference Besemer chose to relate offers an explanation for the paucity of research studies: "It may well be that many academic libraries are conducting useful studies for their own in-house needs, but the lack of any substantial published material in this field hinders the development of a comprehensive body of knowledge relating to audiovisual library management."<sup>13</sup> The lack of published studies is such that Besemer offers her short article "as a start at doing user studies of AV service facilities in academic settings."<sup>14</sup>

### **State University of New York**

In 1982, the librarian of the Independent Learning Center (ILC) of the E. H. Butler Library of the State University of New York at Buffalo "undertook to study the faculty and student use of the facility and their perceptions regarding ILC services."<sup>15</sup> The ILC operated as an audiovisual reserve room, supplied

audiovisual resources (audiocassettes, videocassettes, slides, record discs, and curriculum media), circulated library audiovisual software, provided reference service, and offered limited production service for slides and a recording room for audiotapes. A questionnaire was developed for distribution to students at various campus locations and an identical questionnaire with pre-addressed return labels was mailed to all full-time faculty members. A distribution to students of 500 questionnaires (with a 62% response rate) was intended to be representative, but did not meet scientific standards for randomness.<sup>16</sup> The faculty's 26% response rate from 500 mailed forms "prevents any valid statistical inferences from being made...but...allows for some useful observations."<sup>17</sup>

Besemer's findings which pertain directly to perceptions of the library's roles in an academic setting and learning styles favored by library users (two of this author's areas of interest) are:

1. The major purpose of the ILC as perceived by students was that of providing instructional materials to students (75.2% of respondents), and that of providing instructional materials to faculty (58.6% of respondents). The least recognized purpose was that of providing reference services for audiovisual materials (54.2% of respondents).<sup>18</sup>
2. Concerning a question regarding learning styles, most students indicated reading to be their preferred way of learning (41.1% of the respondents). Listening was second (37.9%), viewing third, (30.5%).<sup>19</sup>
3. Faculty viewed the purposes of the ILC as providing instructional materials for students (71.3% of respondents), providing instructional materials for faculty (75.9% of respondents), and providing reference service (58.3% of respondents).<sup>20</sup>
4. Faculty also prefer to learn through reading. However, 26.9% selected viewing as a preferred way of learning; and 18.5% selected listening.<sup>21</sup>

Besemer's percentages indicating preferred ways of learning would have taken on an added dimension had they been compared to preferences for media formats, simply as a check for consistency of responses.

### **Georgia State University**

Beyond general perceptions of the library, of great importance to real expectations is the faculty and student's use of media. How a person intends to teach or study places direct demands on the nature of a library and its collections. In this respect, a second study conducted by Grace Agnew, William E. Meneely, and Lyn Thaxton at the Pullen Library of Georgia State University, provides highly relevant information, both in terms of the present study's design, and as a source of comparative statistics.

The Pullen Library, having the advantage of being planned as a media center from its beginning, wished to involve its 986 full-time and part-time faculty members in the development of a collection development policy, "with resulting implications for facility design."<sup>22</sup>

As a means of assessing needs, a media committee consisting of librarians, a representative from the nursing faculty, and a representative from the Instructional Resources Center, developed a short questionnaire for faculty members who did not use (or did not intend to use) audiovisual media for instructional purposes. The hope was that a short questionnaire would increase the response rate, hopefully capturing the responses of those who would "otherwise simply not respond."<sup>23</sup> A longer questionnaire inquiring about types of media used was developed for faculty members currently using (or intending to use) audiovisual media.<sup>24</sup>

In addition, twenty-one individuals from different departments, all of whom had indicated a strong interest in the use of audiovisual media, were personally interviewed by collection development librarians. "These personal interviews...expanded on, and provided a necessary human element to the data derived from the questionnaires."<sup>25</sup>

Seventy departments were divided into seven broad categories for the purpose of data analysis: arts and literature, general sciences, business, social sciences, education, health science, and "other." Responses were fairly evenly distributed among the groups.<sup>26</sup>

Of relevance to the question of selection priorities for materials as recommended by library users, is the prioritization of media for library acquisitions found in the Georgia State University study. When print materials were included as possible items for library acquisition, most faculty members "selected books as the first priority, followed by periodicals, audiovisual media, microforms, and maps. The seven faculty categories prioritized acquisitions in the same order, except for health sciences, which ranked periodicals first...and books second."<sup>27</sup>

The popularity of videocassettes is worth discussion at length:

Videocassettes proved to be the most heavily used medium by questionnaire respondents, as well as by faculty members who were interviewed. One hundred and eight respondents (56.2%) use one or more videocassettes each quarter. Interviews indicated the 1/2" VHS format is preferred.



Several faculty members indicated during interviews that videocassettes are preferable to films. Some faculty noted that they could identify major videos in their fields and supported the idea of previewing videocassettes before purchase. Interest in off-the-air taping of television programs and in locally produced videocassettes of university workshops and noted speakers was strong.

Other media heavily used by the 102 respondents include the following: films (50.5%), slide sets (41.1%), audiocassettes (38%), commercial overhead transparencies (24%), slide/tape programs (21.9%), and games and simulations (20.3%).

Videocassettes are heavily used by all faculty categories, but especially by health sciences, education, and business.<sup>28</sup>

### **University of Michigan**

Another survey addressed the perception of the library's role in the academic setting of a university. In this third study, Margo Crist, Peggy Daub, and Barbara MacAdams of the University of Michigan see "an emerging imperative for libraries of all types to build in an ability to clearly show responsiveness to customers in decision making."<sup>29</sup> Roberts and Wilson, quoted by Crist, Daub, and MacAdams, suggest that user studies should be seen as "a normal method of obtaining management data at regularly repeated intervals."<sup>30</sup>

Crist, Daub, and MacAdams conducted a user study "to collect baseline information on how our users view the library."<sup>31</sup> A committee of public service librarians and the external relations officer of the University of Michigan launched a year-long study. A clear use of key informant information appears in the following statement:

Before collecting data through reliable surveying techniques, the committee sought to gather frank opinions, casual observations, compliments, complaints, and concrete suggestions from a representative cross section of the user community to help shape subsequent portions of the review.<sup>32</sup>

This preliminary survey paved the way for two main phases of the continuing study: guided discussion with small focus groups, and a telephone survey of a random sample of library users.

Fifty-three people who were invited to participate by librarians, faculty members, and departmental chairs, gathered in nine focus groups to discuss

issues relating to the university library. Participants represented faculty, graduate students, and undergraduate students. Open-ended questions were posed to initiate discussion.<sup>33</sup>

The user study committee engaged a marketing firm to design, conduct, and analyze a telephone survey intended to investigate the findings that emerged from the focus groups. A total of 351 individuals were surveyed, including 159 undergraduate students, 128 graduate students, and sixty-four faculty members. An attempt was made to "gauge levels of satisfaction among users that would be representative of the university community as a whole."<sup>34</sup> Posed were fifty-three questions in which users were asked to indicate levels of satisfaction on a Likert scale.

Data showed that "patrons value the library's collection above all else."<sup>35</sup> Virtually all of the participants in the focus groups considered journals very important to their work.<sup>36</sup> (No statistics are given in the article of Crist, Daub, and MacAdams, but it should be noted, books are not even mentioned.) Greatest improvements needed were: "availability of terminals, ongoing training and communication with users, and a more user-friendly interface."<sup>37</sup> One finding was relevant to this author's present study concerning patron participation in the selection of library materials. It is hoped that the results found at the University of Michigan would prove true for Martin University; specifically, "users expressed appreciation at being asked for their views, strengthening their perception that an outstanding library results from an implicit collaboration between users and staff."<sup>38</sup>

Two uses for survey data are recommended to Martin University, just as they were thought valuable by the researchers at the University of Michigan:

- \* Incorporate the results...into strategic planning for public services....
- \* Publicize the study initiative and its results, institutionalizing the process of soliciting input from the user community on library decisions affecting their research and study.<sup>40</sup>

## Methodology

The author of this paper designed a questionnaire using three types of questions: (1) questions which established a collective count in which the respondent was free to select as many options as he wanted (citing the specific questions to record categories of subject matter or reading interests and the range of those interests and to affirm perceived roles to be played by the library); (2) questions requiring a ranking of alternatives (citing the specific questions — priorities assigned to media software as objects for purchase,

media formats desired as research resources by students, preferences for instructional media on the part of teachers, and preferences in ways of learning). As a variation of the ranking type of question, a Likert Scale was included as a way for respondents to declare their perception of the importance of the library. (3) Lastly, yes/no questions were included to record the perceived desirability of being asked to recommend titles for purchase, to do so on a continuing basis, and to record the respondents' desire for additional bibliographical instruction. (See questionnaire at the end of this article.)

One section of the questionnaire asked respondents to list titles of books, periodicals, videotapes, etc., that they would recommend the library purchase. The inclusion of this section had a psychological benefit — namely, respondents were given a chance to recommend titles, to perform that act before being asked whether they wanted to do so, and in doing so found comfort in performing the act. The completed list of titles will be passed on to the Martin University librarian as a list of patron suggestions. This investigator's real interest was the level of comfort found in the act of making recommendations and the desire to continue doing so.

There were minimal demographic questions in the questionnaire. Chiefly, comparisons were made between faculty and students. Additionally, librarians often assume that reading interests split along gender lines, so gender information was sought. Age seemed important since the average age of a Martin University student is forty. Obviously, variations from an established norm should be easy to detect.

In review, the survey (1) recorded the priorities users assigned to the purchase of various media available to the Martin University Library, (2) identified the styles of learning (primarily sensory) favored by the users of the library to see how those perceptions might correspond to priorities assigned in the selection of media, (3) provided a record of the reading interests of students and faculty as a guide to future collection activities on the part of library staff, and (4) allowed students and faculty an opportunity to actually recommend specific titles for future purchase.

Separately, faculty members were asked to rank their preferences among the various instructional media that might be utilized in today's classroom, hence creating a record of what future classroom demands on the library might be in terms of resources needed. Also separately, students were asked to rank their preferences in terms of resource formats they would like to see available in the library for their personal research. The survey explored the what-could-be side



of library services and resources and future needs. The conclusions of this study will set forth the what-should-be statements according to the values of users.

Additionally, the survey recorded the student's and faculty member's perceptions of the roles that the library should play in an academic program. With this knowledge, and a knowledge of what subject matters and media formats users desire, the library and its staff should be in an excellent position to write a realistic collection development policy.

Another matter that was explored was the extent to which students and faculty would like to be involved in the selection of new materials. The results could be used in determining whether a faculty advisory committee should be organized, or in determining whether students should be involved in the selection process. To what level and in what form the library responds are other matters that might find their way into written policy statements.

### **Procedures**

Forty-five questionnaires were distributed to faculty mailboxes in the Message Center of Martin University. Twenty-five questionnaires were returned through the library's mailbox or through a collection box at the main entrance of the administrative building. Twenty-five of the forty-five questionnaires were returned (a return rate of 55.5%).

Questionnaires were handed out by this author principally at the main entrance of Martin University's administrative building (which is also the main classroom facility) throughout the work week beginning March 10, 1995. The hours of distribution alternated: 4:30 p.m. on Friday, 8:30 a.m. on Saturday, 11:30 a.m. on the following Monday, and followed the same pattern for five days. Halfway through the week, three instructors volunteered to distribute questionnaires in their classes. These offers were accepted since the instructors carried more authority than someone unknown to the students, promising, it seemed, a higher percentage of returned questionnaires. Two-hundred questionnaires were distributed to students (over a third of the FTE enrollment of the university); sixty-five were returned directly to teachers or placed in the collection box (a 32.5% return rate).

Setting up time for interviewing was the last attempt at data gathering. Fliers soliciting interviewees were placed on bulletin boards, at major entryways of three buildings, and in the break room where students could pick them up. Fliers were distributed four days in advance of the interview day. Between 2:00 p.m. and 4:00 p.m. the interviewer remained in a room of the administration building.

Few of the interview questions were in narrative format. More than half were simply a list of items, e.g., desirability of the location of the library, convenience of library use (for example, ease of finding books on the shelf), desirable hours of operation, etc. The interviewer tried to frame a few open-ended questions, e.g., "What would you like to see in the way of added services?"

It should be noted that the interview as used in this current study is not equivalent to the key informant (or focus group) interviews of Crist, Daub, and MacAdams. Their interviews preceded the survey and provided information on areas of concern used in the construction of this survey. In this current study, the interview was used as it was in the survey conducted at Georgia State University, i.e., simply as an added means of data gathering.

### **Problems Encountered and Acknowledged**

The original intention had been to distribute 250 questionnaires. However, only 200 were distributed. This author previously mentioned that he accepted the offers of three teachers to distribute questionnaires to their classes. Unfortunately, the teachers had asked not for "just enough" questionnaires to match the number of students, but a few extra questionnaires "to be safe." The author found out about the excess number after the questionnaires were collected and the extras were returned to him. With the extras in hand and a reported possible twenty questionnaires that somehow disappeared, it is estimated that approximately fifty questionnaires were never distributed. It is only hoped at this point that the original reason for having accepted the teachers' offers held true, i.e., that a higher return of questionnaires was achieved when they were distributed by persons with authority.

Scoring questions requiring rankings necessitated the establishment of minimum standards for accepting responses. If the respondent, when asked to respond with numbers to indicate priorities, checked options rather than numbering, the responses could not be accepted. If the respondent, as frequently occurred, ranked five items using the same number, and six items using the same number, indicating only a top and a bottom, the responses were not accepted since multiple items shared a common rank, thus not resulting in a ranking. If a respondent constructed a ranking and failed to complete the full possible sequence (e.g., "1" to "14"), the part of the ranking completed was accepted and recorded since the responses did represent a setting of priorities.

Were the author to redesign the questionnaire, he would eliminate the

choice "other audiovisual media;" or he would leave a blank space allowing the respondent to name the "other media" which the author now acknowledges, need not even be audiovisual. There seemed to be some sensitivity on the part of three faculty members concerning designating themselves as male or female. Perhaps the question was perceived as sexist. The item had been included because librarians often think of reading interests along gender lines. This study can in no way prove or disprove such traditional notions.

### **Analysis of the Results**

Of twenty-five faculty members responding, twelve were male; ten were female. There were three who chose not to identify their gender. Two faculty members were between eighteen and twenty-nine years of age; seven were between thirty and forty-nine; and fifteen (or 60%), were over fifty. One faculty member did not give an age. Of sixty-five students responding, sixteen were male; forty-three (or 66.2%) were female. Twenty-three students reported being between eighteen and twenty-nine; five reported being over fifty; and thirty-three (or 50.8%) reported being between thirty and forty-nine years of age.

Faculty members could be grouped in seven general departmental categories: English and the humanities (six faculty), science and mathematics (six faculty), psychology (five faculty), business (four faculty), social sciences (two faculty), music and fine arts (two faculty), and education (one faculty). One faculty member did not designate a department; another was affiliated with two departments.

Students could be placed in thirteen groups by their selected majors: business (eleven students), psychology and psychological counseling (eleven students), nursing and health education (ten students), religion and religious counseling (six students), education (five students), criminal justice (five students), English (three students), computer science (two students), early childhood development (one student), biology (one student), pre-med (one student), mathematics (one student), and communications (one student). Some students did not have declared majors.

A survey of personal reading interests among faculty members indicated the top three reading interests were: education (ten selections), fine arts (nine selections), with health sciences and psychology tied as third-level choices (eight selections each). The lowest-level reading interests were philosophy (one selection) and, tied for second lowest, mathematics, computer studies, and communications (four selections each).



The following presents the ranking of all personal reading interests for the faculty:

**Table 1**  
**Ranking of Favored Reading Interests (Faculty)**

<i>Reading Interest.....</i>	<i># of Selections .....</i>	<i>Percentages .....</i>
Education .....	10 .....	10.4
Fine Arts .....	9 .....	9.4
Health Sciences .....	8 .....	8.3
Psychology .....	8 .....	8.3
Natural Sciences .....	7 .....	7.3
The Humanities .....	7 .....	7.3
Languages .....	7 .....	7.3
Music .....	6 .....	6.3
Religion .....	6 .....	6.3
Social Sciences .....	5 .....	5.2
Business .....	5 .....	5.2
Environmental Studies .....	5 .....	5.2
Communications .....	4 .....	4.2
Computer Studiens .....	4 .....	4.2
Mathematics .....	4 .....	4.2
Philosophy.....	1 .....	1.0

The high percentage that chose education as an area of reading interest is hardly surprising but the high interest of the faculty in the fine arts might be. Surprising to the author is the low position of philosophy, simply because of its kinship to religion, which holds a high priority in a university offering an M.A. in Urban Ministry Studies, as well as undergraduate degrees in religion.

For students, [See Table 2] the highest declared personal reading interests were: religion (thirty selections), education (twenty-nine selections), and psychology (twenty-seven selections). Lowest reading interests were: environmental studies (five selections), mathematics (six selections), and fine arts (nine selections). Table 2 presents the ranking for personal reading interests of the student body.

Religion is of greater interest to the student body than it is to the faculty. Indeed, the first three of the top-named interests all indicate areas of public service and thought. In the case of the student body, the surprise might be the low position (last selected) given to environmental studies, an apparent contradiction of the popularity assumed for such studies.

The author had theorized that faculty members had a greater diversity of interests than students. Statistical analysis proved the oposite. A student had 4.2

**Table 2**  
**Ranking of Favored Reading Interests (Students)**

<i>Reading Interest</i> .....	<i># of Selections</i> .....	<i>Percentages</i>
Religion .....	30 .....	11.1
Education .....	29 .....	10.7
Psychology .....	27 .....	10.0
Business .....	26 .....	9.6
Communications .....	22 .....	8.1
Music.....	22 .....	8.1
The Humanities .....	20 .....	7.4
Health Sciences .....	15 .....	5.6
Social Sciences .....	14 .....	5.2
Philosophy.....	14 .....	5.2
Languages .....	12 .....	4.4
Computer Studies .....	11 .....	4.1
Fine Arts .....	9 .....	3.3
Natural Sciences .....	6 .....	2.2
Environmental Studies .....	5 .....	1.9

reading interests; a faculty member had 3.8 reading interests. Ranking questions are harder to interpret. The percentages, based on division by the total number of selections for all media for all choice levels (i.e., 207 for faculty responses, 683 for student responses), are less, closer, slimmer in difference. For questions asking what media should be favored in buying library materials, these were the results, illustrative of the point just made about the closeness of priorities:

**Table 3**  
**Priorities of Media for Purchase as Ranked by Faculty**

<i>Choice Level</i> .....	<i>Medium</i> .....	<i># of Selections</i> .....	<i>Percentages</i>
#1 .....	Books .....	8 .....	3.9
#2 .....	Computer-Assisted Instruction .....	6 .....	2.9
#3 .....	Journals & Magazines .....	5 .....	2.4
#4 .....	Journals & Magazines .....	4 .....	1.9
#5 .....	CD-ROMs .....	5 .....	2.4
#6 .....	Videos .....	4 .....	2.4
#7 .....	Compact Discs .....	3 .....	1.4
#8 .....	Compact Discs, Audiotapes ..	4 (each) .....	1.9 (each)
#9 .....	Records, Audiotapes, Microforms, Maps Flat Art .....	2 (each) .....	1.0 (each)
#10 .....	Audiotapes .....	3 .....	1.4
#11 .....	Maps, Flat Art, Other Audiovisual .....	3 (each) .....	1.4 (each)
#12 .....	Games and Simulations .....	4 .....	1.9
#13 .....	Flat Art, Other Audiovisual ...	4 (each) .....	1.9 (each)
#14 .....	Other Audiovisual .....	3 .....	1.4

The selection of priorities for media purchase from students are different, although there are the same number of ties among the choice levels:

**Table 4**  
**Priorities of Media for Purchase as Ranked by Students**

<i>Choice Level</i>	<i>Medium</i>	<i># of Selections</i>	<i>Percentages</i>
#1	Books	35	5.1
#2	Journals & Magazines	18	2.6
#3	Newspapers	13	1.9
#4	Videotapes	12	1.8
#5	Newspapers, Audiotapes	6 (each)	0.9 (each)
#6	Videotapes, Audiotapes	8 (each)	1.2 (each)
#7	Videotapes, CD-ROMs, Compact Discs, Audiotapes	6 (each)	0.9 (each)
#8	Records	10	1.5
#9	Compact Discs	10	1.5
#10	Microforms	6	0.9
#11	Maps, Flat Art	9 (each)	1.3 (each)
#12	Flat Art	11	1.6
#13	Games and Simulations	18	2.6
#14	Other Audiovisual	18	2.6

Notable is the priority given to books by both faculty members and students. As the top-ranked medium, their authority if not their popularity remains unchallenged among materials to be considered for purchase. Journals and magazines are solidly in third and fourth positions as items of purchase among faculty members. They are ranked even higher by students as a second priority for purchasing. Newspapers were never ranked higher than another medium on any choice level by faculty; hence, they disappear from the ranked media listed. Faculty members do have a high regard for computer-assisted instruction (CAI) (choice #2 level); CAI is apparently not highly regarded or recognized by students. Surprisingly perhaps, is the fact that videocassettes never rise above third choice among faculty members; and games and simulations never rise above fourth choice among students.

When students were asked to designate the priorities they would assign to various media as favored source materials for completing classwork assignments, they gave the answers displayed in Table 5.



**Table 5**  
**Media Favored for Personal Study by Students**

<i>Choice Level</i>	<i>Medium</i>	<i># of Selections</i>	<i>Percentages</i>
#1	Books	21	4.2
#2	Journals & Magazines	16	3.2
#3	Books	11	2.2
#4	Encyclopedia Articles	13	2.6
#5	Videocassettes	10	2.0
#6	Audiocassettes	13	2.6
#7	Audiocassettes	10	2.0
#8	Flat Art	13	2.6
#9	Flat Art	11	2.2
#10	Other Audiovisual	24	4.8

It is immediately noted that there is only one top-ranked medium at each choice level, although that medium may command more than one choice level. The percentages given become higher, mainly because a lower divisor (495) is being used, indicative of the fact that fewer choice levels are being asked for in this section.

Books still assert themselves on two choice levels, as do audiocassettes and flat art. Flat art makes a surprisingly strong showing. Disappearing from Table 5 are newspapers, films, and CD-ROMs; they simply did not command a top number of selections on any choice level.

When faculty members were asked to designate their preferences among media for use in classroom instruction, videos attained the priority ranking that many would automatically assign to them.

### **Preferred Media for Classroom Instruction (Faculty)**

With the addition of percentages calculated with a divisor of 237 (the total number of selections that were made for all media on all choice levels), the reader is offered the following:

**Table 6**  
**Preferred Media for Classroom Instruction (Faculty)**

(With the addition of percentages calculated with a divisor of 237, the total number of selections that were made for all media on all choice levels.)

<i>Choice Level</i>	<i>Medium</i>	<i># of Selections</i>	<i>Percentages</i>
#1	Videocassettes	12	5.1
#2	Films	5	2.1
#3	Filmstrips, Compact Discs	4 (each)	1.7 (each)
#4	Films	4	1.7
#5	Slide/Tape Presentations	3	1.3
#6	Slides	4	1.7
#7	Filmstrips, Transparencies	3 (each)	1.3 (each)
#8	Compact Discs, Audiotapes, Slide/Tape Presentations	3 (each)	1.3 (each)
#9	Compact Discs	5	2.1
#10	Filmstrip/Tape Presentations	5	2.1
#11	Kits and Models	5	2.1
#12	Other Audiovisual	5	2.1
#13	Records, Kits & Models, Other Audiovisual	1 (each)	0.4 (each)

It is in this table reporting teacher preferences for media use when instructing that videocassettes claim the superiority they demonstrated in the study at Georgia State University, in which “[v]ideocassettes proved to be the most heavily used medium by questionnaire respondents, as well as by faculty members in personal interviews.”<sup>40</sup>

Of course, older media are not necessarily forgotten. Filmstrips claim a high place in Table 6, selected as a third-level choice and on two other choice levels. Films also showed a presence as second and fourth-level choices. Additionally, slides and slide/tape presentations make a strong showing as fifth and sixth level choices. Videos may lead, but they do not eradicate older media.

The last sizeable section and table is a return to the selection of as many options as seemed appropriate (i.e., the collective-count inquiry), as opposed to ranking. In calculating the percentages, the total of responses for all eight proposed roles that could be provided by the library was used as a divisor (123 for faculty, 321 for students) -- i.e., the percent of all selections made:

**Table 7**  
**Perception of Roles of the Library (by Faculty)**

<i>Perceived Role</i> .....	<i># of Selections</i> .....	<i>Percentages</i>
Reference Service .....	24 .....	19.5
Assist and Instruct Students in Research .....	20 .....	16.3
Place to Find Items to be Checked Out .....	18 .....	14.6
A Place for Study .....	16 .....	13.0
Provision of Instructional Materials .....	16 .....	13.0
Provision of Non-Assigned or Recreational Reading .....	11 .....	8.9
Place for Small Group Study .....	10 .....	8.1
Programs (Speakers, Films, Etc.) .....	8 .....	6.5

For the students, the results were as follows:

**Table 8**  
**Perception of Roles of the Library (by Students)**

<i>Perceived Role</i> .....	<i># of Selections</i> .....	<i>Percentages</i>
Reference Service .....	50 .....	15.6
A Place for Study .....	50 .....	15.6
Assist and Instruct Students in Research .....	49 .....	15.3
Provision of Instructional Materials .....	47 .....	14.6
Place for Small Group Study .....	36 .....	11.2
Place to Find Items to be Checked Out .....	34 .....	10.6
Provision of Non-Assigned or Recreational Reading .....	28 .....	8.7
Programs (Speakers, Films, Etc.) .....	27 .....	8.4

Both faculty and students see the provision of reference services as the top function of the library. Assisting and instructing students in research methods also ranks high - it is the second choice for faculty members and the third choice for students. A place for study ranked higher for students (second highest) than it did with faculty members (fourth). It seems reasonable that the place for study role is perceived more strongly by those who use the library for that purpose. The role of providing instructional materials is perceived almost equally by both groups (fifth for faculty members, fourth for students).

Viewing the library as a place for finding items to be checked out was included by the author half facetiously at first; but in reality, many may well view the library in that way.

Students perceive the library as a place for small group study more so than



do faculty members; however, there could be a critical difference in the reasons (group study assigned by faculty for class projects versus groups organized by students among themselves). Using the library for recreational reading is ranked higher by faculty. Neither students nor faculty view the library as a center for programming at any appreciable level.

Faculty members declared their preferred ways of learning to be reading, thirteen responses (52%); viewing, ten responses (40%); listening, nine responses (36%); followed by practical experience, seven responses (28%). The divisor is the number of faculty members responding (twenty-five).

For students, method of learning preference was reading, seventeen responses (26.2%). Listening and practical experience were tied for second place, sixteen responses (24.6% each). Viewing was last, fourteen responses (21.5%). The divisor is the number of students responding (sixty-five).

In some concluding matters, after having been given the opportunity to recommend media titles, seventeen faculty members (81%) declared they liked being asked to recommend media titles. One faculty member was not sure. In answer to the same question, thirty-eight students (70.4%) liked being asked to recommend media titles.

When asked, "Do you feel you should be asked to recommend titles on a continuing basis?" nineteen faculty (90.5%) felt they should be asked on a continuing basis. Forty students (72.7%) felt they should be asked to recommend titles to the library on a continuing basis.

The greatest number of faculty members and students rank the library as extremely important, fourteen (58.3%) for faculty; and thirty-seven, (60.7%) for students. Three (12.5%) faculty members ranked the library as very important; fifteen students (24.6%) ranked the library as very important. Six faculty members (25%) ranked the library as important; seven students (11.5%) ranked the library as important. One faculty member saw the library as "somewhat" important; one student also ranked the library as low. Only one person, a student, ranked the library as not important at all.

Concerning the last question, "Do you desire instruction in how to use the library beyond what is regularly offered?" fifteen faculty members (65.2%) replied no; eight (34.8%) replied yes. However, of one of the most significant statistics coming out of this study, forty-five students (77.6%) indicated the desire for more bibliographic instruction.

## Comments Made in Interviews and Voluntarily Written On Questionnaire <sup>41</sup>

Many student comments indicated the desire for a larger library facility: "More seating...larger area." Most comments were bluntly stated: "Get the library out of the basement." "The library shouldn't be in the basement." Two interviewees were vociferous on the need for a new location.

One interviewee wanted evening hours for the library, which will not be possible until a second librarian is hired or a student clerk is added to the staff. One interviewee wanted "more updated" resources, which will probably be impossible until the library has a budget with which it can purchase materials. Some suggestions seem totally impossible; e.g., "windows" in a basement?

Other suggestions did seem possible. One interviewee wanted foliage, which could be provided. One suggested that the level of awareness of the library might be lifted by a regularly published column in Martin University's newsletter, *The Martin University Communicator*, in which new materials could be reviewed. One interviewee saw the possibility of extracurricular programming (film programs, plays, lectures, etc.) -- a suggestion that drew little support from others.

Other suggestions for new directions in the development of services and resources were assistance in the production of audio and video tapes, provision of facilities for listening to and viewing tapes, and online access to other libraries. Catalogs to software seemed a minimum provision to one student.

Specific requests for printed materials included books covering resume preparation and career planning, reserve copies of required textbooks, and extra or supplementary reading.

One interviewee felt, "The library should be in one building; there should be a computer system joining Martin University to IUPUI (Indiana University Purdue University at Indianapolis) and its medical library; there should be study rooms and weekend hours." Those suggestions came from a Martin University student who drives to IUPUI regularly to use its libraries.

As far as faculty comments, one faculty member would like to see more books, magazines, and videocassettes. Another is understanding of the real situation "to the extent that money and space allow." One faculty member, in response to the question about bibliographic instruction, would like to know how to access other libraries, including Indiana University at Bloomington.

The library is valued. One faculty member writes, "I bring in my class every semester." The persons interviewed seemed to find the library, including the Library of Congress Classification System, easy to use.

Students wrote of "space," and "renovation." One suspects these words echo back to the seemingly unanimous declaration: "Get the library of the basement."

### Summary of the Data

The author would like to point to some similarities between this and Besemer's study which she could not make because of the limitation of the number of areas in which she collected data. Both faculty members and students in her study and at Martin University declared reading to be their preferred way of learning. Both groups, when given an opportunity to set priorities from options which included printed materials, gave first priority to books. (See Tables 3 and 4). Students gave journals and magazines second priority. Faculty members gave third priority to journals and magazines, a departure from the pattern observed at Georgia State University by Agnew, Meneely, and Thaxton. The high ranking of computer-assisted instruction for media purchases by Martin University faculty stands out. Of course, students had an additional opportunity to prioritize a set of options which included printed media, that of media for personal study (see Table 5) and again, books rose to top priority. Journals and magazines remained as second. In conclusion, what the respondents reported as a preferred way of learning was supported by their selections of top-rated media. Consistency is proof.

A survey of faculty personal reading interests showed education (a professional interest, assuredly), fine arts, health sciences and psychology (tied for third) to occupy the top three levels of interest. (See Table 1). The high priority of fine arts seems a surprise.

For students, the highest three areas of personal reading interests were religion, education, and psychology. For this group, fine arts fell to the bottom of priorities, along with environmental studies and natural sciences. (See Table 2). A person senses a possible commitment to community service in the top three selections, especially since psychology was selected by majors in counseling, religion, education, health care, nursing, criminal justice, as well as psychology. It seems reasonable that students are open to more reading interests while faculty members are professionally interested in the fields with which they are identified.



When media use was viewed within the application of classroom instructional purposes (the same frame of reference found in the study of Agnew, Meneely, and Thaxton at Georgia State University), videocassettes rose to top priority among the media selected. (See Table 6). Films and filmstrips claimed surprisingly high priorities. Computer-assisted instruction dropped out of the list, simply because that medium was too distributed as a selection; it could not command a priority position on any choice level.

Both faculty members and students assigned top priority to the library's role as a provider of reference services (the least recognized role according to faculty and students in Besemer's study of an audiovisual library component at the State University of New York at Buffalo). Assisting and instructing students in methods of research appeared as second priority for faculty members at Martin University and as third choice of students. (See Tables 7 and 8). The designation of this latter role is further supported by the answer to the question, "Do you desire instruction in how to use the library beyond what is regularly offered?" which evoked an extremely high "yes" response (77.6%). A person wonders whether adding a library staff member -- a person willing to work weekends and evenings while dedicating himself to writing brochures and other instructional materials -- or a member of the English department who would be willing to write formal courses in bibliographic instruction, should be considered in meeting what is a very pronounced need for instruction as expressed by students in the survey.

The majority of faculty members and students liked being asked to recommend media titles for the library and would like to continue to do so. The positive responses to the two questions covering the willingness to make recommendations range from 70.4% to 90.5%.

A great number of faculty members and students rank the library as being extremely important (60.7% of students, 58.7% of faculty). The author suspects there are the makings of a faculty advisory committee and a Friends of the Library group somewhere in that supportive vote.

## Questionnaire

Your university is planning for the next century. We would appreciate your input. Your suggestions will be given full consideration. Thank you for your cooperation.

Check One:  I am a student.  I am a faculty member.

Check One:  Male  Female

Check One (age group in years):  18 to 29  30 to 49  50 or over

For Students to Complete: My major subject of study is: \_\_\_\_\_

For Faculty to Complete: My department is: \_\_\_\_\_

For All Respondents to Answer:

My personal interest are (check more than one, if necessary):

- |   |  |
|---|--|
| <input type="checkbox"/> Business         | <input type="checkbox"/> Natural Sciences      |
| <input type="checkbox"/> Education        | <input type="checkbox"/> Environmental Studies |
| <input type="checkbox"/> Communications   | <input type="checkbox"/> The Humanities        |
| <input type="checkbox"/> Computer Studies | <input type="checkbox"/> Languages             |
| <input type="checkbox"/> Health Sciences  | <input type="checkbox"/> Fine Arts             |
| <input type="checkbox"/> Mathematics      | <input type="checkbox"/> Music                 |
| <input type="checkbox"/> Social Sciences  | <input type="checkbox"/> Philosophy            |
| <input type="checkbox"/> Psychology       | <input type="checkbox"/> Religion              |

For All Respondents to Answer:

Please suppose that your library had just been granted \$500,000 to spend as the staff wanted. Indicate to the staff how you feel the money should be spent, marking "1" for most desirable, to "14" for least desirable.

- |   |   |
|---|---|
| <input type="checkbox"/> Books                                    | <input type="checkbox"/> Phono Disks (Records)                  |
| <input type="checkbox"/> Journals & Magazines                     | <input type="checkbox"/> Audio Tapes                            |
| <input type="checkbox"/> Newspapers                               | <input type="checkbox"/> Microforms                             |
| <input type="checkbox"/> Video Tapes                              | <input type="checkbox"/> Maps                                   |
| <input type="checkbox"/> CD-ROMs                                  | <input type="checkbox"/> Art Prints, Still Photos, Flat Visuals |
| <input type="checkbox"/> Computer-Assisted Instructional Programs | <input type="checkbox"/> Games/Simulations                      |
| <input type="checkbox"/> Compact Disks                            | <input type="checkbox"/> Other Audiovisual Devices              |

For Students to Complete:

If I wanted to write a short report on Nelson Mandela, I would most like to find (rank in order of preference from "1" for most desirable to "10" for least desirable):

- |  |  |
|--|--|
| <input type="checkbox"/> An Encyclopedia Article   | <input type="checkbox"/> Audiorecording/Interviews   |
| <input type="checkbox"/> Newspaper Articles        | <input type="checkbox"/> Film of Subject             |
| <input type="checkbox"/> Journal or Magazine       | <input type="checkbox"/> Mounted or Flat Photo Items |
| <input type="checkbox"/> Books                     | <input type="checkbox"/> CD-ROM on African Affairs   |
| <input type="checkbox"/> Video Recording/Interview | <input type="checkbox"/> Other Audiovisual Devices   |

For All Respondents:

My preferred way to learn is (rank from "1," favorite, to "4," least favorite):

- Reading  Listening  Viewing  Practical Experience

For Faculty Members to Complete:

Of the following items which could be used with classroom (or group) presentations, please indicate which you would be most inclined to use, from "1," most inclined to use, to "13," least inclined to use.

- |   |  |
|---|--|
| <input type="checkbox"/> Video Tapes                              | <input type="checkbox"/> Compact Discs             |
| <input type="checkbox"/> Computer-Assisted Instructional Programs | <input type="checkbox"/> Audio Tapes               |
| <input type="checkbox"/> Films                                    | <input type="checkbox"/> Phono Discs (Records)     |
| <input type="checkbox"/> Filmstrips                               | <input type="checkbox"/> Slide/Tape Programs       |
| <input type="checkbox"/> Transparencies                           | <input type="checkbox"/> Filmstrip/Tape Programs   |
| <input type="checkbox"/> Slides                                   | <input type="checkbox"/> Kits and Models           |
|   | <input type="checkbox"/> Other Audiovisual Devices |

For All Respondents:

Please recommend a few titles you would like to see added to the library, and please specify the format in which you know the titled item (that is: it is a book; it is a journal; it is a film; it is a CD-ROM product; and so on).

For All Respondents:

Do you like being asked to recommend titles?  Yes  No  
Do you feel you should be asked to recommend titles on a continuing basis?  
 Yes  No

For All Respondents:

In my opinion, the purpose of the library is (check more than one, if necessary):

- To Provide a Place for Study
- To Provide Instructional Materials
- To Provide Reference Services
- To Assist and Instruct Students in Research
- To Provide a Place for Small Group Study
- To Provide Non-Assigned or Recreational Reading
- To Provide Programs (Speakers, Films, Etc.)
- To Provide a Place to Find Items to be Checked Out

For All Respondents:

How important is the library to you?

Extremely  Very  Important  Somewhat  Not at All

Do you desire instruction in how to use the library beyond what is regularly offered?

Yes  No

The library thanks you for your cooperation in completing this survey form. We are building toward the new Centruy, your library, and you.



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### Endnotes

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3. "History of Martin University"
4. *Martin University: Community Psychology*

5. Martin University: 1994-1997 Academic Catalog
6. "Summer Tutoring Results in Higher Retention"
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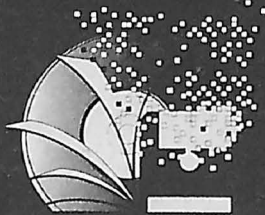
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