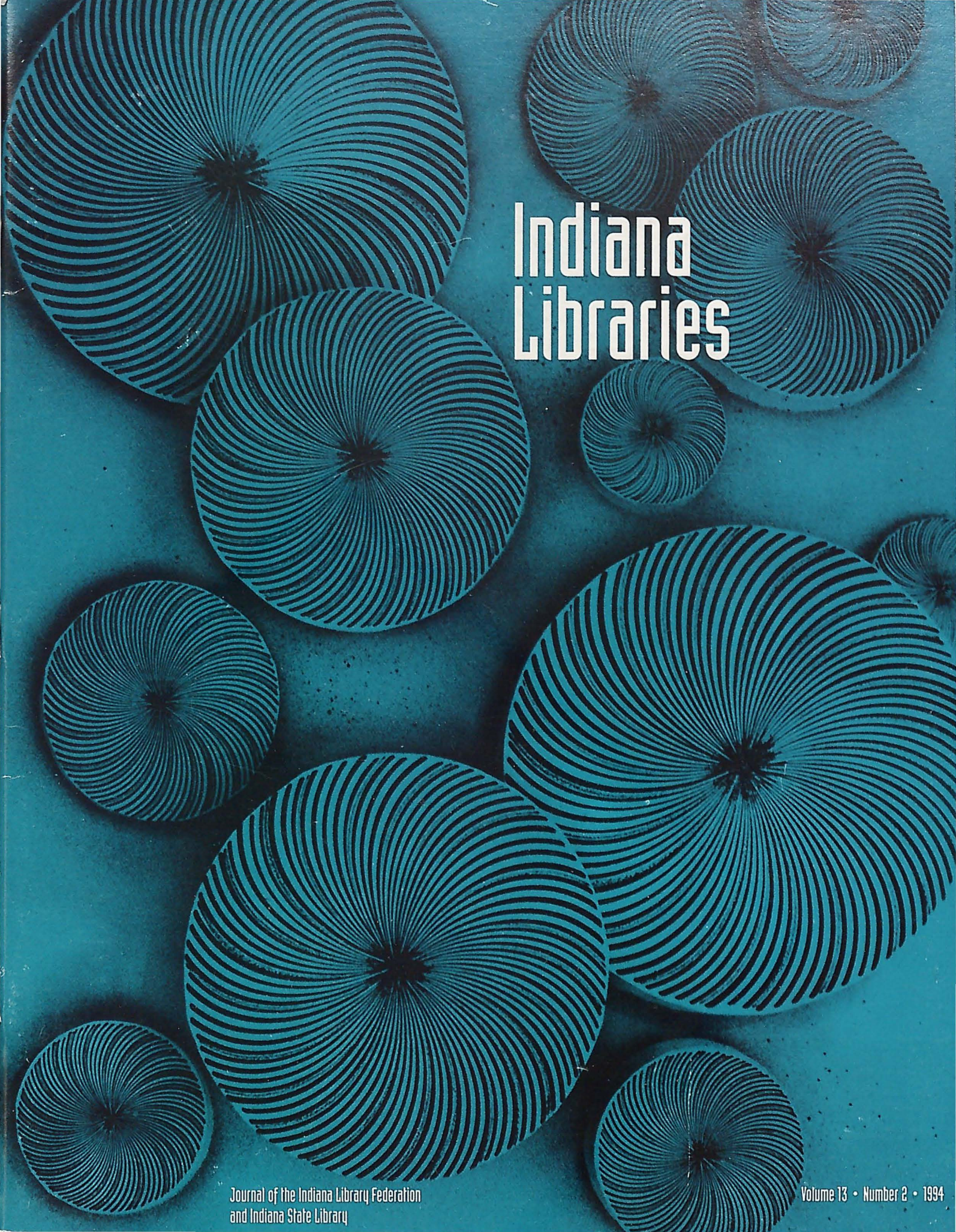

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Contents

Capturing the Vision of the Future

Keynote Address to the Indiana Library Federation District 4 Conference September 30, 1994 Hussey Mayfield Memorial Public Library Zionsville, Indiana

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Thank you for inviting me to be with you today for the Indiana Library Federation district conference. I am also pleased to share in celebrating the use of this wonderful new building and the promise it represents for Zionsville. All of us can take genuine pleasure and excitement in the town's good fortune. This library is both a regional asset and a symbol of hope for other communities and other libraries yet to be built. The story of the relocation of this library and its transformation into a symbol of community pride is itself an affirmation of your essential, public role as librarians. And it is another installment on our shared commitment to keep this nation free and civil through the humane use of knowledge and information. I want to add my compliments and congratulations to all those who helped make the dream of this facility real.

We at IUPUI have come to think of our new library in much the same way — as a symbol of our university. It is at the physical center of the campus, near our heart. Through the personal efforts of Barbara Fischler, Donna Burrow, Steve Schmidt, and many more, our commitment to providing access to world information resources through technology reflects a promise to the citizens of Indiana to make IUPUI a new national model of successful public higher education. At a time when many are questioning the need either for libraries as buildings or for books as stored resources, we who understand the practical and functional role of libraries in a transitional age must also pay attention to their symbolic role. If we lose a sense of spirit — of pride — in libraries, then we may have lost the very basis of support we will need in the future. A library that is not truly connected to its community is not likely to long endure. In this sense, the new IUPUI library and the new Zionsville library are partners in an important cause that involves all of you. I want to thank you for giving me the opportunity to make this personal connection between IUPUI and the Indiana Library Federation in what may yet be a fight to preserve libraries and their social role.

I have been asked to talk about "Capturing the Vision of the Future." When this title was presented to me as a general topic — not a title — I decided to keep it as a title because it reflects perfectly the dilemma we all face. In 50 years, will libraries have become entirely virtual and electronic in their services, with some buildings remaining as museums to house objects for the curious? Who will be using this wonderful building and for what purpose in 2045? How do we reconcile the dream James Billington (United States Librarian of Congress) has for a National Digital Library with the development of intimate spaces such as this one, where the interaction of one child with one book promises a habit of lifetime reading? If any of us could foretell the future of libraries — know with certainty what the true face of this Protean creature actually will be when we have wrestled it into submission — then we would be heroes and like Ulysses lead our profession homeward and into a safe port. You all know the story of Proteus — the herdsman of Poseidon whose ability to foretell the future saved many a Greek hero, if they could capture him and hold on until he exhausted his many different forms and shapes... whether a raging beast or a changing wind. Alas, I — at least — am no Ulysses and the emphasis of my remarks will be on the "capturing" part of the title — the struggle we all share as we wrestle with what is increasingly described as the most profound technological and societal change since Gutenberg's moveable type created the book and our current concept of libraries.

We all understand the analogy to Gutenberg and the metaphors of change being discussed monthly and weekly in our professional journals, daily in the news media, and hourly on the Internet. We are literally overwhelmed by the image of change — or at least I am. At the same time, I am conscious of becoming inured — anesthetized — to the unrelenting and insistent barrage of people telling me that my world, my work, and my place in society is being changed. All of us must cope with stress, fatigue, and helplessness in a far more personal way than ever before. Stress management is no longer a workshop topic just for fast-track, high-pressure business and corporate types. It is a part of our lives, too, and much of the stress is related to the uncertainty and ambiguity of the future — the struggle to have the true Protean visage within our grasp and the true vision of the future revealed. We all seek some greater order, some greater sense of control over the events unfolding before us, and some greater hope that we will have a place in the promised new future. Even if we cannot hold on to Proteus until the future is foretold, we can take some personal pleasure in giving this creature the face and the name of our most recent frustration and strangling the virtual life out of it.

Before getting to the contest itself and taking on Proteus, I want to make two other contextual references to the idea of change and to our ability to

capture any vision of the future. Gutenberg stands at a firm point in the historical continuum, and thanks to books and other print material, we have an uninterrupted record of the transformation his printing press has wrought. Before Gutenberg, the record is a little less certain, but still recoverable. You can pick whatever entry point into the pre-Gutenberg world you want, but my personal favorite is the imaginative and fictional. For example, who among you has read Umberto Eco's *The Name of the Rose* or watched a hooded Sean Connery stalking the labyrinth of an abbey library in pursuit of truth? Those of you who know Eco as a semiotician can appreciate the fine humor of William of Baskerville's quest, and all of us can marvel in the vision Umberto Eco has created in the novel and the movie. There, in the medieval setting of 1327, the pre-digital library is anything but a place of innocence or of certainty. (In fact, those of you who know the story well can appreciate Eco's pun on "digital," since scriptors are murdered as they lick poison from their fingers moistened to help turn pages.)

In Eco's book one of the characters says, "The library is a great labyrinth, a sign of the labyrinth of the world. You enter and you do not know if you will come out."[1] I think our perception of the process we are undertaking — this capturing of the future — should resonate to Eco's troubling chord. This labyrinth that William plys is different from the mythological labyrinth of Theseus with a definite entrance, a finite exit, and a Minotaur in the middle. It is more like what we can imagine our virtual, digital, future libraries becoming — something Eco describes as a rhizome structure — a library that can be structured but never structured definitively. Eco says "every path can be connected with every other one. It has no center, no periphery, no exit, because it is potentially infinite. The space of conjecture is a rhizome space."[2]

Some of you may have read the profile of Vinton Cerf in last Sunday's *New York Times.* Cerf is the father, or king, of the Internet and is widely credited with having created what is rapidly becoming the national information infrastructure. He has just left the public, not-for-profit sector to join MCI because of its potential to "take advantage of the convergence of video, voice, and data. The building of networkMCI involves the installation of high-speed switching, fiber-optic, and wireless transmission systems, with the eventual aim of melding exiting long-distance voice and data services with a new local phone network."[3] In less than 50 words, Cerf has described the elements of our uncertainty. While we may not yet be ready to give it a name, we all know many of the shifting faces of the creature with whom we are dealing.

What I found most interesting about the interview with Cerf is his reference to the enigmatic ads MCI has been running on television. Surely you have

seen the other-worldly little girl — who, incidentally, is the Oscar winning actress Anna Pacquin of "The Piano" — in a most ambiguous setting making cryptic statements such as "There will be a road that will not connect two points. It will connect all points." Or, "There will be no more there. It will all only be here." MCI has its own version of a rhizome structure in mind, and Cerf and Eco both seem to share a sense that the future is likely to be a paradox — labyrinths without periphery and a "there" that's not there. Put another way, they are both describing our central dilemma of dealing simultaneously with the physical library — this building with its personal interactions — and the virtual library — the world-wide electronic infrastructure with its infinite connections, a structure without definite structure that changes every time it is used.

The third allusion I wish to make as a context for my "capturing the vision" is to Werner Heisenberg, the Nobel physicist whose famous "uncertainty principle" is another metaphor for this same process. My overly simple, humanist's definition of this complex scientific theorem is that in sub-atomic physics it is impossible to be certain about both the location and the velocity of a sub-particle such as light because the very act of observing, in itself, changes the actual physical conditions of the phenomenon. In the sub-atomic universe, reality is a highly ambiguous construct. This idea about the uncertain relationship between the observer and what can be known is an apt description of the difficulty we have in capturing the vision of the future of libraries. On one hand, the contemporary library is very much a physical space with a known location — a building such as this one. On the other hand, the library is also the sum total of all the ways it is used — the virtual library — and hence its movement, or velocity of use, is the second dependent variable. The more certainty we have about the physical library and its location in time and space, the less certainty we have about the rate of change and its direction. Moreover, the very act of observing changes the relationship between these two variables. By this, I mean that if as librarians you decide to favor either the physical or the virtual in your planning, you run the risk of changing the reality of your library. Your actions have consequences. And in this case, not to act is itself an action. No one in this room can remain apart from the observation, or from the action.

Whether you chose the metaphor of clinging to a Proteus, of wandering through a labyrinth without fixed boundaries, or of defining reality through particle physics, the task of capturing the vision of the future is highly problematic. As you think about the way society has reflected on change over the millennia, you will discover hundreds of examples of useful metaphors that have helped people accept and deal with difficult personal and social transfor-

mation. The imaginative and scientific literature of change is especially rich. Librarians, in particular, should take advantage of their knowledge base to make this an exciting, instead of a threatening, transformation. We can find ways to explain the process of change to others by giving it familiar and comfortable names.

I have spent a great deal of our time together establishing these three metaphors of change precisely because I think that metaphor is, in fact, the only image or vision we can have of the future. Hence these metaphors of Homer's Proteus, Eco's labyrinth, and Heisenberg's principle become tools we can all use in our own work of getting from where we are now to where we want to be in the future. The difference is that I want us to claim the library as a metaphor which you can use to help your patrons understand the change that is occurring in the way we are going to use information in the future.

This may seem like a terribly simple, even naive, notion for me to be telling as sophisticated and informed group as this. However, I think there is nothing more important for me to assert about the future of education and of libraries than this: The library is itself becoming the metaphor through which society can explain the incredible transformation now taking place in the creation, accumulation, storage, location, and application of information. As a metaphor, the library is both real and imaginary. It is known, familiar, and accepted. Yet its very characteristics and properties can be used to explain and predict that which is unknown, unfamiliar, and not yet accepted. Think about it — the library is becoming the metaphor of itself — with or without tags such as electronic, digital, virtual, multimedial, or networked. It is the proverbial black box many people use increasingly to name the interrelationship of location and velocity. It is the institution which can permit us to contain the explosion of information without destroying the order and structure we currently value. Every single advocate of the new age of digital information and communication, everyone who has held on to Proteus long enough to get a fix on the future, has alluded to the necessity of managing the entering, storing, and retrieving of information. To my knowledge, no one has yet found a more potent, graphic image of this process than the "library."

Each of the activities and processes with which you are familiar — regardless of the size or current technological condition of your own library — has been appropriated for new meaning in the emerging technological age. Some of the changes are conceptual — storage of physical objects on shelves becomes storage on discs and data bases. Browsing by walking becomes browsing by pointing a mouse. "Reading" a book may actually mean listening to a book on tape. A media department becomes a multimedia on-line service. The refer-

ence desk becomes a directory or on-line tool box. Other changes are as literal as photocopying services that are extended to printing on demand. Cataloguing has changed forever as a result of OCLC and other standardized bibliographic services. Discipline and patron service specialists have added new competencies. As these internal transitions are made in a way that the general public can understand, the words and terms we have used for the library have been appropriated by companies and consultants and agencies to explain how their electronic and virtual products are every bit as friendly and helpful as the familiar librarian behind the reference desk, as real as a book on the shelf. Many people already imagine the development of "knowbots" or "infobots" — or information integrators — in the image of their own personal librarian. This role is not radically different from that of the medieval librarian who performed a similar function for prelates and kings. Are you ready to reclaim the ancient role of information integrator?

There are eight Indiana Library Federation district conferences, several of which are occurring this month. Everyone of them is raising this topic of the role of the library in changing people's lives during a period of enormous technological upheaval. In Tipton, Tom DeCoster is talking about "change management." In Bluffton, Mary Redden is leading a discussion of "Bridging the Gap Between Technology and Patrons." In Richmond, Barbara Markuson is predicting what "Virtual Libraries" will be like. Librarians are at the very center of what must surely be seen as a maelstrom of change, and if it feels unusually calm given the strength of the forces of change, then just assume that you are temporarily in the eye of the storm. You are certainly in the eye of the public as the words "library" and "librarian" conjure up images of stability, accommodation, service, and safety as a buffer to the unknown and uncertain, to the rapidly changing, and potentially threatening, future.

We must, therefore, capture the vision of the future by becoming the very image of that which is unknown. In giving our names to the future, we can surely have a better opportunity to participate in and to shape the actions and interactions of the American public we must continue to serve. Our free and democratic society may depend on nothing less. There are dangers in becoming a metaphor because by the very process of explaining the unknown, the original term — or institution — can lose its own properties and characteristics. As it succeeds in helping society accommodate a wholly new paradigm of using information, the library may cease to be what made it so successful in the first place. I think we have no choice but to allow libraries to give a name to the unknown, but I also think we must understand what it means to manage change, to reduce uncertainty, and to create walls in the virtual unknown. So, here is my list of properties that we must both protect and use as the very

means to change ourselves into the library and librarians of the future.

First, we must not only acknowledge our dual existence in the physical and virtual realities, we must embrace this condition and assume that it is permanent — at least through our lifetimes. We must be both particle and wave; we must have both location and velocity. Duality will come in several forms — the local versus the world-wide, the physical versus the virtual, the personal interaction versus the impersonal, owned resources versus shared resources, and so forth. If we are at home in this condition, we can help our patrons and our financial backers be at ease with themselves and with the evolution of the library. Put more directly, I think every librarian has an obligation to understand as much as possible about the changing conditions of the electronic age and to become an expert translator to explain to others what is happening by using the library as a metaphor. You do not have to be an advocate of the digital or virtual library, but we all have a professional — perhaps even moral — obligation to understand the change that is occurring. We have this responsibility regardless of our own personal views and our sense that this challenge may better be met by a younger generation. As I tried to suggest by Heisenberg's uncertainty principle, our own self perception of our work influences what will happen in local libraries and in your patrons' conclusions about what their library should become. We must become engaged precisely because we are a transitional generation. No library in this state no matter how small, how specialized, or how remote can remain isolated and unaffected by the Information Age revolution. If you do not relish the thought of the virtual library, then view your work as linguistic — making the metaphors work for your patrons.

Second, whether as simple as a single room in borrowed town hall space or as complex as a county-wide system with dozens of buildings, every library that has a physical existence has an obligation to reconsider the social role of the library as a place of concourse. Each library has a personality, and usually its characteristics and traits are reflected in the personal beliefs and attitudes of the librarians who operate it. Although there are as many descriptions of the social function of libraries as there are facilities, we have come to view the physical library as a place of intersection between people of all ages and the ideas, information, and knowledge they need to make their personal, civic, and vocational lives more meaningful and successful. While necessity may have brought people to our facilities in the past, they have always used the spaces we provide for more than the circulation of materials. At various times libraries provide space for contemplation, meditation, and reflection. They are places where people share experiences and form communities of interest, whether it is a mother and child reading together, a high school couple studying together, or

senior citizens linked by an interest in genealogy.

In the future, there must be places for people to gather and interact. The library must continue to fulfill this function of being the place of concourse because no other place has been so successful as a multi-generational, inter-denominational, cross-cultural, a-political, community-based gathering spot for people to interact. As the need for people to visit the library to obtain copies of books, magazines, music, films, or other objects is reduced, as references are readily available via electronic means, and as other activities offer more compelling locations for social gatherings, the physical existence of the community library is threatened. We must be very clever and resourceful to find the means to use electronic resources in personally interactive ways which draw people to our buildings. This change is especially important if we wish to cultivate a habit of library use that engages our young people. Whether we are prepared or not, young people now in middle school and lower grades are experiencing a form of learning and social interaction with technology that is fundamentally different. Their expectations of what the library should do for them are already being changed beyond the capacity of many of us. We may need to restructure our space and reconceive its use if we are to attract people inside. Whatever the use, libraries must be directly linked to the community they serve, and we should take aggressive steps to develop uses that meet real needs. This is another reason for all of us to understand how electronic access to information will change the social use of the library, the school, the workplace, and even the home.

Third, every library that does not expect to become a museum must become a node on the nation's information infrastructure. For a moment, I want to be urgent in tone — even strident. Bear with me. The initial electronic connection may be as simple as a modem linked to the Internet, but by this time next year, there should be no library in this state that is not connected to the Internet in a way that patrons can effectively and purposefully use. Every public library in Indiana must serve as the gateway to worldwide electronic resources. Moreover, every library must have an adequate number of trained people to serve as mentors and guides. If you cannot help a patron sign on to the Internet and find a piece of information at some other world-wide source, if you cannot provide at least limited access to electronic databases on-line or on CD-ROM, then you should ask if your library should remain open. Even if you have to reduce or to forgo the purchase of materials for months or a year to acquire electronic access, then you should. I think it is so important that librarians, even if not many patrons, become familiar with and comfortable in using on-line information resources that *you must do so in the next year. It is* urgent. It is critical. It is necessary. In July, Governor Bayh announced his plan

for Access Indiana and promised access within the year — he was right to make such a bold promise, and everyone in this room must help him honor the commitment to the citizens of Indiana.

There is much to be said about what can happen and on what scale when your resources and expertise are limited, when the patron base is unsympathetic, and when your board or administrator is dubious. I understand these realities. But by whatever persuasive means necessary, please try to make your facility and yourselves a community learning center where people can use — or, if they prefer, merely sample or observe others use — the basic capacities of the electronic infrastructure. I have been privileged during the past two years to participate in a very special resource within the State of Indiana — something you have probably heard called the Indiana College Network. Without going into detail, the network is a partnership of all of the state's public and independent post-secondary institutions working with state government on workforce education and a variety of school districts on secondary schooling. These partners are interested in increasing access to all forms and levels of education through electronic means, including in-home video and computer access over telephone or other proprietary networks.

Still in its infancy, this partnership will in time alter dramatically the concept of life-long learning and the very forms of education. Increasingly individualized, personal, and student-centered, the new forms of learning will depend on local gathering spots for access to technology and for help in using the electronic information resources. Moreover, most students will want places where they can interact on a personal and face-to-face basis with other students, especially since the end of learning is social and communal. Every library in the state has the potential to become a learning center for its community — a focal point for life-long learning that connects people with information, with each other, and with the very means of learning. I hope that next year, every library has at least limited access to the electronic infrastructure and that in the year following, most libraries have found a way to make themselves community-based learning centers for life-long education. The Indiana College Network will gladly become a partner with the Indiana Library Federation in reaching these goals.

Fourth, libraries in the state are going to have to recognize that their primary mission is customer service and, therefore, that they will have to provide services that customers or patrons want even if the library cannot afford them and the staff may even not want them. If libraries cannot find ways to provide the information resources that people want and need, they will turn elsewhere. Put simply, we are going to have to learn how to charge for

services. Even the largest, most generously endowed, most strongly tax-supported libraries in the state will ultimately have to offer services for fees or go out of business. What library does not already charge for photocopying when the service is available? What is the difference between photocopying and faxing or printing? Why not provide access to special databases or on-line services for a fee? My advice is to begin immediately developing services for a fee and to do so with a long-range strategy in mind — one matched to the personality of the community but one which will permit your library to remain economically viable while expanding services into a wholly new range of educational and entertainment possibilities.

Lest I be misunderstood, I am not addressing the need most libraries have for increased revenue. This is a serious problem regardless of the issue of services for fees. Few libraries will be able to develop a fee structure that can subsidize current free services. Instead, I am advocating that you become responsive to your patrons' needs by finding a way to deliver all of the services they can possibly want that can reasonably be provided. We need to adapt to the new economic environment where virtually every service — including public services supported by taxes or private services supported by charitable giving — will be assessed and evaluated by the cost of the activity. We should not resist this development any more than we should resist the development of the electronic infrastructure. Instead, we must take advantage of the opportunity to expand and increase patron services.

Moreover, we must be willing to provide services to patrons outside the library itself. I understand that the Indianapolis-Marion County Public Library will soon implement a home delivery system for a fee; this is only the beginning of such services. Libraries can also provide in-home or in-office electronic information management products designed to meet customer-specified criteria. Libraries can provide services to corporate or governmental agencies to meet institutional economic development initiatives or to address employee needs. Many of these services will require partnerships. Most will be delivered off-site, and many will employ electronic means in part or in whole. Libraries should be at ease in developing short-term strategic alliances. Schools at all levels, other service organizations such as nursing homes and United Way agencies, technology providers including Ameritech, commercial television, public broadcasting, or IHETS, and informal learning organizations such as museums or zoos are all potential partners. Given the variety and complexity of the possibilities, we should assume that most of the services will have a user fee attached.

Finally, every public library must provide some services free. Nothing less

than our democratic society depends on this concept of a basic right to access to information as a public good. The library of the future may be the most important social structure for ensuring a free society because some — indeed, most — information will be available only to those who have access to the technology. Our libraries must take what ever steps are necessary to provide this access—no matter how difficult or how limited — to any citizen. There is no inherent contradiction between my urging that we charge for some services at the same time I am making my most urgent plea for free electronic access. Librarians have become experts at making hard choices already. You cannot buy all of the materials and services which you would like for your patrons to have, so you match their needs to your resources, occasionally substituting your own judgment about what is necessary for what is wanted. This choice is no different, except that electronic access is absolutely essential, even if it is one workstation and one modem that anyone can use without charge. You may have to set limits on the amount of time. You may have to schedule appointments. And you may even have to privilege one group over another, giving students, for example, priority over general use patrons. But you must provide free access to the front door of every electronic information resource that is available. If the resource itself costs, then you will undoubtedly have to set policies about how much you can provide at no cost or at subsidized costs. If you have to pay for access to LEXIS/NEXIS, for example, then you may have to charge your patrons. However, you must find a way to subsidize everything up to the point of charge for commercial databases and you must keep free the connections to America's public resources, such as the proposed National Digital Library.

Libraries themselves can model the principles of a free society through negotiation and compromise. We can thereby ensure that every citizen has reasonable access to the documents, the information, the data, and the images which are the building blocks of truth and of freedom. And yet we can also insist that patrons use these freedoms with a full appreciation of their responsibilities and liabilities. Electronic access will test the boundaries of censorship and copyright, and there will be those who will ignore the rules of civility and propriety to your embarrassment and dismay. You will be placed in what may become the most awkward and uncomfortable role society has yet created for public servants, asking you simultaneously to guarantee unfettered, uncensored, unregulated, and free access while protecting community standards of public decency, intellectual property rights, and fiscal integrity. It has always been tough to be a librarian, and the conditions of work are about to become a lot harder.

As you contemplate the future, recall the role of the librarian in the medieval monasteries where civilization was preserved in an age of darkness and

violent change. It was the librarian who served society not only in protecting the texts and written materials from vandals and despots but also in serving as what James Billington has called "knowledge navigators, guiding users to the information they are seeking and working as European archivists or scriptors have long worked in the great medieval libraries."[4] In his fictional account, Umberto Eco is more graphic: "Only the librarian has, in addition to that knowledge, the right to move through the labyrinth of the books, he alone knows where to find them and where to replace them, he alone is responsible for their safekeeping... So the librarian protects them not only against mankind but also against nature, and devotes his life to this war with the forces of oblivion, the enemy of truth."[5] It is a noble calling and a distinguished tradition. Librarians have been at their work for a long time, and we have every reason to be confident that they will see society through this transition as well. In the future, you are likely to rediscover your past. As MCI says, there will be no more there. There will only be here.

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Strength in Cooperation: Two Agencies Working Together in the Inner City

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Introduction

In a time of decreasing funding from federal and state sources, community agencies and organizations are discovering that one of the most cost-effective ways to reach their targeted populations involves cooperation across agencies. In an ongoing effort to expand services to inner city youth beyond neighborhood branch libraries and the Indianapolis-Marion County Public Library (IMCPL) Extension Service's two bookmobiles, IMCPL began a pilot program with the Wheeler Unit of the Boys and Girls Clubs of Indianapolis in 1993.

The Boys and Girls Clubs of America is one of the more positive secular forces in inner cities. Its purpose is to give children an alternative to gang violence and improve limited education. Children ranging in age from seven to 18 can enroll and participate in various educational and recreational programs. The Boys and Girls Clubs of Indianapolis began in 1893 and recently celebrated its 100th anniversary. There are now six units operating in the city.

The Problem to Be Solved

The Wheeler Boys and Girls Club is located about 10 blocks from the IMCPL Brightwood Branch Library. Wheeler's service area is similar to that of the Brightwood Branch Library, which was the focus of the article "Striving for Success: Breaking the Barriers in an Inner City Library" (Perry).[1] Adjacent to the Club's property is Blackburn Terrace, a HUD apartment complex recently reported by the local news media as having both poor management and inadequate conditions, as well as being the site of a vicious gang shooting.

Beginning in the fall of 1993, a series of meetings was held between IMCPL and the Wheeler Boys and Girls Club to discuss the needs of the children and the Club's library. The old shelves at the Club were full of old donated material with copyrights dating back to the 1950's. Dark paint on the

walls was peeling, and lighting was poor. The two agencies established a set of targets for improvement and a timeline for their implementation.

Details of the Project

In the spring of 1994, IMCPL assisted in the renovation process by offering the Wheeler Library used, unprocessed library materials that would have otherwise been discarded. IMCPL also donated used shelving, posters, and bookdumps. The IMCPL Summer Reading Program and a bookmobile cite at Wheeler began in June. A weekly film series was shown in Wheeler as part of Brightwood's outreach program. Throughout the course of the year, the Brightwood Branch Library and the bookmobile formed a liaison between IMCPL and the Wheeler Club. Brightwood offers programming, supplemental collections, and other services throughout the year. The bookmobile (through IMCPL Extension Services) continues to provide a permanent rotating book collection that was established in the summer. It makes stops at Wheeler on a weekly basis during the summer as part of the Summer Reading Program. Donations of new and gently used materials continue to be made by both IMCPL Extension Services and the Brightwood Branch Library.

Wheeler's efforts to renovate their library included discarding all old books from their shelves, removing broken or inappropriate items such as games with missing pieces and old equipment, painting the entire library with the help of United Way "Day of Caring" volunteers, beginning a new system for in-house circulation using Wheeler Club memberships cards, and receiving donated materials from friends of the Wheeler Boys and Girls Club.

Staffing concerns at the Club's library are now being met 20 hours a week by a retired library worker who is paid by the American Association of Retired Persons (AARP). Two volunteers from the community come in for two to three hours each to read with the youths. Full-time staff are utilized for an additional five hours per week and for special programs. As a result, the library is now open more hours during the week and is available to children for homework, tutoring sessions, and research.

Wheeler now offers special programs, including "School Is Cool," a homework help session; "Young Authors," a creative writing program; "Town Meetings," opportunities for resolving conflicts and decision-making processes in a democratic setting; and movie programs throughout the year.

Results

Does any of this work pay off? Do the children at the Wheeler Boys and Girls Club use the library more now than before? To answer these questions,

Wheeler began collecting statistics at the beginning of the Summer Reading Program in June. (These statistics are collected in units of time to satisfy reporting requirements.) In three short months, more than 4,525 child/hours were logged representing 288 children signed up for service. This meant that each child spent an average of 15 hours in the library over the course of the summer. (Quite a bit of time when you consider how quick an adolescent's visit to the library can be!)

These beginning efforts are resulting in increased usage of the library at Wheeler, more children obtaining and using library cards in the IMCPL system, and better grades on schoolwork. Parents in the area are becoming aware of the improvements in the library, and it is now featured during the orientation tour for prospective Boys and Girls Club members.

Evaluation

This cooperative project is now in the evaluation stage. Being considered is the expansion of this successful joint venture between IMCPL and the Boys and Girls Club to include other Boys and Girls Clubs. The Wheeler Unit is looking into additional funding sources to expand their programming.

(The author would like to thank Julie Brenner Hicks, program director of Wheeler Boys and Girls Club, for contributing information for this article.)

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Public User Microdata Samples (PUMS): Do-It-Yourself Census Data

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Census data users can now join the ranks of the do-it-yourselfers and create customized demographic tabulations and research data with the Quicktab Software on the PUMS CD-ROM.

If this sounds too good to be true, you have probably used the Summary Tape Files on CD-ROM and are familiar with the constraints of the predefined tables. Although these tables provide a wealth of data from the 1990 census short and long form questionnaires, they do not allow optimum access to the detail and variety of census information available. Users cannot always access data by the characteristics needed. The advantage of PUMS is that users can rely on the huge sample size of the 1990 census to allow them to use smaller amounts of more easily manipulated data and choose their own variables.

What is PUMS? It has nothing to do with plays on words, French apples, English ale houses, or humming a song when you don't know the words. First, it will be useful to define PUMS and give a short history of its development. It stands for Public User Microdata Samples and contains records representing five-percent or one-percent samples of the housing units in the United States and the people in them. There will also be a special three-percent sample dealing specifically with the elderly population. Selected people in group quarters are included. The sample is expandable to the entire population by applying the person and housing unit weights provided.

Geographic coverage is for states and some of their geographic levels. The five-percent sample is basically a county level file and the one-percent sample is a metropolitan area file. It is important to remember when using PUMS that while PUMS five-percent areas are based on counties, they may be groups of counties or parts of counties. The PUMA or Public User Microdata Area is an area of at least 100,000 people but not more than 200,000 people. None of the five-percent PUMA's cross state lines. Maps are available for most states. To see the components of each area and the corresponding PUMS codes, refer to the PUMAS.DOC file on the CD-ROM and the maps in the technical documen-

tation. (See Sample Map: Figure 1) PUMS is not appropriate for users doing research on small geographic areas (less than 100,000) or detailed cross tabulations for small populations.

PUMS files exist for the 1960, 1970, and 1980 censuses. Little comparability exists between geographic identifiers in previous files, but housing and population characteristics are similar. Because of this similarity, microdata files are a good source for analysis of trends.

Before taking that exhilarating dive into the PUMS data, let's take a look at who some of the users are and what kinds of questions can be answered by PUMS. In the past, PUMS data was used mostly by academic researchers trained in a statistical programming language such as SAS or SPSS. Now with PUMS on CD-ROM, microcomputer users can use these files. The data retrieval software on the disks is very user friendly.

If you are still wondering if PUMS is for you, here are some specific applications. Users interested in special populations can select households with handicapped or disabled people, households with a particular income, or particular groups that send their children to public schools. Endless possibilities exist for recombining variables such as poverty areas by occupation, Hispanic families who own their own homes, or number of females seeking work. Poverty can be determined at varying levels such as 60 percent or 200 percent.

More advanced users such as scientists and sociologists can do correlation and regression analyses leading to projections, predictions, or modeling to determine the effect of new policies on certain types of households. PUMS is very useful to market researchers looking for new target populations or charac-

teristics of households using certain products. Because of its versatility, PUMS has applications in a wide variety of settings from libraries to academic research institutions to sales and marketing organizations.

The software included on the PUMS disk is called Quicktab. There are two components needed for Quicktab, a data file and a data dictionary. "Frequency" and "Crosstab" are the Quicktab programs that do frequency counts and cross tabulations. These programs can perform either weighted or unweighted counts.

Installing Quicktab and Extracting PUMA Files

1. What do you need to do? First, copy the software from the PUMA's and Quicktab subdirectories on the CD-ROM to the hard drive. They are located in the appropriately named "tools" directory. Put all of the files in corresponding PUMA's and Quicktab subdirectories in a directory you create on the hard drive which you can call "tools." You should also make another directory on the hard drive at this time for your PUMS area files. (Referred to as PUMSGEO below.)

2. Next, you must use the PUMA2DSK command to extract a PUMA-level PUMS file to your hard drive. You must know the PUMA code for the area you are interested in. These are in PUMSA.DOC in the CD-ROM PUMA subdirectory. To use PUMA2DSK, change directories to the directory with PUMA2DSK on your hard drive. If the directory you created on the hard drive is named "tools," change to C:\TOOLS\PUMAS and then to D: or the drive where your CD-ROM is located. Then at the D: prompt type D:\C:PUMA2DSK IN A 00107 C:\PUMSGEO. This will copy an Indiana PUMS area to the C drive and PUMSGEO directory where it can be used by Quicktab.

3. Third, download the most current PUMS files from the Census Electronic Bulletin Board (or request on disk from the Census Bureau) including the new data dictionary, 90PUMSX.DD. You can put them in the C:\TOOLS\QUICKTAB subdirectory.

4. These three steps will enable you to use Quicktab, but the last and most important step is to read the technical documentation. PUMS users should be aware of changes in definitions, techniques of error estimation, and the topcodes and should look over the appendixes which include notes on selected data items and maps. Pay particular attention to the information on verifying data, accuracy of microdata sample estimates, and comparing esti-

mates from PUMS to other census data.

Using Quicktab

Running Quicktab is a fairly simple matter of following the menu, choosing the appropriate files, and adding the housing weight or person weight. (See Sample Menu: Figure 2)

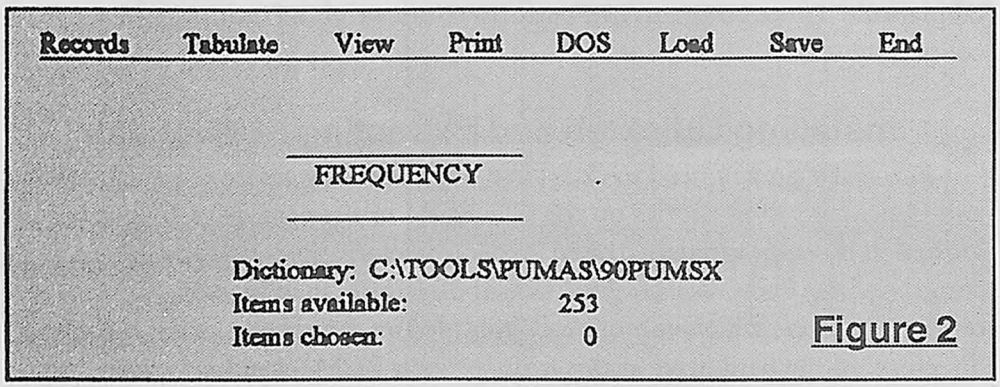

Figure 2

1. To do a frequency distribution report, start by typing "freq" at the DOS prompt in the quicktab subdirectory (e.g.: C:\TOOLS\QUICKTAB >FREQ). Enter the path and name of the new data dictionary, C:\TOOLS\QUICKTAB\90PUMSX.DD (or enter the path C:\TOOLS\QUICKTAB and hit F2 to choose from file list). Choose "records" from the menu. PUMS has two record types, housing and person. Select H-record and press "enter." Highlight the variable you are interested in such as Units1 (units in structure) and press "enter." Next select a second variable such as tenure. Several more variables may be chosen. Descriptions of variables are in the technical documentation. When finished choosing variables hit "escape."

2. Choose P-items the same way.

3. To generate the report choose the "tabulate" option from the menu. Enter the path and data file name or just enter the path and hit function key F2 to get a list of the files.(e.g., X:\, F2 where X is the CD-ROM drive where the PUMS disk is located.) If you have used PUMS2DSK to transfer the area files to another directory on the hard drive use that path. (e.g.: C:\PUMSGEO, F2)

4. Enter the report name or use the default. After you enter the report name, the tables are executed and appear on the screen. A row is

generated for each of the defined values and an additional row for undefined values.

5. For weighted frequency counts move the cursor to the fifth column under "weight" on the housing or person record window and press "enter." From the list choose "houswgt" which is the weight variable for H-Record.

6. Repeat the process for the p-record choosing "pwgt1." Press "escape" to return to the frequencies menu.

7. Tabulate the data, and you will notice that all of the frequencies have increased. These are the corresponding "weighted" frequencies to the counts produced in the previous report.

8. To define the universe or the characteristics of the report population, go to the fourth column and press "y". A window appears which allows you to choose conditions and link them with logical connectors. "And"

Figure 3a

Data file: C:\PUMSGEO\IN00101A.TXT

Record: HOUSING-RECORD

Universe: BEDROOMS = THREE

Weight: HOUSWGT

Item: UNITS1

Values	Frequency				Cumulative	
	Total	Percent	% Def.	% Valid	Total	Percent
MOBILE-TRAILER	16	.1	.1	.1	16	.1
DETACHED	16980	81.3	81.3	81.3	16996	81.4
ATTACHED	1697	8.1	8.1	8.1	18693	89.5
APARTMENT-2	123	.6	.6	.6	18816	90.1
APARTMENT-3-4	413	2.0	2.0	2.0	19229	92.0
APARTMENT-5-9	1179	5.6	5.6	5.6	20408	97.7
APARTMENT-10-19	311	1.5	1.5	1.5	20719	99.2
APARTMENT-20PLUS	54	.3	.3	.3	20773	99.4
BOAT	-	-	-	-	20773	99.4
OTHER	117	.6	.6	.6	20890	100.0
NA	-	-	-		20890	100.0
Undefined	-	-			20890	100.0

Item: TENURE

Values	Frequency				Cumulative	
	Total	Percent	% Def.	% Valid	Total	Percent
MORTGAGE-OWNED	13060	62.5	62.5	64.9	13060	62.5
CLEAR-OWNED	4285	20.5	20.5	21.3	17345	83.0
RENTED-FOR-CASH	2679	12.8	12.8	13.3	20024	95.9
RENTED-NO-CASH	98	.5	.5	.5	20122	96.3
NA	768	3.7	3.7		20890	100.0
Undefined	-	-			20890	100.0

Figure 3b

Data file: C:\PUMSGEO\IN00101A.TXT

Record: PERSON-RECORD

Universe: MARITAL = DIVORCED

Weight: PWGT1

Item: MARITAL

Values	Frequency			Cumulative	
	Total	Percent	% Valid	Total	Percent
NOW-MARRIED	-	-	-	0	.0
WIDOWED	-	-	-	0	.0
DIVORCED	11417	100.0	100.0	11417	100.0
SEPARATED	-	-	-	11417	100.0
NEVER-MARRIED	-	-	-	11417	100.0
Undefined	-	-		11417	100.0

Item: RAGECHLD

Values	Frequency				Cumulative	
	Total	Percent	% Def.	% Valid	Total	Percent
UNDER6	186	1.6	1.6	2.5	186	1.6
SIX-17	1600	14.0	14.0	21.8	1786	15.6
UNDER6-AND-6-17	222	1.9	1.9	3.0	2008	17.6
NONE	5334	46.7	46.7	72.7	7342	64.3
NA	4075	35.7	35.7		11417	100.0
Undefined	-	-			11417	100.0

connectors take precedence over "or" connectors. Conditions with inequalities and ranges of values can also be chosen. Escape and tabulate as previously.

9. You can save the selections you have made to the disk by using the "save" option from the menu. To use the selections later highlight the "load" option on the menu.

Crosstab uses essentially the same steps to produce tables rather than frequencies. Type "crosstab" at the prompt. (e.g., C:\TOOLS\QUICKTAB>CROSSTAB). There can be a maximum of 120 rows and 20 columns. Print the tables using "print" on the menu. (See Figures 3a-3c for examples of frequency and crosstab tables showing h-records and p-records, using weights, and limiting the universe.) The housing-record tables show units in the structure and tenure with universe = three bedroom units, and weight = housing weight. The person-record tables show marital status and presence and age of own children with universe = divorced, and weight = person weight.

Some interesting questions have been answered using Quicktab on the

Figure 3c

Data file: C:\PUMSGEO\IN00102A2.TXT

Record: HOUSING-RECORD

Universe: BEDROOMS = THREE

Weight: HOUSWGT

Count: UNITS1 by TENURE

	Total	MORTGAGE	CLEAR-OW	RENTED-F	RENTED-N	NA	Undef
Total	20890	13060	4285	2679	98	768	
MOBILE-TRAILER	16	16	-	-	-	-	
DETACHED	16980	12072	3969	335	35	569	
ATTACHED	1697	799	244	548	25	81	
APARTMENT-2	123	7	-	100	-	16	
APARTMENT-3-4	413	39	6	355	-	13	
APARTMENT-5-9	1179	102	-	1004	38	35	
APARTMENT-10-19	311	-	19	263	-	29	
APARTMENT-20PLUS	54	-	-	29	-	25	
BOAT	-	-	-	-	-	-	
OTHER	117	25	47	45	-	-	
NA	-	-	-	-	-	-	
Undefined	-	-	-	-	-	-	

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Data file: C:\PUMSGEO\IN00102A2.TXT

Record: PERSON-RECORD

Universe: MARITAL = DIVORCED

Weight: PWGT1

Count: MARITAL by RAGECHLD

	Total	UNDER6	SIX-17	UNDER6-A	NONE	NA	Undef
Total	11417	186	1600	222	5334	4075	
NOW-MARRIED	-	-	-	-	-	-	
WIDOWED	-	-	-	-	-	-	
DIVORCED	11417	186	1600	222	5334	4075	
SEPARATED	-	-	-	-	-	-	
NEVER-MARRIED	-	-	-	-	-	-	
Undefined	-	-	-	-	-	-	

PUMS CD-ROM at the Indiana State Data Center including:

✔ What is the Russian population over age 16 in Indianapolis, and what language do they speak at home?

✔ What are the labor force characteristics such as employment and unemployment of people in Elkhart by level of educational attainment?

✔ How many female heads of household are there in Marion County and at what income levels?

The PUMS CD-ROMs are available from the Census Bureau for $150 per disk or $700 for the entire set (seven disks) which includes PUMS five-percent samples for all the states. PUMS one-percent disks are also $150 per disk or $200 package price (two disks). For ordering information, contact Census

Bureau Customer Services at (301)763-4100.

In summary, the Quicktab software on the PUMS CD-ROM is very useful in a reference or data center context for questions relating to areas of 100,000 or more when other census CD-ROM products do not provide the data in the required combinations. Questions can be answered in a timely manner with a very reasonable coefficient of variance (4.4 percent) between the PUMS estimate and the full census estimate. Additional software is not required when loaning disks to users, and Quicktab is very user friendly. Users have been very happy with the additional flexibility. So good luck in pluming the data depths, no puns intended.

Sources

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Breaking With Tradition: Can Librarians Learn Important Lessons From Marketing Managers?

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Recently, in a bold move to enhance service, the director of our library at IPFW (Indiana University-Purdue University at Fort Wayne) terminated our bibliographic instruction program and radically altered the way in which reference service is provided. The changes, implemented with the full support of the reference team, were developed in response to financial and personnel deficiencies. The apparent success of the new service suggests that the time is ripe for librarians to implement the types of changes which have been explored in our professional literature for the past decade. In implementing these changes, our library has just begun to take some tentative, shaky steps toward approaching service issues from the standpoint of marketing professionals.

During the spring semester of 1993, Library Director Larry Griffin communicated the following concerns to campus faculty:

1. Over the years, librarians had taken on more assignments while financial support for the library had been lean.
2. Librarians, in taking on additional duties, where not able to provide top quality service in all areas. There simply weren't enough hours in each day.
3. It was imperative that the library prioritize services in order to evaluate how to respond to the current financial climate. Services had to be trimmed. Maintaining all services merely guaranteed mediocrity.
4. It was also imperative that the library explore innovative methods of making the very best use of the resources available in order to survive in a financially hostile and radically changing informational environment.

In spite of the library director's concerns, the faculty senate voted to make other campus issues top priority and stipulated that the library should receive no new money for the next biennium. While recognizing that innovation

usually requires funding, our director was committed to change.

In 1985, five full-time reference librarians provided information services with back-up support provided by three librarians from other departments. In addition, there was part-time professional support at the reference desk 20 hours per week. But because of personnel reorganizations over the years, by 1993 there were only four librarians on the reference team at IPFW. Combined with restraints placed on librarians to perform in areas of service and professional development necessary for obtaining promotion and tenure, this meant that it was becoming increasingly improbable that the reference desk would be staffed continuously by librarians.

It was also of great concern to the director as well as the reference team, that librarians were helping students with types of tasks that paraprofessionals could perform while students with in-depth, research-oriented questions were queuing up at the reference desk. The library's BI (bibliographic instruction) program was eating up many hours of the reference team's time, yet served only a small population of the campus community. It was doubtful to the director that quality BI and quality reference service could both be maintained. Reference was deemed top priority, so in the fall of 1993, BI was terminated. Since all reference librarians agreed that answering basic level questions at the reference desk was not the best use of their expertise, the traditional reference model was examined. With such a small professional staff, there was extra pressure to funnel energies wisely.

The director invited librarians' ideas on how the traditional reference model could be altered to provide quality service with no new money, no new equipment, and no influx of greatly needed additional staff. After much discussion, the decision was made to implement a two-tiered reference model. Information paraprofessionals, who where trained by librarians, would provide triage service at an information desk while the library was open. Librarians would conduct one-on-one reference service in an office on an appointment basis. Each librarians' daily office hours would be available to paraprofessionals for either directing patrons to librarians on a walk-in basis or for making future appointments. A total of 55 hours of professional service would be available for appointments per week.

We knew that there would be times throughout the day when professional level reference service would not be available, either because all office hour appointments would be full or during times when no librarian had hours. But the director and reference team thought that this system would provide a way

of guaranteeing patrons professional level reference service with severely limited reference staff. Even though the new model would force some patrons to wait for professional level service, it was hoped that this method would be superior to simply cutting back drastically on reference desk hours where no staff at all would be available. Librarians were also prepared to make additional appointments outside of their office schedules.

Paraprofessionals at the information desk would aid patrons in what was termed level-one questions, such as how to print and download, library hours, how to read call numbers, and to answer general questions from almanacs and encyclopedias. A task force was set up to create new reference policies and procedures, to decide how the paraprofessionals were to be trained, to restructure the physical environment at the reference desk to address issues such as traffic patterns, and to monitor the model with a mind to improving the system.

In the late summer of 1993 the new reference model was operational. The concept of distinguishing between differing levels of reference service is not new. Miller and Rettig were challenging the traditional reference desk model in 1985:

> "...most academic libraries' reference departments squander their professional personnel on answering simple directional questions...Reference departments' staffing patterns have reflected the belief that professional librarians must make their services available on demand...Released from answering directional and simple questions and freed from the limitations of being available on demand, librarians could devote their time and efforts to information services designed to save the time of the reader..."[1]

We had followed a managerial process defined in the business world as strategic planning. A service organization following such a plan defines its mission, sets goals to achieve the mission, develops strategies to accomplish those goals, and sets up a structure to evaluate both current and future activities. Our mission was to make a total commitment to producing consistently top quality reference service. Any opposing mission, such as hanging on for dear life just to keep things running as usual, was rejected. One pivotal goal we made to support this mission was to find a way of enhancing point-of-use service at the reference desk, while fully exploiting the professional expertise of our librarians. We analyzed both our strengths and weaknesses and were willing

to sacrifice certain activities such as bibliographic instruction which fragmented and diluted our efforts. A basic precept of total quality management allows those involved in the system to analyze it and to constantly elicit feedback as the environment changes. This was what the task force was created to do.

A marketing manager identifies the products or services that an organization provides in order to evaluate which products/services offer the most potential growth for that organization. To do this, the organization's customers must be identified. Our clientele at IPFW is mixed. We serve students, faculty, and the general public. Although we are happy to assist anyone, our collection development, interlibrary loan, and reference activities are aimed at the academic community rather than the high school or elementary school students. Our target market can be identified as college students and faculty. If we wish, we can further segment this market into graduate and undergraduate students, college level students at risk, part-time faculty, or full-time faculty. We can also further segment our target market by discipline, such as chemistry, physics, fine arts, or psychology.

After identifying the target market as IPFW students and faculty, the next step a marketing manger would take is to position the organization among competitors. For instance, how does the chemistry faculty provide for its own information needs? Besides the library, what information providers do graduate business students turn to? We did not conduct formal market research to answer such questions. We merely posed these types of questions as a way of encouraging ourselves to take a marketing approach. The basic question we asked ourselves while suggesting new ways of offering our services to our clients was: What would be the best method of getting the product (reference service) to the customer? The appointment system was seen as a way of achieving this aim.

When we planned the new reference model, we had some concerns. How could we be assured that paraprofessionals would not answer in-depth, level-two questions? Would our clients respond favorably to a system which required them to make appointments for the type of service that had previously been provided on demand? Would the reference librarians become out-of-touch with the reference collection by being stationed in an office?

To our delight and relief, there were many positive outcomes. As it turns out, it is possible and realistic to train paraprofessionals to distinguish between basic level-one questions and the more in-depth level-two type questions. Does this mean that a paraprofessional has never good-naturedly tried to answer a

professional level question? Of course not! A system which encompasses the human factor always falls short of perfection. The only way to assure against this type of mistake is to have a professional out at the desk at all times policing the area; something that would be impossible with our limited professional staff. A relationship of trust has to develop if this type of system is to work. The task force, originally created to implement the new model, also organizes meetings to evaluate it. During these meetings, both paraprofessionals and librarians communicate their experiences and concerns. Throughout each day, both groups also communicate informally. One important lesson we learned thus far is that the more camaraderie and respect which exists between members of the reference staff, the more smoothly and efficiently we can deliver our services to the client.

Client resistance to the new model is not as significant as first expected. Experience has shown that patrons walking into the office are grateful for the librarian's undivided attention. No one we counseled has shown impatience or resentment for having to wait to see us. If there are clients who are deeply dissatisfied with the new service, they have not made their complaints known to the library. But what about the person who declines to make an appointment and leaves the library unsatisfied? We do not have any mechanism in place for tabulating the number of people who leave the library because they do not wish to make an appointment. However, we never had any organized way of tabulating how many dissatisfied customers we had in the past, either. How many people were being frustrated by the annoyingly long lines at the traditional reference desk? How many patrons would leave without having their needs met because of the old staffing patterns? If the new model is imperfect, then we must recognize that the traditional model had its drawbacks as well.

Simply recognizing that we had dissatisfied customers in the past doesn't do much to improve the model as it stands today. We must look towards more organized ways of evaluating problems such as customer resistance and dissatisfaction. We as librarians have always fretted about the quality of service we provide. The traditional methods we used to enhance reference service were to create pithy signs, distribute what we hoped were interesting library guides, and introduce BI programs. To be more in tune with the concept of customer relations, librarians should consider more systematic methods of conducting marketing intelligence. Service industries deal with issues of customer satisfaction by creating systems for monitoring service. There are many marketing techniques, such as hiring focus groups, to accomplish this task. Presently, we at IPFW perceive that the new model is satisfying more clients than not. To ensure that our perceptions are not faulty, we are taking steps towards perform-

ing formal market research. For instance, we have begun to develop a suggestion/complaint form for our clients to communicate with us.

Even though the reference consulting office was equipped with a computer, modem, and CD-ROM drive, all librarians feared becoming out-of-touch with reference services. This concern turned out to be the least of our worries. Whenever there is a need to crack open a book, the librarian simply leaves the office with the patron and heads for the stacks. With appointments scheduled in half-hour increments, there is enough time for the librarian to return to his/her office for the next appointment. Should another patron interrupt the consultation while the librarian is out on the floor, it is explained that the librarian is involved with an appointment and that the first patron deserves his/her undivided attention. The second patron is then directed to the information desk in a friendly manner. It could be argued that this technique can have a negative impact on the profession by perpetuating an image of the librarian as someone who is unattainable or hard to find. But it can equally be argued that this strategy enhances our image by forcing patrons to realize that we can only assist one patron at a time, and that while we are doing so, that person receives the very best service. In any event, there is no danger of the librarians becoming out-of-touch. We are in the reference stacks as much as we ever were.

It is obvious that by terminating BI and restructuring reference services, our director was more willing to face controversy than the death-by-neglect state of traditional service on our campus. He is not alone. Tom Eadie, in an attempt to defy the status quo, defines BI as redundant in his infamous article "Immodest Proposals". Eadie's stance is that BI does not enhance reference, but duplicates it, and does so badly.[2] Debate over Eadie's views is heated. His assertions are probably the most threatening to academic librarians whose duties center completely on BI.

ACRL's Community & Junior College Bibliographic Instruction Committee questioned Eadie's article in a recent issue of Research Strategies. In defense of BI, the Committee cited major premises challenged by Eadie and then countered with its own rebuttal. One point Eadie made in his original article was that BI was created by librarians and was not a service clients asked for. The Committee responded:

> "As professionals ... we should be proactive...It is acceptable, and even expected, that we create services because we believe users will benefit from them, even if users have not articulated or even recognized their need for these services."[3]

Without contradicting the notion that we are professionals, is the Committee's response in regards to this matter counter-productive? Will not putting enough emphasis on client input result in a noncompetitive service that will adversely affect our market share? In other words, will we be loosing our patrons to the ever increasing information alternatives open to them? Can librarians compete in the new Information Age with this type of insular attitude? If we are comfortable with the notion that as professionals we are experts at knowing what is best for the client without client input, will we be making the types of changes necessary to survive in future? Or will there develop a gulf between management perceptions and customer expectations?

Perhaps the significance of Tom Eadie's article does not rest wholly in whether he is right or wrong. What is significant is that he and others like him are questioning the status quo. Librarians should be continuously re-evaluating traditional service models with an eye to providing finer service. We should be applying the concepts of total quality management to what we do. However, if we perform our own brand of market research with preconceived ideas of what we'll find (such as BI is good or BI is bad) then our results will be prejudiced and hence invalidated.

My own informal market research has suggested that there is indeed something amiss with generalized BI services aimed at the novice. Students themselves have stated that they feel overwhelmed by the 45-minute, one-size-fits-all tutorial. If BI were ever to be re-instituted at IPFW, it is my hunch that only in-depth, course-integrated programs, resulting from intense library/faculty collaborations would be truly effective. Many faculty at the university agree with this notion of product enhancement. But the administration would have to show financial support for such a scheme, due to the people-power drain on reference this plan would cause. We would also be wise to solicit feedback from the students on how effective these intense BI sessions were.

What is it about marketing which makes librarians so suspicious? We have been exploring marketing themes in our professional literature and at our conferences for at least 10 years, yet real change is slow to occur. Some of us have identified our lack of business savvy and resistance to change. Elizabeth Wood provides an amusing description of the modern librarian:

> "One of the greater ironies of the library profession is that many of us conjuring up an image of crass commercialism, reject the marketing concept...Who wants to feel like an encyclopedia salesman, aggressively pushing a product that people

> really don't want? Yet our prescriptive approach to promoting the library, leaning heavily on public relations and selling techniques to entice a wary public into accepting what we [author's emphasis] have decided is good for them... is uncomfortably close to the mentality of the poor fellow out there hawking encyclopedias. Can we afford to keep rejecting marketing? Probably not."[4]

Are librarians uncomfortable with any methodology associated with commercialism? The marketing profession is aware of this type of resistance. In Marketing Management, Philip Kotler offers his explanation:

> "There are several reasons why service firms neglected marketing in the past...There are service businesses (law and accounting firms) that formerly believed it was unprofessional to use marketing. Other service businesses (colleges, hospitals) faced so much demand until recently that they saw no need for marketing" [5]

Kotler writes of prejudice against marketing in the legal and accounting professions. Does the library profession also reject marketing because it does not seem to convey an image of professionalism? Stanley Shapiro, as professor of Marketing at McGill University, in an article addressed to librarians stated that professionals "...trained and employed in the so-called helping and learned professions harbor a deep-seated hostility toward marketing as a commercial activity."[6] He further advises that librarians adopt marketing attitudes as a means of satisfying their clientele. Kotler's point about colleges and hospitals not being attuned to the possibility of loosing their customers, also relates strongly to libraries. Any sound marketing strategy accepts the notion of competition. Not coming to terms with our own distaste for what seems to us as inappropriate good business sense prevents us from examining how we fit into the information market. The financial crisis which compelled our library to experiment with a new service model is but one of the many stresses threatening librarians. One stress librarians seem to consistently ignore while making management decisions is competition. Compare the modern library to one organization that does not have competition -- the Department of Motor Vehicles (DMV). People complain about the long lines and surly clerks at the DMV. Whether such is true of this organization or not, a valid question to ask is, "Is the DMV pressured to change?" The answer is "no." One can complain about poor service at the DMV, but one cannot demonstrate this dissatisfaction by going to a competitor. How long can librarians assume that the library is the

only information option open to our clients? Service industries outside the academic world have already come to terms with the very powerful force of competition. It is our time to do the same.

The biggest mistake we can make now at IPFW is to assume that we have discovered the ultimate solution to our financial and staffing woes. This attitude would certainly deter us from making further improvements. What we have done is found a solution, not the solution. We have begun to approach our jobs in new ways. There is still much to do. We have learned that it can be productive to question and challenge traditional approaches to reference service. Librarians have been toying with the concepts of production management and marketing strategy for years. Are librarians ready to forge ahead with lessons learned from the world of business? Perhaps the better question to ask is, "Will we as information experts be flexible enough to survive in the future information marketplace?"

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Making The OPAC Better

by Judy Tribble
Head of Lending Services
Indiana State University Libraries

Introduction

Indiana State University Library (ISU), located in Terre Haute, has provided online catalog access to its collections since 1985. Over the course of the last decade, the library has added Wilson journal indexes and the ERIC index to its network. Within the past two years, ISU faculty, staff, and students also gained access to the OPACs of other state universities in Indiana.

All of the above capabilities were provided using software developed by NOTIS Systems, Inc. on an IBM mainframe computer. The ISU Library has also made more than 35 CD-ROM databases available through the campus network. Recently, Internet access to the library gopher, FTP (File Transfer Protocol), and telnet capabilities have been added to the library's electronic offerings.

Because ISU faculty, staff, and students are used to accessing library databases from anywhere across campus, ISU has added two new features to the mainframe environment to provide even better communication between library staff and users. These two features, an electronic suggestion box with archives and a listing of circulating items charged, are discussed below.

"Tellus"

ISU Library has had a suggestion box for more than a decade. Typically, forms were provided at service desks, and patrons used the forms or even scraps of paper to write suggestions, register complaints, and occasionally even deliver words of praise. Replies to suggestions were written by library staff and posted in the outer lobby near the front doors. The identity of the suggestion writers was not revealed. Some writers were contacted in person when a situation warranted this kind of attention.

One of the suggestions made along the way was to provide an electronic suggestion box. A library systems staff member wrote an online program to accomplish this. It began as one CICS COBOL II program and eventually expanded into 18 programs which make up the "Tellus" module.

To the user, the suggestion box appears as an option on the NOTIS navigator menu, with the label "Tellus." In effect, it is another of several databases from which the user can choose. The user is then given three options to identify her/himself:

1. Enter one's university ID number. (The program checks the patron file and places the patron name on the form if the writer has a patron record in the system.)
2. Enter information of choice (name, phone number, email address, mailing address) free style.
3. Choose to remain anonymous.

The user is then given two screens on which to enter a message. Once finished, the user is returned to the main menu to choose another database. User messages are batch printed overnight and given to the librarian responsible for coordinating responses. Initially, responses were posted on the bulletin board in the front lobby. In January 1994, an archive option was added to "Tellus." This enabled the posting of responses on the mainframe; thus they could be viewed by users while in the "Tellus" database. Users could choose to view messages and replies by the date of posting or by subject. Library staff members can assign up to two subject headings at the time of reply. The archive has a "masking" feature which eliminates the user's name in "signed" replies so that the suggestion and reply can be shared anonymously.

"Has List"

Since NOTIS circulation was introduced in October 1985, library staff provided users, upon request, a list of titles — along with due dates — checked out to the user. This list was available in staff mode but not on the OPAC. The list was called the "has list" because the command to retrieve it was "has," and both staff and experienced users called it by that name.

Early in 1994, a "Tellus" message suggested making the "has list" available without staff intervention. The writer pointed out that she/he did not want to bother busy staff. Library staff also realized that some users might be hesitant to have staff members view their list of charged materials. As a result, in August 1994 the ISU Library introduced a new module to the mainframe. "Haslist" appears on the NOTIS navigator menu screen as another database option, along with "Tellus."

"Haslist" requires the user to enter her/his university ID number plus the first nine digits of the barcode on their university ID card. The double entry of

two unique numbers was designed to prevent unauthorized viewing of lists. The two numbers are checked against the patron files so that errors are detected. The user is prompted for re-entry when one or both numbers are incorrect.

Once the user identification numbers are verified by the mainframe and the user acknowledges her/his name, the patron's name is then "masked" and a list of the patron's charged book titles with due dates appears. The masking of the patron name prevents a subsequent user from knowing whose list has been left on the screen if the first user walks away without clearing the screen.

The Future

Both the "Tellus" and "Haslist" modules have been well received by the Indiana State University community. Both are also now in use at two other libraries. One "Tellus" enhancement presently under way is the capability to reply via electronic mail if a user lists his/her e-mail address in the Tellus message. This can be done by linking the mainframe OPAC with an UNIX-based server. The linkage may also enable other enhancements.

The library systems staff is considering Microsoft Windows-based access to "Haslist" using a UNIX server for communication. One possible enhancement for "Haslist" may be the capability for the user to mark titles on her/his list for renewal. Whatever happens, the library staff will continue to make more services and communication channels available to users from wherever they access the library's electronic databases.

Publication Guidelines for *Indiana Libraries*

1. Manuscript should be double spaced and submitted in one of three ways:
   a. IBM Wordperfect disk (5.25" or 3.5"), or saved as an ASCII text file if other program is used, accompanied by one paper copy.
   b. 8.5" X 11" bond original with one copy. (Disk is preferred)
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2. References or endnotes should appear at the end of manuscript. Manuscript should conform to the *Chicago Manual of Style*, 14th edition.

3. Pictures and art work should be in black and white, and graphics should be of good technical quality. Visuals will not be returned.

4. Authors are responsible for the accuracy of all materials including quotations, references, etc.

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