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# INDIANA LIBRARIES

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Numbers 3-4  
1985



**INDIANA  
LIBRARIES**

A  
Quarterly  
Journal

Practitioners, educators and researchers are invited to submit manuscripts for publication in Indiana Libraries. If you have an idea for a paper or wish to discuss a possible topic, contact Daniel Callison, Editor, School of Library and Information Science, Indiana University, Bloomington, IN 47405; or call (812) 335-5113 or 334-0653.

Most manuscripts should not exceed 10 double-spaced typed pages, although longer manuscripts are welcome. They may concern a current practice, policy or general aspect of the operation of a library system in Indiana.

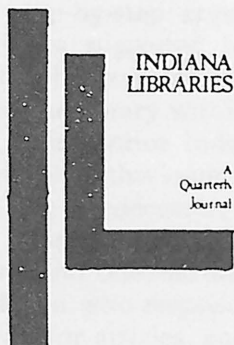
Topics may include the following, although any aspect of library practice in Indiana will be considered:

Government Document Collections	Public Relations
Historic Figures in Indiana Libraries	Services to the Handicapped
Cooperation between school and public libraries	
Evolution of the small, rural public library	

Writers should be identified by a cover sheet with author's name, position and address. Identifying information should not appear on the manuscript.

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

Beginning with Volume 5, INDIANA LIBRARIES will be published as warranted by the number of articles submitted.



Indiana Libraries  
1985  
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Number 3-4

## CONTENTS

V: iii & iv . . . . .	44
Ray Tevis	
Our Profession - Time for a Change! . . . . .	46
Mary Wolcott	
Validity of Output Measures . . . . .	49
Beth Ann Kroehler	
Electronic Mail and Interlibrary Loan in Indiana. . . . .	63
Cheryl B. Truesdell	
Logo Environment in Public Libraries. . . . .	70
Kuang-liang Hsu	
Indexes - Title . . . . .	77
Indexes - Author . . . . .	81

## V: iii & iv

### Pot Pourri

Articles in *Indiana Libraries*, especially the “pot pourri” issues, always provide interesting viewpoints and comments about the multifaceted profession of librarianship. This issue is no exception, offering four divergent articles for your perusal, evaluation, and comments.

Mary Wolcott focuses upon the ambiguity of our labels, suggesting in “Our Profession—It’s Time for a Change!” that we discard such labels as librarian and media specialist and adopt “information specialist.” Wolcott insists the rationale is apparent—one readily identifies an “information specialist” when seeking data; this unfortunately is not the case with librarian and media specialist. Maybe it is time for the profession to lead not only the bandwagon but the parade as well.

In “Validity of Output Measures,” Beth Ann Kroehler presents an overview of literature on evaluation and measurement, and then describes the Muncie Public Library experience. Although librarians traditionally have been collectors of statistics—number of circulations, borrowers, volumes added to collection, ad infinitum, members of the profession too often sit-and-rest with these figures. Kroehler maintains that statistical data library administrators collect can and should be utilized to determine whether or not the library’s goals and objectives are being achieved.

The state of “Electronic Mail and Interlibrary Loan in Indiana” is discussed by Cheryl B. Truesdell, who describes and evaluates Project Electro, the system used by Indiana University and its regional campus libraries. The success and value of Project Electro is demonstrated by the author’s survey which indicated regional campus libraries wanted to extend Project Electro to Ball State University, Purdue University, Indiana State University, and the University of Notre Dame. Project Electro may be the first step in establishing a statewide interlibrary loan and document delivery service.

## POT POURRI

Utilizing computers in public libraries is advocated by Kuang-liang Hsu in "Logo Environment in Public Libraries." Hsu presents a step-by-step approach to establish a Logo environment. The activities suggested by Hsu require effort and undying enthusiasm, but the rewards are ample and provide a high degree of visibility for the library within the local community.

The Author Index, Volumes 1-5, and Title Index, Volumes 1-5, complete this issue.

My predecessor, Jill May, stated that two volumes were indeed a long enough editorial lifetime. I have managed three volumes, one and one-half lifetimes! A sincere "thank you" is extended to all of you who responded to my many, oftentimes too many, telephone calls for articles, and a special "thanks" to all who actually produced an article.

Several individuals assisted with the preparation of manuscripts during these three volumes. Dr. Kathleen Garland, Ball State University, provided excellent editorial assistance during the preparation of this issue. Brenda Tevis, Phoenix [AZ] Public Library, used her grammatical skills on several occasions. And Donna Rider, Ball State University, assisted in the preparation of the Author and Title indexes.

Dr. Daniel Callison, Indiana University, now assumes the editorship of *Indiana Libraries*. The Joint Publications Board is confident that the quality of the journal will continue to improve and that the scope of the journal will continue to not only stimulate the intellectual curiosity of its readers but also provide insight into the practical realities of librarianship for its readers. *Indiana Libraries* will definitely continue to enrich the Indiana library community.

—RT, Arizona State Library, Phoenix

# Our Profession- It's Time for a Change!

Mary Wolcott  
Yorktown Elementary IMC

For over a decade our profession has been trying to convince people we are media specialists. However, the general public associates media with mass media—radio, newspapers, and television. There are three major developments within this country that indicate a change is appropriate and needed.

I. America has now entered its third developmental stage, the "Information Era." The purpose of the era is (a) the development of intelligence and (b) the use of "hi-tech" equipment to transmit information. No institution has played a greater role in disseminating information than the library, and in some communities, the library is the only means for growth and development.

II. A second major development is the federally funded program which in turn supports a state program, "Partnerships in Education." The program is a national awareness and willingness on business to work with education. Schools also have recognized this need. What is desperately needed is an expert or specialist who can disseminate the information from both groups and channel it in the direction that provides a continual progressive flow.

III. The third major development is the emphasis and attention being given stress. Stress costs American business and industry approximately \$75-\$100 billion a year. The group suffering most from stress is middle management. That is exactly where our profession is. On one side is the administration and on the other side is

## OUR PROFESSION

the patron. Two factors have been recognized as causing stress:

1. The change in sexual roles and the breakdown of the family unit.
2. The effects of mass communications.

Mass communications provides a one-way informational system. Information is simply dumped on an individual, leaving him with the feeling of helplessness. If media is responsible for stress, it is paradoxical for us to incorporate media in our professional title for two reasons:

1. Through networking, libraries disseminate information which provides a continual progressive flow. An objective of any good library is to return, share, or disseminate information as it is received. This is exactly the opposite of mass media.

2. Although this is the "Information Era," libraries throughout the nation are facing budget cuts, staff reductions, or elimination of entire programs while demands on our time have increased. In stress management, it is absolutely vital to channel one's energies in directions that provide positive feedback.

Businesses have developed outstanding programs which they are willing to share with educators. Unfortunately, businesses are not sure whom to contact in order to locate an appropriate channel for their materials.

In addition, businesses do not understand what a media specialist is or does, but they can identify with an information specialist. Because of this ambiguity, the term "media specialist" has developed a negative connotation. After one has researched and tracked the three major developments taking place within this country, one can logically conclude only that our professionals are and must become "information specialists" and that our libraries must become information material centers.

Although libraries are faced with numerous problems, we must not simply "jump on the bandwagon," we must lead the bandwagon in the Information Era. It is time for our profession to stand up and say: "We are the leaders of this Information Era because we have the desire, the ability, and the knowledge—we are the Information Specialists!"

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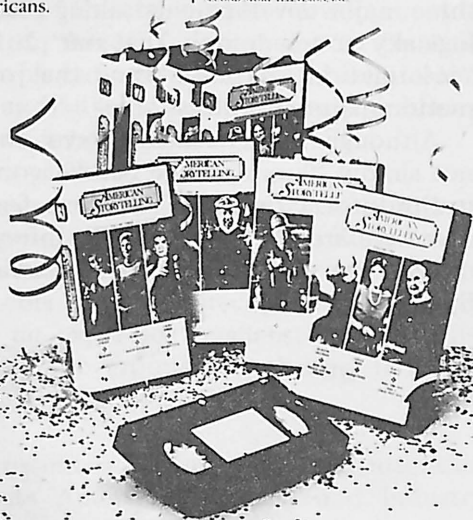
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# Validity of Output Measures

Beth Ann Kroehler  
Muncie Public Library

Libraries and library administration are in the process of changing, of evolving into management by goals and objectives. Statistical output measurements are needed to evaluate whether the stated objectives have been reached. But are statistical output measures valid? This is the first question to consider. Definitions for the terms used in this article are at the end of the article (Appendix I).

This article examines literature concerning evaluation and measurement in general, in libraries, and finally specifics related to the Muncie Public Library.

## GENERAL

Evaluation and measurement is a process and as such needs to be planned. Certain questions need to be asked and answered before data collection and analysis can begin.

What are the branch's or library system's goals and objectives?

What data is needed to measure the various program outcomes?

Is any additional data needed?

Why should a branch or library system evaluate?

What is the purpose of the evaluation or which office or board will use it? Will the information obtained likely be used?

Who will do the various tasks?

Are the measurements related to the evaluation?

Will the cost of the evaluation be proportionate to the benefits realized to the library?

## INDIANA LIBRARIES

Some of these questions may already be partially answered because the task is already underway or it is needed in order to answer other questions.

All of the questions can be summed-up in one overall question: What does the library want to evaluate or measure? This implies a reason for that evaluation or measurement. Evaluation measurement (data) itself has no meaning; meaning comes with what is done with it after it is completed.

There are a number of reasons to go through the process of evaluation and measurement:

- Provides accurate information to make specific decisions about a program.

- Required by a funding source, state or local government, or some other group.

- Provides a basis for comparison as to quality. Provides a method of showing accountability.

- Provides a basis for conclusions about overall types of programs suitable for the organization. Helps detect possible trends.

- Provides documentation for various groups (both pro and con) about the organization. Infuses staff and clients with a desire to speak out on the organization's behalf.

- Provides a response to controversy. Produces defensible results.

- Reinforces conclusions. Identifies unintended and undesired results- -points out strong and weak areas.

- Source of material to present to news media that directly affects the public.

- Provides documentation as to whether intended goals and objectives were met.

In order to make an evaluation, measurement or data is needed. There are four sources from which this data is available: observation, records, program staff, and program participants. No one source is the only one to use. All of the sources can provide output about a program. Each has its own limitations that need to be taken into consideration.

When dealing with people in general the following needs to be kept in mind:

- The assumption that those who are silent are satisfied is highly speculative and overlooks the possibility that many people feel that their views are not wanted or would not make a difference if expressed, that some simply cannot or do not

## OUTPUT MEASURES

know how to make their views known, and that still others are reluctant for personal or political reason to speak out. (1)

When dealing with program participants, such issues as privacy, confidentiality, functional illiteracy also need to be considered.

Consideration also must be given to what is being measured. With what level of effect on program participants are we concerned? The three levels of effect are awareness of services existence, gaining of useful information, and influencing changes in behavior.

Data are not a substitute for managerial judgement but must be analyzed with other information to be useful in planning, policy, and program decisions. Not all objectives can be measured.

When planning an evaluation, the essential items to remember are to provide the best information under the circumstances and the information must be reliable and valid. In other words, the measurement should measure what it says it will and the data gathered applies to what is being measured. These two words are not interchangeable but go hand in hand in any discussion about evaluation and measurement.

Validity can be viewed as both internal and external. Internal validity of an evaluation plan “. . . is its capability through derived data to make definitive statements about whether or not the program produced the observed outcome.” (2) External validity refers to the ability of an evaluation plan “. . . to all inferences or generalizations about effects beyond the specific groups and contexts being tested.” (3) Data may be applicable to either but its presentation depends on the audience to whom it is directed.

Whether the measurements and ultimately the evaluation is credible depends on several factors: the evaluator's credentials, what the audience will accept, and the methods used. People tend not to accept information if it has alternative interpretations or they do not understand it. When presenting evaluations the following must also be considered:

the general public tends to place more faith in opinions and anecdotes than do researchers—at least usually. If you plan to collect a large amount of hard data, you will have to educate people about what it means. (4)

Data gathered for evaluation purposes may be considered either hard or soft data. Hard data is considered “. . . relevant, reliable, and valid.” (5) Soft data is “. . . anecdotal evidence or testimonials about the program.” (6) When preparing an evaluation both forms of data should be included, as soft data “. . . enlivens the report and often gets across the program results that cannot be expressed as numbers.” (7)

## INDIANA LIBRARIES

Decisions about what data to gather are based on the local situation. Each branch or library is unique because goals and objectives can be different.

When analyzing an evaluation several considerations must be kept in mind:

Did the program produce the results? (Were there any activities in the community that contributed to the results?)

What is the ranking in importance of the objectives?

(Concentration should be on those of the highest priority.)

Were we measuring the outcome, the process, or both the outcome and the process?

What other information came to light as a result of the evaluation?

Was the data collected continuously or by sampling?

What is an acceptable output? (Should be stated in the objective.) Was it realistic?

The evaluation/measurement process must be used with caution, as there is a danger of over reliance. The process should be used in conjunction with other information to make administrative and managerial decisions.

## LIBRARIES

Planning is one of the most important tasks of a library administrator. Evaluation and measurement are an integral part of the planning process. To measure a library program implies that it has a value. Measurement means that there are questions that need to be answered and decisions made. To measure just for the sake of doing so or because it has always been done is a waste of time and effort.

The value of statistics or data is “. . . in their ability to refute hypotheses. Hypotheses that are not subject to statistical checks remain just theories. Hypotheses that flunk statistical checks are likely to be discarded.” (8)

Libraries need to plan “. . . in order to plot change and anticipate its speed and potential consequences.” (9) The object is to control change and not be controlled by it.

The current literature on public libraries indicates a need to consider community and individuals instead of the institution. It is no longer appropriate to gauge a library against uniform national or state standards. Each library must devise its own goals and objectives based on its community and individual needs. Evaluation and measurement need to be done, at least periodically, to see whether or not the goals and objectives are being met.

## OUTPUT MEASURES

The process of measurement means the collection of data. Data that are collected must be purposeful. The data must be suitable to help provide answers to stated questions. The data to collect depends on the availability of it and on the priority of the library's objectives. Not every objective will be quantifiable.

In measuring performance of library activities sometimes it becomes necessary to incorporate library statistics that were gathered for other purposes. This measurement of performance output includes all direct contact with library users, whether inside or outside the library.

No consensus was found in the literature that was examined as to what form or how often the data was to be obtained. A few sources pointed out that by collecting all the data on a given day an administrator would be able to see the total interaction of all aspects measured. Various methods were presented ranging from one day to continuously, from a single number to a ratio.

As in all institutions, the evaluation and measurement process must itself be continuously reviewed to determine whether relevant information is being obtained. The collection of data has no meaning; meaning comes with analyzing the collected data.

Upon assembling of all the data and in compiling an analysis the administrator should remember that nothing can replace informed judgement. Measurement is not an end but provides evidence to help make rationale decisions.

Certain problems with the collection of library statistics need to be kept in mind.

Mutiple and/or unclear interpretation.

No common definition of terms.

The obtaining of data interferes with other duties.

Overcounting. Overabundance of data.

Pressure from outside groups to use their measurement tools.

Inability to correctly interpret data.

The acquiring of certain data presents its own unique limitations. When dealing with circulation figures consideration must be given to the fact that not all material circulates; some are used in-house. A registered borrower may not use the library during the term when the card is valid, and a non-registered borrower may use the library.

Output measures can help in determining the adequacy of services and resources, and will eventually help to move them from an existing level to a higher one. (10)

INDIANA LIBRARIES  
MUNCIE PUBLIC LIBRARY

In 1982 Muncie Public Library revised its statistical gathering to make it more readable and bring it up-to-date. The Library adopted its current goals in 1983 (Appendix II). MPL is currently revising the statistical sheets for 1986 to make use of its computer.

Currently data is assembled daily and compiled monthly and yearly. No difference is made between the monthly and yearly reports other than the length of time it illustrates.

Data currently collected is recorded by branch. Circulation figures are presented in total as well as by fiction and non-fiction for both adults and children. Figures are also presented as to type of audio-visual material or equipment circulated. An attempt is made to keep track of microfilm, picture file, and interlibrary loan users.

Reference statistics are kept as to questions asked, number of telephone calls, and number of government document questions. In 1986 an additional category, directional transactions, will be added to the statistical sheet. Written definitions will be used for both reference and directional transaction statistics.

The number of items added and discarded is also kept. These figures are presented under the headings of bookstock, purchased, gift, transfers, and withdrawn.

The number of items used in a picture file are counted but not for any of the other files. The vertical file and career file are counted as to total added or withdrawn and total on hand. At the circulation desk, count is kept as to the number of items circulated as if they were non-fiction books.

Registered borrowers are counted as to city, Ball State, corporate, non-resident, reciprocal, and total. Indication is also made as to whether these are new, renewals, or withdrawn borrowers.

A descriptive page is attached for other information, including additional statistics.

Muncie Public Library is involved in various federally-funded projects. The Library also has continued projects that were started under other funding sources. In each case due to requirements of the granting agency detailed goals and objectives were stated. Methods and tools of measurement also were indicated. After the funding and final project evaluation, the projects became part of the on-going library service. No new goals and objectives were stated; however, statistics were maintained.

Muncie Public Library also maintains statistics required by the state. Most of the figures can be obtained from the monthly and yearly statistics sheets.

Written directions are available for the following statistical areas: visits to and from the library, programming, meetings, displays, general comments, reference transactions, and directional transactions. All other directions are given to staff members verbally.

## OUTPUT MEASURES

### CONCLUSION

Are statistical output measures valid? That is the question this article has attempted to address. With library administration evolving into management by goals and objectives, a clear method must be established to determine the progress of attaining the libraries written, stated goals and objectives. This means the ability to evaluate by using specified data and comparing it to specified goals and objective must be a part of an administrator's duties.

This evaluation process involves goals and objectives as related to library programs and activities. All involved must understand this point, as the statistics gathered are not meant to be used and should not be used in personnel evaluations. The literature related to this subject is most emphatic on this point.

The question that must be kept in mind is: What does Muncie Public Library want to evaluate and/or measure? This question is just another way of defining validity— ". . . degree to which a test actually measures the qualities, criteria, predictions or correlations which it is intended to measure." (11)

Muncie Public Library currently establishes written goals for the next year by branch. In the case of federal and state funded programs the library has written goals and objectives. At the present time the Library is involved in only one federally funded program and one state funded program. All other programs that have continued, after being started with federal or state funds, have not had new goals and objectives established except as they apply to the general goals set by the agency.

Although no written objectives exist data are still being collected. Indiana State Library requires certain specific statistics from libraries in the state, as does the federal government with reference to their document use. It is possible that each person involved with or seeing the collected data might have some personal objectives and the library's long-range plan committee may be able to use the data.

This is contrary to what the word "evaluation" means; which is "the process of ascertaining or judging the value or amount of an action or an outcome by careful appraisal of previously specified data in light of the particular situation and the goals and objectives previously established." (12) The key words "previously specified" as they apply to data, goals, and objectives are vital.

Previously specified implies a written plan. With the establishment of a long range planning committee, Muncie Public Library is moving in that direction. The establishment of written goals and objectives, with plans for implementation and evaluation, will bring Muncie Public Library toward providing validity for their statistical output measures. The measures will have true validity if they measure what needs to be measured and are analyzed and utilized.

# INDIANA LIBRARIES

## APPENDIX I

### DEFINITIONS

*Accountability:* A personal obligation, liability, or answerability of an official or employee to give his superior a desired report of the quantity and quality of action and decision in the performance of responsibilities, specifically delegated. (see endnote 13)

*Data:* Any or all facts, numbers, letters or symbols which are stored and referred to for purposes of gaining information. (see endnote 14)

*Data Acquisition:* In data management, the process of identifying, isolating and gathering source data to be processed in a usable form. (see endnote 15)

*Evaluation:* The process of ascertaining or judging the value or amount of an action or an outcome by careful appraisal of previously specified data in light of the particular situation and the goals and objectives previously established. (see endnote 16)

*Measurement:* The act or process of measuring something. (see endnote 17)

*Output:* Information and data produced as the result of calculations. (see endnote 18)

*Performance:* Actual accomplishments as distinguished from potential ability, capability, knowledge, skill, or aptitude. (see endnote 19)

*Program:* In public administration, a term referring to a plan, function, activity or service that is designed for the accomplishment of an objective or group of objectives. (see endnote 20)

*Program Evaluation:* An assessment of the effectiveness of a program through the application of a research design aimed at obtaining valid and verifiable information on the structure, processes, outputs, and impacts of the program. Program evaluation is an effort to help decision makers determine whether to maintain, modify, or discontinue a special program. (see endnote 21)

*Productivity:* Efficiency in producing goods or services, or the ratio between the units produced or services provided by an organization (output) and the resources consumed in production (input) during a specified period of time. (see endnote 22)

*Quantitative:* Of, relating to, or expressible in terms of quantity. (see endnote 23)

*Reliability:* The degree to which a test is consistent in measuring what it is designed to measure. (see endnote 24)

*Statistics:* The collection, analysis, interpretation, and presentation of masses of numerical data. (see endnote 25)



## OUTPUT MEASURES

*Validity:* The degree to which a test actually measures the qualities, criteria, predictions, or correlations which it is intended to measure. (see endnote 26)

### APPENDIX II

#### GOALS OF THE MUNCIE PUBLIC LIBRARY

Provide access to information in all fields of knowledge.

Supplement formal study and encourage self-education.

Furnish information for learning and improving job skills.

Foster an appreciation of the arts and development of creative abilities.

Stimulate awareness in community affairs.

Encourage enjoyment of recreational reading, viewing and listening and constructive use of leisure time through library services.

Ensure a variety of opinions is available.

Work cooperatively with other educational, civic and cultural organizations in the community.

Organize the information necessary to accomplish the above efficiently, make it accessible in the most useful format, and provide assistance in its utilization.

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# Electronic Mail and Interlibrary Loan in Indiana

Cheryl B. Truesdell  
Indiana University-Purdue University  
at Fort Wayne

A poster hanging in my office pictures a man sitting on an island under a palm tree with a dolphin swimming past a group of sharks to deliver a crate of books. The caption reads "Our Inter-Library Loan Service goes to any length!" Libraries cannot purchase all the materials demanded by their patrons. It is the job of interlibrary loan professionals to use whatever means available to obtain materials needed by patrons. For interlibrary loan to be a viable resource sharing tool the time it takes to receive materials on interlibrary loan must be reasonable. For patrons whose information needs are immediate and for the library that must maintain its role as information provider, it is not acceptable to wait the traditional two weeks or more for materials not owned in-house.

Improved interlibrary loan service is a three step process; efficient verification and location, instant transmission of requests, and reduced document delivery time. While materials can be verified and located fairly easily and quickly, it is usually a much slower process to transmit the request and receive the material on interlibrary loan. However, there is a growing interest in and commitment to these two aspects of the interlibrary loan process. Library literature shows an increasing use of electronic mail for interlibrary loan to help meet the demands for decreased turn around time.

In January 1984 the Association of Research Libraries' Systems and Procedures Exchange Center conducted a survey on the current and planned uses of electronic mail within the Association of Re-

## INDIANA LIBRARIES

search Libraries. Eighty-one of the 117 libraries responded to the survey. Of those eighty-one, 43 percent or thirty-five libraries currently use electronic mail.<sup>1</sup> Many systems were being used, including over twenty commercial systems and fourteen in-house or campus-wide systems. CLASS/OnTyme was the most frequently used commercial system followed by RLG/RLN and ENVOY 100, a Canadian system. The majority of the electronic mail terminals were located in interlibrary loan followed by technical services, reference, and administration.<sup>2</sup>

Some electronic mail systems are fairly extensive. For example, the University of Washington Libraries receives 40 percent of its requests through a variety of electronic mail systems including OCLC, OnTyme, ENVOY 100, the Source, ALANET, TWX, WLN-MAIL, and telefacsimile. The requests come from all over the Pacific Northwest and from all types of libraries—public, academic, corporate, health sciences, state agencies, and others. In addition the University of Washington Resource Sharing Program has been experimenting with the use of OnTyme to send interlibrary loan requests to the Library of Congress.<sup>3</sup>

The state of Nebraska uses five different electronic mail systems for interlibrary loan. Two systems, Octanet and DOCLINE, are dedicated to facilitating transmission of requests between health sciences libraries in the midcontinental region (Colorado, Kansas, Nebraska, Missouri, Utah, and Wyoming) and the National Library of Medicine. CMS, Nebraska's Conversational Messaging System, transmits interlibrary loan requests between public and academic libraries. Three campuses of the University of Nebraska use the mailbox function of the University's automated circulation system to request materials located online. OCLC is the fifth system used.<sup>4</sup> These groups as well as others documented in the Association of Research Libraries' survey are experimenting with different electronic mail systems to strengthen local networking ties. In Indiana, too, electronic mail networks are evolving to meet the needs of specific resource sharing groups.

Indiana has begun its development toward an integrated statewide electronic mail system for interlibrary loan with the ALSA's use of ALANET and Indiana University's Project Electro. In August 1985, all nine ALSA centers and the Indiana State Library have access to ALANET, the American Library Association's electronic mail



## ELECTRONIC MAIL

and information service, for interlibrary loan. The number of ALSA interlibrary loan requests sent via ALANET is small compared to the total number of requests sent between the ALSAs. However, the effectiveness of this electronic mail system will increase as more use is made of it.

Indiana University's electronic mail system began as a recommendation of the 1981 All University Library Faculty Council's Task Force on Resource Sharing in Indiana University Libraries. Indiana University's Academic Computing Services agreed to the use of its VAX computer for the experimental project. The initial program was developed by Patrick Kenrick, Head of Public Services, Indiana University Southeast, and Tamara Stikeleather of Interlibrary Services, Bloomington campus.<sup>5</sup> In the Spring of 1983 Indiana University-Purdue University at Indianapolis became the first campus to send interlibrary loan requests to the mail campus in Bloomington through the new electronic mail system. Indiana University-Purdue University at Fort Wayne joined the project in September 1983. By early 1984 all but the Columbus campus of Indiana University-Purdue University, Indianapolis, were using Project Electro for interlibrary loan. This campus library completed the network in July 1985.

Project Electro is a relatively simple system to operate. Using an interactive terminal and modem, the regional campuses can send their interlibrary loan requests directly to the VAX computer in Bloomington over SUVON telephone lines or through their campus computer. When a campus wants to send interlibrary loan requests to Indiana University's main campus, it enters a one letter code which identifies its files from the other campuses. For example, "F" is Fort Wayne's campus code. To send an interlibrary loan request or message to Indiana University, Bloomington, the regional campus inputs its campus code, the year, month and day. This becomes the file name. The Project Electro program then asks the user to enter an interlibrary loan transaction number. The interlibrary loan transaction number identifies the campus, the year, the type of request, either book or periodical, and the number of the request. For example, a book transaction number from Fort Wayne would read "F5B108" or a periodical request "F5P112". At first interlibrary loan requests were input in a free text form, but the program was rewritten providing prompts and a standardized format

## INDIANA LIBRARIES

for book and periodical requests. The "B" or "P" in the transaction number prompts the system for either a book or periodical request form. To send a message and not an interlibrary loan request the user simply types an "X" when the system queries "Enter transaction number or end." The system then replies that it is ready to accept free text messages.

Requests emanating from Bloomington or any of the participating Indiana University Regional Campus Libraries are identified in the file directory by the addition of "IU" in front of the one-letter campus code. For example, interlibrary loan requests or messages sent to Fort Wayne from Bloomington or any other Indiana University Regional Campus Library appear in the directory with the file name "IUF" year, month, day. Likewise, interlibrary loan requests from Fort Wayne to campuses other than Indiana University, Bloomington, are sent with "IU" in front of the campus code. For example, a request from Fort Wayne to the Medical School Library in Indianapolis would be sent using the campus code "IUM". The destination of the requested material is identified by the campus code in the interlibrary loan transaction number. Each campus is responsible for reading and deleting its files daily to keep the system from overloading.

In August 1985, Project Electro had been in operation for two years. During April 1985 I surveyed the Regional Campus Libraries and Interlibrary Services in Bloomington concerning their perceptions as to the advantages, disadvantages and suggestions for improvement of Project Electro. Over twenty thousand requests were sent through Project Electro during the fiscal year 1983-84. The 1984-85 fiscal year, the first full year of participation by most Indiana University Libraries, showed an even greater use of Project Electro. All of the participating Project Electro libraries, except Indiana University Medical School, reported sending over 50 percent of their interlibrary loan requests through Project Electro. Most campuses reported sending as many as 80-95 percent of their interlibrary loan requests by way of Project Electro. All campuses preferred receiving and/or sending interlibrary loan requests via Project Electro over any other system, including OCLC, the ALSAs, ALA forms, or commercial document delivery services. However, OCLC was seen as a necessary supplement to Project Electro to quickly route interlibrary loan requests to libraries not in the electronic mail network.<sup>6</sup>

Project Electro and other electronic mail systems are popular and successful because they offer some definite advantages over other methods of interlibrary loan transmission, such as the United States Mail, TWX, OCLC, and the telephone. The biggest advantage of electronic mail for interlibrary loan is the increased speed in processing and transmitting requests. All participants in Project

## ELECTRONIC MAIL

Electro reported decreased typing time. The program with its standardized format and automatic prompts makes inputting easy and fast. At the University of Nebraska Medical Center, it took eight minutes to input a request on OCLC, but only two minutes to send a request via its electronic mail system Octanet.<sup>7</sup> Electronic mail is an efficient time manager in other ways. Messages can be sent whether or not the person meant to receive the message is in. This reduces time spent on the telephone requesting renewals, status reports, and recalling overdue books. Even more importantly, Project Electro has decreased turn around time between transmitting the request and receiving the material. Most Indiana University Regional Campus Libraries reported a two-to three-day drop in turn around time. In some cases this has cut delivery time to as little as two to three days. This is a crucial factor in making interlibrary loan an acceptable alternative to having materials in-house.

Another major advantage of Project Electro is its relatively low operating cost. Indiana University Libraries recently prepared a cost analysis of Project Electro and found that the average cost per request was \$0.18.<sup>8</sup> Other libraries also have reported considerable cost savings by using an electronic mail system for interlibrary loan as opposed to TWX or OCLC. The University of California Biomedical Library in San Diego computed its electronic mail cost using CLASS/OnTyme to be \$0.25 per interlibrary loan as opposed to OCLC's \$1.40 per transaction.<sup>9</sup> The University of Nebraska Medical Center's electronic mail system, Octanet, cost less than half that of OCLC and one fourth that of TWX.<sup>10</sup> Likewise, a study by the University of Manitoba showed that it cost one third less to send an interlibrary loan request to Ottawa over its electronic mail system, ENVOY 100, as it did using telex.<sup>11</sup>

All of the Indiana University Regional Campus Libraries expressed general satisfaction with Project Electro and most were highly pleased with the system. Project Electro, however, is not without its disadvantages. One of the biggest problems with Project Electro is directly a result of its popularity and success. Project Electro has limited file capacity and disk storage space. The files must be read and deleted at least once per day and during busy times more frequently. During the height of semester research, the Indiana University main campus must print off requests every fifteen to twenty minutes to keep the disk open and to prevent automatic file deletion. A file may contain many interlibrary loan requests depending upon disk storage room; however, the system allows only three files per day per campus. If a fourth file is entered the first file is automatically deleted. Some files have been lost due to this default mechanism. Safeguards could be installed to prevent files from being deleted automatically before they have been read.

## INDIANA LIBRARIES

Other problems reported with Project Electro were not disadvantages of the system, but campus specific issues. For example, one campus reported having to share a terminal with INDIRS users which sometimes caused an inconvenience. Another campus did not have the staff time to check the Project Electro files every day. Interlibrary Services in Bloomington now prints off and deletes any files that are forty-eight hours old and sends the printoff to the regional campus library through campus mail. This of course does not further the goal of decreased turn around time for interlibrary loans. Equipment sometimes caused problems at the individual campuses. One campus had to replace an older modem in order to access Project Electro. A few campuses are inconvenienced by terminals that do not have the capability of erasing or back spacing over mistakes. All of these are minor irritants which have not detracted from the overall satisfaction and enthusiasm for Project Electro.

Project Electro has proven to be a great success for Indiana University Libraries. The key to its effectiveness and to the effectiveness of any electronic mail system is the extent to which it meets the needs of the participating libraries. The Indiana University Regional Campus Libraries are normally heavy users of the Indiana University main campus libraries in Bloomington and of each other. Project Electro has strengthened that tie by making communication between the campuses fast and efficient.

Project Electro is just the beginning of what could be an effective statewide electronic mail network for interlibrary loan. In my survey most Indiana University Regional Campus Libraries expressed a desire to extend Project Electro to the other state resource centers: Ball State University, Purdue University, Indiana State University, and the University of Notre Dame. This would be a reasonable and logical next step, because of the volume of interlibrary loans which flow between these academic institutions. The ALSAs are another natural interlibrary loan network which could benefit from a strong electronic mail system. Project Electro, ALANET, and OCLC could form the bases of a statewide electronic communications network for interlibrary loan.

The Indiana State Library has expressed a new commitment to improving document delivery statewide. The *Indiana Long-Range Plan for Library Services and Development: 1985-1990* has as one of its objectives to establish a rapid statewide delivery system that will supply materials to patrons within three to five days by 1988.<sup>12</sup> The technology is here to electronically transmit documents by telefacsimile and optical laser disks. Possibly within the next five years instant document delivery will be a reality.

## ELECTRONIC MAIL

### Notes

1David R. Hoyt and Ruven Aragon. *Electronic Mail in ARL Libraries* (Washington, D.C.: ERIC Document Reproduction Service, ED 247 934, 1984) p. i.

2*Ibid.*, pp. 2-5.

3*Ibid.*, pp. 44-45.

4Carolyn G. Weaver, "Electronic Document Delivery: Directing Interlibrary Loan Traffic Through Multiple Electronic Networks," *Bulletin of the Medical Library Association* 72 (April 1984): 187-188.

5Larry W. Griffin, "Project Electro," brief three page history and description of Project Electro sent to me in early 1985.

6Cheryl B. Truesdell, "Project Electro Survey," conducted in April 1985. Each of the seven Regional Campus Libraries were surveyed, as well as Interlibrary Services in Bloomington and IU Medical School Indianapolis. The survey was conducted by telephone. There was a 100 percent response rate.

7Weaver, "Electronic Document Delivery: Directing Interlibrary Loan Traffic Through Multiple Electronic Networks," p. 189.

8Indiana University Libraries, "Project Electro Cost Information," memo prepared 21 January 1985. This was computed upon the basis of CPU charges, connect time and Input/Output count.

9Hoyt, *Electronic Mail in ARL Libraries*, p. 24

10Weaver, "Electronic Document Delivery: Directing Interlibrary Loan Traffic Through Multiple Electronic Networks," p. 189.

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# Logo Environment in Public Libraries

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In recent years, a new field has emerged in education. It is called "computers in education." This new field involves teaching about computers (computer literacy and computer science), teaching with computers (often called computer-assisted learning), and teaching incorporating computers (computer as a tool).<sup>1</sup> In this field, two areas that draw general interest are "computer literacy" and "Logo in education." If one takes an integrated approach by combining these two areas and implementing them outside the school system, the ideal place for such implementation would be the public library.

The computer has made a vital impact on society, and one of the most profound impacts is that the computer tends to deinstitutionalize formal education. Many subjects that were taught traditionally in formal educational institutions are now being taught

## LOGO

by using computer software packages outside the formal educational systems. This trend will intensify when software becomes more sophisticated and friendly and when hardware becomes more powerful and affordable.

This impact creates a new type of social need: The need for computer literacy for advancing social status (the new computer-literate elite), for better life (greater income), and in many cases, for employment survival (keeping your job).

Public libraries are resources and learning centers to serve community needs. Resources in public libraries include not only books and printed materials but also nonprint materials, such as films, filmstrips, slides, audio and video cassettes, microforms, and AV equipment. In recent years, microcomputer software packages have been added to the collections of many public libraries, becoming an integrated part of the collection. Selection and evaluation criteria, cataloging rules, and circulation policies on microcomputer software are established at the national and local levels.<sup>2</sup>

The idea of creating a Logo environment in a public library is an innovation means to provide a nonconventional service to meet the needs of the community, especially the younger generation. Logo, a "child-directed system," as David Moursund called it, is like a seed of computer literacy which can be planted in the minds of children when they are very young. The seed will grow with them and lead them gently into the computer literate generation. The use of Logo to introduce computer literacy provides children with the experience of learning through interaction. Seymour Papert, founder of Logo, relates that children learn to develop their own system of problem solving while learning the principles of geometry, esthetics, composition, etc.<sup>3</sup> This approach creates a self-initiative learning environment in a discovery mode instead of a transmission mode (the traditional mode in formal educational system). In the Logo environment, the librarian serves as a system coordinator and learning facilitator. One may ask "why Logo?" The truth is that Logo is by far the most powerful programming language available for home computers; according to Brian Harvey.<sup>4</sup>

### CREATING A LOGO ENVIRONMENT

Objectives for such an environment may be outlined as follows:

- 1) to provide a supervised learning environment for children to learn Logo programming language;
- 2) to serve the community needs by articulating the library resources with practical applications.
- 3) to take the first step toward the electronic library concept.

## INDIANA LIBRARIES

4) to promote the library/librarian image from a passive to an active role.

The first two are primary objectives and latter two are by-products.

To implement such a project, additional financial support is needed. The public library may already have software in its collection. However, to create a Logo environment, the library needs additional hardware and personnel. The immediate question is: Where can we find additional funds to support these extra services? Here are some ideas to raise funds:

1) Organize a "Friends of XYZ Public Library" if your library does not have one. As a non-profit organization, funds may be raised by this group through auctions, contributions, bake sales, sales of old and donated books, etc.

2) Contact NLX Local Logo Exchange Program, P.O. Box 5341, Charlottesville, VA 22905, for information on a Local Logo Exchange group in your region for resource support. If there is no such group in your region, a copy of guidelines for establishing such a group is available from the headquarters.

3) Contact microcomputer producers for grants. Major producers, like Apple Computer and Radio Shack, have grants for non-profit organizations. Grants require proposal writing and submission. If the grant is approved, hardware and software is usually donated or loaned.

4) Contact other software sources. Public domain software is available from Softswap, San Mateo County Office of Education, 333 Main Street, Redwood City, CA 94063. Software exchange is available from such sources as National Logo Exchange, Box 5431, Charlottesville, VA 22905; Young People's Logo Association, 1208 Hillsdale, Richardson, TX 75081. Instructional materials on Logo are available from Minnesota Educational Computing Consortium (MECC), 3490 Lexington Avenue, North, St. Paul, MN 55112; International Council for Computers in Education (ICCE), 1787 Agate Street, Eugene, OR 97304; Logo Conference, Special Events Office, MIT Room 7-111, Cambridge, MA 02139; Logo Computing Systems, 220 Fifth Avenue, Suite 1604, New York, NY 10001; Microquests, Martin-Bearden, Inc., Box 337, Grapeville, TX 76501; and Interactive Educational Foundation, Suite 219, 1320 Stoney Brook Road, Stoney Brook, NY 11790. Commercial software may be available for loan from some software producers for quality testing, etc.

5) Involve local community people in your project. Get support from local computer users' clubs. Public domain software and technical support are usually available from these groups.



## LOGO

6) Involve local merchants. Donations of older models of hardware may be feasible when the company is switching to newer models. Early contacts are important, so the company may plan for an end of the year tax write-off. The donation becomes mutually beneficial.

7) Write letters to the editors of periodicals. Write to editors of computing magazines and tell them about your ambitious plans. You will be amazed to find out how many experts are ready to provide free consultation.

8) Think big and start small. Start the project on a small scale and expand it when resources (i.e., material resources, financial resources, and human resources) become available.

To accomplish the project, the library needs to take these actions:

1) Organize a task force to develop the plan and carry it out. The task force should include a board member, a librarian, a representative from the friends group, and some community people as members or as advisors.

2) Develop policies governing the operation and management of the Logo environment.

3) Reallocate resources. This includes reallocation of space, facilities, materials, and staff.

4) Recruit volunteers. With good publicity and community involvement and assistance from the friends groups, volunteers may be recruited.

5) Collect good quality Logo software, manuals, books, articles and magazines, and make these resources readily available in the Logo Center. Well known authors in the Logo field, in addition to Seymour Papert, include Harold Abelson, Rachel Avery, Donna Bearden, Gary Bitter, Mary Campbell, T.M. Kemnitz, Kathleen Martin, Jim Muller, David Thornburg, and Dan Watt.

6) Long-range planning. Seeking funding for permanent support of the Logo environment is the next logical and necessary step to be included in long-range planning. Search diligently for soft and hard money; *The Foundation Directory* may assist in identifying grant sources.

7) Recognition of contributions. People involved in this extra work should receive some kind of recognition. For example, a "Certificate of Community Service" may be awarded to friends groups and community people who have contributed services or money to the project.

## INDIANA LIBRARIES

### LICENSING LOGO TUTORS

During the operation, innovative approaches may be introduced. For example, tests of Logo proficiency levels may be administered in a "not-so-official" way. Any child may take the test and if s/he passes a particular level, say, level 1, the child will receive a level 1 license. Later, s/he can attempt a higher license. Children who need help in Logo programming may go to these licensed tutors for consultation. This system has several benefits:

1) Children have goals to strive for, and in turn, are motivated to learn more.

2) Children learn from their peers, creating a better learning environment, and in turn, experience the value of team-work.

3) It becomes an honor for children to receive some kind of computer proficiency license, and in turn, it maintains good rapport with parents.

4) With licensed tutors helping learners, library staff time for this project is minimal, and in turn, operational costs are lower.

### LOGO FESTIVAL

A Logo Festival can be an annual event of the Logo Center at the library. It can be a city, regional, or even a state event. Or, it can be a part of the annual computer conference. In any case, the event should be co-sponsored by local merchants and community groups. It may include, but is not limited to, the following three activities:

1) A display of Logo graphics created by children.

2) A Logo Programming Contest in which Children with experience in Logo programming may participate in competitions which are divided by age/grade levels.

3) Logo demonstrations and tutorials held for the general public. Tutorials and hands-on sessions are held for children and adults. This is a good time for library licensed tutors to demonstrate their expertise.

The Festival creates a positive image of the Logo environment and, in turn, increases public awareness of the computer literacy program in your public library.

A panel of judges including Logo teachers, local newspaper editors, and graphic designers can be appointed by the library board, or the library director.

The Festival is open to the public free of charge. Publicity and announcements can be made through various media, including a

## LOGO

well designed poster with Logo graphics. At the conclusion of the Festival, awards and recognitions are presented to contest winners and contributors who supported the Festival. Through pre-festival planning and these activities, further contacts may be established with supportive groups and individuals.

## CONCLUSION

The foregoing are just a few of the many ideas that are feasible in order to carry out such a Logo environment in public libraries. One does not have to be a Logo expert to start this project, but one has to be energetic and have good public relations to make it successful. One can make very exciting things happen. All one needs is a little bit of imagination and a lot of planning!

Remember: Think big and start small. Now, are you ready to initiate a "Logo Movement" in your library?

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## AUTHOR INDEX

- "Video in Mishawaka-Penn Public Library," by Linda Waltman, 4:2, 55-59
- "Vocational Education Services: A Microosm of Zeitgeist," by JoAnn Brooks and Leota Sigrid Bowsen, 1:4, 137-150
- "What? Where? And How? Inexpensive Library Instruction Aids," by Judith Pask, 1:3, 112-115

## AUTHOR INDEX, VOLUMES 1-5

- Averitt, Judy Hamilton, "Library and the Local Economy: LaPorte County Public Library," 4:3, 126-127
- Bailey, Martha J., and Carmony, Patricia P., "Pioneer Women in the Midwest: The Role of Women in 19th Century Agriculture," 4:4, 146-150
- Beltran, Ann Bristow, "Online Reference Tools in Research Libraries," 5:1/2, 23-30
- Bentley, Stella, "Managerial Decision Making and the Budgetary Process," 2:1, 16-21
- Bieri, Pamela; Pelz, Carol Cowles; and Fortriede, Steven, "Public Libraries and Audio Visual Services: Case History of Allen County Public Library," 1:3, 93-96
- Boehme, Keith, and Weller, Sue, "Severely Retarded Child in the Library," 2:3, 99-105
- Boeser, Leota Sigrid, and Brooks, JoAnn, "Vocational Education Services: A Microcosm of Zeitgeist," 1:4, 137-150
- Boyd, Kenneth A., and Russell, James D., "Teaching A Unit on the Use of Selection Sources: A Comparison of Two Media Formats," 1:3, 103-107
- Brelsford, Bridgie Hackstaff, "Reflections on Library Planning at Crawfordsville District Public Library," 3:1, 6-14
- Brooks, JoAnn, See Boeser, Leota Sigrid
- Bryan, Gordon, "Maximizing The Use of Reference Books: A True Story," 1:3, 116-118
- Butler, Todd L., "Cataloging in Search of Catalogers," 3:2, 42-50
- Callison, Daniel, "Video collections: An Uncertain—but Exciting—Future," 4:2, 46-54
- Canon, Mavis Jean, "Puppets as Tellers of Tales Why and How to Use Traditional Stories," 2:3, 82-88
- Carmony, Patricia P. See Bailey, Martha J.

## INDIANA LIBRARIES

- Chapman, Carol Sue, "Online Reference Service in the Public Library: The Indianapolis Experience," 5:1/2, 6-15
- Cooper, David L., "Acquisitions with DB Master," 3:2, 51-61
- Derner, Carol, "Building for the Future: A Continuing Process," 3:3, 78-84
- Elliot, Barbara J., "Oral History Collection at Bluffton-Wells County Public Library," 4:1, 21-27
- Ensor, Pat, "Front End Software for Computer Searching," 5:1/2, 31-37
- Ensor, Pat, and Thompson, Susan, "Subsidized Database Searching at Indiana State University," 5:1/2, 16-22
- Fortriede, Steven, See Bieri, Pamela
- Galbraith, Les R., "Collection Development: New Guidelines for Religion," 2:2, 54-58
- Genther, Marilyn, and Laube, Lois R., "Looking for a Better Future: An Educational Opportunities Program," 4:3, 119-125
- Gnat, Raymond E., "Evolution of a Capital Improvements Program," 3:3, 85-95
- Griffin, Larry W., "ILL in the United Kingdom: How it Works, When it Works and When it Doesn't," 2:4, 132-136
- Hardesty, Larry; Morein, Grady; Irvine, Betty Jo; and Williams, Nyal, "Library Self-Studies: The Indiana Experience," 1:2, 68-78
- Hartzell, Janet L., "Indiana Technical Services, 1983: An Informal Report," 3:2, 38-41
- Holzberlein, Deanne, "Policy Manuals," 3:2, 62-70
- Hoppe, David, "Television As An Image of Culture," 1:3, 99-102
- Hsu, Kuang-Liang, "Typographic Fonts Programs for Library and Personal Use," 3:4, 122-131; "Logo Environment in Public Libraries," 5:3/4, 70-75
- Irvine, Betty Jo., See Hardesty, Larry
- Jennerich, Edward J., "Art of the Reference Interview," 1:1, 7-18
- Johnson, Laura, and Logsdon, Robert, "Indiana Public Library Funding and the Tax Control Program: A Retrospective," 2:1, 6-15
- Kaehr, Robert E., "Basic Considerations in the Development of Academic Curriculum Materials Centers," 4:4, 151-155

## AUTHOR INDEX

- Kasper, Barbara, "Children's Services in Indiana Public Libraries," 1:3, 108-111
- Kasper, Barbara and Smith, Robert, "Library Access for Children in Rural Areas," 2:3, 104-110
- Kennedy, Mary Ellen, "Academic Library Planning: Looking at Needs of Special Groups," 3:1, 28-30
- Kim, Choong H., "Indiana Community Analysis Project," 1:2, 60-67
- Kroehler, Beth Ann, "Jobs, Careers, Occupations—MPL Assists the Local Community," 4:3, 128-130; "Validity of Output Measures," 5:3/4, 49-61
- Laube, Lois R., See Genther, Marilyn
- Loertscher, David V., "Maximizing the Use of Reference Books: A Story," 1:1, 31-34
- Logsdon, Robert. See Johnson, Laura
- Logsdon, Robert, and McEwen, Barney, "Library Services to the Handicapped: A Literature Review," 1:1, 35-42
- May, Jill P., "Oral Folklore Presentations: Storytelling or Media?" 3:1, 21-27
- McDonald, Martha J., "Structural Approaches to Community Analysis," 1:2, 51-59
- McEwen, Barney, See Logsdon, Robert
- Meyers, Arthur S., "Property Tax, Personnel Costs and Politics: Gaining Community Development Block Grants for the Public Library," 2:1, 22-29; "Public Libraries and Ethnic Heritage," 2:4, 118-125; "Public Library Planning and Library School Students," 3:1, 15-20
- Mitchell, J. Paul, "Oral History on the Local Level: Personal Reflections," 4:1, 32-37
- Morein, Grady. See Hardesty, Larry
- Mozingo, Todd R., "Change and the Older Library Building," 3:3, 96-99
- Norman, O. Gene, "Marketing Your Library," 3:4, 142-146
- Ogg, Harold, "Public Access Computers in Libraries: A Justification for Existence," 3:4, 114-121; "Unemployed Worker as a Patron in the Public Library—A Study in Outreach," 4:3, 112-118
- Pask, Judith, "What? Where? And How? Inexpensive Library Instruction Aids," 1:3, 112-115

## INDIANA LIBRARIES

- Pelz, Carol Cowles. See Bieri, Pamela
- Raber, Douglas, "Needs, Politics and Public Libraries: The Challenge of the 1980s," 4:3, 106-111
- Randall, J. Parke, "Remodeling to Save Energy: Is it Always Cost-Effective for a Public Library?" 3:3, 100-104
- Riesenman, Pat, "Reference Use of Computers," 1:1, 26-30
- Robertson, Linda L., "Oral History—Alive and Doing Well in Wabash," 4:1, 28-31
- Russell, James D. See Boyd, Kenneth A.
- Sanders, Eugene R., "Dungeons and Dragons in a Public Library," 2:3, 93-98; "How Our Library Employs a Collection Agency," 4:4, 156-159
- Schenkel, Nick, "Staffing vs. Collection Development," 2:2, 68-74
- Sebright, Terence F., "Indiana Public Libraries' Selection Policies: The "Why and The "How," 2:2, 59-67
- Shaw, Debora, "Library Automation: A Brief Review, With a Hoosier Slant," 1:4, 126-132
- Smith, Richard, "Public Libraries and Film: Meeting New Demands," 1:3, 86-92
- Smith, Robert. See Kasper, Barbara
- Spenner, Ann, "'Skunk Sunk With a Plunk in the Moat Where the Boat Would Not Float' or Providing Appropriate Pre-literate Services for Children: The Case Against and Basic Readers for Toddlers," 2:3, 89-92
- Stabler, Karen Chittick, "Brief History of Interlibrary Loan with Special Reference to Indiana," 2:2, 42-53
- Stockey, Edward A., "Indiana Library Statistics Project: A Report," 1:4, 133-136
- Tambo, David C., "Oral History and Libraries," 4:1, 6-20
- Thompson, Susan. See Ensor, Pat
- Truesdell, Cheryl B., "Electronic Mail and Interlibrary Loan in Indiana," 5:3/4, 63-69
- Tucker, John Mark, "Liberal Arts Foundation of Library Use Instruction," 1:1, 19-25
- Waltman, Linda, "Video in Mishawaka-Penn Public Library," 4:2, 55-59
- Watts, Tim J., "Legal and Law-Related Reference Sources for Indiana Public Libraries," 3:4, 132-141



## AUTHOR INDEX

- Weller, Sue. See Boehme, Keith
- Whitbeck, George W., "Education for Librarianship and Information Science in the Republic of China," 4:4, 160-170; "Main Curriculum Trends in British Library Schools A Brief Review," 2:4, 137-146
- White, Herbert S., "Continuing Education—Myth and Reality," 4:4, 138-145
- White, Ray, "Aliens, Cowboys, Monsters, Private Eyes—Video Collection Development in Popular Culture," 4:2, 60-88
- Williams, Nyal. See Hardesty, Larry
- Wolcott, Mary, "Our Profession—It's Time for a Change!" 5:3/4, 46-47
- Yeamans, George T., "Changes in Media Services of Selected Public Libraries from 1978-1983," 4:2, 89-97
- Yeatts, Wendell A. Jr., "Serials Automation at the Purdue University Libraries," 2:4, 126-131

# Indexes

## TITLE INDEX, VOLUMES 1-5

- "Academic Library Planning: Looking at Needs of Special Groups," by Mary Ellen Kennedy, 3:1, 28-30
- "Acquisitions with DB Master," by David L. Cooper, 3:2, 51-61
- "Aliens, Cowboys, Monsters, Private Eyes—Video Collection Development in Popular Culture," by Ray White, 4:2, 60-88
- "Art of the Reference Interview," by Edward J. Jennerich, 1:1, 7-18
- "Basic Considerations in the Development of Academic Curriculum Materials Centers," by Robert E. Kaehr, 4:4, 151-155
- "Brief History of Interlibrary Loan with Special Reference to Indiana," by Karen Chittick Stabler, 2:2, 42-53
- "Building for the Future: A Continuing Process," by Carol Derner, 3:3, 78-84
- "Cataloging in Search of Catalogers," by Todd L. Butler, 3:2, 42-50
- "Change and the Older Library Building," by Todd R. Mozingo, 3:3, 96-99
- "Changes in Media Services of Selected Public Libraries from 1978-1983," by George T. Yeamans, 4:2, 89-97
- "Children's Services in Indiana Public Libraries," by Barbara Kasper, 1:3, 108-111
- "Collection Development: New Guidelines for Religion," by Les R. Galbraith, 2:2, 54-58
- "Continuing Education—Myth and Reality," by Herbert S. White, 4:4, 138-145
- "Dungeons and Dragons in a Public Library," by Eugene R. Sanders, 2:3, 93-98
- "Education for Librarianship and Information Science in the Republic of China," by George W. Whitbeck, 4:4, 160-170
- "Electronic Mail and Interlibrary Loan in Indiana," by Cheryl B. Truesdell, 5:3/4, 63-69
- "Evolution of a Capital Improvements Program," by Raymond E. Gnat, 3:3, 85-95

## INDIANA LIBRARIES

- "Front End Software for Computer Searching," by Pat Ensor, 5:1/2, 31-37
- "How Our Library Employs a Collection Agency," by Eugene R. Sanders, 4:4, 156-159
- "ILL in the United Kingdom: How it works, When it works and When it doesn't," by Larry W. Griffin, 2:4, 132-136
- "Indiana Community Analysis Project," by Choong H. Kim, 1:2, 60-67
- "Indiana Library Statistics Project: A Report," by Edward A. Stockey, 1:4, 133-136
- "Indiana Public Libraries' Selection Policies: The "Why" and The "How," by Terence F. Sebright, 2:2, 59-67
- "Indiana Public Library Funding and the Tax Control Program: A Retrospective," by Robert Logsdon and Laura Johnson, 2:1, 6-15
- "Indiana Technical Services, 1983: An Informal Report," by Janet L. Hartzell, 3:2, 38-41
- "Jobs, Careers, Occupations—MPL Assists the Local Community," by Beth Ann Kroehler, 4:3, 128-130
- "Legal and Law-Related Reference Sources For Indiana Public Libraries," by Tim J. Watts, 3:4, 132-141
- "Liberal Arts Foundation of Library Use Instruction," by John Mark Tucker, 1:1, 19-25
- "Library Access for Children in Rural Areas," by Barbara Kasper and Robert Smith, 2:3, 104-110
- "Library and the Local Economy: LaPorte County Public Library," by Judy Hamilton Averitt, 4:3, 126-127
- "Library Automation: A Brief Review, With A Hoosier Slant," by Debora Shaw, 1:4, 126-132
- "Library Self-Studies: The Indiana Experience," by Larry Hardesty, Dr. Grady Morein, Betty Jo Irvine, and Nyal Williams, 1:2, 68-78
- "Library Services to the Handicapped: A Literature Review," by Robert Logsdon and Barney McEwen, 1:1, 35-42
- "Logo Environment in Public Libraries," by Kuang-Liang Hsu, 5:3/4, 70-75
- "Looking for a Better Future: An Educational Opportunities Program," by Lois R. Laube and Marilyn Genther, 4:3, 119-125
- "Main Curriculum Trends in British Library Schools A Brief Review," by George W. Whitbeck, 2:4, 137-146

## TITLE INDEX

- “Managerial Decision Making and the Budgetary Process,” by Stella Bentley, 2:1, 16-21
- “Marketing Your Library,” by O. Gene Norman, 3:4, 142-146
- “Maximizing the Use of Reference Books: A Story,” by David V. Loertscher, 1:1, 31-34
- “Maximizing The Use of Reference Books: A True Story,” by Gordon Bryan, 1:3, 116-118
- “Needs, Politics and Public Libraries: The Challenge of the 1980s,” by Douglas Raber, 4:3, 106-111
- “Online Reference Service in the Public Library: The Indianapolis Experience,” by Carol Sue Chapman and Harriet Cohen, 5:1/2, 6-15
- “Online Reference Tools in Research Libraries,” by Ann Bristow Beltran, 5:1/2, 23-30
- “Oral Folklore Presentations: Storytelling or Media?” by Jill P. May, 3:1, 21-27
- “Oral History—Alive and Doing Well in Wabash,” by Linda L. Robertson, 4:1, 28-31
- “Oral History and Libraries,” by David C. Tambo, 4:1, 6-20
- “Oral History Collection at Bluffton-Wells County Public Library,” by Barbara J. Elliott, 4:1, 21-27
- “Oral History on the Local Level: Personal Reflections,” by J. Paul Mitchell, 4:1, 32-37
- “Our Profession—It’s Time for a Change!” by Mary Wolcott, 5:3/4, 46-47
- “Pioneer Women in the Midwest: The Role of Women in 19th Century Agriculture,” by Martha J. Bailey and Patricia P. Carmony, 4:4, 146-150
- “Policy Manuals,” by Deanne Holzberlein, 3:2, 62-70
- “Property Tax, Personnel Costs and Politics: Gaining Community Development Block Grants for the Public Library,” by Art Meyers, 2:1, 22-29
- “Public Access Computers in Libraries: A Justification for Existence,” by Harold Ogg, 3:4, 114-121
- “Public Libraries and Audio Visual Services: Case History of Allen County Public Library,” by Pamela Bieri, Carol Cowles Pelz, and Steven Fortriede, 1:3, 93-96
- “Public Libraries and Ethnic Heritage,” by Arthur S. Meyers, 2:4, 118-125

## INDIANA LIBRARIES

- "Public Libraries and Film: Meeting New Demands," by Richard Smith, 1:3, 86-92
- "Public Library Planning and Library School Students," by Arthur S. Meyers, 3:1, 15-20
- "Puppets as Tellers of Tales Why and How to Use Traditional Stories," by Mavis Jean Canon, 2:3, 82-88
- "Reference Use of Computers," by Pat Riesenman, 1:1, 26-30
- "Reflections on Library Planning at Crawfordsville District Public Library," by Bridgie Hackstaff Brelsford, 3:1, 6-14
- "Remodeling to Save Energy: Is it Always Cost-Effective for a Public Library," by J. Parke Randall, 3:3, 100-104
- "Serials Automation at the Purdue University Libraries," by Wendell A. Yeatts, Jr., 2:4, 126-131
- "Severely Retarded Child in the Library," by Keith Boehme and Sue Weller, 2:3, 99-105
- "'Skunk Sunk With a Plunk in the Moat Where the Boat Would Not Float' or Providing Appropriate Pre-literate Services for Children: The Case Against & Basic Readers for Toddlers," by Ann Spenner, 2:3, 89-92
- "Staffing vs. Collection Development," by Nick Schenkel, 2:2, 68-74
- "Structural Approaches to Community Analysis," by Martha J. McDonald, 1:2, 51-59
- "Subsidized Database Searching at Indiana State University," by Pat Ensor and Susan Thompson, 5:1/2, 16-22
- "Teaching A Unit on the Use of Selection Sources: A Comparison of Two Media Formats," by Kenneth A. Boyd and James D. Russell, 1:3, 103-107
- "Television As An Image of Culture," by David Hoppe, 1:3, 99-102
- "Typographic Font Programs For Library and Personal Use," by Kuang-Liang Hsu, 3:4, 122-131
- "Unemployed Worker as a Patron in the Public Library—A Study in Outreach," by Harold C. Ogg, 4:3, 112-118
- "Upcoming Guest Editors," 1:3, 97-98
- "Validity of Output Measures," by Beth Ann Kroehler, 5:3/4, 49-61
- "Video Collections: An Uncertain—but Exciting—Future," by Daniel Callison, 4:2, 46-54

## AUTHOR INDEX

- "Video in Mishawaka-Penn Public Library," by Linda Waltman, 4:2, 55-59
- "Vocational Education Services: A Microosm of Zeitgeist," by JoAnn Brooks and Leota Sigrid Bowsen, 1:4, 137-150
- "What? Where? And How? Inexpensive Library Instruction Aids," by Judith Pask, 1:3, 112-115

## AUTHOR INDEX, VOLUMES 1-5

- Averitt, Judy Hamilton, "Library and the Local Economy: LaPorte County Public Library," 4:3, 126-127
- Bailey, Martha J., and Carmony, Patricia P., "Pioneer Women in the Midwest: The Role of Women in 19th Century Agriculture," 4:4, 146-150
- Beltran, Ann Bristow, "Online Reference Tools in Research Libraries," 5:1/2, 23-30
- Bentley, Stella, "Managerial Decision Making and the Budgetary Process," 2:1, 16-21
- Bieri, Pamela; Pelz, Carol Cowles; and Fortriede, Steven, "Public Libraries and Audio Visual Services: Case History of Allen County Public Library," 1:3, 93-96
- Boehme, Keith, and Weller, Sue, "Severely Retarded Child in the Library," 2:3, 99-105
- Boeser, Leota Sigrid, and Brooks, JoAnn, "Vocational Education Services: A Microcosm of Zeitgeist," 1:4, 137-150
- Boyd, Kenneth A., and Russell, James D., "Teaching A Unit on the Use of Selection Sources: A Comparison of Two Media Formats," 1:3, 103-107
- Brelsford, Bridgie Hackstaff, "Reflections on Library Planning at Crawfordsville District Public Library," 3:1, 6-14
- Brooks, JoAnn, See Boeser, Leota Sigrid
- Bryan, Gordon, "Maximizing The Use of Reference Books: A True Story," 1:3, 116-118
- Butler, Todd L., "Cataloging in Search of Catalogers," 3:2, 42-50
- Callison, Daniel, "Video collections: An Uncertain—but Exciting—Future," 4:2, 46-54
- Canon, Mavis Jean, "Puppets as Tellers of Tales Why and How to Use Traditional Stories," 2:3, 82-88
- Carmony, Patricia P. See Bailey, Martha J.

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