INDIANA LIBRARIES

A
Quarterly
Journal

Manuscripts should be sent to the editor, Ray Tevis, INDIANA LIBRARIES, Department of Library Science/NQ322, Ball State University, Muncie, IN 47306.

Content: INDIANA LIBRARIES publishes original articles written with the Indiana library community in mind. Many issues are theme oriented. The Publications Board welcomes all timely contributions.

Themes and Deadlines

Theme	Issue	Manuscript Deadline
Redo or Build Anew: Library Construction	Fall 1983	June 1, 1983
Pot Pourri	Winter 1983	Sept. 1, 1983
Oral History Projects	Spring 1984	Dec. 1, 1983
Video Collection Development	Summer 1984	March 1, 1984

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

Photographs or graphics are welcome and should accompany manuscript if applicable. Contributions of major importance should be 10-15 pages double spaced. Rebuttals, whimsical pieces, and short essays should be 2-7 pages double spaced.

Processing: Manuscripts will be acknowledged upon receipt, and a decision. concerning use will be made twenty days after the issue manuscript deadline. The editor reserves the right to revise all accepted manuscripts for clarity and style. Upon publication, the author will receive two complimentary copies.
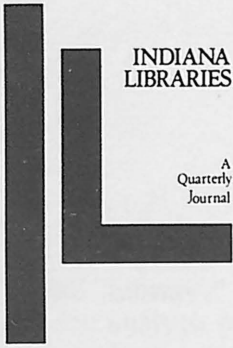
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The Planning Process

Planning is one managerial task that is stressed in administration courses in library schools. Library educators place great importance upon planning in these courses, and every student is aware that planning is an important function of the practicing librarian. The amount of time devoted to planning and the emphasis upon this managerial task in courses, however, often appears to be out of proportion with the realities confronted by many practicing librarians.

During the recent holiday period, I met a former student who exclaimed, "I know planning is important! But quite frankly, I simply don't have any time. I've been in a crisis management situation since I walked into the library!" Many other library school graduates may be facing this same problem. The exigencies of the moment delay and even postpone the function of planning. The fact that allocations of time for planning in the past were minimal (probably nonexistent) explains in part why every situation today is a crisis.

The statements of this student evoked some very clear and very real memories from my managerial experiences. And I realize that the lack of time for planning is a serious problem; somehow in that busy day, in that busy week, one must allocate time for planning.

The articles in this issue will not solve the problem of allocating time for planning, but the authors do address the planning process from four different aspects.

In "Reflections on Library Planning at Crawfordsville District Public Library," Bridgie Hackstaff Brelsford describes the community analysis project at that library. She states of the experience, "We had moments of frustration and moments of enlightenment." Perhaps an accurate summation of all library experience! The Library's implementation of this project emphasizes one important principle of planning: Successful planning involves the cooperation of staff members, and in this particular case, the entire community.

Arthur S. Meyers of the Muncie Public Library stresses the importance of utilizing community assistance in the planning process, when such assistance is available and offered. Not every city in Indiana, however, has an academic institution with a Department of Library Science. Meyers, in his description of student projects, appears to have gained valuable knowledge and statistics for Muncie Public Library from the endeavors of several students who gained valuable practical and professional experience.

Children's librarians will welcome the conclusions reached by Jill P. May of Purdue University in her research, "Oral Folklore Presentations: Storytelling or Media?" May reports that "many of the theories given by librarians concerning the significance of the traditional story hour are correct." Librarians can plan storytelling programs, knowing which of their approaches are most effective. Additional research in this area would be welcomed by children's librarians.

Mary Ellen Kennedy of Purdue University reminds academic librarians in "Academic Library Planning: Looking at Needs of Special Groups" that they must consider the needs not only of students and faculty but also special user groups who utilize the institution's educational services.

These articles reinforce the fact that planning achieves significant results for librarians as they strive to provide and improve library services to their communities. It may be difficult to resolve the problem of allocating time for planning, but the results of planning can be demonstrated.—RT

Reflections

on Library Planning

at Crawfordsville District

Public Library

Bridgie Hackstaff Brelsford
Reference Librarian,
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The library planning process began at the Crawfordsville District Public Library in the spring of 1980 when Dr. Choong Kim, Professor of Library Science at Indiana State University, asked us to be the pilot library for his statewide project. During the next two years we worked with Dr. Kim, adopted some procedures from the ALA's *A Planning Process for Public Libraries*,[1] used ideas presented by Dr. Roger Greer in his Indiana Community Analysis Institute,[2] adapted a survey form from *the U*N*A*B*A*S*H*E*D Librarian*,[3] and added a few original procedures of our own. We set out to gain knowledge in four areas:

1) how the library was actually being used,
2) why some people did not use it,
3) how the staff perceived the library and its services,
4) the demographic make-up of our library's service area.

To obtain information, we conducted four difference user surveys, a non-user survey, two door counts, a circulation analysis, a staff survey, reference tallies, and a statistical survey of our community. In retrospect this seems rather well organized. In reality it was a trial and error learning process. After all, isn't that the function of a pilot in any project? We had moments of frustration and moments of enlightenment; it has been an interesting challenge.

One of the universal rules of library planning is "Don't collect more information than you are going to use." I have yet to figure out how you know before you get the statistics which will and will not be useful. Obviously, it is probably unnecessary to find out how many patrons own dogs in order to know that books on dog training are needed. On the other hand, early in our project we neglected to count the number of nurses in our medical community. When we corrected this we discovered 157 RN/LPN's and only 21 doctors. This figure explains why we have such a high demand for continuing education on nursing procedures.

A cardinal rule I would add is "Make sure you have someone knowledgeable in statistical analysis on your staff, or at least willing to help, before starting your project." It is true that some of the surveys are easy to interpret: the door counts, "What the Library Means to Me," the geographic distribution map, the reference surveys, the non-user survey, and some parts of the user surveys. However, comparison of data from the various surveys and adjustment of statistics requires training. Fortunately, Dr. Kim likes statistics. He is at this time working with the computer printouts from our last survey. Without his help many of our surveys would never have progressed beyond the data gathered stage. Even though we do not have that final report at this time, we do have mini-reports from each aspect of the planning process from which we have learned some interesting things and on the basis of which we have already made practical changes in our library's operations and policies.

The First Survey (May 1980)

From our first survey we wanted to identify the who, when, what, and how much of patron use. We were so anxious to get started we committed two errors, notably with regards to the timing and the distribution of the questionnaires. Being naive, we simply gave out the forms at the circulation desk and asked that they be returned when the library materials were returned. Only 80 out of 365 questionnaires were brought back. This was not a large enough response to make the statistics totally meaningful. However, it was a good learning experience for us and we did take note of the responses to two questions which seemed of unusual interest. In one case the answers indicated that 25 percent of our users lived outside our taxing area. Since we are in a county which has several unserved townships this seemed of potential importance. It needed further corroboration. In the second case, there was an unusually high response to "I look at exhibits." At that time we did not have any-

one on our staff responsible for exhibits. Displays just kind of happened if a patron offered to bring something in. However, with this indication of interest in mind, the next staff member who was employed was chosen, in part, for her artistic knowledge and experience in museum management. She has set up a continuous schedule of exhibits. In the 1981 user survey "Look at exhibits" came in 5th on the list of patron activities—topped only by 1) Browse, 2) Consult card catalog, 3) Check out materials, and 4) Read newspapers. This continued interest in exhibits indicates that by expanding this program the library is meeting a community need.

Timing was our second error. Here, again, we were anxious to get started. We did not stop to consider that by conducting the survey on the days surrounding Memorial Day weekend, we would end up with statistics showing virtually no student use of the library. Learning a lesson from this we planned our 1981 survey for the first two weeks of April. Now it looks as though the statistics may show a low response from senior citizens (13.7 percent for ages 60+ is not bad, but probably low). What we forgot to consider was that Easter fell on April 19 in 1981, so at the time of the survey, many of our senior citizens were still wintering in Florida. I hope the next time we conduct a user survey we will try it in October, when schools are in session and before the "snow birds" go South. I wonder who we'll lose then?

Door Count (July 9 and 12, 1980)

We chose a Wednesday and a Saturday for this count, hoping that they would be representative of our busy and slow days. We hired our pages for extra hours. Standing at the doors with tally sheets they used their own judgment to categorize people into three age groups: 0-20, 21-64, 65+. The sheets were sent to Dr. Kim for analysis. The results showed heavy use by women and children on Wednesday morning, which was not surprising, considering the fact that we have a children's film program that day. Of interest was the 60 percent/40 percent use by women over men. Not that we were surprised at the larger figure for women, but rather that when we compared these statistics, gathered over only two days, with a later count, taken over 2 weeks, the proportion remained almost the same: 64.5 percent/35.5 percent. It would seem that the earlier count had been more accurate than I had supposed it to be.

Circulation Study (June-July, 1980)

The purpose of gathering circulation data, in addition to the statistics which are normally kept by the library, was to find out which specific subject areas were and were not being used. Dr. Kim suggested two methods: the circulation analysis and the shelf list/ shelf count.

Circulation analysis

First, for one week, we made photocopies of all book cards from the adult circulation. Only the call number, author and title were reproduced, not the patron numbers. Then, a sampling was taken of all adult book cards filed in the current circulation file. Every tenth adult book card was tallied by its class number. This represented circulation for a five-week period. We sent the photocopies and the tally sheets to Dr. Kim for analysis. The resulting figures showed in statistical form what was generally known by the staff, that in nonfiction our library has heavy demand for individual biographies, information on health, travel, authorship, handicrafts, sports, and cooking. Perhaps of more value, particularly during lean times, will be the information on which subject material did not circulate. But in order to know why the circulation in some areas was low we needed to determine whether this was due to a lack of patron interest or to a lack of books. Therefore we conducted the shelf list/shelf count.

Shelf list/shelf count

The purpose of this activity was to tell us the number of books supposedly owned in each class area and to compare this with the number of books on the shelves in each area at a given time. Using a little mathematics one ought to be able to calculate the number of books in circulation. Also, by noting the copyright dates of the books from the shelf list, the currency of materials is easily discernable. Here again, we gathered the data and sent it to Dr. Kim. Frankly, I was concerned about the validity of these figures. The adult nonfiction collection had not been inventoried for several years. We knew that there had to be discrepancies between the number of cards in the shelf list and the actual number of books in the collection. Our concern about this discrepancy, plus the crying need for more shelf space for new books, prompted us to start what we had intended to do for quite some time — we began a weeding inventory.

While working on the inventory, I felt I was receiving a more accurate picture of the collection because patterns of circulation are obvious from the book cards. I felt that perhaps the shelf list/shelf count had been wasted effort. However, I recently turned the inventory/weeding process over to another staff member. Now I realize that if statistics are not gathered and written down for all to see, then only the person directly involved with the inventory gains any knowledge. The methods we used for circulation analysis were too time consuming to do on a regular basis. If such data could be gathered and analyzed by computer, then I can see that this would be a useful tool for collection development.

The Non-user Telephone Survey (August, 1980)

We found that this survey gave us the best and most concrete information for the expansion of library services. We paid a member of our Friends group to do the telephoning. She contacted two homes on each block within Crawfordsville's city limits, and two or three homes on each road in the township. The names were taken from the geographic section of the city/county directory. About 400 calls were made, netting 199 responses. Of these, 106 people responded that they had either never used the library or that they had used it at one time, but were not doing so now. In order of frequency the reasons given for non-use were:

1) I'm just not a reader
2) I don't have time to read
3) I buy my own books
4) I have eyesight problems
5) I just never think about the library
6) I'm homebound/I don't have transportation

These presented a challenge, and a chance for immediate action. We decided that the best response we could make to answers 1, 2, 3, and 5 would be to expand the publicity on our non-book and reference services. The "poor eyesight" problem could best be met by an increased emphasis on our large print book collection, but unfortunately, we were not in a position to respond immediately to the "homebound" problem. The survey strengthened our desire to establish a home delivery service. This remains a top priority item on our goals and objectives.

Large Print Collection Analysis (September, 1980)

Before starting to purchase more large print books we felt we needed to know if we were correct in thinking that the predominant use of the collection was by women who were interested in religious/ inspirational literature. The methodology for this analysis was suggested in Dr. Greer's workshop. We tallied, by year, the number of circulations for each book in the collection, and found that our assumption had been wrong. The inspirational books and the classics rated very low when compared with mysteries, gothics and other current fiction. As a result of this analysis our selection of the new large print books was more in keeping with actual patron reading patterns.

Staff Survey (September 1980)

This was fun. We adapted a form suggested in ALA's *A Planning Process for Public Libraries*. Staff members were asked to complete it at home and return it within a week. So that their responses could be completely honest, they were told that the questionnaires would not be read by the director, but only by a neutral individual (Dr. Kim). He compiled the comments into a general report. It was obvious from the vocal comments during that week ("Those aren't fair questions." "How can I possibly choose which is more important, the . . . collection or the . . . collection?") that many of the staff had never before tried to prioritize activities. Nor had they ever considered the actual role of the library (educational, recreational, historical, archival, etc.) in the community. This survey was valuable as an educational tool for the staff even if it did not produce startling revelations to the administration. The main suggestion was "We need more staff."

Reference Surveys (February 1976 and February 1980)

In the 1980 survey we tried to determine who asked what kinds of questions at what time of the day, to locate areas in our collection which were inadequate for answering the questions, and to determine patterns of reference traffic. Our main problem was that during the busy times the staff did not have time to fill out the forms. Nevertheless we were able to compare the statistics on the number of reference questions with data which had been gathered in 1976 and found that the activities of the department had doubled in just four years. Therein lies one of the best reasons for collecting statistics, for without them you cannot document change.

Geographic Distribution Map (September 1980-September 1981)

This was also fun. We simply posted a county map on a wall close to the circulation desk. When patrons obtained library cards (new or renewal) they placed a pin on the map indicating where they lived. As areas became crowded we used different colored pins to represent clusters of patrons. The map was very pretty. It visually showed the wide area which we serve. Patrons loved it. It never became a definitive picture as it represented only one year's worth of borrowers and our cards are good for three years. We discontinued it because its ultimate value did not seem worth the added responsibility for an already busy circulation staff.

Second User Survey, Door Count, and "What the Library Means to Me" (April 1-14, 1981)

After almost a year of working with the planning process we felt we were ready to try the big user survey again. We rewrote the first questionnaire and arranged for Friends of the Library to staff the distribution tables at the main entrance of the library. Patrons were asked to complete, and return, the questionnaires before leaving the building. At the same time the Friends conducted a door count, using a hand-held punch counter. In addition to the user "Who-I-am-and-what-I-do-at-the-library" type survey we also distributed a "What the Library Means to Me" form, adapted from *the U*N*A*B*A*S*H*E*D Librarian*. On this form patrons were asked to check "Essential," "Desirable," or "Non-Essential" next to each service which the library was currently performing. A maximum of 10 minutes was required to complete both questionnaires.

Responses from "What the Library Means to Me" showed that the framed print collection headed the list of "Non-Essential" items; thus we felt sad, but vindicated, when it had to be the first item cut from the budget. The phonograph collection came in next, and that budget item has now been cut drastically. Granted, these might have been the obvious choices for our Director, but it is reassuring to have statistics to back up such decisions.

On the positive side, the top five "Essential" items were:

1) Librarians available to help find books and information
2) Purchase of new reference books
3) Purchase of new nonfiction
4) Continuation of current library hours
5) Instructional use of the library for school classes.

All in all this was one of my favorite surveys because it was easy for the patrons and they enjoyed feeling a part of the decision making process. Also, the amount of data was manageable by our staff; we were able to tally and interpret it without undue effort.

The same could not be said about the data generated from the larger "Who-I-am-and-what-I-do . . ." survey. There were 61 possible responses on 1037 questionnaires. We were fortunate that Dr. David Maharry offered the use of the Wabash College Computer for the tabulation of the data. Members of the Alpha Phi Omega Service Fraternity loaded the data and Dr. Maharry did the programming and supervised the project. As mentioned, Dr. Kim is currently working on a detailed analysis of this survey.

Before we turned the raw data over to Dr. Kim we did glean some interesting pieces of information. For example, on the use of the Local History/Genealogy collection:

AGE GROUPS	PERCENT OF PEOPLE USING THE ROOM
0 - 19	24.2
20 - 39	30.3
40 - 59	28.8
60 - 79	16.7

The largest use by any ten year age group was 23.4 percent by ages 10-19. If one excludes school use, the largest use was 18.2 percent by ages 20-29. This rather undercuts the standard assumption that Local History/Genealogy collections are used primarily by retired senior citizens.

Another area of interest to us concerned people who were doing their own school work. Our survey showed that 30.1 percent of females who used the library for their own school work were over 30 years of age; 21.8 percent of males using the library for their own school work were over 30. We had known, of course, that adults used the library for educational purposes, but never before had we known how many.

A fact to file under "Trivia": 16 percent of people using the library do so to do their children's school work.

Community Analysis (1980-1982)

In order to measure performance against a service population one must know how many people live there, what they do for a living, educational levels, etc. Trying to gather this data has been the most frustrating aspect of the whole project. Our basic problem

results from the fact that we are a city/township library. This means that city statistics are too small, county ones are too large, and there are very few figures available on the township level. Even trying to determine the number of school children was impossible because the school districts cross the township lines. We have one town in our county which is in three townships—only one of which is in our service area. When we began the project in 1980 we thought that we would be able to draw upon the 1980 census, but as yet that data has not been detailed enough to be of use. We ended up pulling figures out of a hodgepodge of sources. Dr. Kim says that the figures I have given him are "just fine." I am anxious to see the final profile.

The Future

Where do we go from here? What do we anticipate we will have gained by all this work? First, we need to study the comprehensive report. This will be done by the Director, the staff, and the Library Board. At this point we do not anticipate calling together a citizens' committee for direct consultation, although we may make a presentation of pertinent data to Montgomery on the Move, a newly formed group sponsored by our Chamber of Commerce.

We do not foresee any earth-shaking changes in our operations. The Director and the Board have already reviewed the mini-reports, and we have pulled out several items which the Board has backed as high priority projects. They saw the survey as a tool. If further budget curtailments are necessary we will consult the report. When we are able to expand again, we will do the same. It is possible that the real value of the entire project will not be evident until it is used for comparison against Crawfordsville District Public Library's next venture into library planning.

NOTES

[1] Vernon Palmour, Marcia Bellassai, and Nancy De Wath, *A Planning Process for Public Libraries* (Chicago: American Library Association, 1980).
[2] "Indiana Community Analysis Institute," conducted by Roger Greer and Martha Hale, September 25-26, 1980, Indianapolis, IN. Sponsored jointly by the Department of Library Science, Indiana State University, and the Indiana State Library.
[3] "What the Library Means to Me," *the U*N*A*B*A*S*H*E*D Librarian* No. 34 (1980):3.

Public Library Planning

and Library School Students

Arthur S. Meyers
Library Director
Muncie Public Library

Between planning as one of the most important tasks of a library administrator and the reality of daily problems and time constraints lies the potential of library school student field work. While the good texts place orderly planning for the future at a very high level in administrative responsibilities, small and large needs of management arise each day and essentially offset the ideal. The wise administrator takes advantage of any opportunity to gain the ideal and, for the Muncie Public Library, several projects completed by students from Ball State University's Department of Library Science have proven helpful. The field work of these students has enabled us to gain some useful data and provided guidance for the future. For the students, the gain has been first-hand exposure to the realities of actual library work, from time constraints to budget restrictions to personnel problems.

Muncie Public has been fortunate in having Ball State's library science students for their practicum experience for a number of years, most frequently assisting at the busy Information Desk in the Main Library Adult Department but also assisting children's librarians in their range of activities. Beginning in 1981, a new possibility for assistance from the students arose, and that was in the area of community analysis.

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As is true with so many "new" directions in human service fields, community analysis is not a new topic. Sixty years ago, Joseph Wheeler described successful practices in serving the community in his landmark, *The Library and the Community: Increased Book Service Through Library Publicity Based on Community Studies* (1924). Twenty years later, the Library Institute at the University of Chicago was devoted to the topic, and the papers presented were published as *The Library in the Community* (1944).

And as a result of the general societal revolution of the 1960s, along with innovative responses of public libraries, it was inevitable that the 1970s would bring a fresh approach to library service. The January 1976 issue of *Library Trends* was "Community Analysis and Libraries" and every study dissecting the urban public library in the 1960s and 1970s stressed the need to relate to the individual community. Crystalizing these changes were *A Mission Statement for Public Libraries* and *Guidelines for Community Library Service* from the Public Library Association, completed in 1977-78. Rigid numerical standards of service were set aside as the individual community's needs became the focus. The culmination of these efforts was *A Planning Process for Public Libraries* (1980) and, most recently, *Output Measures for Public Libraries* (1982).

During the 1970s, Roger Greer began a series of workshops in which librarians learned "a systematic process of collection, organization, and analysis of data about a library and its community." The studies of individual libraries by participants in Greer's workshops were entered into ERIC and thus made accessible to the profession, rather than being lost in the individual library's files.

In September 1980, several Muncie Public staff members attended the Indiana Community Analysis Institute, sponsored jointly by the Department of Library Science, Indiana State University, and the Indiana State Library. The two-day workshop was conducted by Greer and Martha Hale, both with the Community Analysis Research Institute at the University of Southern California. Participants from public libraries around the state learned about the subject, just as hundreds of other librarians in other states had attended their earlier institutes. We learned the whys and hows of community analysis and came away with the hope of bringing this important direction to our home libraries.

The Indiana Community Analysis Project, coordinated by Dr. Choong Kim of the Department of Library Science of Indiana State University, became the state's LSCA-funded thrust to help libraries

plan for the future, based on the needs of the individual community. The Institute was the first step in introducing the idea and method of community analysis to Indiana public librarians and trustees, and was thus part of the larger national movement gaining the attention of public librarians.

The next objective was a demonstration project following the Institute, involving a number of public libraries in the state. Each would experiment with community data definition, collection, analysis, and interpretation or use, and demonstrate the practical value of the process locally as well as collectively statewide.

The final objective was to compile a community analysis handbook of the results—a description of the demonstration projects and a summary of data analysis and correlation, including information needs profiles and reading interests. Although funding did not continue for the handbook, a number of the demonstration libraries completed community analysis projects.[1]

As one of the demonstration libraries, Muncie Public wanted to look at several aspects of service. While long-time staff members had a clear idea of *who* they served with *what* materials, I felt a need, as the newly-appointed Director, to examine some of our current services for new information, with a special emphasis on any short-comings and on the public not using the Library. We identified specific needs in different agencies that could profit from an in-depth examination. But gathering the information would be a slow process if it were placed on people already feeling burdened from daily responsibilities.

It was at this point that Ball State's Department of Library Science asked me to lead a seminar in the Spring of 1981 on public library services, with special emphasis on community analysis. The invitation to teach the course became a golden opportunity to study our Library.

The goal of the course was to provide students an opportunity to investigate the current and continuing role of community analysis in public librarianship. Upon completion of the seminar, each student would hopefully demonstrate an understanding of community analysis in general, the Muncie community and the role of the library as a community agency. They would investigate in depth a major area of community analysis, examine and report to the class on other areas, and become involved in a community analysis project in the Muncie Public Library.

But before the students could begin an examination of the Library, it was necessary for them to have a clear understanding of community analysis in general. We used the Greer definition and

readings from the *Library Trends* issue to lay the foundation. Student reports on the various readings brought home the theory and practice. We also reviewed Muncie Public's plans as a result of our participation in the demonstration project. And we arranged for the students to take field trips to community meetings that would provide the eight students (who were mostly from other cities) an understanding of some of Muncie's community problems and the way the Library was seeking to become part of the solution. Thus, the class attended meetings of the Advocates for Handicapped Rights and the Citizens Advisory Council, the latter an organization of representatives of neighborhood associations that advises on the city's Community Development Block Grant.

After the first few class sessions, the students began to identify particular projects they were interested in. In each instance, we attempted to structure the project so it would have a practical tie-in to either the student's current job or personal area of interest.

As one of the Library's special concerns was learning more about the use of the Main Library, two of the students developed a walk-in user survey. Prior to this project, the Library staff members who attended the Greer workshop had been formed into a planning committee. We drove through the neighborhoods close to the Main Library to gather impressions and information. The number of items checked out and used in the building was charted on a weekly basis, using the standard format that Kim, as the demonstration project coordinator, had provided us during a visit to Muncie and in other communication. A door count of patrons entering the building also was conducted to assist Library staff members in gaining a fuller picture of the actual usage of the building.

In conjunction with the door count, patrons had the opportunity to place a dot at the location of their homes on a map near the front entrance. The purpose was to show graphically where the Main Library patrons came from. And it was revealing to see the picture of a Library that was being used by all sections of the city, despite a pattern of convenient neighborhood branches and bookmobile service.

One portion of the community analysis could not be easily done by the staff because of time constraints, and that was a walk-in user survey, determining the various people who used the building and comparing the types of material that circulated with what was actually owned. For this more time-consuming gathering of data and analysis, the library science students would prove invaluable.

Armed with material from Kim and Greer, two of the students developed and implemented a walk-in user survey for the Main Library for a two-week period. Besides providing a demographic profile of the users, the survey revealed a pattern of weekly visits to the building by a significant proportion of the users. A key reason for the use was the wide selection of materials, which were not available in our neighborhood outlets. The patrons came to the Main Library to use newspaper microfilm, clipping and picture files, telephone directories, and the diversified reference collection. The single most compelling reason for the visit was to meet a specific information need.

The majority of persons who answered the questionnaire expressed satisfaction with the quality of staff services and collection of materials. A separate study of the questionnaire answered by evening patrons resulted in findings similar to those noted above.

Two other students analyzed circulation and shelf list data from the Children's Room in the Main Library. The most important finding here was the age of the collection, with more than 90 percent of the titles copyrighted before 1977. This finding served as an incentive to update the Dewey classes which were especially old. On the positive side, three-quarters of all the Children's Room books had circulated within the past five years, which showed it was an active, wisely-selected collection.

Another student project was an examination of the possibility of Sunday hours at the busy John F. Kennedy Branch Library. After a literature search and the compiling of an annotated bibliography, the student surveyed eighteen large and medium-sized libraries in the state to gain information on their experience with Sunday service. Where a library had Sunday hours, the service was well-used, but where a library did not have Sunday hours, the lack of money was always mentioned as a major reason. An interview with the Kennedy Branch Librarian and an examination of the staffing costs for service and the utility costs that would be incurred resulted in the student's recommendation that extended service not be started at the present time. The student also suggested that at some future date a survey of the users of the branch should be taken to learn their desires. We had no plans to raise the public's expectations until there was a real possibility we could provide the service.

The next project was map overlays and graphs based on data already collected on Main Library use. Population density and age and housing density were plotted out and projected. School locations

and district boundaries were shown in relation to service outlets. Once again, the value to the Library was to view up close the city demographically and where services might improve or be affected in the years ahead. The students were aided in this project by several resource people from community agencies, showing again the inter-relationships of a public library with total community planning.

The final project from the seminar was an examination of signage in the Main Library. Once we accept the architectural limitations of an eighty-year-old Carnegie building, the question of library signage is very important. And the profession is recognizing this important service factor with several recent writings in both books and articles.

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With the conclusion of the course, it was essential to ask for student evaluation. Most of the students felt they could begin a community analysis in their own public library, with one noting she "would definitely want help from the staff since it is a rather large undertaking and also because it is something they should be involved with." Another wished "each of us could have dealt with our own library situation. It would have been more useful to me and the library where I am now employed."

Most students answered in the positive when asked if the course enhanced their understanding of Muncie and the role of the Library in the community. While one student thought "from listening to the other reports I gained a better understanding of community analysis as it applies to Muncie," another wrote "I wasn't too interested in Muncie's public—only took the course because I thought it might help in relating to my library." All of the students expressed good ideas on how the course could have been better-taught and how the Muncie Public Library could respond better to community needs, while at the same time recognizing the realities of an old building and financial constraints.

Careful planning of any public service requires time and commitment of people. Public libraries have an important ally in departments of library science and elsewhere in the academic community through field work by students. The wise administrator takes advantage of such resources.

Note

[1] For example, Choong H. Kim, "The Indiana Community Analysis Project at the Indianapolis-Marion County Public Library: A Prototype Model" (Terre Haute: Indiana State University, 1982).

Oral Folklore Presentations:

Storytelling or Media ?

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Oral storytelling has long been upheld by children's librarians as an ageless art enjoyed by youthful audiences. Master storyteller and noted authority in the field, Ruth Sawyer once wrote,"I believe storytelling to be not only a folk-art but a living art; and by that I mean much. . .True, child or adult can sometimes go to a book and read the story again for himself; a good and an abiding thing to do, but not the same."[1] Modern authorities have continued to support this philosophy in their writings. In the fifth edition of *Children and Books* it is stated that:

> Children are a natural audience for folk material as is shown in the way they use rhymes in their play. . . Children's calm acceptance of magical events and talking in folk tales is not far removed from their own invention of imaginary companions.[2]

Augusta Baker and Ellin Greene tell their readers that, "In the United States there has been a revival of the art of storytelling, a great oral tradition that needs neither gadgets, activities, nor the support of visual aids."[3] The story hour has never been doubted by children's librarians. And whenever they have been questioned concerning the qualities of the individual teller in comparison to a media rendition, they have responded that media is not as compelling. The true art of storytelling is best captured, according to traditionalists in the field of children's librarianship, when the storyteller is sharing a tale with a small group of children without the aid of devices or the use of media. These materials, they maintain, actually decrease the quality of the story hour experience.

While most library directors have accepted this argument, teachers within the elementary schools have not. Forced to daily work with the same group of children, to plan activities with learning and literary values, they have little time to carefully learn a particular story for a special program. Most have been told about the need for quality literature experiences. Many decide that they haven't time to integrate folktales into their routine. Some educational critics have voiced the opinion that the librarians' emphasis is no longer valid. Furthermore, educators have long been aware of the difference between supposition and proven theory. Thus, in 1977 Patrick Goff correctly observed that, "the repeated denunciation over the years of all forms of dramatization in storytelling as stilted, artificial, destructive, tortured, distracting, unnatural, unartistic, and so on, is clearly a matter of opinion."[4]

This study was designed as an initial analysis of the theory that children enjoy the real storyteller trained in traditional storytelling techniques more than media experiences. With this in mind, the story hour experience was chosen, and the guidelines for the study determined. The questions which this initial research concerned were:

> How much impact does the storyteller have upon the child's emotional response to a tale?
> Is it possible for children to enjoy a media production as much as an oral rendition of a folktale?
> Do children like moving visuals more than still ones? Can children understand a folktale better if it is visually represented?
> Do the tales seem more realistic in oral or in visual form?

In Caroline Feller Bauer's *Handbook for Storytellers* she states, "Children in the primary grades, the five-to eight-year-olds, are also active listeners. The classroom is a perfect place to hold storyhours for these children."[5] This study was conducted within a second grade classroom during the second half of the school year. Although gifted children were not exclusively used in the study, the majority of the children were bright. They had little difficulty filling out the study questionnaire, and asked for an explanation when they were uncertain about a question.

Four traditional folktales, *Snow White* (German), *A Story-A Story* (African), *Hansel and Gretel* (Appalachian version), and *Mr. Miacca* (English), were used. The first exposure to each tale was traditional; the investigator, who has been involved in public, school and festival storytelling for several years, told the story to the children using no devices. The atmosphere of a traditional story hour was maintained, and the story was casually introduced by the storyteller, explaining which country the tale originated from, and fa-

miliarizing the children with a picture book version which they might wish to look at later. One week later these children saw a visual interpretation of the same story. This time, the investigator discussed the audiovisual techniques used (i.e., slide show, animation, live action drama), but did not discuss the story. Students then compared the two in term of characters (which seemed more realistic; more interesting), plot (which was easier to follow; more frightening), and appeal (which was easier to understand; the best). At the final session the children were asked to list their favorite storytelling experience and their favorite visual experience.

After gathering the data, the following conclusions concerning the theoretical hypothesis that folklore is a living art best maintained through traditional retellings can be drawn.

The first story shared was the African tale *A Story-A Story*. This tale was relatively unheard of until 1970 when Atheneum released Gail Haley's picture book version, a book which won the Caldecott award for its illustrations. It has several strengths as an oral tale, however, and can be enjoyed without the illustrations. The story's controlled cadence, use of foreign names, and of the African "spider man" as the central character could most easily create an aura between the listener and the storyteller—if such an aura is a real element found in the storytelling experience. Furthermore, the animated film version released by Weston Woods closely maintains the storytelling atmosphere; the story is read by a black male with a sense of drama, and the music used in the background is created with African instruments. The largest difference between the media and the storytelling experience is in the visual interpretation.

This first story was shared to a sparsely represented class—only eleven children were present both weeks—but the results are important because this film was selected as the favorite visual experience by more children than any other presentation. In fact, eleven children chose the film as their favorite media, while nine chose *A Story-A Story* as their favorite storytelling experience. This is especially significant since these children voted for their first experience, and were able to recall their reactions over a period of eight weeks.

In their initial responses to the story students responded that the characters did not seem to be as real or as interesting in the oral rendition as in the film, but that the hero seemed smarter in the oral version. In both cases, most felt that the story was easy to understand, and that it was the right length. In addition, more students rated the oral version as scary, few felt the story was either sad or funny in either version. Overall, five students liked the oral version more than the film, three preferred the film, and three liked them both equally.

The second experience, *Mr. Miacca*, was chosen so that children would be exposed to the visual story through a slide/tape presentation. Although this story could arbitrarily be judged more frightening since it involves an old man who eats little boys for supper, only four of the twelve children who were present for the storytelling experience felt the story was scary, and four others rated the story as funny. As was true with *A Story-A Story*, less were frightened by the visual experience than by the oral version.

Mr. Miacca's slide presentation was based upon the 1967 picture book version illustrated by Evaline Ness (Holt). The music chosen for the tape was purposely modern—in this case computer music was used—so that the audio presentation could be discussed and explained. As is true in the film *A Story-A Story*, the narrator had a strong male voice.

In neither version did the characters seem real to the children. But the hero, whom we decided as a group was the little boy who escaped from Mr. Miacca, was usually considered to be intelligent in both versions. To these children the oral version was easier to understand, and was told in a more interesting way. However, two children felt that perhaps the oral version was too long, while all thought the visual presentation was the right length. Overall, three liked the storytelling experience best, one liked the media, and six liked them the same. The remaining two children could not decide.

Since the winter flu epidemic still had not subsided, only twelve children had seen both versions. This might explain who so few chose either as their overall favorite presentation or story. It is more likely, however, that seven-year-olds do not understand the humor of this tale, based on a subtle play on words which is found so often in British stories.

The third presentation to be scheduled was *Hansel and Gretel*. Although the film version of the story had been set in Appalachia, very few changes in the text from the Grimm brothers' tale had been made; thus, the storytelling experience used the German version. There are, however, some striking differences between the oral version and Tom Davenport's film version: the children are deserted three times in the Grimm tale, and their return across the river is a major endeavor with the girl, rather than the boy, taking the lead. Child psychologist Bruno Bettelheim in his much quoted *The Uses of Enchantment: The Meaning and Importance of Fairy Tales* says of the crossing:

> Up to the time they have to cross this water, the children have never separated. The school-age child should develop

consciousness of his personal uniqueness, of his individuality. . . This is symbolically expressed by the children not being able to remain together in crossing the water. Gretel's importance in the children's deliverance reassures the child that a female can be a rescuer as well as a destroyer.[6]

This is not depicted in Davenport's film, but the story does vividly show the children's fears of desertion, anxieties about survival, and Gretel's need to kill the witch if she is to free herself and Hansel. While the film is not overtly violent, it is stark. One reviewer commented, "Compared with the violance [sic] available to children on most of the popular television series which abound in bloody encounters, this is a single, effective and useful film which will have great appeal to children-its sinister overtones add to suspense and thus to the enjoyment."[7] Once again the media narrator was male, but this time some of the characters within the visual drama spoke. The entire visual experience was more similar to live drama than any of the others. Because the reviews had discussed the film's frightening aspects, and becuase this evaluator felt that it was the most realistic media, a discussion of live action drama along with a warning that the film might seem frightening was provided before the group viewed the film.

All twenty-three children were in attendance for both the storytelling and filmed presentations. The results of their reactions to this story show that youngsters can clearly delineate between two similar experiences. In this case, the people in the film seemed very realistic to a much larger group than the characters in the oral rendition. Almost none of the children felt that the characters seemed realistic in the storytelling session. Similar proportions of these children felt that the characters were interesting, the story easy to understand, and the story the right length in both versions; but their overall evaluation of the two was very different. Eight children felt the story was funny in the film version, while eleven said the film scared them. Only one student preferred the storytelling experience, eleven liked the media best, and ten liked them the same. In the end, however, only a small group selected *Hansel and Gretel* as their favorite oral story. Yet, it did rate second in media popularity.

The final story used was *Snow White*. In this case, slides of Trina Hyman's illustrations for the Paul Heins translation of *Snow White* (Little, Brown and Co., 1974) were used along with a shortened version of the text. This time the narrator selected was a young girl, and the background music used was classical. Prior to the media presentation, the evaluator suggested that these children might enjoy creating a tape of one of their favorite stories.

Twenty-three children were once again present for both pre-
sentations. In both cases most of the children felt that the story was
easy to understand, that it was not too long, and that it was interest-
ing to listen to, but they were less certain about the characters and
the moral implications of the story. A significant group did not care
for the story's brutal ending. More children objected to the visual
presentation's end than to the end in the oral rendition. Ten child-
ren felt that the story was sad, and eight said that it seemed real
when told to them; seven felt it was sad and six felt it was realistic
in the visual presentation. Overall, fourteen liked the story best when
it was told to them, two liked the media best, and seven liked them
the same.

Looking at the data, the following conclusions can be made.
First, the sex and age of a storyteller will not determine a child's
preference. In all cases the storyteller was female, while in three out
of four media presentations a male narrated the program. In the final
instance, a child narrated.

Generally, these children showed that they preferred the story-
telling experience over the media. In the case of *Hansel and Gretel*
the children preferred the media to the oral presentation; this pre-
ference could be attributed to the movie's use of live action drama,
or to the fact that the story was shorter in the film version. Such
conclusions, however, are not substantiated by this research, and
would need further investigation.

In contrast, an overwhelming majority preferred the story-
telling experience to the visual interpretation of *Snow White*. Yet,
this same breakdown was not as clear when the students compared
the narrative. Obviously, then, it was the use of visuals which dis-
tracted students who wanted to imagine the story for themselves.
Or, perhaps, they were already familiar wit the Disney version and
could accept these sophisticated illustrations.

While the data gathered from this study is not conclusive, it
substantiates the hypothesis that the traditional storytelling ex-
perience is often more enjoyable to small children than is a media
presentation of folklore. The data does show, however, that children
will choose live action drama over the storytelling experience,
whether or not it is frightening.

Young children do prefer moving visuals to still ones. In fact,
they identify most easily with a live action drama. Thus, before the
media is chosen, the professional needs to understand what appeals
to children at different points of development. This can be de-
termined by further studies designed to elicit student/child responses.

On the whole, this group of children understood the oral
version as well as they did the visual presentation. With the exception
of one story *(Hansel and Gretel)*, they seemed to be equally frighten-

ed of the story in either format. Children tend to see the storytelling experience as a presentation of a moralistic tale, and generally feel that the stories are not realistic or likely to happen.

A Story-A Story was a strong favorite in both formats, while neither *Mr. Miacca* nor *Snow White* were considered the best stories by any number of students. *Hansel and Gretel* was a very weak second place choice. It received less than one third as many votes as *A Story-A Story* in the media format, and just two thirds of the votes received by *A Story-A Story* for the storytelling favorite. Two children did not vote for their favorites, perhaps because they were unable to decide. Thus, children at a particular age to have similar tastes in literary and aesthetic experiences. These might be partially dependent upon the individual experience and the group's immediate responses to an experience, but it would be impossible to base any conclusions concerning the catalysis of a particular group on the responses without further research using similar groups of children.

Based upon this study, it can be concluded that many of the theories given by librarians concerning the significance of the traditional story hour are correct. The storyteller does have an impact upon the story, and does create a worthwhile experience which is equally as spellbinding as any modern media—save live drama—and does foster the young child's imagination. Children often do not consciously realize what the story is trying to show about human nature, but they can sense the joy, the sadness, and the fear as expressed through the characters and their activities.

Storytelling is a challenge to the leaders in children's services. It is a challenge which must be met more often through experimentation and through new research studies designed to determine children's understanding of literature, their preferences, and their ability to react to new sharing experiences in the field of children's literature.

Notes

[1] Ruth Sawyer, *The Way of the Storyteller* (New York: Viking Press, 1942), 29.

[2] Zena Sutherland and May Hill Arbuthnot, *Children and Books* (Chicago: Scott, Foresman and Company, 1977), 159.

[3] Augusta Baker and Ellin Greene, *Storytelling: Art and Technique* (New York: R. R. Bowker Company, 1977), 94.

[4] Patrick Goff, "Let's Update Storytelling," *Language Arts* 54 (March 1977): 276

[5] Caroline Feller Bauer, *Handbook for Storytellers* (Chicago: American Library Association, 1977), 4.

[6] Bruno Bettelheim, *The Uses of Enchantment: The Meaning and Importance of Fairy Tales* (New York: Alfred A. Knopf, 1976), 164.

[7] Review, *Film News* 33 (November/December 1976): 38.

Academic Library Planning:

Looking at Needs

of Special Groups

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Planning in academic libraries continues to be a major consideration to that segment of the profession. Arthur M. McAnally and Robert B. Downs[1] noted in the early 1970s that libraries had been deficient in this regard; urgent redress of this problem would be necessary during that decade.

Among components of planning the authors indicated these: expectations by the institutions of higher education for services by the library consonant with university needs; goals of the library and its support of developing academic programs and consequent learning needs; and, finally, all library services, both physical and human.[2] These segments of planning constitute those of basic roles of the library. Anticipating all future needs is an area with which many academic libraries have dealt inadequately, emphasis being on answering pressing immediate demands by the university/college community. Specifically, looking to the future of increased user demand, measurement of present use of materials and services should become part of the planning process, as well as the generation of new use by clienteles which the university or college is already serving.

Planning in academic librarianship with regard to clienteles to be served involves those who serve as well as those who are served. Planning for the future in these institutions involves not only that concerning outlays of money and its direction, but more importantly, the attitudes of those who will use that money in salaries or implementation of programs to serve the needs of those who request such services.

In academic libraries, changes are coming as the result of tightened budgets from a straitened economy. More is being demanded from less. More in the sense of imaginative answers to needs of persons not always considered as part of the mainstream of academic librarianship's clientele, less in terms of money and staff.

One illustration of this fact is that older adults have for several years been entering the field of higher education as students. They join such programs as Elderhostel, which formally began in New England in 1975. This particular program has mushroomed in recent years, especially in the late 1970s when it grew from a small number of states that had institutions sponsoring it to its present rate where programs are located in institutions in all 50 states and abroad.

Elderhostel as an older adult program has not been well known among all of the staff at any one host institution.[3] Librarians as representatives of some of that staff, indicate in some cases that they really do not know the program, and the times when it is being held on their campuses. Because librarians in an academic institution represent a portion of the public service sector of any institution of higher education, they would as individuals, be ones to show a favorable or unfavorable response to an influx of new clientele on campus who would be desiring the services the library could offer.

Elderhostel has certain characteristics not inherent in other college programs. It is a residential program of short duration (a one week stint generally for a group of adults in the 60+ age group). These people enrolled herein are enjoying education for its own sake, in short, a liberal education, one without the strictures of tests or grades.

The adults who enroll are ones who in the main have the desire to investigate learning possibilities in this setting. They are not necessarily in financial or physical conditions which enhance travel from one institution to another within a two-three week period. However, this author has noted that this program has tended to include many persons of high self-motivation, developed interests, assumed financial ability to travel and good health.[4]

As a librarian, one may observe that these persons do find the library a resource of information in the process of self-paced learning. They like to check out books and any other materials which circulate, and to have reference service immediately available. This was especially true with regard to genealogy, which is a pursuit most of these persons undertook, especially when they enrolled in a course called "Roots."[5]

Older adults are growing in numbers as demographic trends show; they are likely to be better educated, and thus will demand services in institutions of higher education. Services would include classes not necessarily for career entry or re-entry, but rather courses and library services that involve learning for the sake of solving information problems that particularly interest them, as well as for personal satisfaction, new experiences, and meeting people.

How do librarians feel about this idea generally? Academic librarians have largely been geared to student and faculty populations that have attended classes for at least one term. With people in this program, librarians can provide many of the same services but perhaps reformatted to accommodate persons on campus for a shorter time span.

Concern for the librarians' interface with older adult patrons as one user group derives from the library's position as public forum in an institution of higher education. Planning for the future in the academic library will likely involve service to such user groups as the older adult and other groups as well.

Notes

[1] Arthur M. McAnally and Robert B. Downs, "The Changing Role of Directors of University Libraries," *College and Research Libraries* 34 (March 1973): 103-124.

[2] *Ibid.*, 115.

[3] The observations of this author are based upon research completed for the PhD dissertation at the University of Pittsburgh; *Service to Older Adult Users of Academic Libraries: A Study of Librarian Attitudes* (1980).

[4] These persons were observed at Glenville State College in 1979 and 1980. They were, from evidence derived from personal conversation and contact, persons of motivation and drive, self-possession, good health and sufficient resources to enable travel. Furthermore, many were well-educated. Elderhostel places no restriction on educational levels of its participants.

[5] Course offered to Elderhostelers at Glenville State College, 1979 and 1980.

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