

DOCUMENT RESUME

ED 044 139

LI 002 175

AUTHOR Olson, Edwin E.
TITLE Survey of User Service Policies in Indiana Libraries and Information Centers.
INSTITUTION Indiana Univ., Bloomington. Graduate Library School.
SPONS AGENCY Indiana State Library, Indianapolis.
PUB DATE 70
NOTE 298p.; Indiana Library Studies Report 10

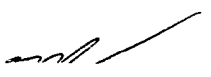
EDRS PRICE EDRS Price MF-\$1.25 HC-\$15.00
DESCRIPTORS Information Centers, Information Services, Libraries, *Library Research, *Library Services, *Library Surveys, Questionnaires, State Surveys, *Use Studies

IDENTIFIERS *Indiana, Indiana Library Studies

ABSTRACT

The areas of strength and the areas of weakness in the general patterns of library user service policies in Indiana are identified. The study also presents information which will have an impact on planning and provision of future library services in the state. The current pattern of library service policies in Indiana are compared with the optimal policy chosen by groups of librarians and the ideal policy from the users' view point. Part One of this report presents important aspects of the study methodology. In Part Two, after a discussion of assumptions, and the organization and overview of the data, the study findings are presented according to the outline of user service policies used in the questionnaire. In Part Three, the conclusions and implications of the study for the state of Indiana are discussed. The appendices present additional methodological detail, and the Supplement presents all of the descriptive data tables and detailed weights obtained in the study.
(MF)

ED0 44139


U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM THE PERSON OR
ORGANIZATION ORIGINATING IT. POINTS OF
VIEW OR OPINIONS STATED DO NOT NECES-
SARILY REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

Report Number Ten
of the
Indiana Library Studies

Peter Hiatt
Director and General Editor

SURVEY OF USER SERVICE POLICIES IN INDIANA LIBRARIES AND INFORMATION CENTERS

by

Edwin E. Olson
Associate Professor
School of Library and Information Services
University of Maryland

Prepared April, 1970

Bloomington, Indiana

1970

42 002175

Table of Contents

	Page Number
Preface	x
PART I STUDY DESIGN	
A. <u>Purpose of Study</u>	1
B. <u>Development of the Survey Instrument</u>	1
C. <u>Sample Design</u>	3
... Academic libraries	5
... Special libraries and information centers	6
... Public libraries	7
... School libraries	8
D. <u>Validity and Reliability Analysis</u>	8
... Reliability of school library data	9
... Public and academic reliability and validity test	11
... School library validity test	13
... Summary	13
E. <u>Data Collection and Processing</u>	14
... Academic and special libraries	14
... Public libraries	14
... School libraries	16
... Data processing	18
... Response Rate	18
... Response Bias	21
F. <u>Weighting of Responses</u>	23
... Purpose of obtaining weights	23
... Method of obtaining weights	23
... Problems in interpreting and using weights	25
... Summary	27
PART II DATA ANALYSES	
A. <u>Purposes and assumptions</u>	29
B. <u>Organization of data</u>	30
C. <u>Overview of the data</u>	32

D.	<u>Provision of Materials in the Collection</u>	40
...	Overview of the Data	40
...	Provision of Materials While User is in Library	40
...	Policies for Specific Materials	40
...	Request and Delivery Policies of Libraries	
...	Providing Staff Delivery	46
...	Facsimile Copying	47
...	Access to Unavailable Material	49
...	Provision of Materials to User <u>Not</u> in the Library	51
...	Requests and Reservations	51
...	Delivery of Materials	52
...	Special Services	55
...	Summary	56
E.	<u>Circulation of Materials in Collection</u>	60
...	Overview of Data	60
...	Policy for Specific Materials	60
...	Borrowing Procedures and Limitations	63
...	Returning Procedures and Limitations	65
...	Routing Services	68
...	Summary	68
F.	<u>Provision of Materials Not in Collection</u>	71
...	Overview of Data	71
...	Policy of Obtaining Material	71
...	Requests	74
...	Circulation and Charges	75
...	Summary	76
G.	<u>Provision of Bibliographic Citations</u>	78
...	Overview of Data	78
...	Verification and Screening Aids	78
...	Subject Searching	82
...	Alerting and Agent Services	83
...	Summary	84
H.	<u>Answer Services</u>	87
...	Overview of Data	87
...	Provision of Specific Information	90
...	Summary	93

I.	<u>User Instructions and Educational Programs</u>	96
	...Overview of Data	96
	...Instruction in Use of Information Resources	96
	...Educational Programs	100
	...Miscellaneous Instructional Services	103
	...Summary	105
J.	<u>Wherewithal</u>	107
	...Overview of Data	107
	...Hours Open	107
	...Work Space	110
	...Audio-Visual Equipment and Facilities	112
	...Assistance to User in Producing Materials	114
	...Miscellaneous Support Services	115
	...Summary	118
K.	<u>User Relations</u>	120
	...Overview of Data	120
	...Publicity	120
	...Review of Policy by Users	125
	...Summary	125
L.	<u>Other Services</u>	126
	...Services Included Elsewhere in Questionnaire	126
	...Library Operations and Supportive Services	128
	...Additional User Services	129
M.	<u>Special User Groups</u>	130
	...Groups Receiving All Library Services	131
	...Groups Receiving Special Services	132
 PART III CONCLUSIONS		
A.	<u>The Analytical Process</u>	136
B.	<u>Relative Importance of Library Service Policies</u>	138
C.	<u>Current Library Service Policies</u>	141
D.	<u>Match of Current Policy with Optimal Policy</u>	144
E.	<u>Redistribution of Priorities</u>	148
 BIBLIOGRAPHY		150

APPENDIX A.	Sampling Plan for School Libraries	151
APPENDIX B.	"Survey of User Services in Indiana School Libraries," <u>Hoosier School Libraries</u> , Summer, 1969	157
APPENDIX C.	Process of Obtaining Weights	160
	... Identification of Weighters	160
	... Academic Library Weighting Group	161
	... Public Libraries	162
	... School Libraries	163
	... Special Libraries	163
	... Steps Followed in Weighting	164
SUPPLEMENT TO THE SURVEY REPORT		
SECTION I	Detailed Service Policy Data	167
	...Guide to Use of Descriptive Data Tables	167
	...Descriptive Data Tables S-1 to S-73	170
SECTION II	Detailed Weights Used in Data Analysis	244
SECTION III	Questionnaire for Survey of Library User Service Policies	260

LIST OF TABLES

TABLE		PAGE
1	Response Rates	19
2	Match of Scores with Optimal Service Policies of Ideal Library: Total Scores for All Service Policies	36
3	Match of Scores with Optimal Service Policies of Ideal Library: Scores for Provision of Materials in Collection	41
3A	Summary of Weights and Correspondence of Current Policy and "Optimal" Policy for Provision of Materials in the Collection	58
4	Match of Scores with Optimal Service Policies of Ideal Library: Scores for Circulation of Materials	61
4A	Summary of Weights and Correspondence of Current Policy and "Optimal" Policy for Circulation of Materials in Collection	70
5	Match of Scores with Optimal Service Policies of Ideal Library: Scores for Provision of Materials Not in Collection	72
5A	Summary of Weights and Correspondence of Current Policy and "Optimal" Policy for Provision of Materials Not in Collection	77
6	Match of Scores with Optimal Service Policies of Ideal Library: Scores for Provision of Bibliographic Citations	79

6A	Summary of Weights and Correspondence of Current Policy and "Optimal" Policy Provision of Bibliographic Citations	86
7	Match of Scores with Optimal Service Policies of Ideal Library: Scores for Answer Services ..	88
7A	Summary of Weights and Correspondence of Current Policy and "Optimal" Policy (Answer Services)..	94
8	Match of Scores with Optimal Service Policies of Ideal Library: Scores for User Instruction and Educational Programs	98
8A	Summary of Weights and Correspondence of Current Policy and "Optimal" Policy for User Instruction and Educational Programs.....	106
9	Match of Scores with Optimal Service Policies of Ideal Library: Scores for Wherewithal ...	108
9A	Summary of Weights and Correspondence of Current Policy and "Optimal" Policy for Wherewithal..	119
10	Match of Scores with Optimal Service Policies of Ideal Library: Scores for User Relations..	121
10A	Summary of Weights and Correspondence of Current Policy and "Optimal" Policy for User Relations..	127
11	Public Library Services to Special Groups...	134
12	Summary of Weights and Correspondence of Current Policy and "Optimal" Policy for All Service Policies	147

LIST OF FIGURES

FIGURES		PAGE
1	Cover Letter Used for Academic and Special Libraries	15
2	Distribution of 1000 Points Among Major Service Policy Categories	34
3	Percentage Distribution of Individual Library Scores Expressed as Percents of the Optimal Score: Total Scores for all Service Policies	38
4	Percentage Distribution of Individual Library Scores Expressed as Percents of the Optimal Score: Score for Provision of Materials in Collection	42
5	Percentage Distribution of Individual Library Scores Expressed as Percents of the Optimal Score: Score for Circulation of Materials in Collection	62
6	Percentage Distribution of Individual Library Scores Expressed as Percents of the Optimal Score: Scores for Provision of Materials Not in Collection.....	73
7	Percentage Distribution of Individual Library Scores Expressed as Percents of the Optimal Score: Scores for Provision of Bibliographic Citations	80

8	Percentage Distribution of Individual Library Scores Expressed as Percents of the Optimal Score: Scores for Answer Services	89
9	Percentage Distribution of Individual Library Scores Expressed as Percents of the Optimal Score: Scores for User Instruction and Educational Programs	97
10	Percentage Distribution of Individual Library Scores Expressed as Percents of the Optimal Score: Scores for Wherewithal ,.....	109
11	Percentage Distribution of Individual Library Scores Expressed as Percents of the Optimal Score: Scores for User Relations.....	122

Preface

One major task of the Indiana Library Studies is to investigate the current library resources, services, and personnel in Indiana to identify present library performance and capability. This survey of library service policies is intended to contribute to this effort, and particularly, to describe and evaluate the prevailing pattern of service policies in Indiana libraries, including academic, public, school, and special libraries and information centers.

Planning on this project began in February, 1969; the survey instrument was developed by May; the data were collected between May 15 and August 15; preliminary tabulations were completed during September and preliminary results were available in October. The study had a dual purpose:

- (1) to collect data which would be an accurate representation of current library service policies in Indiana; and
- (2) to collect and present information which would have an impact on the process of making decisions about future library services in Indiana.

Fulfillment of these aims meant that the data collected needed to be valid, reliable and useful for the purpose of the Indiana Library Studies project to identify current library capability to provide user services.

Data which are both scientific and relevant for action decisions are difficult to collect as this study demonstrates. For example, data which are useful for library service planning require generalizations which may not be true for all library situations. To facilitate generalizations about library services in Indiana, we surveyed a large number of libraries using the same questionnaire to elicit the service policy data for all types of libraries. The benefits for planning made possible by a comparative survey approach are somewhat offset by the loss of detailed information about particular libraries including their environment, particular clientele groups, and their resources which may affect the level and kind of library services that are appropriate. However, at this point in the development of Indiana library services, as indicated in our preliminary interviews with Indiana librarians, it seemed most important to provide baseline data about the major patterns of user services in the state. Further analysis of these data and further data collection efforts will be required to pursue some important nuances omitted in this general survey and to develop planning data which are appropriate to particular library and user situations.

Part One of this report presents important aspects of the study methodology. In Part Two, after a discussion of assumptions, organization and an overview of the data, the study findings are presented according to the outline of user service policies used in the questionnaire. In Part Three the conclusion and implications of the study for the state of Indiana are discussed. The Appendices present additional methodological detail and the Supplement presents all of the descriptive data tables and detailed weights obtained in the study.

The responsibility for the study rests with the author, but many persons have made substantial contributions. I am indebted to Sara Stevens for her perseverance as a research assistant and to Mrs. Mary White for adding this project to her many other typing and secretarial tasks. Cecilia Meehan did an extraordinary job in processing and coding the questionnaires as did Becky Coney, Lisa Hertz, Peter Adams and Ruth Yoshpe in processing the data. Carolyn Forsman made a substantial contribution to the validity and reliability analysis. Don Wittig provided valuable assistance in preparing the graphs for this report. The University of Maryland Computer Center facilities were used to process the data and the School of Library and Information Services provided working space for the project.

I am especially grateful to James Liesener, School of Library and Information Services, University of Maryland, for his great help in explaining the school library world to me, and in particular, for his presentation and consultation during the Indiana School Libraries Meeting. Edward Warner, School of Library and Information Services, was helpful in testing the weighting procedure for use by the academic librarians in Indiana. Pauline Atherton, Syracuse University, who was a consultant to the study, and Brigitte Kenney, University of Mississippi, who conducted the Survey of Special Libraries for the Indiana Library Studies, were particularly helpful for their encouragement and critical reflections at several important turning points in the study.

My greatest debt of thanks is owed to the many people in Indiana who made the study possible. Peter Hiatt, the Director of the Indiana Library Studies, and Marcelle Foote, Director of the Indiana State Library, maintained a steady belief in the importance of the study. The officials in the Indiana State Library, especially Abbie Heitger, and those in the Department of Public Instruction, especially Vera Fredenberg and Ida Mae Langston, were very helpful in providing information on the population of public and school libraries in the state. The academic, school, and public librarians who bravely gathered to accomplish the difficult task of assigning weights to the service policy categories should receive special praise, but in their modesty they wouldn't let me list their names.

My final word of thanks is reserved for over 500 Indiana librarians who took time to complete the questionnaire with an extra thank-you to the librarians who also consented to a personal or telephone interview or who filled out more than one questionnaire.

Edwin E. Olson
College Park, Maryland

April, 1970

PART I STUDY DESIGN

A. Purpose of Study

The study was undertaken to describe and evaluate the kinds of services Indiana libraries do (and do not) provide for their users.

The first objective of the research was to discern the patterns of library service policies as they exist in all types of Indiana libraries -- academic, public, school, and special libraries and information centers. The second major objective was to analyze the descriptive service policy data in a manner which will make a significant contribution to the Indiana Library Studies.

B. Development of the Survey Questionnaire

The instrument to collect service policy data in the study was a questionnaire developed during the project "Development of a General Inventory of Library User Services" sponsored by the School of Library and Information Services, University of Maryland, and the Indiana Library Studies (see Supplement).

The development of a questionnaire which could be used in all types of libraries to inventory the entire spectrum of user services, including details of a library's service policies that are important to its users, was the goal of this project. The starting point for the project was a special - purpose procedure and an instrument for eliciting details of an academic medical library's user service

policies and for recording the data. This original procedure had been developed by the Institute for Advancement of Medical Communication (IAMC) for use by trained interviewers in a large-scale survey of academic medical libraries.¹

The project members were faculty and graduate library students from four seminars at the School of Library and Information Service. Each seminar represented the viewpoint of a type of library (public, academic, school, special) as we developed a general instrument which would be suitable for all types of libraries. The students tested preliminary versions of the instrument in libraries in the Washington Metropolitan area and received feedback from the librarians on the suitability of the instrument for describing the user services of their library. Classroom simulation of the procedure utilizing librarians as resource persons was also used in some seminars to evaluate the instrument. The testing and revision continued until the group was satisfied with the questionnaire.

The end product was a questionnaire which was applicable to a variety of libraries and capable of obtaining data on library services which would allow comparisons among libraries.

¹ See Richard H. Orr, Vern M. Pings, Edwin E. Olson, and Irwin H. Pizer, "Standardized Inventories of Library Services", Bulletin of the Medical Library Association, 56(Oct., 1966), pp. 380-403.

The instrument was also deemed suitable for self-administration by the head librarian (or librarian in charge of user services) in a self-survey or a mail survey.

C. Sample Design

From a cost standpoint, collecting library service policy data by means of a mail questionnaire instead of comparatively costly personal interviews would allow us to include many more libraries in the survey. From a quality standpoint, however, a mail survey would increase the problem of obtaining data about library service policies which were valid and reliable.

A number of other factors led us to decide upon the mail questionnaire approach. These were:

- (1) For maximum utility of the data, the many questionnaires we could obtain by mail would provide information for libraries down to the unit or branch level. This was considered necessary as input to the detailed planning activity which was to follow the Indiana Library Studies reports.
- (2) The exercise of completing the questionnaire was judged to be useful for many libraries because of the salutatory effect the inventory is believed to have upon the perspectives of librarians who become acquainted with it. Librarians who became personally acquainted with the procedure might

also have a greater interest in the outcome of the study.

- (3) The populations of academic libraries (N=56) and special libraries (N=104) were so small that sampling did not seem to make sense.
- (4) The public library population (N=244 central and 186 branch libraries), while large enough to sample, was also small enough to include all libraries and their branches. Sampling of the public libraries was also deemed unnecessary because of the high response rate the Indiana State Library had received in two previous surveys.¹
- (5) Recent research had shown that mail questionnaires can produce the same results as interviews when the study meets these conditions:
 - a. respondent can be assured of the anonymity of their response;
 - b. the questions are familiar to the respondent; and
 - c. the respondents are relatively homogeneous.²

¹ 1966 Survey of Public Library Reference Service and 1967 Salary and Fringe Benefits Survey.

² Frank K. Gibson and Brett W. Hawkins, "Interviews Versus Questionnaires", American Behavioral Scientist, September-October, 1968, pp. NS-9-NS-11.

The net effect of all of the above considerations was to eschew sampling in favor of sending questionnaires to the entire population of academic, special, and public libraries. The school library population was so large that sampling was necessary. The description of each population and sample follows.

Academic. All academic libraries, that is, libraries primarily serving the user populations of institutions of higher learning, were included (N=56). The names and addresses were obtained from the American Library Directory, 1966, which included all institutions listed in Education Directory: Part 3, Higher Education, 1966-1967 (Washington: GPO, 1967). The main libraries serving the separate campuses of the universities (e.g. Purdue, Indiana University) were included as were libraries serving research or service institutes in a university if they were listed in the American Library Directory. However, we did exclude all other academic libraries which were not the

principal library on a campus (e.g. departmental libraries).¹
 Our assumption was that the differences in scope and independence among these libraries would be so great that they should not be included in a general survey. The analysis of departmental library service policies, we assumed, should be done on a campus by campus basis in a separate study.

Special. The population of special libraries included all of the special libraries in the population enumerated by Brigitte L. Kenney for her Survey of Indiana Special Libraries and Information Centers, one of the Indiana Library Studies. Also, we included all other special libraries listed in the American Library Directory and in the Directory of Special Libraries and Information Centers, edited by Anthony T. Kruzas, 1968. The total population was 104. The Kenney study omitted the medical and hospital libraries (except the Veterans Administration Hospital which was classified as governmental), which were included in this study, and,

¹Following is a count of these departmental libraries by institution.

College or University	Number of Departmental Libraries
Indiana	19
DePauw	4
Butler	2
Purdue	18
Ball State	2
Notre Dame	7
Indiana State	4
Valparaiso	1
	<hr/>
Total	57

therefore, the samples are not exactly comparable. Following is a comparison of the two samples according to Kenney's classification of libraries she surveyed:

<u>Special Library</u> <u>Category</u>	<u>Number of Libraries Providing Data</u>			
	<u>Kenney</u>	<u>Study</u>	<u>Olson</u>	<u>Study</u>
		<u>%</u>		<u>%</u>
Manufacturing-Research	19	27	12	20
Manufacturing-Operations	12	17	8	13
Association, Society, Foundation	12	17	9	15
Business	6	9	4	7
Religious	4	6	6	10
U.S. Government ¹	6	8	5	8
Academic Special	5	7	2	3
Local Government	2	3	4	7
Information Centers	4	6	1	2
Medical	0	0	9	15
Totals	70	100%	60	100%

¹Including a Job Corps Library based in a private company, not included in Kenney Study.

Public. The list of the central public libraries was obtained from Indiana State Library, Statistics of Indiana Libraries, 1967. All were included in the population except two which did not have a librarian (N=244). Information on the number of branches (N=168) connected with each central library was obtained from the individual Annual Public Library Reports which was made available by the state library. The state library defines a branch as "an auxiliary library with separate quarters, a permanent staff, a regular schedule, a permanent basic collection of books, reading room facilities and an up-to-date card catalog of at least its permanent

holdings". Library "stations" were omitted from the population since they are defined by the State Library as " a temporary, changing book collection housed in a store, home, station, etc., with no regular staff members present, usually self-service, with custodian's assistance".

School. The sample design used to draw the school sample was a stratified random sample in which each of the ca.2500 public and private elementary and secondary schools in the state had a known probability of selection (See Appendix A for the detailed sampling plan). Using principles of optimal allocation, we drew samples of approximately 200 elementary, 200 high schools, and 100 middle schools.¹ The 200 elementary school sample was also optimally allocated among 4 size-of-enrollment categories (under 250 students, 251-500, 501-700, and over 700 students).

D. Validity and Reliability Analysis

During the course of the study, three attempts were made to establish the validity and reliability of the data obtained by the questionnaire. These were:

- (1) Reliability of school library data;
- (2) Reliability and validity of the academic and public library data;
- (3) Validity of the school library data.

The purpose of conducting all three tests was to determine the degree of confidence we could place on the various detailed findings concerning the existing library service

¹

The term "middle" school is used as a convenient short-hand description for schools of grades 6-8 and 7-9 which includes both middle schools and junior high schools.

policies in the state. In other words, we wanted to assess the margin of error in the data resulting from problems in the questionnaire design and the wording and interpretation of questions, particularly since one instrument was used to cover the service policies of all kinds of libraries.

Reliability of School Library Data. During the May, 1969, Indiana School Library meeting in Muncie, nine librarians completed a preliminary version of the questionnaire. Since the final version of the questionnaire, although changed in a number of ways, was substantially the same as the preliminary version, we were able to compare the librarians' responses to the preliminary version with their responses in the final version of the questionnaire. The purpose of this comparison was to determine if the questions would elicit the same response at two different points in time. Six of the nine librarians completed the final version which was mailed to them at their libraries approximately two weeks after the school library meeting.¹

¹ The letter sent to the nine libraries said, in part, "We will be able to utilize the information we received from you, but I would like to enlist your cooperation in completing this new version for two reasons: (1) some questions have been revised and some added, (2) your answers to the questions which are the same in both the preliminary questionnaire and this final version will provide a reliability check for the study--this is important because it tells us whether the questionnaire can elicit the same information at two different times".

Comparison of the responses of the six librarians to the preliminary and final version of the questionnaire indicated that some questions were answered differently on the two occasions. The results were:

4	librarians	answered	2	questions	<u>differently</u>	on	the	two	occasions
3	"	"	10	"	"	"	"	"	"
2	"	"	10	"	"	"	"	"	"
1	"	"	33	"	"	"	"	"	"
6	"	"	40	"	<u>identically</u>	"	"	"	"

The problem of interpreting this reliability data was that most questions contained several detailed subquestions and variance on the detail is less significant than variance on the main question. Other sources of variance such as wording changes, change of locale between the two occasions the questionnaire was completed, change in the respondent's views on service policy which may have occurred because of the experience of completing the questionnaire the first time, all further complicate the analysis of the reliability data.

In an attempt to judge the seriousness of the variance which occurred, we assigned a weight of "1" to every instance where the respondent answered the entire question in completely different ways on the two occasions and a weight of less than 1 to those instances where a difference occurred only in some of the detailed subquestions.

The results of this weighted analysis were:

2.0-2.5	Librarians ¹	answered	7	questions	differently	on	the	two	oc-
1.6-1.9	"	"	6	"	"	"	"	"	casions
1.1-1.5	"	"	5	"	"	"	"	"	
0.6-1.0	"	"	23	"	"	"	"	"	
0.1-0.5	"	"	12	"	"	"	"	"	

Upon inspection of the weighted differences, it was apparent that with the exception of four questions, the differences were all in one direction -- in the final version the respondents described a more restrictive view of the library service policy in their library. It seems reasonable that the respondents, in the setting of their library, were more careful in answering each question and indicated the restrictions they placed on policies. In effect, this reliability test discovered only four questions of doubtful reliability for the school librarian respondents. These questions are identified in the discussion of the data in Part Two.

Public and Academic Library Reliability and Validity Test.

During the June, 1969, ALA meeting in Atlantic City interviews were held with seven public and academic librarians from Indiana attending the meeting who had already mailed in a completed questionnaire. The purpose of this test was to go beyond a concern for reliability and attempt to assess the validity of the questions, i.e., the degree to which a

¹The number of librarians is a weighted number. A librarian giving a completely different response to the main question was counted as "1"; a librarian whose response was different for one-half of the subquestions for a particular main question was ".5" and so on.

response to a question accurately reflected the service policies which the question was designed to measure. The seven librarians were individually interviewed with a blank questionnaire with additional probing questions being asked in service policy areas where the respondent seemed uncertain about the wording or intent of the question as stated in the questionnaire. The interviewer recorded the respondent's statements which seemed to most closely reflect the respondent's understanding of the service policy and the blank questionnaire was filled out to accurately represent the respondent's understanding of service policy in his library. The coded responses were compared with the responses to the mail questionnaire in a manner similar to the previous reliability test:

5	librarians	answered	1	question	<u>differently</u>	on	the	two	occasions
4	"	"	1	"	"	"	"	"	"
3	"	"	5	"	"	"	"	"	"
2	"	"	13	"	"	"	"	"	"
1	"	"	31	"	"	"	"	"	"
7	"	"	51	"	<u>identically</u>	"	"	"	"

Using the weighting method previously described, this was the pattern:

2.5-2.9	librarians	answered	3	questions	differently	on	the	two	oc-
2.0-2.4	"	"	1	"	"	"	"	"	casions
1.5-1.9	"	"	0	"	"	"	"	"	
1.0-1.4	"	"	25	"	"	"	"	"	
0.5-0.9	"	"	10	"	"	"	"	"	
0.1-0.4	"	"	11	"	"	"	"	"	

Upon inspection of the responses, it appears that four questions were of doubtful validity which were different from those identified in the reliability test using school librarians. These questions are identified in the analysis of the data, Part II.

School Library Validity Test. During the school library weighting session several of the participants identified nine questionnaire items which they believed were probably not interpreted to include some service activities of the school librarians surveyed. That is, the nine questions were thought to be invalid since the survey responses would underestimate the scope of school library services.

To test for the validity of the nine questions, we drew a sample of 10 respondents for telephone interviews to verify the problems identified by the school library weighters. After five telephone interviews we were able to determine that seven of the nine problems could possibly affect the validity of the responses in the survey. Two of the seven questions had also been identified as a problem in the reliability and validity tests previously described. The particular problem questions are discussed in the appropriate sections of the data analysis (Part Two) Summary. The validity and reliability tests revealed certain specific questions which were of questionable validity or reliability as discussed in the analysis (Part Two). The data on service policies derived from these questions has a greater margin of possible response error. In several instances, the questions were poorly stated or not well suited to eliciting reliable responses from a certain type of library. In other instances, the question tried to elicit policy where none existed and the respondent was forced to make up policy on the spot. In situations of this kind, it was difficult for the respondents to make up the same policy on two different occasions.

Analysis performed in the public and academic validation study indicated that the average reproducibility index of the questionnaires is about 90%, defined as follows:

$$\text{Coefficient of Reproducibility} = 1 - \left(\frac{\text{No. of items with variance}}{\text{Total number of items}} \right)$$

E. Data Collection and Processing

Academic and Special Libraries

The academic and special librarians each received a letter explaining the study (Fig. 1), a questionnaire and a stamped, self-addressed envelope for mailing the questionnaire to the author at the University of Maryland.

Public Libraries

The head librarian in each central public library received a similar letter, but, in addition, all central libraries with branches were sent a questionnaire and return envelope for each branch. The head librarian was requested to distribute the questionnaires directly to the branches and to instruct the branches to mail their questionnaire directly to the University of Maryland. However, we are uncertain about the procedures which public libraries followed at the branch level. In at least one instance, the head librarian in the system notified us that she intended to call the branch librarians together to fill out their questionnaires. We encouraged this innovation in a letter to the librarian, but with the following request:

Figure 1

INDIANA LIBRARY STUDIES

A Research Project of the Indiana State Library

403½ South Washington Street

Bloomington, Indiana 47401

PETER HIATT, Director

December 12, 1969

Area Code 812
Telephone 339-6574

Dear Indiana Librarian:

Under the auspices of the Indiana State Library, I am directing a study, "Survey of Library Services in Indiana," which includes services provided to users by all kinds of libraries, including academic, public, school, and special libraries and information centers.

We would like you to participate in this survey by completing the enclosed questionnaire within the next several days. Please mail the questionnaire to me in the enclosed stamped, self-addressed envelope. I am on the faculty of the School of Library and Information Services at the University of Maryland where I have the computer facilities to tabulate the data.

The questionnaire covers a wide range of services which a library might offer to its users. It also includes questions about the limitations or restrictions a library might place on those services. Depending on the purpose and goals of your particular library, some of the services covered may not be pertinent, but all numbered questions should be answered so that we can determine your library's policies in providing services to users. Most questions can be answered by simply checking "yes" or "no"; you probably will be able to complete the questionnaire in about one hour. Please read the instructions on page 4 carefully before you begin.

After receiving all of the completed questionnaires, we would like to personally contact a sample of libraries to obtain additional detail about the services covered in the questionnaire. If your library is included in this sample, you may expect to hear from us within the next several months.

The findings of the study will be reported in Indiana publications, but no library will be specifically identified. We believe the study will aid many planning, educational, and research programs to improve library services in Indiana.

Thank you for your assistance.

Sincerely yours,

Edwin E. Olson, Ph.D.
Survey Director

EEO/mw
Enclosures (2)

For the purposes of our present project, I would like to request that each branch librarian fill out the questionnaire independently so that we can obtain an accurate picture of what policies exist at the present moment. Those questionnaires should then be sent to me without any revisions which may result from your joint discussion. For example, after your meeting, you may wish to make the policies consistent. But that kind of change, if it occurred, would represent your future policies, and should not be recorded in the questionnaires you send to us.

Whether other systems brought branch librarians together and worked out a common policy statement is unknown. However the branches were included in this study to compare the services in library branches with those in central libraries of varying size. For this comparative analysis, the possible homogenization of data from the branches of a particular system would not seriously affect the findings.

School Libraries

For the school sample, the materials (including a preprint of the Hoosier School Libraries article describing the study) were mailed directly to the building-level librarian or to the principal, if the school appeared to have no library or librarian.¹ At the same time, we also sent a letter to school superintendents with a list of schools in their school corporation which were included in our sample. The letter informed the superintendents that

¹Letters were sent to schools supposedly without a library or librarian to verify this information and to obtain a response from the principals about the lack of services which might be useful in analyzing the total picture in Indiana.

questionnaires had been sent directly to the school librarians and suggested that they may wish to inform the principals that their school was included in the study. In about twenty cases, we sent two or three questionnaires to school librarians who served more than one school in our sample; they were requested to complete a separate questionnaire for each school.

In the course of receiving the responses from the librarians, we received some questions about why one school in a corporation was included and another (usually with a "better" library) was left out. In each case, we explained that in order to obtain a representative picture of school library services in the entire State, it is important to obtain information for all schools which happened to be in our random sample and that the schools in the sample will accurately describe the total picture in the State even though libraries from a particular locale are not "representative" of the locale.

For the school library segment of our study, there was an opportunity to explain our study to many persons who would be receiving the instrument. The author and Dr. James Liesener, school library specialist at the University of Maryland and a consultant to the study, attended the Annual Spring Conference of the Indiana School Libraries Association, April 25-26, 1969. During the conference, we were able to talk to key practicing school librarians,

school library supervisors, past school library consultants, and officials in the State Department of Public Instruction. The meeting was also especially useful in identifying persons to participate in a weighting session (described later), in obtaining information on the schools in our sample (such as which ones were served by the same librarian and which had no library or librarian) and in further pretesting the questionnaire. The paper given at the Conference, since published as an article in Hoosier School Libraries, is appended as Appendix B.

Data Processing. As the questionnaires were received, they were edited and returned to the librarian if a serious omission was made; acceptable questionnaires were coded on optical scanning sheets. Since the computer tabulation of groups of respondents detected most coding or punching errors, we were able to keep the error rate well below 2 percent.

Response Rate. Completion rates (see Table 1) for the populations (for public, academic, and special) and the school library sample were determined by reducing the number in the population or sample by the number of libraries without a librarian or where the librarian was ill or on leave, and (in the case of the school sample) by the number of schools without a library. This reduced sample provided the base for determining the completion rate (see Table 1, Column 8).

Table 1 RESPONSE RATES

	Col. 1 No. in Original Sample/ Population	Col. 2 No. Without a Library (or class- room collec- tion only)	Col. 3 No. Without a Librarian	Col. 4 Librarian on leave, ill, etc.	Col. 5 No. in Final Sample/ Popula- tion	Col. 6 No. of Refusals	Col. 7 No. Re- turning Codable Question- naires	Col. 8 Comple- tion Rate (Col. 7 ÷ Col. 5)
SCHOOL LIBRARIES								
<u>Elementary, Total</u>	202	39	22	1	140	0	73	52%
By Enrollment								
Under 250	20	7	0	0	13	0	4	30
251-500	88	14	11	1	62	0	28	45
501-700	47	10	8	0	29	0	16	55
Over 700	47	8	3	0	36	0	25	69
<u>Middle</u>	102	2	2	0	98	0	56	57
<u>High</u>	198	2	3	1	193	1	112	58
PUBLIC LIBRARIES								
<u>Central, Total</u>	246	0	2	0	244	0	176	72
By Population								
Under 4,000	104	0	1	0	103	0	62	60
4,000-9,999	69	0	0	0	69	0	54	78
10,000-29,999	43	0	0	0	43	0	38	88
Over 30,000	30	0	1	0	29	0	22	76
<u>Branches</u>	168	0	0	0	168	0	82	49
ACADEMIC LIBRARIES								
	56	0	0	0	56	0	44	78
SPECIAL INFORMATION CENTERS								
	104	0	0	2	102	2	62	61

Overall, the completion rate was well over 50%. The best completion rate was in the academic library population (78%), followed by the response of the central libraries (72%), and special libraries (61%). Thus, all three of these populations responded at an exceptionally high rate for a mail survey. Telephone calls to slow responders in the academic and special libraries population was used to increase response rate, and a letter from the director of the Indiana State Library was used to hasten the response of the public libraries.

The school library response rate for elementary schools was 52%; 57% for middle schools, and 58% for high schools. The principal factor in the lower return was the late mailing of the questionnaires in terms of the school year. Most questionnaires did not reach the schools until the middle of May, only a few weeks from the end of the school year for most schools. Since in many schools the librarian is away for the summer, follow-up efforts could not be undertaken until the fall, which was beyond the data collection deadline.

Some evidence that the response rate varied according to the size of enrollment of schools in the sample is provided by the data for elementary schools. Only 30% of those elementary schools with less than 250 students completed a questionnaire, whereas, almost 70% of the largest elementary schools (over 700 enrollment) responded. However, since many of the smallest elementary schools do not have a library, this factor alone may account for the response rate differences.

In the public library population the response rate was also somewhat correlated with size of the population served by the library. The response rate for the public branch libraries (49%) was significantly lower than for the central libraries.

Response Bias

In any survey a crucial problem is the possible bias resulting from the omission of the persons or institutions who did not respond to the survey. For groups with high completion rates, the problem becomes less important as was the case with the academic libraries in this survey.

Of special concern in this study was the direction of a non-response bias. In particular, since our purpose was to describe and evaluate the existing service policies in Indiana libraries, it was important to discover if the non-responding libraries were "better" or "worse", on the average, than the libraries which returned the questionnaire. Putting it another way, we needed to be able to answer the question, "if all of the libraries had returned their questionnaires, would the picture in Indiana look better or worse?"

To answer these questions for the public and school library categories, we randomly sampled 10 non-responding central public libraries and 10 non-responding school libraries in proportion to the total non-respondents in the subcategories of size of population served or type of school library. Each librarian was telephoned and inter-

viewed with a set of 10 preselected questions from the survey. The criteria used in selecting questions to assess possible non-response bias were:

- (1) the question was especially significant for that type of library, as determined from the weights assigned by the weighting group (see Section F)
- (2) the question could not be contingent on prior questions in the questionnaire
- (3) the responses of persons who had returned the questionnaire had to indicate that there was at least some variance in the possible responses of libraries of that type
- (4) previous reliability and validity had to demonstrate that the question was valid and unambiguous, i.e. able to be reliably answered in a telephone interview.

The telephone interviews of these non-responders were coded and weighted and compared with the average responses of the respondents for their corresponding type of library. The total average (mean) scores for these questions were:

	<u>10 non respondents</u>	<u>All respondents</u>
<u>School Libraries</u>		
Policy for faculty	194	161
Policy for students	172	144
<u>Public Libraries</u>		
Policy for adult card holders	121	112

A comparison of the above mean scores for the non-re-

spondents and the respondents (by computing confidence intervals based on the variance in the scores and using the Student's t test at the 95% confidence level) revealed that there was no significant difference between the three pairs of mean scores. We shall assume, therefore, that the non-responders did not bias the general findings of the survey in either direction. In other words, the library service policies in Indiana, are no "better" or no "worse" than indicated by this survey.

F. Weighting of Responses

Purpose of Obtaining Weights. The descriptive information about library service policies in Indiana obtained by the questionnaire provides a profile of what is currently going on, but it does not provide any additional guidance as to what library policies should be. The empirical information about present library practice will inevitably be viewed from many perspectives, but we believed that a useful way of encouraging and focusing the discussion about library service policies would be to attempt to "weight" the data on the basis of the value preferences of groups of Indiana librarians from all types of libraries surveyed.

Method of Obtaining Weights. The essential operations of the weighting procedure have been described elsewhere as:

- (1) selecting a criterion group of individuals representing the population whose value judgements are considered relevant or appropriate for the specific purposes to be served;

- (2) having each member of this group allocate a fixed quota of points . . . among all the inventory alternatives in such a way that the distribution of points reflects his judgements about the relative values of alternatives; and
- (3) arriving at a weighting scheme that analogously reflects the group's values either by averaging the points allocated to each alternative, or by achieving consensus through discussion of the differences among members' allocations.¹

In this study three groups of Indiana librarians from school, public and academic libraries were convened on three different days to determine what, in their judgement, were the most important library user service policies of an "ideal" school, public, or academic library, respectively. (The weights for special libraries were assigned by a special library "expert" for comparative purposes; they are not intended to reflect more than one person's opinion). They were asked to assume that they were members of a committee charged with establishing a weighting scheme for their type of libraries in Indiana by dividing 1000 points among the sections of a detailed service policy outline so that the point allocation reflected the librarians' own opinion about the relative importance or value of these service policies. They were asked to think of each weight as a score that a library would receive if it has that service policy. An "ideal" library would be able to score 1000 points. The service policy outline included all of the service policies covered by the question-

¹Orr, Pings, Olson, Pizer, op. cit., pp. 393-394.

naire developed for the study.

The details of the weighting procedures as used in this study are described in Appendix C. The detailed consensus weights obtained for each of the four types of libraries are presented in Section II of the Supplement to this report.

Problems in Interpreting and Using Weights. In this study the weights should not be regarded as definitive. They represent the value preferences and biases of librarians as to what service policies are important in an "ideal" library, but the policies which received the most points were the optimal user service policy for a library, based on the experience and preferences of the librarians doing the weighting, not necessarily optimal from the users' point of view. For example, in some service areas the policy which was least restrictive or provided the most services for the user (the "best" from the user's viewpoint) received fewer or no points by the librarians doing the weighting. The time and cost constraints of the study made it impossible to obtain sets of weights from user groups in Indiana. (We also assumed that the other Indiana Library Studies, particularly the study of user needs, would obtain data which would allow subsequent weighting of at least the major policy areas from the user viewpoint.) However, we do believe the weights help indicate how close Indiana libraries, aggregated by type of library, are to the optimal, according to groups of Indiana librarians.

The reader should be aware of several additional problems in attempting to use the weights in this study.

- (1) Except for the school library weights, they represent the opinion of only a few librarians in Indiana.
- (2) The one-day weighting session was not long enough to review and reconsider the weights assigned.
- (3) The public library group did not assign any weights to "bookmobile service" not because it is unimportant, but because they judged that it was not comparable to the other services. That is, since the scheme did not allow for assigning weights to branches, bookmobiles which were similarly regarded as a separate unit providing a range of services of their own should not be included.
- (4) The school library weighting group insisted that the weighting form did not adequately allow for additional curriculum support and educational services which a school library might provide and requested that "bonus" points be given to school libraries providing these services. However, because we could not be certain that libraries not mentioning additional services did not have these services, the suggestion could not be incorporated in the analysis.

Summary

The service policy categories used in this study define library services from the perspective of a user. That is, we covered only the library policies which are of direct interest to the user--what the library will or will not do for the user and what the user is required to do if he is to use its resources. We did not include behind-the-scenes library operations or any policy matters that did not directly govern the rules and conditions under which the user is able to obtain library services.

In order to summarize the descriptive service policy data, we developed a procedure for assigning a number (weight) to each of the services and to each of the alternative policies for each service. The weighting procedure was designed to reflect the relative importance or value of the services and the alternative policies a library might have for that service. The problem was to decide whose value judgments we wanted. Ideally, we would have liked to obtain the values of groups of actual users, potential users, librarians, and funders of library operations. However, the study resources were insufficient for any weighting effort which included more than one of the above groups. As a compromise measure we chose to ask small groups of librarians in Indiana to develop weights which reflected their own view of the relative importance of the user service policies. We reasoned that librarians were best able to make judgments about user services which would reflect optimal policies. That is, the librarian has a general and often quite specific understanding of user preferences and is aware of the cost constraints in providing services, and has an understanding of what services are feasible, given the state-of-the-art and science in librarianship.

For these reasons we feel that of all weighting groups, librarians should be able to make value judgments which would most closely represent the combined judgments of users, funders, and librarians.

The weights obtained are used in this study to aid in summarizing the data collected in the questionnaire. For this purpose we believe they are adequate. Further use of these weights would require additional validation, especially for the public and academic libraries and the special libraries where the weights were assigned by only one special librarian.

PART II DATA ANALYSES

A. Purposes and Assumptions

In analyzing the data and presenting it in this report, we have had two principal concerns:

- (1) to describe the similarities and dissimilarities in current library service policies within important categories of libraries, e.g., elementary schools, high schools, small public libraries, large public libraries, etc.

Our belief was, based on discussions and observations in Indiana, that it will be helpful to know precisely what library service policies are and how similar or different high school libraries, for example, are in the service they provide.

- (2) to compare the service policies across the various types of libraries, for example, to compare the services of junior high school libraries with high school libraries, and to compare school libraries, in general, with public libraries, etc.

The use of a common data gathering instrument makes such comparisons possible.

Our underlying assumption was that the data will be most useful in future planning efforts if the strong and weak points in existing practice can be identified in rather specific terms. Planning decisions could not be based on detailed individual profiles of the hundreds of libraries in the state (but implementation of planning decisions might require such information). To make broad planning decisions it is necessary to be able to generalize about services in important categories of libraries.

B. Organization of Data

The library categories in this analysis are the sample stratification categories, except that the central public libraries are divided in four subcategories according to the population of the area served. The categories and the number of libraries which returned the questionnaire are:

<u>Categories</u>	<u>No. Completing Questionnaires</u>	<u>Total</u>
SCHOOL LIBRARIES		241
<u>Elementary, total</u>	73	
By Enrollment		
Under 250	4	
251-500	28	
501-700	16	
Over 700	25	
<u>Middle</u>	56	
<u>High School</u>	112	
PUBLIC LIBRARIES		258
<u>Central, total</u>	176	
By population		
Under 4,000	62	
4,000-9,000	54	
10,000-29,000	38	
Over 30,000	22	
<u>Branches</u>	82	
ACADEMIC LIBRARIES	44	44
SPECIAL LIBRARIES AND INFORMATION CENTERS	62	62
	Total	<u>605</u>

The service policy data are presented in the order of the outline of user services which was used in the questionnaire and in the form used to weight the service policies. The detailed

subcategories of this outline may be seen in Section II of the Supplement to this report. The major categories of the outline are:

- I. Access to Materials
 - A. Provision of Materials in Collection
 - B. Circulation of Materials in collection
 - C. Provision of Materials not in Collection
- II. Provision of Bibliographic Citations
- III. Provision of Answer Services
- IV. User Instruction and Educational Programs
- V. Wherewithal
- VI. User Relations

The descriptive service policy data tables (Table S-1to S-72) which provide the basis for most of the analyses in the remainder of this report are presented in Section I of the separate Supplement to the report and the detailed weights assigned to these policies by groups of Indiana librarians are included in Section II of the Supplement. The purpose of putting these supporting data in a separate volume was to make it possible for the reader to look at the detailed data while he read the generalizations in this analytical report which are based on the data tables. Also, readers with a facility for reading data tables or who want to see the service policies for particular policy areas or for certain subgroups of libraries may prefer to look at the tables without the aid of a written description. These readers should be cautioned, however,

that the written analyses of the data tables contain certain caveats or explanations to prevent possible misinterpretations of the data. Those readers who wish to look at the data tables in the Supplement will also need to read the "Guide to the analysis of the Descriptive Data Tables" which precede the tables in the Supplement in order to understand the conventions which have been used in presenting the data.

The service policy data presented in this report refer to the libraries' policies in providing service to one of their "primary user groups", that is, those user groups for whom the library has primary responsibility.¹ For the public libraries this group was defined as adult card holders; for special libraries the group was defined by each individual library; for school and academic libraries policies for faculty and student groups were tabulated separately.

C. Overview of the Data

One use of weights can be seen in this overview of the library service policy data. The weights enable the researcher, planner or individual librarian to develop a composite score for each library surveyed and to obtain an overall picture of how closely the service policies of a group of libraries matches the optimal or "ideal" service policies of a library of that type. Without the weights there would be no way of

¹For a description of the concept of primary user groups and "primary" libraries see Richard H. Orr, Vern M. Pings, Irwin H. Pizer, and Edwin E. Olson, "Development of Methodologic Tools for Planning and Managing Library Services, Part I, Project Goals and Approach," Bulletin of the Medical Library Association, 56 (July, 1968), pp. 235-240.

summarizing the descriptive data which were obtained except by a clustering procedure which would indicate which kind of service policies tend to be found together. A tabulation of the number of services provided or some other frequency count of the limitations on the services would be of limited use.

As described earlier in the report, the weights which are used here to assess the current service policies in Indiana cannot be considered as definitive. However, the purpose of this overview with the present weights is to demonstrate the potential of this method which, if of sufficient promise, could be used in the future planning process in the state.

The general differences between types of libraries in the relative importance of their user services, according to the weighting groups, is illustrated by Figure 2.

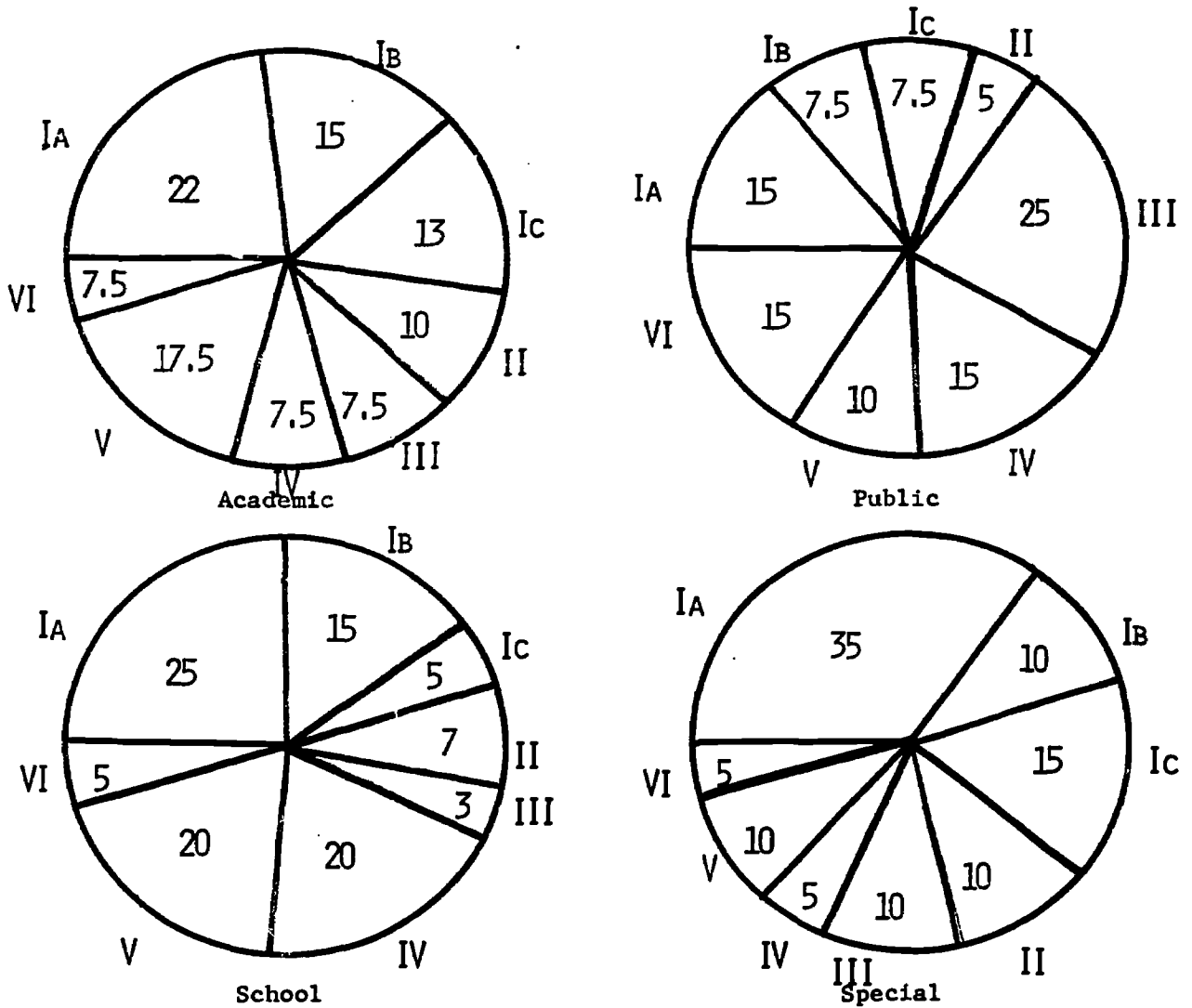
Given 1000 points to distribute among the six major policy categories, the academic librarians allotted 500 points (50%) to the Access to Materials section and 175 points (17.5%) to providing the wherewithal for using the materials. The remaining points were distributed approximately evenly over the other four policy categories.

In contrast to this, the public library weighting group assigned only 30% of 1000 points to Access to Materials but gave 25% to Answer Services and tended to consider the other major categories (except Bibliographic Citations) of equal importance.

For the school librarians, Access to Materials was also

Figure 2

DISTRIBUTION OF 1000 POINTS AMONG MAJOR SERVICE POLICY CATEGORIES FOR ACADEMIC, PUBLIC, SCHOOL, AND SPECIAL LIBRARIES



I. Access to Materials

- A. Materials
- B. Circulation
- C. Materials not in Collection

II. Bibliographic Citations

III. Answer Services

IV. User Instruction and Educational Programs

V. Wherewithal

VI. User Relations

important (45%) but special emphasis was given to User Instruction and Educational Programs (20%) and Wherewithal (20%). The other categories were relatively unimportant to school librarians. Answer services, for example, are clearly not considered to be an important function for school librarians.

The special librarian weights follow the pattern of the academic librarians, except that even greater weight is given to Access to Materials (60%).

Access to Materials Not in the Collection (ILL loan or special acquisition) is an important user service for the academic and special librarians compared to the public and especially school, librarians who give less emphasis to going beyond their collections in serving the user.

An overview of how closely the service policies of each type of libraries in Indiana matches the optimal service policies of an ideal library of that type is presented in Table 2.

The median and mean of the individual scores in each group expressed as a per cent of the maximum score is 50% or below. The central public libraries serving a smaller population have lower average scores than the public libraries serving a larger population (the mean score is 31% for libraries serving under 4,000 people and 58% for those serving over 30,000 people).¹

¹In the remainder of the report, central public libraries serving smaller populations will be referred to as "smaller" public libraries; central public libraries serving larger populations will be referred to as "larger" public libraries.

Table 2

MATCH OF SCORES WITH OPTIMAL SERVICE POLICIES OF IDEAL LIBRARY: TOTAL SCORES
FOR ALL SERVICE POLICIES

	Maximum Score (Points) for "Ideal" Library	Median % of Max. Score	Mean % of Max. Score	Confidence Interval of Mean	Range of Individual Library Scores	
					Minimum % of Maximum Score	Maximum % of Maximum Score
SCHOOL LIBRARIES						
<u>Elementary, Total</u>	1000	38%	39%	*	12%	85%
<u>By Enrollment</u>						
251-500	1000	36	36	+ 4%	12	57
501-750	1000	47	48	+ 7	20	79
Over 750	1000	33	38	+ 6	12	67
<u>Middle</u>	1000	52	50	+ 4	18	83
<u>High</u>	1000	47	49	+ 2	13	85
PUBLIC LIBRARIES						
<u>Central, Total</u>	1000	40	39	*	9	78
<u>By Population</u>						
Under 4,000	1000	32	31	+ 2	9	63
4,000-9,999	1000	41	40	+ 3	13	60
10,000-29,999	1000	44	42	+ 3	23	58
Over 30,000	1000	57	58	+ 4	34	78
<u>Branches</u>	1000	42	42	+ 3	9	73
ACADEMIC LIBRARIES	1000	51	51	+ 2	30	68

* Not Computed

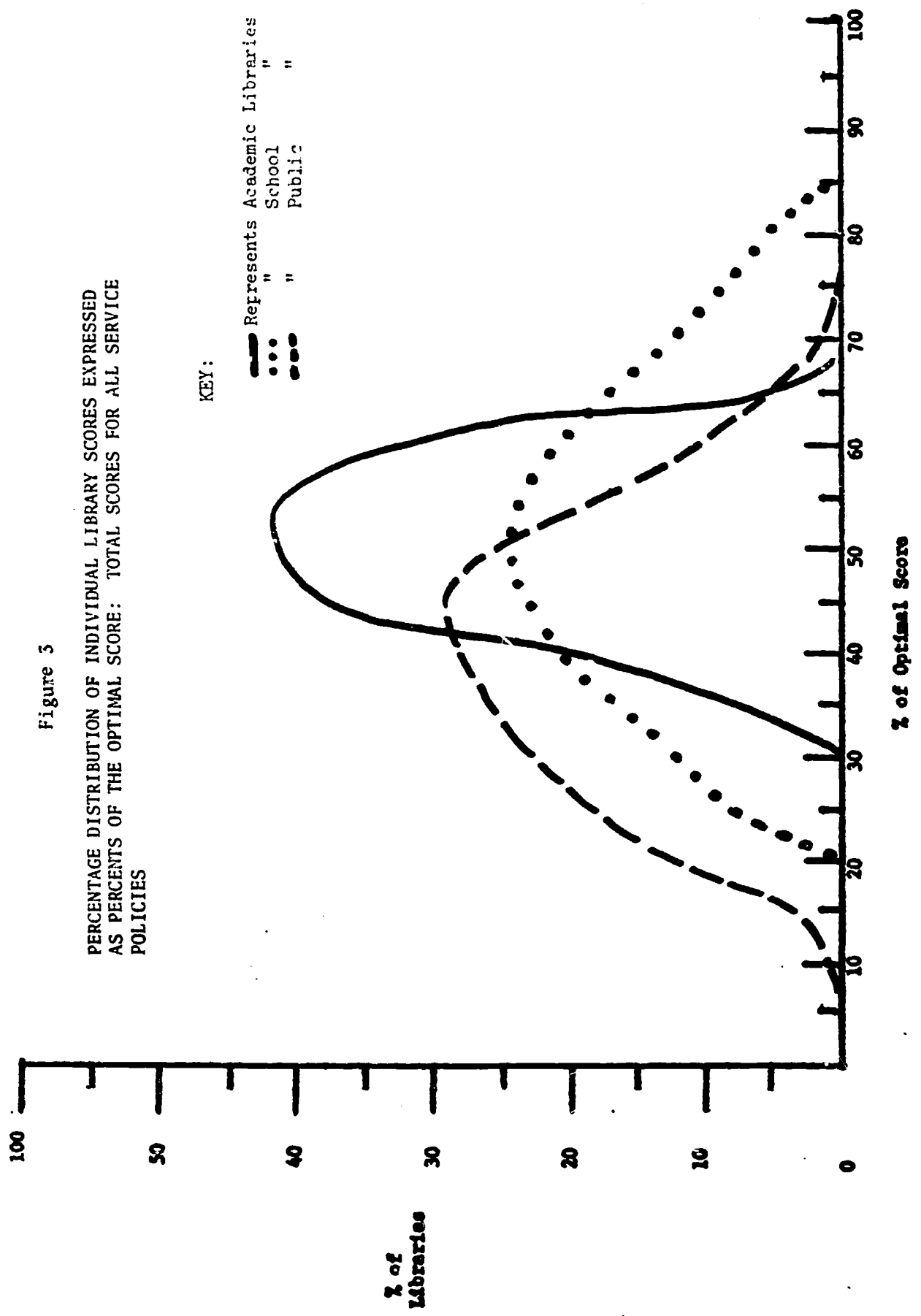
However, there is a wide range of individual library scores in the smaller public libraries, for example, some small libraries score as low as 9% and as high as 63% while the range for the largest public libraries is from 34% to 78%. Putting it another way, some smaller public libraries score much higher than some of the larger public libraries. The public library branches also exhibit a wide range in their scores.

On the average, middle and high school libraries score about 10% higher than elementary school libraries, but, as is the case with public libraries, the individual library scores range from quite low (12% of the optimal score to a high of 85%). For example, some of the smallest elementary libraries score as high as 57% while some high school libraries are as low as 18% of the optimal score. The smallest elementary school libraries (under 250 enrollment) are omitted from this analysis because the number of such schools with libraries who returned the questionnaire was too small for analysis.

Academic libraries have a narrower range in their scores (from a low of 30% of the optimal score to a high of 68%). This narrow range is also evident from their small standard error (Table 2) and from the peaked curve in Figure 3 which compares the variance in the individual scores for academic, public, and school libraries. In contrast, the scores for school libraries are more normally distributed. This narrow range is also evident from the narrow confidence interval of

Figure 3

PERCENTAGE DISTRIBUTION OF INDIVIDUAL LIBRARY SCORES EXPRESSED AS PERCENTS OF THE OPTIMAL SCORE: TOTAL SCORES FOR ALL SERVICE POLICIES



KEY:

- Represents Academic Libraries
- " School
- - - " Public

the mean (Table 2) which is $\pm 2\%$. That is, the mean score for academic libraries is 51% plus or minus 2%. (This means that, statistically speaking, the chances are 95 out of 100 that the mean score for academic libraries is not lower than 49% or higher than 53%.) The peaked curve for academic libraries in Figure 3 which compares the variance in the individual scores for academic, public, and school libraries, also indicates that academic libraries have a narrow range in their overall scores. In contrast, the scores for school libraries are more normally distributed, largely because of the larger variance in the scores of the elementary and middle school libraries.

D. Provision of Materials in the Collection

Overview of the Data.

In this section of the service policy outline the principal concern was to describe the libraries' policies in allowing the user to obtain initial access to the materials that are in the library's collection. The following two sections describe the policies governing the circulation of material in the collection and the policies for the provision of materials not in the collection.

Table 3 provides an overall view of how closely the individual scores for this section approaches the ideal score. In general, the libraries score higher on providing materials in the collection than they do on overall policy. Some middle and high school libraries score 100% of the maximal score for this section (250 points or one-fourth of all points assigned by the school weighting group). On the average, the schools achieve well over 50% of the maximal score as do all public libraries except those serving under 4,000 persons. Figure 4 illustrates the variance in the individual scores of the major library groups. As with the overall score, the academic libraries have a narrower range.

Provision of Materials While User is in Library: Policies for SPECIFIC MATERIALS (TABLES S-1-S-7)

The libraries' policies in providing specific kinds of materials (books, bound periodicals, unbound current and back issues of periodicals, audio and visual media and other

Table 3

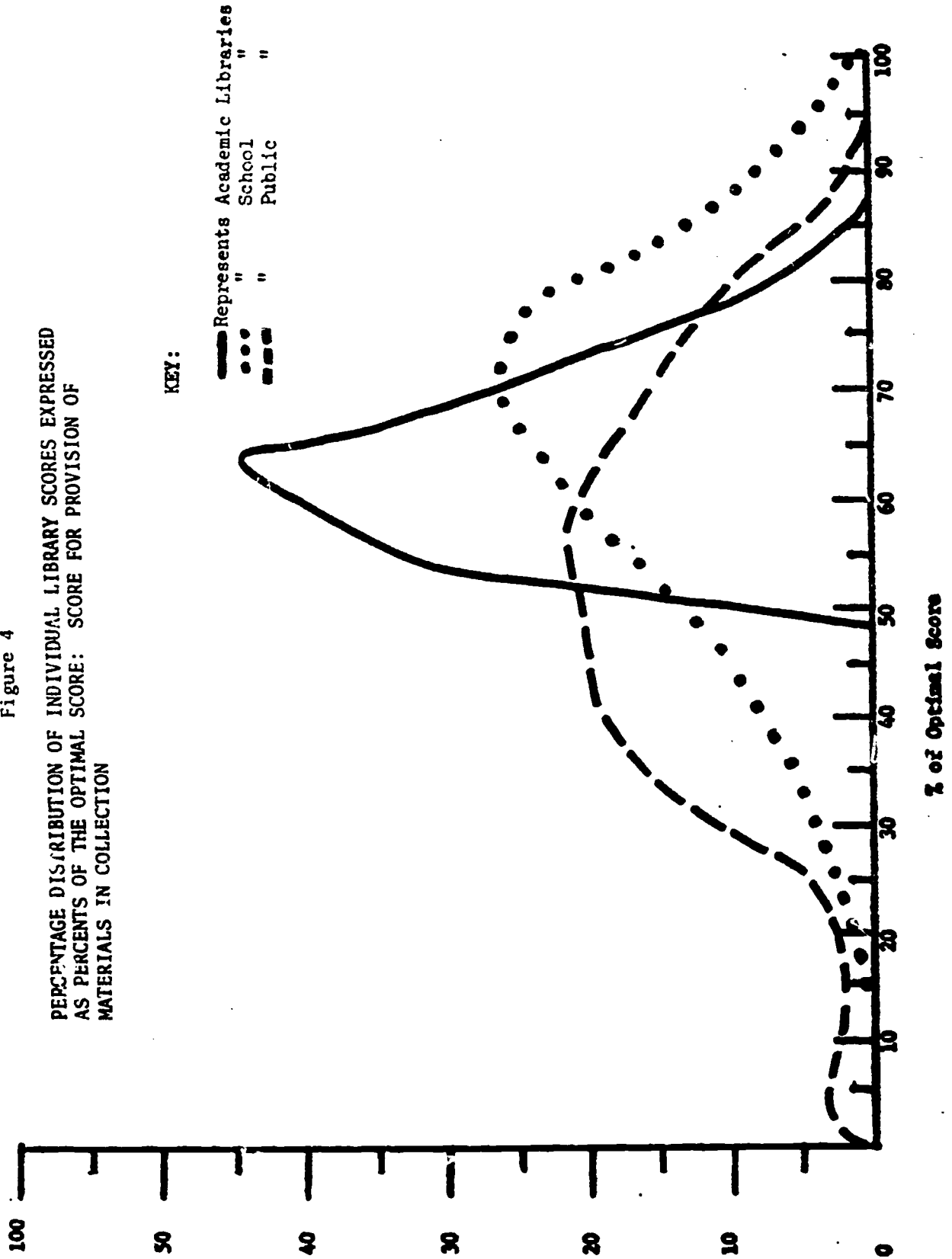
MATCH OF SCORES WITH OPTIMAL SERVICE POLICIES OF IDEAL LIBRARY: SCORES FOR PROVISION OF MATERIALS IN COLLECTION

	Maximum Score (Points) for "Ideal" Library	Median % of Max. Score	Mean % of Max. Score	Confidence Interval of Mean	Range of Individual Library Scores	
					Minimum % of Max. Score	Maximum % of Max. Score
SCHOOL LIBRARIES						
<u>Elementary, total</u>	250	58%	58%	*	22%	89%
<u>By Enrollment</u>						
251-500	250	57	57	+ 6%	22	89
501-700	250	60	61	+ 8	28	85
Over 700	250	56	55	+ 7	22	79
<u>Middle</u>	250	64	64	+ 4	13	100
<u>High</u>	250	65	64	+ 3	29	100
PUBLIC LIBRARIES						
<u>Central, total</u>	150	53	50	*	0	92
<u>By Population</u>						
Under 4,000	150	43	40	+ 4	0	67
4,000-9,999	150	59	54	+ 5	0	79
10,000-29,999	150	54	55	+ 4	32	80
Over 30,000	150	70	66	+ 7	31	86
<u>Branches</u>	150	50	51	+ 4	9	92
ACADEMIC LIBRARIES	220	63	63	+ 2	47	85

* Not Computed

Figure 4

PERCENTAGE DISTRIBUTION OF INDIVIDUAL LIBRARY SCORES EXPRESSED AS PERCENTS OF THE OPTIMAL SCORE: SCORE FOR PROVISION OF MATERIALS IN COLLECTION



materials such as vertical files, classified material, and games , Tables S1-S7) are included in this subsection. The detailed data tables upon which the following generalizations are based are in the Supplement to this report.

The policy question was whether the user had to retrieve the materials himself (direct access), whether the staff would retrieve the materials (mediated access), or whether the user had a choice between direct access or staff delivery.

In general the public and school weighting groups believed that the optimal policy for all materials was to allow the user a choice between direct access and staff delivery. The academic and special weighters believed the optimal policy differed according to the type of material being provided.

Current policy on access to books (Table S1) in the great majority of Indiana libraries is to allow the user a choice of his mode of access. However, about 25% or more of the elementary school and academic libraries require the user to obtain the material himself. In this policy area, it should be noted, it is difficult to evaluate the validity of the responses. Most users are accustomed to or would prefer to be able to go to the shelves themselves, but, as a matter of policy, it appears that libraries will retrieve books for users who prefer not to go to the shelves. In several interviews, for example, public libraries would mention many examples of older users or young children where the staff had to obtain the material because of the user's inability to do so.

About one-half of the academic, special and school libraries which have bound periodicals (90% of the elementary and about two-thirds of the middle and high school libraries do not have bound periodicals) generally allow the user choice of direct access or staff delivery (Table S2).

The data on access to bound periodicals for public libraries is especially interesting. There is a strong correlation between size of public libraries and possession of bound periodicals (76% of the small libraries do not have them as compared to 14% of the largest libraries). The public libraries with bound periodicals generally either give the user a choice of modes of access or allow staff delivery only. Almost half of the largest public libraries, for example, have a policy of staff delivery only, which is the optimal policy according to the weighting group.

Back issues of unbound periodicals (Tables S3) are not available in about 15% of the smaller public libraries or in about 10% of the middle or high schools. In about half of most libraries the user has a choice of direct access or staff delivery, but in over a third of the middle schools, high schools, and large public libraries the staff must retrieve the material for the user. A greater percentage of academic libraries and elementary school libraries require the user to retrieve the document himself.

The pattern of responses for current issues (Table S4) is similar except that more school and public libraries allow their

users direct access to the periodicals or give them a choice of mode of delivery.

The data on audio and visual media (Tables S5-S6) indicate that few of the smaller public libraries and library branches have audio-visual resources. Surprisingly over half of the special libraries also do not provide this media, however, in a number of cases these facilities are located in a special center and were, therefore, omitted in this survey. Some school libraries also have audio-visual facilities separate from the school library; in such cases, the service policies for those libraries do not include the policies of the separate audio-visual facilities. The school and public libraries which do have the facilities tend to allow the user a choice of direct access or staff delivery.

The other materials provided by the libraries (Table S7) include such diverse kinds of media that generalizations do not appear to be meaningful. Data for each specific material is available but further analysis would be required to discern significant patterns.

For some of the materials covered in this subsection and especially for the audio-visual materials, the school libraries had more restrictive policies for students, i.e., a greater proportion of the libraries denied direct access to the student. There was no discernible difference between academic libraries' policies for faculty and students.

Provision of Materials While User is in the Library: Request and Delivery Policies of Libraries Providing Staff Delivery (Tables S8-S9)

Libraries which had a policy of providing staff delivery for at least some of its materials were asked for more detail about their policies in allowing the user to avail himself of this service. Regarding the form of the user request (Table S9), most libraries give the user a choice of making a written or oral request, although, for many libraries, this policy does not apply to all types of materials. This permissive policy is also optimal according to all weighting groups. Some academic libraries (16%) only accept written requests from the user.

In delivery of materials to users in the library, a library can choose one of two main locations--to where the user is located or to a central pick-up point (Table S8). Further, once delivered to a central location, the library, as a matter of policy, may or may not alert the user that the document is ready. For the school library weighting group, delivery to the user (bringing the children to the material) or to a central place with a ready signal was the optimal policy; the majority of school libraries do have one of the policies, however, almost 20% do not provide a means of alerting the user that the material is ready for him. (A ready signal would be unnecessary, of course, in a library where the user remains at the desk while the material is being retrieved.)

For the public library group, this was not an important policy question, perhaps because over 80% of the public libraries currently do deliver directly to where the user is sitting, as do the special libraries. Academic libraries, on the other hand, have no generally accepted policy on delivery, although their weighting group preferred a policy of delivery to a central location with a ready signal.

Provision of Materials While User is in the Library:

Facsimile Copying (Tables S17-S19)

Policies of providing facsimile copying service varies widely among the libraries in Indiana. The most salient fact is that about three-fourths of the school and public libraries do not provide any kind of facsimile service. Almost 90% of the school and public libraries do not have the facilities for a user to make his own facsimile copy. There is little difference between the types of school libraries in this area, but there is a great variance among the public libraries. While 96% of the smallest public libraries do not provide mediated service (staff makes the facsimile copies), only 18% of the largest public libraries do not have this service (Table S17); the same pattern also exists for self-service copying (Table S18). Both the school and public weighting groups believed all libraries should provide both mediated and self-service copying.

About one-third of the academic libraries do not provide mediated service and one-fourth do not allow the user to have access to a photocopying machine. Only one-fifth of the special libraries do not provide mediated service.

Further information about facsimile service policies concerning charges to the user and staff retrieval of material was also obtained. The few school libraries which do provide service, do so without charging the user (most often, photocopies of instructional materials for teachers); these schools are about equally divided on whether the library staff will also retrieve the material to be copied. Virtually all of the public libraries providing service also charge the user at the time of copying (although a few will bill the user) and most will also retrieve the material.

Like the public libraries the academic libraries charge the user, except that a few academic libraries also make free copies for faculty (but generally not for students) as well as retrieving the material. The large majority of the special libraries also have this most user-oriented policy for facsimile service.

Some libraries providing facsimile service place restrictions on the length and/or the type of material which can be copied (Table S19). The small number of elementary and middle school libraries which provide service make it impossible to generalize about these restrictions, but almost

60% of the high schools do not restrict the type or length of material which can be copied. (Of course, in providing mediated service, extreme requests would be restricted). About 75% of the public and academic libraries do not have additional restrictions. The special libraries tend to have more restrictions, but it must be noted that these restrictions generally refer to mediated service while more permissive policies of the public and academic libraries refer to self-service copying.

Provision of Materials While User is in Library: Access to Unavailable Material (Tables S13-S14)

If material in the library collection is not available because it is out on loan, in the process of being cataloged, at the bindery, etc, the user is usually concerned about how rapidly the material can be made available to him.

The large majority of libraries will reserve unavailable materials (Table S13) but there are differences in their policies of providing access to the materials once they become available. About three-fourths of the public and academic libraries automatically notify the user when the material is available, which is the optimal policy according to the weighters. A significant portion of the school and special libraries, however, go one step further in automatically sending the material to the user (especially teachers in schools) by messenger when it becomes available. Elementary and middle schools have this policy more often than do high schools.

Most probably, this policy is possible because the users are located in the same building. And, as suggested by the permissive policy of elementary schools, it probably occurs more frequently in smaller buildings.

This question was also asked: "If the requested material will take considerably longer to obtain than originally estimated, is the user notified of this fact?" Most libraries (around 70%) responded affirmatively (Table S13), except that only 50% of the academic libraries claimed to have this policy, perhaps because of the unpredictability of faculty in returning materials they have borrowed.

In the case of materials trapped somewhere in the technical process of binding, cataloging, etc., the majority of libraries state that, if requested by a user, the processing can be interrupted to make the material available (Table S14). Over 90% of the academic (especially for faculty) and special libraries have this policy of interruption of processing or state that the material will be rushed through processing, the optimal policy according to the weighters. The central public libraries also have a great deal of flexibility in making "in-process" materials available, but 41% of the branches are unable to affect the processing procedure, most likely because processing for these branches is done in the central libraries. It should be noted that the public library weighters did not believe this was an important policy question for public libraries.

For the school weighters, however, interruption of processing was an optimal policy. Almost 100% of the high schools have this policy or will speed up processing, but about one-fifth of the elementary and middle schools do not tamper with the processing procedure, perhaps because their processing is done elsewhere in the system or because cataloging backlogs may be minimal.

Provision of Materials to User Not in the Library: Requests and Reservations (Tables S10, S12, S20)

When the user is away from the library and needs material, an important policy question from the user's viewpoint is whether he can address these needs to his library and by what means can he communicate these needs (Table S10). In about one-half of the school libraries and one-fifth of the academic libraries a faculty member cannot request materials when he is away from the library (a higher proportion would refuse requests from students). About 15% of the central public libraries and special libraries also do not allow requests.

The great majority of all types of libraries which do allow such requests allow the user to make telephone requests or requests by messenger¹ anytime the library is open.

¹Since most school libraries do not have telephones and teachers do not have telephones in their classrooms, they were asked to interpret the question as requests from users by means of student messengers.

If requested, virtually all of the libraries will hold available materials for the user until he can gain access to them (Table S12).

The school libraries which provide facsimile service are about evenly split between those who accept requests for facsimiles when the user is away from the library and those who will not accept such requests (Table S20). A greater proportion of public libraries and especially academic and special libraries will accept requests when the user is away. About one-fourth of academic and special libraries require the user to put the request in writing before action will be taken, whereas public libraries will respond to telephone requests.

Provision of Materials to User Not in the Library: Delivery of Materials (Tables S11, S16, S15)

Delivering material to the user when he is away from the library is beyond the scope of most libraries except the largest public libraries and special libraries. Over 70% of the school libraries and smaller public libraries and branches and 60% of the academic libraries do not deliver material to the user when he is away from the library (Table S11). The academic weighting group did not believe this service area was worth any of the 1000 points it assigned, although one-fifth of the academic libraries have a policy of delivering materials to any address without limit as to the number or types of materials.

Like the school librarians, many special librarians could potentially deliver all materials to their patrons without leaving the building. Almost one-third of the special libraries have a liberal policy of delivery to any address, while another third of the special libraries restrict their delivery to designated points only, such as an office or laboratory in the building.

The public libraries providing this service are about evenly split as to whether they deliver to any address or only to designated points. As indicated by the reliability and validity test for academic and public libraries, the respondents found it difficult to generalize about the policy of delivery because of the various possible modes of delivery and because, for many academic and public libraries, delivery of material outside of the library is done only in unusual circumstances.

The data on school libraries is even more difficult to assess. While most of the school libraries providing delivery service restrict their delivery to set points only (e.g. classrooms), the school library weighting group believed delivery "to any address" to be the optimal policy as did the public and special library weighters. The problem lies in the validity of the school library data. In the instructions school librarians were told to interpret "away from the library" as being outside of the building, but the data distribution and the interpretation of the school library weighting group casts doubt as to how the question was interpreted. Our school validity test also indicated that the school data for this policy area (table S11) may have a very wide margin of error.

Another way of looking at a library's delivery policy is to look at the mobility of its collection. Bookmobiles, for example, do deliver materials to users even when not requested. Unfortunately, the question was "Does your library provide bookmobile service?", and some libraries may not have counted their delivery truck as a bookmobile. Only two school libraries and no academic libraries indicated that they had such a vehicle (Table S16). The question was probably generally interpreted as a "public library" question and by-passed. About half of the public libraries which provide this service also tailor the bookmobile collections according to the population served. About half of the public libraries with bookmobiles also include non-book materials in the collection.

Special collections located outside of the library can also be viewed as a way of delivering materials to the user (Table S15). About one-fifth to one-third of the larger elementary and middle and high school and public libraries use this means of reaching the user. These collections are reviewed and updated and, in a few cases, free materials are available to the user from these collections. Only 7% of the academic libraries have special collections (of course many have branch or departmental libraries manned by a trained librarian). About one-fourth of the special libraries have these remote collections, and, according to the special librarian providing the weights, remote collections which are

reviewed and updated and which provide free materials can be one of the most important services of a special library.

Provision of Materials: Special Service (Tables S21-S23)

In analyzing the libraries' policies in providing materials we have focused upon policy differences which stem from whether the user is in the library or away from the library. There are additional services in some libraries, however, which do not neatly fit in these categories.

Translation of materials is an uncommon service in most libraries, although a few middle and high school and academic libraries will make short translations in languages commanded by members of the staff (Table S21). Provision of short translations is also more generally found in the larger public libraries. A few of the large public libraries (5%) along with 12% of the special libraries provide more extensive translation services and will also act as a direct agent for the user in obtaining translation services of languages not commanded by the staff.

A few of all types of libraries, but especially school libraries, sell reading materials to its users such as government documents or paperbacks (Table S22). About one-fifth of the high school libraries sell at least one kind of material and will order titles not in stock. Some middle and elementary schools also provide this service.

A more common special service is the ordering of material requested by the user for his personal library or his in-

stitutional working collection. This is especially true in special libraries where 60% of the libraries offer at least some service in ordering materials for individual collections. About one-fourth of the larger elementary schools provide this service as do about a third of the middle and high schools. This service is generally restricted to published material; in about one-half of the libraries the user is only charged for the cost of the materials while the other half of the libraries require the user to pay additional charges. In public libraries this service, if it exists, tends to be restricted to the smaller public libraries. From the users' viewpoint this is the only provision of materials policy in which the smaller public libraries surpass the larger public libraries.

Summary

As indicated by the overall weighted scores for this section, service policies in Indiana in regard to the provision of materials in the library collections more closely correspond to the service policies of an "optimal" library than the total weighted scores for all service policies. That is, library policy in providing access to materials already in the collection is above average. There is comparatively little variance in the scores of individual academic libraries, but some academic, public and school libraries have access policy

scores close to zero while others range as high as 100% of the optimal score.

There is also variance among the major service policy areas in this section as indicated in Table 3A which, for each type of library, includes the percentage of the weights assigned to the policy area by the weighting groups and a summary indication of whether current service policies generally correspond with the optimal service policies indicated by the weighters.

The following grading scale was used in making these summary judgments for correspondence with "optimal" policy:

- A - Over three-fourths of the libraries have or exceed (from the users' viewpoint) the optimal service policy.
- B - Over half of the libraries have or exceed (from the users' viewpoint) the optimal service policy.
- C - About half of the libraries have or exceed (from a users' viewpoint) the optimal service policy and about half are below optimal.
- D - Over half of the libraries are below the optimal from the users viewpoint.
- F - Over three-fourths of the libraries are below optimal from a users viewpoint.
- NA - Service area not applicable to type of library, according to weighters.

Table 3A

SUMMARY OF WEIGHTS AND CORRESPONDENCE OF CURRENT POLICY AND "OPTIMAL" POLICY FOR PROVISION OF MATERIALS IN THE COLLECTION

Policy Area	% of Total Weight			"Grades" for Matching of Current Policies and "Optimal" Policies			
	School	Public	Academic	School**	Public**	Academic	Special
Provision of Materials While User is in library							
Policies for specific materials	12%	8%	10%	23%			
Request and delivery policies	2	2	2	2			
Facsimile copying	2	1	2	1			
Access to unavailable material	2	2	4	2			
Provision of Materials While User is <u>Not</u> in Library							
Requests and reservations	2	1	3	2			
Delivery of materials	5	1	1	6			
Special Services	1	1	0	1			

* The grades represent the degree to which the current policies correspond to the optimal policies; the better the grade, the greater the proportion of libraries which have or exceed (from the users' viewpoint) the optimal policy.

** Grades for school and public libraries are for all types of school libraries and all central public libraries; grades for high school libraries or public libraries serving a large population, for example, may be significantly different.

Although, in general, the summary grade scale suggests that all types of libraries have optimal or close to optimal scores in providing access to materials in collection (grades "A" and "B"), there are two important policy areas where libraries receive a grade of "F". School and public libraries are way below optimal policy in providing facsimile copies for their users. All libraries receive failing grades for their policies in delivery of materials to users; this is an important area for school and special libraries (about 5% of the 1000 points was allocated to this area by the weighters). However, as indicated in the discussion of the school library responses in this area, because of problems of interpretation of the questionnaire, the school library data may not accurately reflect the current service policies.

The failing grades for special services may not be too serious because the services included may not be applicable for a number of libraries even though the services were assigned some weight.

E. Circulation of Materials in the Collection

Overview of data

The policy of libraries in circulating materials in the collection to their users is covered in this section. Table 4 indicates, in general terms, how closely the libraries' circulation policies match those of the optimal library established by the weighting groups. School libraries, on the average, are well above 50% of the maximum possible score although there is a large variance among the libraries, ranging from under 10% of maximum to 100% of maximum. The smaller public libraries are near 50% of maximum while the larger public libraries are near 75%. In terms of the range of scores, the largest public libraries ranged from a low of 43% to 100% while the smallest libraries ranged from 0% to 83%. Academic libraries, on the average, are also over 50% of the maximum score and have less variance in their scores, ranging from 34% to 83%. Fig. 5 shows the distribution of the individual library scores.

Policy for Specific Materials (Tables S24-S25)

Although data was collected on the circulation policies for all types of materials, we only tabulated or weighed the circulation policies for periodicals and audio-visual media because we believed the general circulation policies would adequately cover the other kinds of materials.

Table 4

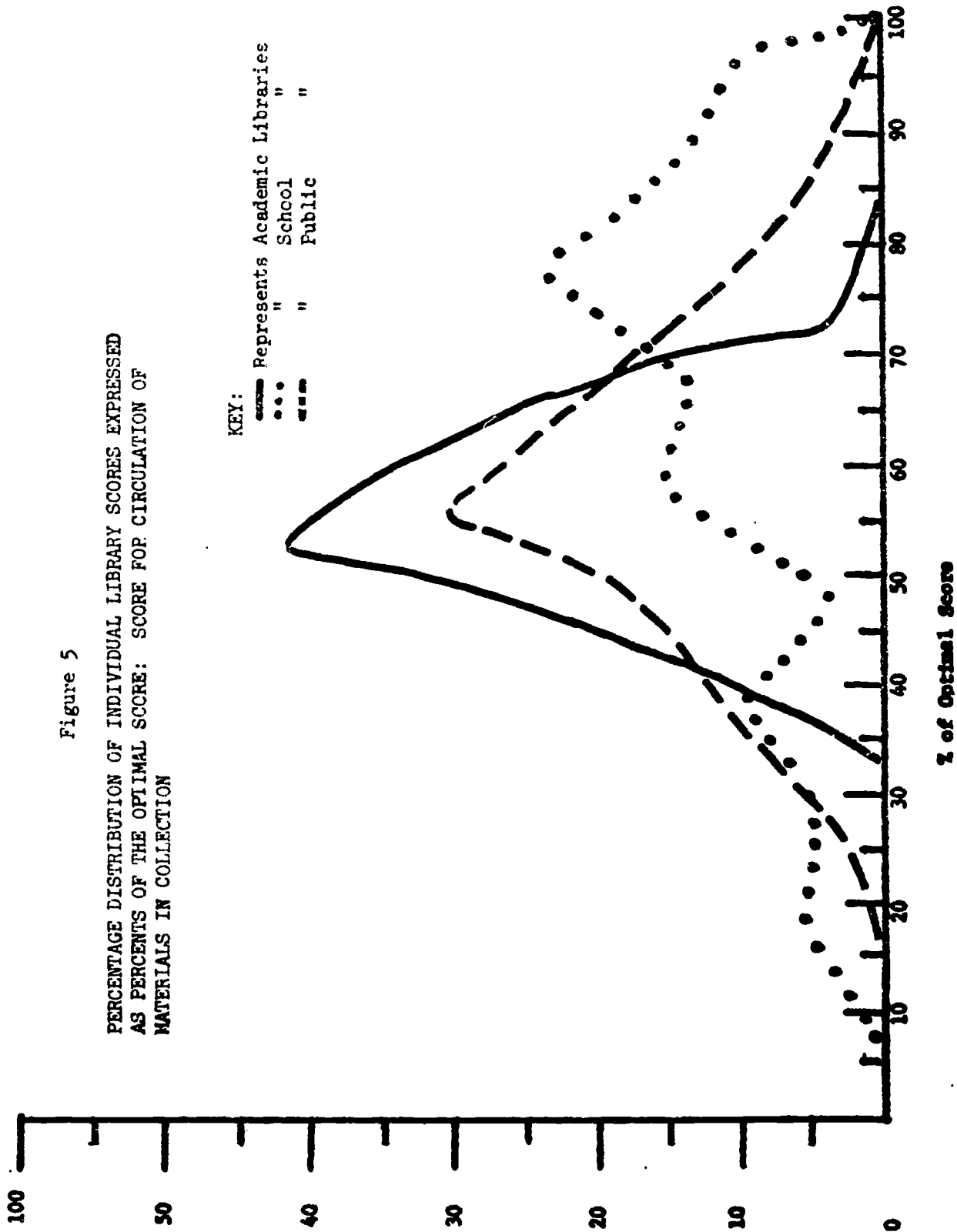
MATCH OF SCORES WITH OPTIMAL SERVICE POLICIES OF IDEAL LIBRARY: SCORES
FOR CIRCULATION OF MATERIALS

	Maximum Score (Points) for "Ideal" Library	Median % of Max. Score	Mean % of Max. Score	Confidence Interval of Mean	Minimum % of Max. Score	Maximum % of Max. Score
SCHOOL LIBRARIES						
<u>Elementary</u>	150	60%	56%	*	6%	93%
By Enrollment						
251-500	150	60	53	+ 9%	7	93
501-700	150	67	65	+12	20	93
Over 700	150	53	52	+10	6	93
<u>Middle</u>	150	73	67	+ 6	13	100
<u>High</u>	150	73	67	+ 4	13	100
PUBLIC LIBRARIES						
<u>Central</u>	150	56	55	*	0	100
By Population						
Under 4,000	150	50	49	+ 4	0	83
4,000-9,999	150	55	53	+ 4	15	80
10,000-29,999	150	60	60	+ 4	25	81
Over 30,000	150	76	73	+ 5	44	100
<u>Branches</u>	150	60	59	+ 2	37	87
ACADEMIC LIBRARIES	150	57	57	+ 3	34	83

* Not computed

Figure 5

PERCENTAGE DISTRIBUTION OF INDIVIDUAL LIBRARY SCORES EXPRESSED AS PERCENTS OF THE OPTIMAL SCORE: SCORE FOR CIRCULATION OF MATERIALS IN COLLECTION



The majority of school libraries allow periodicals to circulate, although about one-half of the schools do not allow current issues to circulate (Tables S24). In general, the smaller public libraries are more permissive about circulating periodicals. For example, over 60% of the smallest public libraries will circulate current issues compared to only about 20% of the largest public libraries. From the users viewpoint, the smaller libraries may have a preferable policy, but in the case of bound periodicals, for example, the public library weighters felt the optimal policy was to prohibit circulation. This is an example of some policy areas where the public library weights tend to reward what are the current service policies of the larger libraries. Academic and special libraries are both about equally split in their policies of whether periodicals circulate.

In general, over 60% of all libraries allow their users to circulate audio-visual media, although the school and academic libraries are less permissive for students. Ninety per cent or more of the large public libraries and the branches have a policy of circulating these materials. Borrowing Procedures and Limitations (Tables S26-S27)

A greater proportion of public libraries have a simple check-out procedure than any other kind of library (Table S26). On the average, well over 90% of the public

libraries only require that the user present the materials and his borrower's card or other identification. Although the academic weighters felt this policy was also optimal for their type of library, 35% of the academic libraries require the user to complete a check-out form which requires him to write out the author and title or other information about the material or the user himself.

About one-fourth of the school libraries also require the user to fill out a check-out form or complete all check-out procedures himself, however the school weighters questioned the validity of the information obtained during the survey because of the wording of the question and did not assign any weight to this service area. They also believed that the procedure of having the user sign his name and stamp the date on the card was not a significant hindrance to the user in obtaining the material for circulation.

Another aspect of the borrowing procedure important to users are the limitations the library places on the number of materials which may be checked-out at a single time or the total number of items a user has on loan (Table S27). Over 90% of the academic and special libraries impose no number limits in material checked-out at a single time or in total. Less than one-half of the public libraries have such a permissive policy. The optimal policy for public libraries according to the weighters is to only impose a limit on the number of certain materials according

to form and subject classification. About one-fourth of the public libraries have policies closely corresponding to the optimal, however, one-fourth of the public libraries limit all materials.

The great majority of middle and high school libraries correspond with the optimal policy of the school weighters which was to impose no limit or only minimal limits on the number of materials which can be borrowed; the policies in elementary schools tend to be more restrictive. The policies in elementary and middle schools are much more restrictive for students than for faculty whereas slighter differences exist between the policies for the two user groups in high schools. The validity test for school libraries, however, revealed that the respondents may have been uncertain of the meaning of borrowing restrictions by the subject matter or form of material. The categories used in restricting materials are: books, magazines, current magazines, fiction, non-fiction, etc. The proportion of schools with a particular policy, therefore, may have a wide error margin.

Returning Procedures and Limitations (Tables S29-S31)

Virtually all school libraries allow the user to renew materials, and, according to the school weighters, the restriction that the user bring the material to the library in order to effect the renewal is an acceptable policy. This is the prevailing policy in the majority of school

libraries, although about one-fourth of the elementary and middle school libraries do not require that the user bring in the material and about 10% of the school libraries allow renewals by the user when he is away from the library (Table S29).

The majority of public, academic and special libraries allow the user to be away from the library (the optimal policy according to the academic weighters), but the public weighters agree with the school weighting group that requiring the user to come to the library with the material is optimal. It should also be noted that 16% of the largest public libraries and 10% of the academic libraries do not allow renewals, a proportion which may be increasing as libraries become automated with systems where renewals cannot be easily accommodated.

The data on issuance of "prompt" notice when materials are overdue indicate that, except for special libraries, the majority of all libraries claim to issue prompt notices (Table S29). The percentage of academic libraries and large public libraries claiming such a policy is especially high, but the data may have a high response error because of the subjective interpretation of what is a "prompt" notice.

About one-half of the school and public libraries do not recall material from the original user when requested by another user (Table S30); 86% of the largest public

libraries do not recall materials (or are unable to do so because of their automated systems), which is the optimal policy according to the public library weighters. The school and public libraries which do recall materials generally allow the original user to keep the materials for a specified period before the recall notice is issued and some impose penalties if the material is not promptly returned. Most academic and special libraries do recall materials; the more prevalent policy is to allow the original user to keep the material for a specified period and not to levy any penalty if not promptly returned.

When loans are returned, the great majority of school, academic and smaller public libraries require the user to return the materials to the place where they were checked out (Table S31). The larger public libraries and branches allow the user to leave materials at sites other than where they were checked out. Some school and academic libraries and about one-third of the larger public libraries and special libraries allow the user to return loans by a library carrier such as a messenger or bookmobile which picks them up at the point of use (classrooms, laboratory or neighborhood).

Most special, academic and public libraries make provisions so the user can return the materials to the library when it is closed; 100% of the largest public libraries have book drops, for example. Most of the middle and high

school libraries can receive materials only when the library is open, but, according to the school weighters, this is not a serious limitation since the users are all in the building almost every day the library is open.

Routing Services (Table S28)

Routing of specific serial titles to faculty on a regular basis is done in a majority of school libraries, and 60% of the special libraries in Indiana provide this service (Table S28). About one-fourth of the academic libraries also provide the service for faculty, but according to the academic weighters, the optimal policy is not to provide the service on the grounds that current issues should not circulate so they will be accessible to all users (this assumes that the library does not receive additional copies for the express purpose of routing). About one-fourth of the smaller public libraries claim they route materials to users, but there is a possibility that the respondents misunderstood the question and interpreted routing as retrieval of documents from the shelf for the user.

Summary

As with providing access to materials in the collection, the libraries in Indiana tend to have circulation policies which correspond more closely with optimal policy than do their policies on the total range of services and academic libraries have less variance than public and school libraries.

As indicated in Table 4A, public and academic libraries, on the average, are close to the optimal policy in all aspects of circulation of material. A smaller proportion of school libraries are close to the optimal established by their weighters in the areas of borrowing procedures and limitations and routing services, however, some ambiguity in the questions may have increased the response error in the data for borrowing procedures and limitations.

Table 4A

SUMMARY OF WEIGHTS AND CORRESPONDENCE OF CURRENT POLICY AND "OPTIMAL" POLICY FOR CIRCULATION OF MATERIALS IN COLLECTION

<u>Policy Area</u>	<u>% of Total Weight</u>			<u>"Grades" for Matching of Current Policies and "Optimal" Policies</u>			
	<u>School</u>	<u>Public</u>	<u>Academic</u>	<u>School**</u>	<u>Public**</u>	<u>Academic</u>	<u>Special</u>
Policy for Specific Materials	7%	2%	5%	B	A	B	B
Borrowing Procedures and Limitations	4	3	4	C	A	B	A
Returning Procedures and Limitations	3	2	5	B	A	B	C
Routing Services	1	0	1	C	NA	A	B

* The grades represent the degree to which the current policies correspond to the optimal policies; the better the grade, the greater the proportion of libraries which have or exceed (from the users' viewpoint) the optimal policy.

** Grades for school and public libraries are for all types of school libraries and all central public libraries; grades for high school libraries or public libraries serving a large population, for example, may be significantly different.

F. Provision of Materials Not in Collection

Overview of Data

The most obvious conclusion to be drawn by looking at library policy in Indiana in providing users with materials not in their collection by making special orders or initiating an inter-library loan is that there is tremendous variance in all types of libraries. The data in Table 5 on the mean and median of the individual scores is not very meaningful; there is not central tendency in the distribution of the scores. Except for the larger public libraries, the range of individual scores for all libraries is from 0% to 100% of the maximum possible score. The wide dispersion in scores is graphically illustrated by Figure 6.

Policy of Obtaining Material (Table S32)

Some libraries have a policy of not responding to user requests for materials not already in their collection (Table S32). In particular, about one-half of the elementary libraries, 41% of the middle schools, and 34% of the high schools will not go beyond their collection in obtaining materials for their users. About 5% of the smaller public libraries and academic libraries and 14% of the special libraries also have this policy. Alternatively, a substantial proportion of all libraries have the policy of obtaining materials not in collection but only if they are not accessible to the user in another library in the area.

Table 5

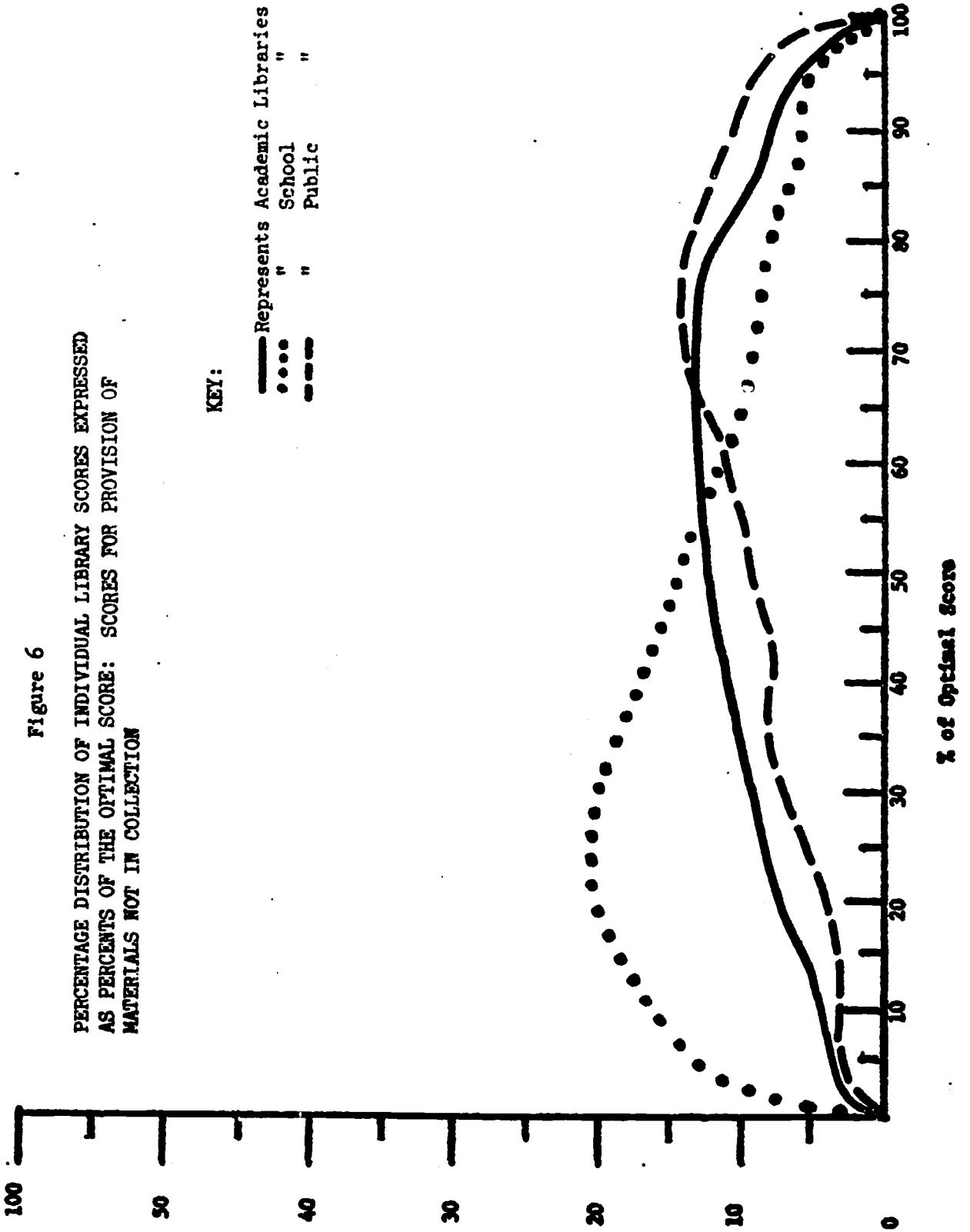
MATCH OF SCORES WITH OPTIMAL SERVICE POLICIES OF IDEAL LIBRARY: SCORES FOR Provision of Materials Not in Collection

	Maximum Score (Points) for "Ideal" Library	Median % of Max. Score	Mean % of Max. Score	Confidence Interval of Mean	Range of Individual Library Scores	
					Minimum % of Max. Score	Maximum % of Max. Score
SCHOOL LIBRARIES						
<u>Elementary</u>	50	12%	31%	*	0%	100%
By Enrollment						
251-500	50	0	24	+12%	0	100
501-700	50	50	48	+21	0	100
Over 700	50	0	30	+14	0	100
<u>Middle</u>	50	30	40	+10	0	100
<u>High</u>	50	30	38	+6	0	100
PUBLIC LIBRARIES						
<u>Central</u>	75	64	66	*	0	100
By Population						
Under 4,000	75	60	64	+6	0	100
4,000-9,999	75	60	65	+7	0	100
10,000-29,999	75	80	73	+5	40	100
Over 30,000	75	60	65	+8	40	100
<u>Branches</u>	75	60	53	+5	0	100
ACADEMIC LIBRARIES	130	58	53	+8	0	100

* Not Computed

Figure 6

PERCENTAGE DISTRIBUTION OF INDIVIDUAL LIBRARY SCORES EXPRESSED AS PERCENTS OF THE OPTIMAL SCORE: SCORES FOR PROVISION OF MATERIALS NOT IN COLLECTION



In other words, rather than act as an agent to obtain the material, the library policy is to refer the user to another resource where the user can obtain the material himself. According to the public and academic weighters, this is the optimal policy. About one-fourth of the school libraries and over one-half of the smaller public and academic libraries have this policy compared to 36% of the largest public libraries. These libraries differ as to whether or not they also impose additional limitations according to the type, subject or cost of the material requested or the staff time required to obtain the material. The most user-oriented policy of acting as an agent to obtain material not in the collection even from local resources (with some limitations on type and subject of material, etc) is the optimal policy according to the school and special library weighters. About one-third of the school libraries and smaller public libraries have either this policy or a policy without any limitations as do over 60% of the special and largest public libraries.

Requests (Table S33)

Libraries which will go beyond their collections in meeting the users' immediate requests also differ as to whether the user has to be in the library to make the request or whether he may be away from the library (Table S33). School and academic libraries are most restrictive in this regard in that over half of the school and 42% of the

academic libraries require the user to be in the library before the library will take action. Most permissive are over 80% of the public and special libraries which allow the user to be away from the library and to phone in his requests. All weighting groups agree that all libraries should have this most user-oriented policy.

Circulation and Charges (Table S34)

In the case of providing material obtained through inter-library loan (Table S34), virtually all of the libraries which provide the service do allow the user to circulate the material, providing the lender does not specify otherwise. However, the libraries do differ as to whether any of the charges for IL loan should be passed on to the user. Over 80% and 66% of the special libraries and academic libraries, respectively, do not require the user to pay any charges but well over half of the central public libraries do charge the user for any postage costs which have been incurred. Most public library branches do not charge the user because the principal source of not-in-collection materials is the central library in the system. About 10% of all types of libraries levy some charges in addition to postage. About three-fourths of the elementary school libraries provide the service without cost to the user compared to about one half of the middle and high schools.

Summary

It is impossible to talk about an "average" achievement score (in terms of the optimal) in the area of providing materials which are not already in the library's collection. The variance in scores is extreme with many "0%" and "100%" scores existing in all groups of libraries.

There is also some variance in the summary grades received by the libraries in Table 5A. All libraries are close to the optimal policies in circulating and charging for I-L loan material but only the public and special libraries closely correspond to the optimal in their policies on responding to requests for material not in the collection. Academic libraries receive a "C" for the policy on requests because many libraries require the user to be at the library before action will be taken. School libraries receive "D's" for their prevailing policy of not obtaining materials for the user which are not already in the collection.

Table 5A

SUMMARY OF WEIGHTS AND CORRESPONDENCE OF CURRENT POLICY AND "OPTIMAL" POLICY
FOR PROVISION OF MATERIALS NOT IN COLLECTION

<u>Policy Area</u>	<u>% of Total Weight</u>			<u>"Grades" for Matching of Current Policies and "Optimal" Policies</u>			
	<u>School</u>	<u>Public</u>	<u>Academic</u>	<u>School**</u>	<u>Public**</u>	<u>Academic</u>	<u>Special</u>
Policy of Obtaining Material	4%	3%	5%	D	A	A	B
Requests	1	2	3	D	A	C	A
Circulation and Charges	1	3	5	A	A	A	A

* The grades represent the degree to which the current policies correspond to the optimal policies; the better the grade, the greater the proportion of libraries which have or exceed (from the users' viewpoint) the optimal policy.

** Grades for school and public libraries are for all types of school libraries and all central public libraries; grades for high school libraries or public libraries serving a large population, for example, may be significantly different.

G. Provision of Bibliographic Citations

In this section, library policy on providing citations to materials includes policies on verifying, correcting, or screening citations for material, searching for citations on specific subjects, alerting the user to materials which may be of interest, and acting as an agent for the user in obtaining citation services.

Overview of Data

An overview of existing service policies in comparison with the optional policies established by the weighting groups is provided by Table 6. As in the preceding section, there is wide divergence among the individual library scores. Academic libraries most closely match the optional policies set by the weighters (about 60% of the maximum possible score) and have the least variance. On the average, elementary libraries and the smallest public libraries score below other libraries of their type (about 25% of the maximum possible score compared to an average of about 40% for the middle and high schools and larger public libraries). Fig. 7 provides a graphic illustration of the variance in each of the library groups.

Verification and Screening Aids (Tables S35-S38)

If the user is trying to obtain access to material but has an incomplete, ambiguous, or incorrect citation, most libraries will (and should according to the weighters) attempt to identify the material if it is potentially

Table 6

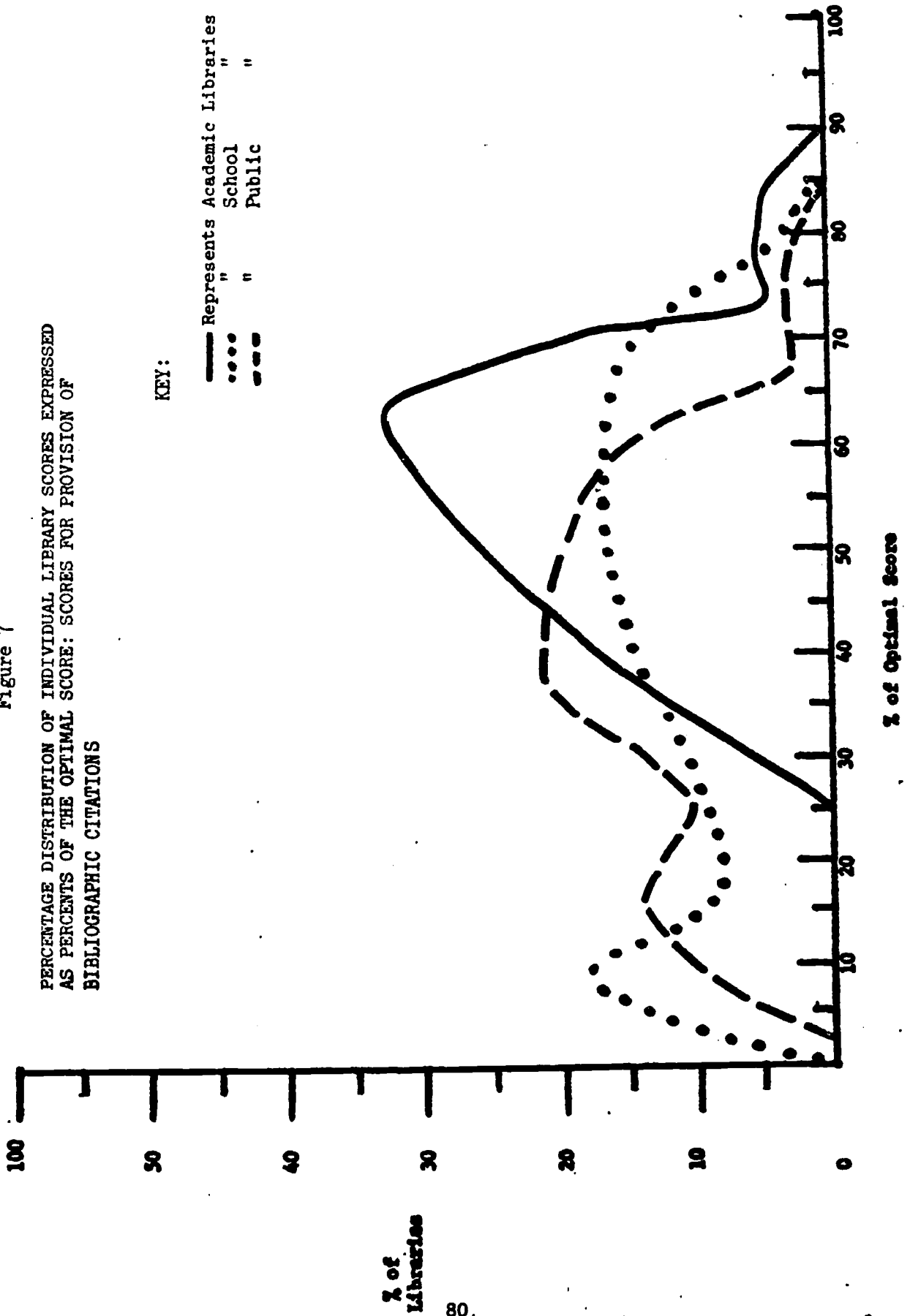
MATCH OF SCORES WITH OPTIMAL SERVICE POLICIES OF IDEAL LIBRARY: SCORES FOR PROVISION OF BIBLIOGRAPHIC CITATIONS

	Maximum Score (Points) For "Ideal" Library	Median % of Max. Score	Mean % of Max. Score	Confidence Interval of Mean	Range of Individual Library Scores	
					Minimum % of Max. Score	Maximum % of Max. Score
SCHOOL LIBRARIES						
<u>Elementary</u>	70	29%	30%	*	0%	68%
<u>By Population</u>						
251-500	70	26	28	+ 8%	0	64
501-700	70	36	34	+ 10	7	68
Over 700	70	28	30	+ 8	0	64
<u>Middle</u>	70	42	44	+ 6	0	86
<u>High</u>	70	44	42	+ 4	0	86
PUBLIC LIBRARIES						
<u>Central</u>	50	36	36	*	0	84
<u>By Population</u>						
Under 4,000	50	28	30	+ 5	2	66
4,000-9,999	50	40	38	+ 6	0	84
10,000-29,999	50	42	38	+ 6	2	78
Over 30,000	50	46	48	+ 7	12	84
<u>Branches</u>	50	40	38	+ 3	2	78
ACADEMIC LIBRARIES	100	60	58	+ 4	25	90

* Not Computed

Figure 7

PERCENTAGE DISTRIBUTION OF INDIVIDUAL LIBRARY SCORES EXPRESSED AS PERCENTS OF THE OPTIMAL SCORE: SCORES FOR PROVISION OF BIBLIOGRAPHIC CITATIONS



identifiable (Table S35). Eighty percent of the special libraries and 93% of the academic libraries state that they will provide this service as will 100% of the largest public libraries. However, over one-third of the smaller public libraries and one-third of the school libraries will not attempt to obtain the correct citation which will lead the user to the requested material.

If the user is not in search of material but requests library assistance in verifying, completing, or correcting citations he may need for a paper or article he is writing, he is less likely to receive help. Most of the academic, special, and larger public libraries will provide this service but less than half of the smaller public libraries or school libraries will be of assistance. Most libraries which do provide this service claim that they do it without limits as to the number of citations or staff time spent in the process, but, as indicated in the reliability test, this policy may reflect the fact that this service is rarely requested; the data, therefore, should be viewed as containing significant response error. The public and academic weighters believe that an optimal policy would be to limit the time spent by staff.

If the user wants to verify a citation but is away from the library his chances of obtaining help are slightly worse. Less than a fifth of the school libraries, about one-third of the smaller public libraries, and about one-half

of the academic and special libraries will provide verification service if the user is away from the library.

A more esoteric service in this area, found mostly in academic, special, the largest public libraries, and in a few school libraries is the provision of library - prepared annotations, critiques, etc. as aids for the user in screening a long list of citations (Table S 38).

Subject Searching (Tables S36-S37)

If the user requests citations for materials on a specific subject, most libraries will provide some kind of service. About three-fourths or more of the special, academic, large public libraries and middle and high school libraries will provide this service (Tables S36). In the case of academic libraries, this service is especially ' available to faculty members, but the majority of these libraries restrict their service to "quick" subject searches made on an individual basis where the user is furnished with a sample list of citations; one-fourth of the academic libraries go further to provide faculty members with lists of citations which exhaust the resources and bibliographic tools of the library (and most of these libraries include non-print materials in their search). About one-half of the special libraries also provide exhaustive lists. Public and school library policy in providing "quick" searches and exhaustive searches follows about the same pattern as academic libraries.

Some libraries which do not undertake searches for the user do guide the user to existing lists of citations on specific subjects (Table S37). But even this minimal service is not provided in about one-third of the elementary and smaller public libraries, perhaps because few bibliographic tools are available.

Less than 20% of all libraries distribute book copies of its subject catalog or any other subject-searching tool to the users (Table S37).

Alerting and Agent Services (Tables S39-S40)

Most special, academic and large public libraries provide some alerting services (in addition to maintaining current shelves for new acquisitions) to bring new publications to the attention of the user especially for faculty members in the case of academic libraries (Table S39). In about one-third of the academic libraries the alerting services are limited to providing existing lists of new publications to individuals. In another one-fourth of the academic libraries, however, the library also produces alerting tools designed for specific subjects or groups of users. Only about 10% of the academic libraries provide selected lists of new publications specifically tailored to the interests of individual users such as reading-interest files or selective dissemination services. About 20% of the special libraries provide this individually-tailored service. As with library policy on making subject searches,

school and public libraries which do provide alerting services have policies similar to the academic libraries. The public library weighters believed, however, that public libraries only need to produce alerting tools for specific subjects or groups.

Although they did not give the policy much weight, all weighting groups felt that when the library's personnel and collection are not adequate to meet the user's need for a subject search, screening aid or an alerting service, the library should act as the user's direct agent to obtain such service. The library should not merely refer the user to services available outside of the library; however, only about one-half of the academic, special, or public libraries have this optimal policy (Table S40). Only one-fifth of the middle and high school libraries would act as the user's agent as would only 7% of the elementary schools.

Summary

Although academic libraries tend to cluster near the middle of the optimal score range, the school and public library scores varied widely with a significant number ranged along the lower end of the scale. The overall correspondence with optimal policies in the area of providing citations to the materials, therefore, below the average

scores for all service policies.

The data in Table 6A are further evidence of the rather poor correspondence with optimal policies. In all aspects of providing citations including verification and screening aids, subject searching, and alerting and agent services, school and public libraries score "C" or below. Academic and special libraries are only slightly closer to optimal with "B" scores for providing verification services and screening aids.

Table 6A

SUMMARY OF WEIGHTS AND CORRESPONDENCE OF CURRENT POLICY AND "OPTIMAL" POLICY
PROVISION OF BIBLIOGRAPHIC CITATIONS

<u>Policy Area</u>	<u>% of Total Weight</u>			<u>"Grades"* for Matching of Current Policies and "Optimal" Policies</u>				
	<u>School</u>	<u>Public</u>	<u>Academic</u>	<u>Special</u>	<u>School**</u>	<u>Public**</u>	<u>Academic</u>	<u>Special</u>
Verification and Screening Aids	2%	2%	3%	1%	D	C	B	B
Subject Searching	4	2	4	7	C	C	C	C
Alerting and Agent Services	2	1	2	2	F	D	D	C

* The grades represent the degree to which the current policies correspond to the optimal policies; the better the grade, the greater the proportion of libraries which have or exceed (from the users' viewpoint) the optimal policy.

** Grades for school and public libraries are for all types of school libraries and all central public libraries; grades for high school libraries or public libraries serving a large population, for example, may be significantly different.

H. Answer Services

Overview of Data

According to the weighting groups, the function of providing specific information or answers to specific questions is important only for public libraries, since the public weighting group assigned 25% of the 1000 points to this function. As indicated in Table 7 there is a wide range of individual scores for public libraries; some of the smallest public libraries have a score of 94% of the maximum score and some of the largest libraries score as low as 18% of the maximum. On the average, however, the larger public libraries do more nearly match the optimal policies indicated by the weighting group. The median score for the smallest libraries is 24% while the median for the largest public libraries is 64%. Academic libraries also show a wide divergence in individual scores and have an average score close to 50% of maximum. This service area was not important to the school library weighters who only allotted 30 points. Existing services in the school libraries shows a wide range - from 0% to 100% of the maximum score but the average scores for all types of school libraries is only one-third of the maximum score or less. Figure 8 indicates the wide distribution in the individual scores for all libraries.

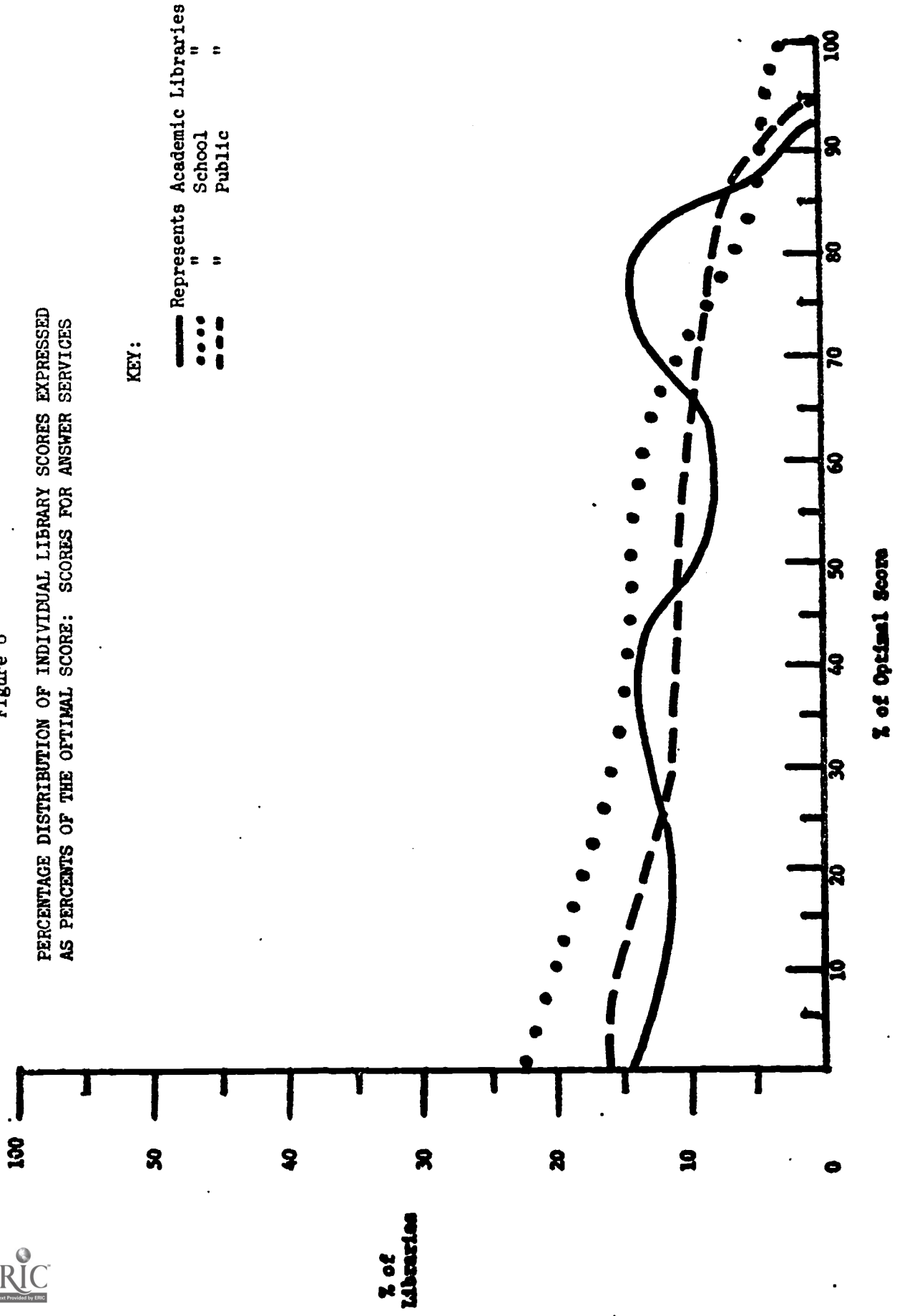
Table 7
MATCH OF SCORES WITH OPTIMAL SERVICE POLICIES OF IDEAL LIBRARY: SCORES FOR ANSWER SERVICES

	Maximum Score for "Ideal" Library	Median % of Max. Score	Mean % of Max. Score	Confidence Interval of Mean	Range of Individual Library Scores	
					Minimum % of Max. Score	Maximum % of Max. Score
SCHOOL LIBRARIES						
<u>Elementary</u>	30	15%	24%	*	0%	100%
<u>By Population</u>						
251-500	30	0	17	+10%	0	100
501-700	30	33	33	+16	0	100
Over 700	30	33	30	+11	0	100
<u>Middle</u>	30	17	26	+ 8	0	100
<u>High</u>	30	33	33	+ 6	0	100
PUBLIC LIBRARIES						
<u>Central</u>	250	36	40	*	0	96
<u>By Population</u>						
Under 4,000	250	24	31	+ 5	0	94
4,000-9,999	250	38	35	+ 7	0	82
10,000-29,999	250	40	37	+ 8	0	94
Over 30,000	250	64	62	+ 8	18	96
<u>Branches</u>	250	44	47	+ 6	0	94
ACADEMIC LIBRARIES	75	48	52	+ 8	1	93

* Not Computed

Figure 8

PERCENTAGE DISTRIBUTION OF INDIVIDUAL LIBRARY SCORES EXPRESSED AS PERCENTS OF THE OPTIMAL SCORE: SCORES FOR ANSWER SERVICES



KEY:

- Represents Academic Libraries
- " School
- - - - - " Public

Provision of Specific Information (Tables S41-S43)

In the questionnaire, we attempted to elicit the depth of library policy in providing specific information to users by asking a series of four questions which probed how intensively the library would go in obtaining an answer. These questions were:

(1) If a user asked a "simple fact" question, does your library provide him with an answer instead of sending him to the material that may contain the information he needs? ("Simple fact" questions are defined as those requiring a single answer that may be found in one reference tool such as a directory, atlas, handbook, etc., although the librarian may have to look in more than one such tool before the answer is found.

(2) Does your library also answer questions that involve "multiple facts"? (Multiple fact" questions involve answers compiled from more than one source where the various parts of the answer are brought together for the user).

(3) Does your library also provide "complex fact" answers? ("Complex fact" questions utilize various sources from which conflicting facts and opinions are compiled, compared, and contrasted.)

(4) Are "state-of-the-art" reviews also prepared on request? ("State-of-the-art" require a synthesis of all information into a unified essay, frequently involving

critical judgement and sometimes translation.)

As indicated in the reliability and validity studies, it is doubtful that we succeeded in obtaining responses which are reliable for any individual library. Many libraries had not thought about their answer services in terms of how intensively they searched for answers and, in effect, had to make up a policy on the spot. The data are presented here, however, because we believe they are suggestive, and, in the aggregate, may be sufficiently valid so that comparisons can be made across the types of libraries. In other words, while any one percentage figure may have a wider margin of error than most of the other data presented in the report, the rank order differences between types of libraries would be likely to be the same with more precise data.

About one-half of the school libraries do not provide answer services, especially for students (Table S41). About one-fourth of the smaller public libraries and academic libraries also do not provide specific answers compared to only 4% of the largest public libraries. Of the libraries which provide specific answers to users, the special and academic libraries tend to offer the most in-depth service, for example, about 10% of these libraries claim to prepare state-of-the-art reviews if requested. This may be optimal policy for special libraries, but the academic weighting groups were content to have academic

libraries provide answer services only to the level of dealing with complex facts. The public weighters also believed public libraries should provide service to this depth, which squares with the existing policy in a majority of the largest public libraries. Less than one-fourth of the smaller public libraries go this far, however, most of the smaller libraries only answer simple fact or multiple fact questions. Optimal policy for the school weighters included any policy that provided at least multiple fact answers. This policy level exists in less than one-fourth of the school libraries, however.

The large majority of libraries which do provide answer services will generally accept phone or written requests for the service when the user is away from the libraries (Table S42). Although most of the public and academic libraries claim they will provide this away-from-the-library service without any restrictions, the optimal policy, according to the weighters, is to limit the number of requests from an individual user.

When the library's own collection and personnel are not adequate in providing answer services, some libraries will act as the direct agent for the user to obtain the requested information while others will only refer the user to an outside resource (Table S43). About three-fourths of the public libraries, also maintain a file of community resources or consultants whom they can contact for the user.

The majority of academic and special libraries will also provide direct agent service, but most school libraries will only refer the user elsewhere.

In addition to providing specific answers to questions, about one-half of libraries of all types will also provide advisory services (e.g. evaluation of encyclopedias or appraisal of rare books) and/or will act as an agent for the user in obtaining such services (Table 344).

Summary

The scores of individual libraries in providing answer services range from 0% to 100% of the optimal score; there is no central tendency in the distribution, except that a greater proportion of the libraries are at the lower end of the scale.

Table 7A also indicates the poor match of existing service policy and the optimal policy established by the weighters. Although this section only received 3% of the weight assigned by school librarians, the overall grade for the correspondence of the actual and optimal policies is F. The provision of answers to specific questions is especially important to public libraries (15% of the total weight) but they receive an F because on the average only 19% of the public libraries provide answer services which go beyond compiling facts for the user. Public libraries however,

Table 7A

SUMMARY OF WEIGHTS AND CORRESPONDENCE OF CURRENT POLICY AND "OPTIMAL" POLICY
(ANSWER SERVICES)

<u>Policy Area</u>	<u>% of Total Weight</u>			<u>"Grades"* for Matching of Current Policies and "Optimal" Policies</u>				
	<u>School</u>	<u>Public</u>	<u>Academic</u>	<u>Special</u>	<u>School**</u>	<u>Public**</u>	<u>Academic</u>	<u>Special</u>
Provision of Specific Information	2%	15%	27%	5%	F	F	D	F
Requests When User is Away	1	4	2	1	F	A	B	B
Agent Services	1	4	1	1	D	A	B	F
Advisory Services	0	1	2	2	NA	C	C	D

* The grades represent the degree to which the current policies correspond to the optimal policies; the better the grade, the greater the proportion of libraries which have or exceed (from the users' viewpoint) the optimal policy.

** Grades for school and public libraries are for all types of school libraries and all central public libraries; grades for high school libraries or public libraries serving a large population, for example, may be significantly different.

do receive A's on their policy of allowing telephone requests and their provision of agent services. Academic and special libraries also receive failing or near failing grades on providing answers to questions, but like the public libraries, the academic libraries have more optimal policies in allowing requests and providing agent services.

I. User Instructions and Educational Programs

Overview of Data.

The function of providing instruction and educational programs for users is especially important for school and public libraries, according to the weighters, but there is wide variance among the libraries, especially among the public libraries (Table 8). The median score for the smallest public libraries is less than 20% of the maximum possible score while the median score for the largest public libraries is 70%. There are only slight differences between types of school libraries; on the average, they score about 50% of the maximum possible score as do academic libraries. Fig. 9 indicates the variance among the individual library scores by type of library.

Instruction In Use of Information Resources (Tables S45, S54, S46)

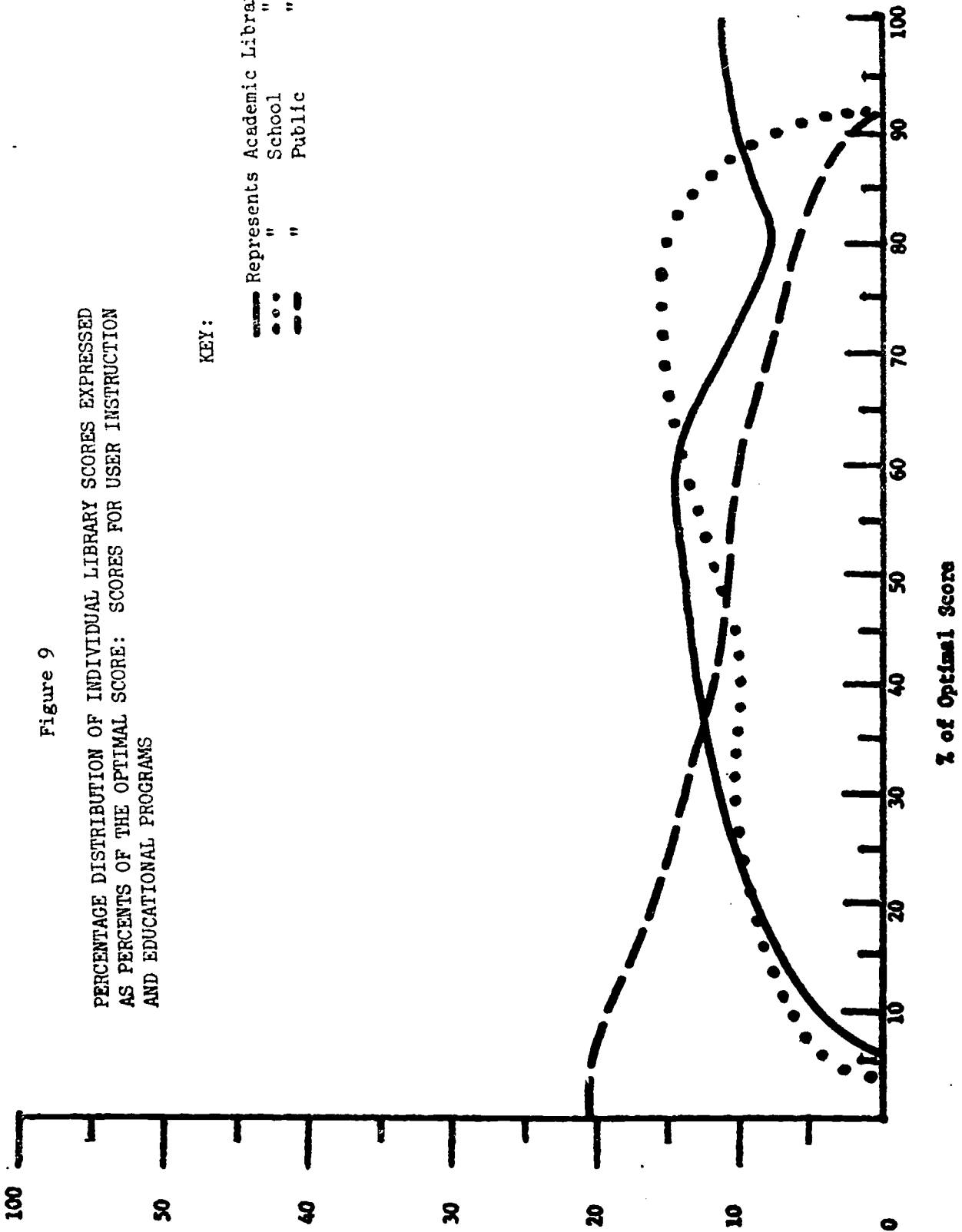
The optimal informal user instruction policy for all libraries according to all weighting groups, is to provide instruction in the general use of information resources (in addition to card or book catalogs) which includes instruction in the use of non-print materials and equipment and to provide instruction on the use of resources in specific areas and for specific projects undertaken by the user (Table S45). About one-half of the middle and high school libraries have this policy compared to about one-fourth of the elementary libraries. Almost 40% of the

Figure 9

PERCENTAGE DISTRIBUTION OF INDIVIDUAL LIBRARY SCORES EXPRESSED AS PERCENTS OF THE OPTIMAL SCORE: SCORES FOR USER INSTRUCTION AND EDUCATIONAL PROGRAMS

KEY:

- Represents Academic Libraries
- " School
- - - " Public



% of Libraries

% of Optimal Score

Table 8

MATCH OF SCORES WITH OPTIMAL SERVICE POLICIES OF IDEAL LIBRARY: SCORES FOR USER INSTRUCTION AND EDUCATIONAL PROGRAMS

	Maximum Score (Points) for "Ideal" Library	Median % of Max. Score	Mean % of Max. Score	Confidence Interval of Mean	Range of Individual Library Scores	
					Minimum % of Maximum Score	Maximum % of Maximum Score
SCHOOL LIBRARIES						
<u>Elementary</u>						
By Enrollment	200	34%	38%	*	4%	87%
Under 250						
251-500	200	30	32	+ 8%	6	82
501-700	200	48	51	+13	7	87
Over 700	200	30	40	+11	4	82
<u>Middle</u>						
<u>High</u>						
200	200	62	57	+ 5	6	86
	200	54	52	+ 4	5	92
PUBLIC LIBRARIES						
<u>Central</u>						
By Population	150	29	31	*	0	93
Under 4,000						
4,000-9,999	150	17	19	+ 4	0	81
10,000-29,999	150	30	34	+ 6	0	80
Over 30,000	150	27	33	+ 6	7	85
	150	70	65	+ 9	23	93
<u>Branches</u>						
150	150	37	37	+ 5	0	91
ACADEMIC LIBRARIES						
75	75	48	52	+ 8	7	100

* Not Computed

elementary libraries state that they provide no general instruction in the general use of information resources (compared to about 10% of the middle and high schools), and well over half of the elementary libraries provide no instruction in specific subject areas or for individual projects (compared to about one-fourth of the middle and high school libraries).

The reliability test revealed that some libraries were uncertain about what was meant by instruction in specific subject areas and for specific projects, thus the data has low reliability in these areas.

Over one-half of the larger public libraries provide the most extensive services in this area compared to only about 10% of the smaller public libraries. For example, about one-half of the smallest public libraries do not provide any general instruction (compared to 4% of the largest libraries) and three-fourths of the small libraries do not provide any specific instruction (compared to one-fourth of the largest public libraries). The majority of academic and special libraries provide both general and specific informal instruction.

A few libraries assist the user in utilizing information resources outside of the library, namely, the user's working or personal files and collections, by helping the user organize and maintain the collection (Table S54).

A few libraries even design classification systems which are tailor-made for the user's collection. About one-fourth of the special libraries provide some of these services as do about 15% of the academic, middle, and high school libraries and less than 10% of the public libraries.

Formal courses in the optimal use of information resources are rarely given in any but the largest public libraries where about one-fourth of the public libraries claimed to give either formal courses with regularly scheduled sessions or orientation programs (Table S46). The public library weighters did not feel this service area deserved any points.

Formal instruction was most important to the academic weighters, and almost half of the academic libraries in Indiana do provide some service. About one-half of the school libraries also provide formal instruction for their users, some going beyond the orientation programs considered to be optimal by the weighters.

Educational Programs (Tables 49-53)

Certain instructional and educational programs not strictly related to instruction in library resources are provided by very few academic and special libraries (and, accordingly, received no weight by the weighters) but are important functions of school and public libraries. In particular, book talks and/or story hours, cultural and recreational programs, workshops, and program planning

services were all judged to be important by the school and public library weighting groups.

Most elementary school libraries provide book talks (Table S49) and/or story hours for the students and a few even offer story hours for mixed-age groups (e.g. parents and children). Book talks are provided in about one-fifth of the middle and high schools, and a few of these libraries also offer story hours. In the public libraries, book talks and/or story hours are especially prevalent in the larger public libraries. Only one-half of the smallest public libraries provide this service compared to almost 100% of the largest public libraries. Of the public libraries offering some service, it is the larger public libraries that tend to have both book talks and story hours; the majority of smaller libraries are limited to story hours.

Only about 10% of the school libraries provide such cultural/recreational programs as field trips, film programs, fine arts programs, games and crafts, reading clubs, social functions, or discussion groups. Only a third of the smallest public libraries provide any of these services compared to over 80% of the largest public libraries (Table S49).

About 10% of the largest public libraries provide both program planning workshops and advisory services while an

additional one-fourth of the smaller public libraries and about one-half of the larger public libraries limit themselves to advisory services only (Table S50). Less than 10% of the school libraries provide either of these services, although, as indicated in the school validity test, a number of school libraries may not have included the advisory or program planning services they provide to teachers. For school libraries it is especially difficult to distinguish between provision of material and bibliographies from the instructional activities of the library.

A few school libraries provide a list of community resources or a speakers' bureau for the use of teachers in planning programs, or act as a direct agent to obtain speakers, but this kind of service is more common for public libraries. About 10% of the smaller public libraries provide this service as does about 40% the largest public libraries.

Additional education services were covered in the questionnaire but were mentioned by about 5% or less of the libraries. These services were essentially tutorial services in addition to guidance in the use of library materials and information resources (Table S51) such as training sessions for examinations (e.g. civil service, college boards), reading skill services (literacy program,

remedial reading, speed reading and comprehension), vocational guidance (Table S52), and adult education or job training courses (Table S53). The only exception to the low incidence of these services among libraries in Indiana was that about 10% of the middle and high school libraries indicated that they provided informal counseling services to aid students in making career choices or other vocational decisions (Table S52).

Miscellaneous Instructional Services (Tables S47, S47A, S48)

Most libraries, especially the large libraries, provide directional services of some kind for the user such as pamphlets or maps describing the general layout of the library, directional signs to guide the user to the appropriate sections of the library collection, and identification of library personnel and the user services for which they are responsible.

Both pamphlets and directional signs located at the entry to the library (the optimal policy) may be found in about one-third of the large public libraries and academic libraries; only about one-fifth of these libraries do not provide these services (Table S47). The smaller public libraries and branches generally have only directional signs. About one-half of the school libraries provide directional service, but in most cases this is in the form

of directional signs (which is an optimal policy according to the school weighters).

About one-fourth of all libraries identify their staff by name and title but only about 5% of the school and public libraries and 10% of the academic libraries also provide a list of the services provided by the library personnel who deal with the user.

Library exhibits were another kind of general educational program which are especially important to the school and public weighting groups but of minor importance to the academic group. All three groups, however, believed that the optimal policy was to display both general book exhibits and exhibits which have been prepared for or by groups with special interests (e.g. art, music, gardening, Boy Scouts) with the policy of loaning books or other materials from the exhibits. About one-fourth of all types of school libraries have this optimal policy but there is wide variance in the public libraries (Table S48). Only 10% of the smallest public libraries have the optimal exhibit policy compared to almost 80% of the largest public libraries. Most libraries provide at least some kinds of exhibits but the specific kinds of exhibit policies covers a wide range (see Table S48).

Summary

As with several of the previous sections, the policies of Indiana libraries in providing instructional and educational services vary widely among all types of libraries. This function was especially important to the school librarian weighters who assigned about 10% of their 1000 points to instruction in the use of information resources and another 10% to educational programs and other miscellaneous instructional services.

The overall picture presented by Table 8A indicates that the majority of all types of libraries are well below optimal in this area. The only grade above a D or F was a C received by academic libraries for their policies in instructing users in the use of information resources.

Table 8A

SUMMARY OF WEIGHTS AND CORRESPONDENCE OF CURRENT POLICY AND "OPTIMAL" POLICY FOR
USER INSTRUCTION AND EDUCATIONAL PROGRAMS

Policy Area	% of Total Weight			"Grades" for Matching of Current Policies and "Optimal" Policies				
	School	Public	Academic	Special	School**	Public**	Academic	Special
Instruction in Use of Information Resources	11%	5%	6%	4%	D	F	C	D
Educational Programs	5	4	0	0	D	D	NA	NA
Miscellaneous Instructional Services	4	6	3	1	D	D	D	D

* The grades represent the degree to which the current policies correspond to the optimal policies; the better the grade, the greater the proportion of libraries which have or exceed (from the users' viewpoint) the optimal policy.

** Grades for school and public libraries are for all types of school libraries and all central public libraries; grades for high school libraries or public libraries serving a large population, for example, may be significantly different.



J. Wherewithal

In order to effectively use the library services covered in the previous sections, most libraries also provide a number of library services we classified under the general title of "wherewithal".* Library policies on hours library is open, provision of work space, provision of audio-visual equipment and facilities, assistance with user-produced materials, and other miscellaneous support services are included in the section.

Overview of Data

In general, public and school libraries are well below optimal in these support services. As is evident from Table 9, the average scores for these libraries are only about one-third of the optimal score. Middle and high schools score slightly higher than elementary schools and the largest public libraries score significantly higher than the smallest public libraries. There is a greater variance among the school scores (e.g., middle school scores range from 0% to 88%) than among the public libraries where 65% is the highest score attained by any one library.

The scores for academic libraries tend to be normally distributed around a mean of about 50% of optimal; the range is from 7% to 82%.

Figure 10 presents a graphic illustration of the distribution of the individual scores.

Hours Open (Table S68)

During a typical work week (e.g., during the school year for

¹ The American College Dictionary definition of wherewithal is "that wherewith to do something; means or supplies for the purpose or need".

Table 9

MATCH OF SCORES WITH OPTIMAL SERVICE POLICIES OF
IDEAL LIBRARY: SCORES FOR WHEATWITTHALL

	Maximum Score (Points) for "Ideal" Library	Median % of Max. Score	Mean % of Max. Score	Confidence Interval of Mean	Range of Individual Library Scores	
					Minimum % of Max. Score	Maximum % of Max. Score
SCHOOL LIBRARIES						
<u>Elementary, Total</u>	200	18%	22%	*	0%	79%
<u>By Enrollment</u>						
251-500	200	15	18	± 6%	0	58
501-700	200	28	34	± 10	5	79
Over 700	200	16	20	± 6	0	64
<u>Middle</u>	200	29	33	± 6	0	88
<u>High</u>	200	22	30	± 4	0	84
PUBLIC LIBRARIES						
<u>Central, Total</u>	100	28	28	*	0	65
<u>By Population</u>						
Under 4,000	100	15	17	± 2	3	39
4,000-9,999	100	35	34	± 3	0	57
10,000-29,999	100	33	35	± 5	5	65
Over 30,000	100	46	44	± 4	19	58
<u>Branches</u>	100	30	28	± 3	0	53
ACADEMIC LIBRARIES	175	50	48	± 5	7	82

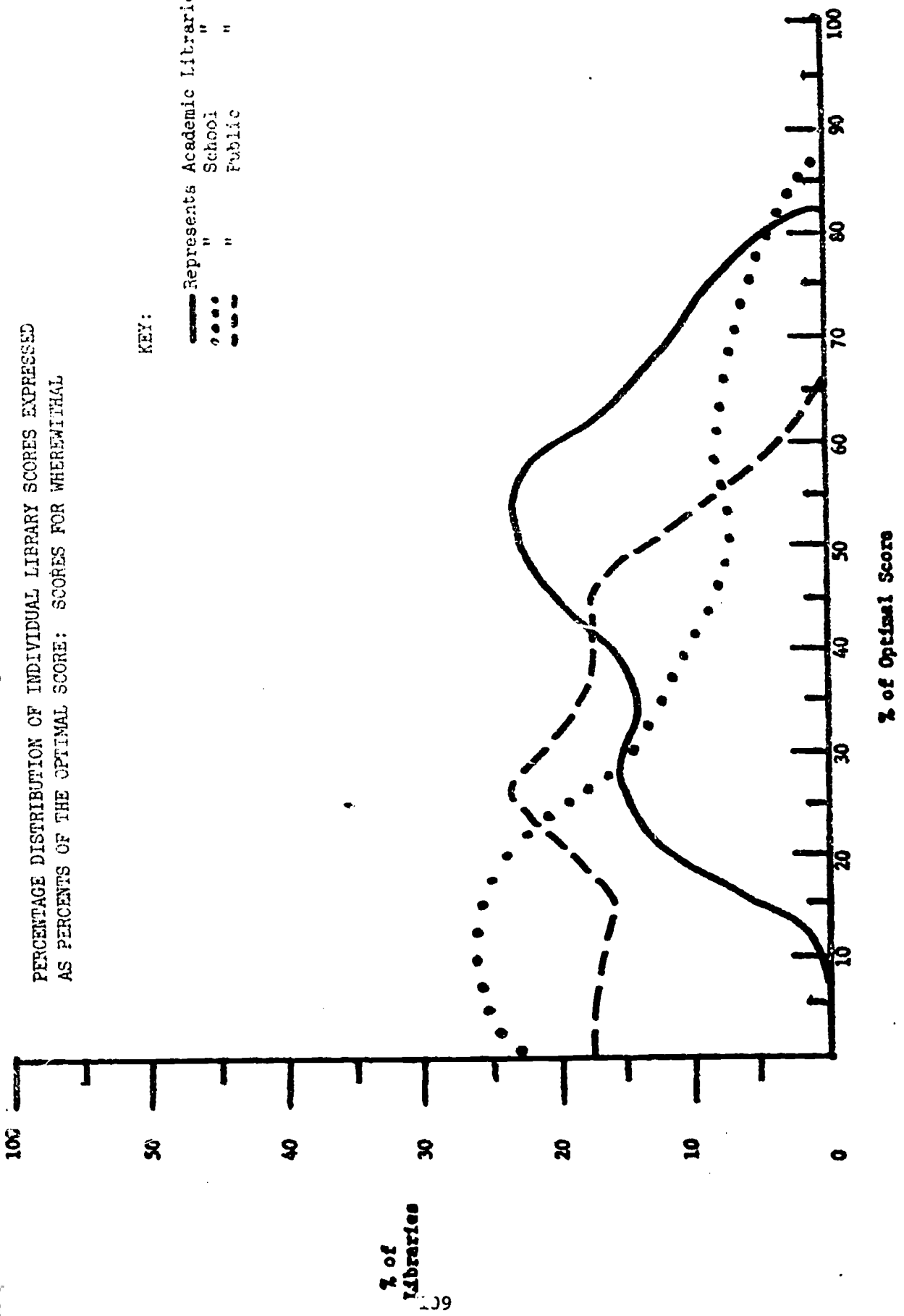
*Not Computed

Figure 10

PERCENTAGE DISTRIBUTION OF INDIVIDUAL LIBRARY SCORES EXPRESSED AS PERCENTS OF THE OPTIMAL SCORE: SCORES FOR WHEREWITHAL

KEY:

- Represents Academic Libraries
- " School
- — — — — " Public



school and academic libraries), almost all of the academic libraries (91%) are open 70 or more hours, the optimal policy according to their weighters. By contrast, most special libraries are only open 30-39 hours although about 20% have the long hours of the academic libraries. None of the smaller public libraries are open 70 or more hours (which was also their optimal policy) and only 24% of the largest public libraries attain that level. All of the largest public libraries are open at least 60 or more hours but there is a strong correlation between hours open and size of population served. Most of the smallest public libraries are open less than 30 hours a week.

The school libraries optimal policy was 40 or more hours per week which is achieved by most of the middle and high schools and about half of the largest elementary schools, but most of the smaller elementary libraries are open less than 40 hours a week, including many which are open less than 30 hours a week.

Work Space (Tables S55, S56, S62, S57)

As a general policy, over three-fourths of all libraries provide work space for users, but only the majority of academic and large public libraries have the optimal policy of providing space for work or study activities even though they do not entail the use of library materials (Table S55). About one-half of all libraries (but about 75% of the academic libraries) also allow the user to temporarily store materials within the library for later use.

The school reliability test indicated that school libraries had difficulty in consistency answering the general questions about work space and storage of materials, perhaps because of the use of the library as a study room or for other reasons. The school library data, therefore, may have a wide margin of error.

Areas for work by groups of users are provided in about one-half of the academic libraries and larger public libraries (Table S56), including typing areas or conference areas which any formal or informal group can reserve (the optimal policy according to the weighters). Most school libraries do not have typing facilities but almost half do have conference areas. Lounge areas which are available for work can also be found in about one-fourth of the academic and public libraries and in about 10% of the middle and high schools.

Separate areas designated for certain user groups are found in only a few school, academic and special libraries, but are found in most public libraries. In the larger public libraries, special areas for adults, young adults, or children are quite common (Table S62). The reliability test indicated that the meaning "separate"

area was not clear, so the data is somewhat unreliable.

Semi-isolated or isolated work spaces are not generally available in any but academic libraries (Table S57). All but about 20% of the academic libraries have desk carrels and most have typing rooms available to the user. Twenty percent of the academic libraries even have enclosed carrels which can be reserved by the user on a temporary basis. Very few of the smaller public libraries have these facilities except that the desk carrels and typing rooms are available in about one-fourth of the public libraries. Desk carrels are available in only one-fourth of the middle schools and one-third of the high schools and in less than 10% of the elementary schools. Typing rooms are only located in about 10% of the middle and high school libraries.

Audio-visual Equipment and Facilities (Tables S59, S58, and S60)

It is difficult to describe the library policies on providing space for viewing and listening to audio-visual materials by individuals or small groups (Table S59) without distinguishing between the kinds of facilities. In the case of microforms, about the only libraries which provide viewing facilities are academic libraries (70%), special and larger public libraries (about 25%), and some middle and high schools (about 10%).

Facilities for tapes are most common in the academic libraries (about 60%) and school libraries (about 40%), with most of these libraries allowing both individual and group use of the facilities. Equipment for playing records and viewing films are present in about half of the academic libraries with about one-third of these libraries providing facilities for both individual and group use. About half of the middle and high schools and large public libraries also have facilities for records and films but only about one-third of the elementary school libraries and only 5% of the smallest public libraries have these facilities.

Most libraries with audio-visual facilities allow the user to reserve the facilities in advance of use and to use the facilities without library supervision (Table S58) but only about half of the libraries allow the user to borrow the A-V equipment for use outside the library or school building (Table S60).

In the case of school libraries, the validity test revealed that the data for equipment check-out may be biased since some respondents which have A-V equipment but not the space for its use in the library were instructed to skip the equipment check-out question.

Assistance to User in Producing Materials (Table S61, S64)

About one-fourth of the school and academic libraries provide work space and facilities for the production of graphic or visual materials for the user by the library staff or by the user himself (Table S61). These services are less common in public or special libraries, and, although about one-fourth of the academic libraries provide these services, the weighting group did not feel this was a service which academic libraries should provide. The school weighters, on the other hand, believed this to be an important part of school library activity and believe that the libraries should prepare materials for users, especially teachers, upon request.

A more common service of all libraries in helping the user with producing materials is editing assistance for papers, reports or manuscripts being prepared for publication. Even though none of the weighting groups believed this to be a library function, about one-fourth of middle and high school libraries and public libraries and almost half of the academic and special libraries provide this service (Table S64). While the largest public libraries and academic libraries limit this service to help with bibliographic format, most of the smaller public libraries providing this service will also assist the user in correcting spelling,

punctuation and grammar, and a few will even edit the user's manuscript for accuracy, brevity, and clarity.

Most of the school libraries offering these services also go beyond mere assistance with bibliographic format as do about one-half of the special libraries providing the service. It would appear that this is one service area where the weighters disagree with a number of libraries (and possibly with a number of users) in the state.

Miscellaneous Support Services (Tables S63, S65, S66, S67)

Several miscellaneous services which aid the user to use the materials and other services offered by the library are included in this section (working accessories, parking, transportation, babysitting). None of these services were judged as important by the school weighters and only the provision of off-street parking was of any importance to the special library weighter.

Telephones for use of the user are rarely found in school libraries and in less than one-half of the academic libraries (Table S63). The majority of public and special libraries have telephones for the user but the majority of the largest public libraries require the user to pay for all local calls. In contrast, almost all of the smaller public libraries and the special libraries who have phones for the user allow him to make

free local calls. About half of the academic libraries with telephones for the user also allow free local calls. Again, the bias of the public and academic weighters toward the existing policies of the larger libraries is evident since both groups believed the optimal policy was to change the user for local calls.

About half of the public and special libraries make some stationery supplies (e.g. paper, pencils) available at no cost to the user compared to about one-fourth of the school and academic libraries (Table S63). However, none of the weighting groups assigned any importance to this category and the data may be somewhat unreliable because of problems of interpreting the meaning of making the supplies available to the user.

Off-street parking for the user was not given any weight by the school weighters, largely because the school itself takes care of this area. The academic and special library weighters believed provision of free off-street parking adjacent to the library building was an optimal policy which is the prevailing policy in about one-half of these libraries. The public library weighters also felt that free, off-street parking adjacent to the building was important but only about one-fourth of the central libraries offer this service (an additional 14% of the largest public libraries offer adjacent off-street parking

but there is a parking fee for the users). For some small public libraries where nearby off-street parking is generally available, there may be no need for this service. The majority of branch libraries have the most optimal policy.

Two additional services which were judged to be of no importance by all weighting groups are transportation of users to and from the library (Table S66) and provision of a babysitting service so that parents can attend a library sponsored activity (Table S67). And, few of the libraries provide these services. Some of the school libraries stated they provide transportation, however it is believed these libraries were referring to school bus service.

Two public libraries also stated they provide transportation to and from the library. In our validation study we discovered that this service by one of the libraries was provided by a "Friends of the Library" committee and was largely an attempt to bring the older citizens from a central area of the city out to the library which had recently moved to a suburban section of the city.

One high school library claims to provide babysitting service as do about three or four percent of the larger public libraries.

Summary

On the average, the individual school and public library scores for Wherewithal tend to cluster near the bottom of the optimal scale, although a few school libraries score over 80% of optimal. Academic library scores tend to be more normally distributed.

The grades for the subsections of Wherewithal (Table 9A) also reflect the poor standing of public and school libraries vis-a-vis the optimal policies set by the weighters; grades of D and F are received for the match of actual policy and optimal policy in the areas of hours open, work space, A-V equipment and facilities, assistance to the use in producing materials, and miscellaneous support services. Academic and special libraries receive an A for their hours-open policies and C's for the other policy areas (except that special libraries have a D for their policies on A-V equipment and facilities).

The low scores for this section may primarily reflect the resource limitations of the libraries. Limitations in wherewithal services are inevitable for libraries with inadequate or poorly-designed space, equipment, and insufficient or poorly-trained staff.

Table 9A

SUMMARY OF WEIGHTS AND CORRESPONDENCE OF CURRENT POLICY AND "OPTIMAL" POLICY FOR WHEREWITHAL

<u>Policy Area</u>	<u>% of Total Weight</u>			<u>"Grades"* for Matching of Current Policies and "Optimal" Policies</u>				
	<u>School</u>	<u>Public</u>	<u>Academic</u>	<u>Special</u>	<u>School**</u>	<u>Public**</u>	<u>Academic</u>	<u>Special</u>
Hours Open	2	1	2	2	D	F	A	A
Work Space	10	4	7	6	F	D	C	C
AV Equipment and Facilities	6	2	6	1	D	D	C	D
Assistance to User in Producing Materials	2	1	0	0	F	F	NA	NA
Miscellaneous Support Services	0	2	2	1	NA	D	C	C

* The grades represent the degree to which the current policies correspond to the optimal policies; the better the grade, the greater the proportion of libraries which have or exceed (from the users' viewpoint) the optimal policy.

** Grades for school and public libraries are for all types of school libraries and all central public libraries; grades for high school libraries or public libraries serving a large population, for example, may be significantly different.

K. USER RELATIONS

Overview of Data

This section of the service policy questionnaire represents a service policy area in which libraries in Indiana are farthest from the optimal policy established by the weighters. Policies of libraries concerning publicity of their services and involvement of the users in determination of library service policies are generally far below the optimal level.

School libraries, for example, score less than 25% of the maximum possible score with no school library scoring higher than 50% of optimal (Table 10). Public libraries exhibit a greater range - from 11% to 71% of optimal, but on the average, even the largest public libraries score no higher than 38% of the maximum score. The scores for academic libraries are even further from the optimal level established by their weighting group. On the average, academic libraries score only 3% of optimal. No academic library scores higher than 33%. Figure 11 dramatically illustrates the high proportion of all libraries which pile up on the bottom end of the scale.

Publicity (Tables S69-S72)

Posters to give information concerning the library's regular hours and services, to announce special interest services or programs, or to alert the user to special interest

Table 10

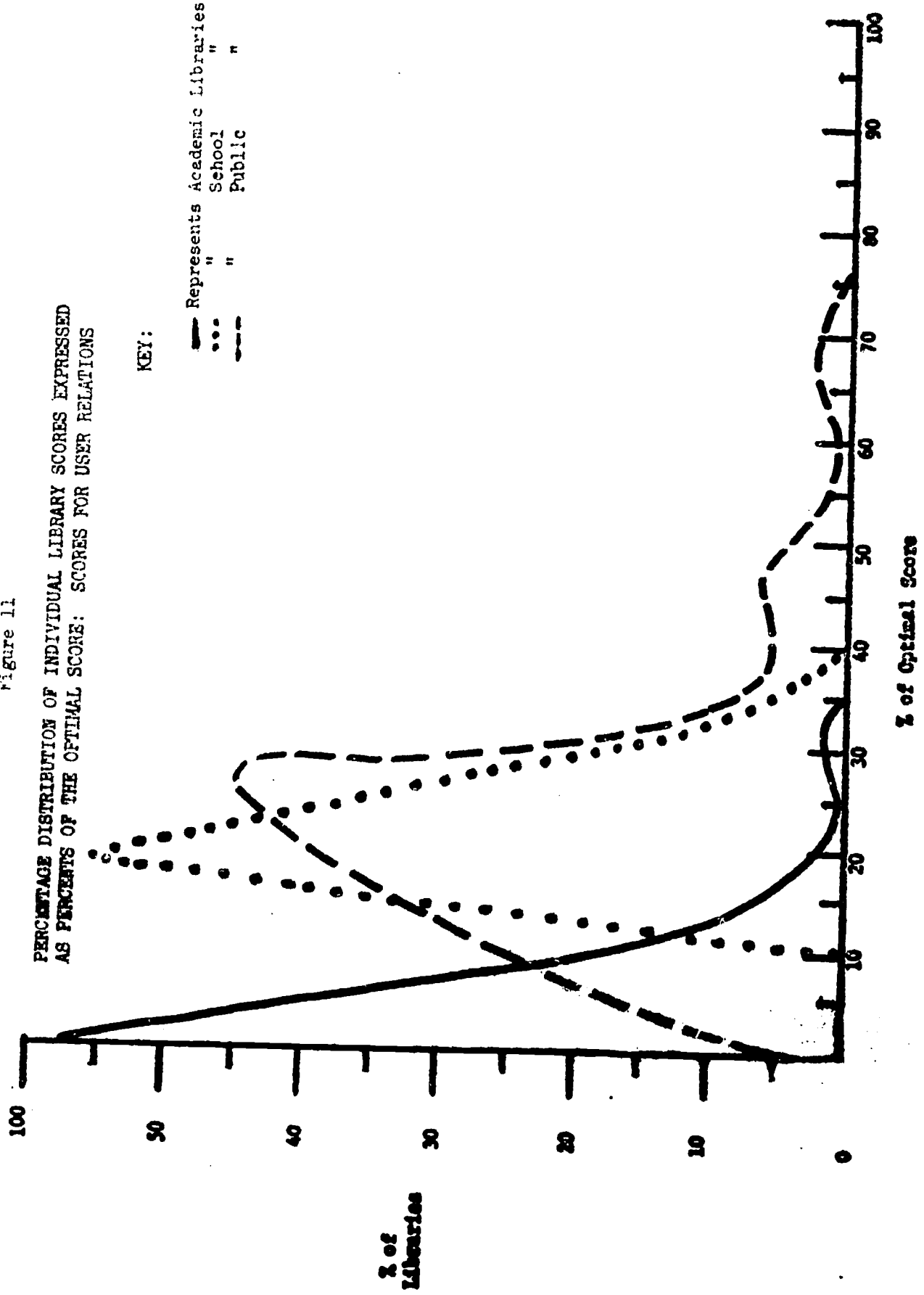
MATCH OF SCORES WITH OPTIMAL SERVICE POLICIES OF IDEAL LIBRARY:
SCORES FOR USER RELATIONS

	Maximum Score (Points) for "Ideal" Library	Median % of Max. Score	Mean % of Max. Score	Confidence Interval of Mean	Range of Individual Library Scores	
					Minimum % of Max. Score	Maximum % of Max. Score
SCHOOL LIBRARIES						
<u>Elementary, total</u>	50	20%	23%	*	20%	30%
<u>By Enrollment</u>						
251-500	50	20	22	+1%	20	30
501-700	50	20	24	+2	20	30
Over 700	50	20	22	+2	20	30
<u>Middle</u>	50	20	22	+1	20	30
<u>High</u>	50	20	22	+1	10	50
PUBLIC LIBRARIES						
<u>Central, total</u>	150	26	25	*	11	71
<u>By Population</u>						
Under 4,000	150	24	20	+2	11	37
4,000 - 9,999	150	24	24	+2	11	61
10,000-29,999	150	24	30	+5	11	71
Over 30,000	150	37	38	+5	11	64
<u>Branches</u>	150	11	22	+4	0	81
ACADEMIC LIBRARIES	75	0	3	+2	0	33

* Not Computed

Figure 11

PERCENTAGE DISTRIBUTION OF INDIVIDUAL LIBRARY SCORES EXPRESSED AS PERCENTS OF THE OPTIMAL SCORE: SCORES FOR USER RELATIONS



% of Libraries

collections (e.g. air pollution, marketing, politics) are rarely displayed away from the school, academic, or special library (Table S69). About 10% of the school libraries display some kind of posters elsewhere in the school building and 7% of the academic libraries display posters elsewhere on campus.

The percentage for school libraries displaying posters outside the library would be higher, as discovered by the validity test, if the school librarians had included their activities in providing material to the teachers for the bulletin boards maintained by the teachers. The questionnaire wording also was not clear in indicating that posters "outside the library" included posters elsewhere in the building as well as posters outside of the building.

Posters are also displayed by less than half of the public libraries in such places as stores, hotels, or community centers. The public libraries offering this service also vary greatly in regard to the kind of posters they display.

Contribution of articles or advertisements to newspapers or other publication by the library and/or the publication of a newsletter, etc., designed for users on a regular basis were important to all weighting groups. These services are not provided by the great majority of school, academic or special libraries, and most publication activity of public libraries is limited to contributions to local newspapers (Table S70). Less than 10% of the largest elementary school and middle and high school libraries

contribute articles to newspapers (however this figure is low since the validity test revealed that the school librarians did not include articles or advertisements contributed to the school newspapers in their response to the question); only 5% of the high school libraries have a regular publication for the user and only one of these high school libraries includes literary contributions from the users in the publication (Table S70). The majority of all public libraries, but especially the larger institutions, do contribute articles or ads to newspapers. Only the larger public libraries also have a regular publication for their users, many of which will accept literary contributions from users.

Radio or television spot announcements of library hours, regular services, special services, or special interest collections were of no importance to school, academic or special library weighters. And few of these libraries provide these services (Table S71). Spot announcements were judged to be important by the public library weighters, and except for the smaller libraries, the majority of the public libraries do use radio spot announcements. The nature of these announcements vary greatly among the public libraries providing them, although 41% of the largest public libraries use them to announce a wide range of library services. Almost 20% of the largest

public libraries also use television spot announcements for similar purposes (Table S72).

Special programs on radio or TV are also presented by the majority of the largest public libraries, including many libraries who put on special programs on a regular basis (Table S72). Less than 5% of the middle or high school libraries occasionally put on special programs as do about 10% of the academic libraries.

Review of Policy by Users (Table S73)

All weighting groups believed that libraries should provide opportunities for users to review library service policy and to participate in making decisions. However, only about one-fourth of the school libraries have this policy, and a number of these libraries exclude students from the review process (Table S73). A user review policy exists in about one-third of the largest public libraries, compared to about 10% of the small libraries. About half of the academic libraries allow the user to review policies, although about 10% of the academic libraries limit the review to the library's materials selection policy.

Summary

The great majority of all types of libraries in Indiana score extremely low in this area of user relations, (i.e. public relations in terms of publicity and user involvement in the decision processes of the library). The current

policies are well below optimal for all types of libraries (Table 10A) except that the special libraries receive "A" for their policies in user involvement in library decisions because the special library weighter decided that the optimal policy was no review by users.

A few public libraries score as high as 75% of the maximum score but no school or academic library exceeds 40%. The average score for academic libraries is 3% of optimal.

L. OTHER SERVICES

About 4% of the respondents described additional user services which they believed had not been adequately covered in the questionnaire. Analysis of these responses, however, revealed that only 1% of the respondents had mentioned services which could not be coded elsewhere in the questionnaire or which were not additional user services for other reasons.

Services Included Elsewhere in the Questionnaire

Following are the responses which were judged to be covered elsewhere in the questionnaire. These responses are classified in one of the six major user service categories:

Access to materials

"Delivery of books" (public librarian)

"Pictures and pamphlets supplied free on specific subject material" (Special librarian)

Table 10A

SUMMARY OF WEIGHTS AND CORRESPONDENCE OF CURRENT POLICY AND "OPTIMAL" POLICY FOR
USER RELATIONS

<u>Policy Area</u>	<u>% of Total Weight</u>				<u>"Grades"* for Matching of Current Policies and "Optimal" Policies</u>			
	<u>School</u>	<u>Public</u>	<u>Academic</u>	<u>Special</u>	<u>School**</u>	<u>Public**</u>	<u>Academic</u>	<u>Special</u>
Publicity	3	13	4	4	F	F	F	D
Review of Policy by Users	2	2	2	1	F	F	D	A

* The grades represent the degree to which the current policies correspond to the optimal policies, the better the grade, the greater the proportion of libraries which have or exceed (from the users' viewpoint) the optimal policy.

** Grades for school and public libraries are for all types of school libraries and all central public libraries; grades for high school libraries or public libraries serving a large population, for example, may be significantly different.

User Instruction and Educational Programs

"Promotion of materials to user group"

(elementary school librarian)

"Individual aid in selection of material"

(public librarian)

"Sponsor club activities" (middle school
librarian)

"Film Showings" (Two public librarians)

Wherewithal

"Record players circulate overnight"

(high school librarian)

"Study hall" (high school librarian)

"Coin-operated typewriters" (public librarian)

User Relations

"Public relations - PTA programs"

(elementary school librarian)

"Provide 30 second book annotations for local
radio and T.V." (public librarian)

Library Operations and Supportive Services

Several responses described professional activities by the librarian which could not be considered as a direct user service, i.e. they were services provided to another library. Other responses described the means by which the library performed the user service. These responses were:

"Assist non-degree persons charged with library work"
(high school librarian)

"Consultant for establishing new libraries"
(special librarian)

"Teletype service" (two public librarians)

Several responses by public librarians dealt with the community's use of the library building for other than library and information services.

These were:

"Election headquarters"

"Public rest rooms"

Additional User Services

The responses which described services which were either omitted or insufficiently detailed in the questionnaire are listed here according to their most probable appropriate user service category:

Access to Materials

"Process personal journals in bindery for the user"
(special librarian)

Provision of Bibliographic Citations

"Maintains file of patents, publication of papers
for men at institutions" (special librarian)

User Instruction and Educational Program

"Coordinate curriculum with faculty"
(one elementary and three middle school librarians)

Wherewithal

"Calculators" (academic librarian)

"Play pens provided" (public librarian)

M. SPECIAL USER GROUPS

At the end of the questionnaire, the respondent was given the opportunity to indicate any user groups which were provided services not adequately covered in the questionnaire. The following list of user groups was provided:

- I. LIBRARY'S INSTITUTIONAL GROUP
 - Administration and Management
 - Research Groups
- II. EDUCATION GROUPS
 - Faculty
 - Graduate Students
 - Undergraduate (college)
- III. AGE GROUPS
 - Children (pre-school)
 - Children (grades K-6)
 - Young Adults (grade 7+)
 - Senior Citizens
- IV. SOCIAL AND WELFARE GROUPS
 - Civic and Club Groups
 - Handicapped
 - Illiterates
 - Non-English Speaking
 - Disadvantaged
- V. OCCUPATIONAL GROUPS
 - Unskilled Laborers
 - Blue Collar Workers
 - Industry
 - Commerce
 - Government
 - Professions

VI. INSTITUTIONAL GROUPS

Hospitals
Prisons
Churches
Schools
Recreational Agencies

VII. OTHER GROUPS SERVED

Groups Receiving All Library Services

Some respondents also took the occasion to indicate which groups received all the services provided by the library. For example, seven school libraries indicated that all the services of the library were available to some of the social and welfare groups listed above; four academic libraries provide full service to some institutional groups outside of the college or university and seven mentioned that all their services are available to the general adult public (although several had modified borrowing privileges for the general public); and twelve public librarians mentioned that all library services were available or, in some cases, a special library was maintained for institutional groups, nursing homes, or shut-ins.

A complete description of full services provided to special groups is beyond the scope of the study, since our principal concern is to describe library services to the primary user groups, those groups for whom the library has primary responsibility. (In the case of public libraries, we realize that it is difficult to make a distinction between primary and secondary groups).

The principal purpose of asking about special user groups, thus, was not to obtain a picture of all groups served by each

kind of library, but rather to discover if there were some services provided to a subgroup of users which were not provided to all persons in the primary user groups covered by the questionnaire.

Groups Receiving Special Services

Only two special libraries mentioned special additional services. One special library offered additional photocopy services to authors and publishers while another claimed to do special subject searches for the administration and management. One special librarian mentioned providing reserve book facilities, since this policy was only implicitly covered in the questions on limitations of borrowing.

Only two academic libraries mentioned additional services to a subgroup in their primary user population. One library circulates new items of interest to some members of the administration while another provides a special area for the pre-school children of faculty members. Perhaps the latter special service could have been included in the regular questionnaire under "babysitting". No doubt a number of other academic libraries also provide special services to certain users but only two libraries provided the information.

Four school libraries mentioned providing such special services to civic groups and clubs as meeting space, special material, loan of films and projectors, and special classes. Two school libraries also provide material and special guidance and assistance to education majors at a local college, but these groups are not considered as primary user groups in this survey. Twelve school libraries do provide special services to some of their primary groups. These services and

groups are summarized below:

<u>Group</u>	<u>Services</u>	<u>No.Of School Libraries</u>
School administration	Special access to material	2
School administration	Special answer service	2
Faculty	Special guidance and assistance	2
Student teachers	Instruction in use of library facilities	2
Grades K - 6	Special material or collections	2
Grades 7+	Chronicle file on occupation	1
Grades 7+	Student art displays	1
Non-english speaking	Special classes	1

The question was most useful in discovering special services in public libraries since the concept of service to precisely defined primary user groups is foreign to most public librarians. Public libraries in Indiana, as in most states, serve a variety of user groups, and, in many cases, special services provided to one group are not offered to or are not appropriate for the others. Table 11 categorizes the responses by kind of user group and type of service provided.

Most of the special services provided by public libraries listed in Table 11 are designed to improve the access of certain groups to library material. These data should not be viewed as representative of the volume of special services by public libraries in Indiana because many respondents may not have taken time to provide this information, however, the emphasis on the kinds of special services given and the kind of user groups served may be suggestive.

Table 11

PUBLIC LIBRARY SERVICES TO SPECIAL GROUPS

Type of Service Provided	Education Groups	Age Groups	Social and Welfare Groups	Occupational Groups	Institutional Groups	Total Number of Libraries
Access to Materials in Collection	Obtain material for college students (1)	Book carts or special collections for senior citizens (2)	Special Collections or material for: civic (4); handicapped (4); disadvantaged (1)	Special collection for industry, farm organization or firehouses (3); films for professions (1)	Special collection, book cart, etc. for schools (11); hospital/nursing homes (9); churches (2); prisons (2)	40
Circulation of Materials in Collection	Longer loan period for grad students/faculty (2)	Longer loan period for senior citizens (2)		Longer loan period for industry (1)	Longer loan period for churches (1)	6
Citations or Answers				Reference service for industry (1)		1
Instruction or Educational Programs	Student teachers learn use of library (1)	Pre-school story hours (2); summer reading or classes for K-6 (6)	Special assistance for civic groups (3); discussion/story hours for handicapped (2); disadvantaged (1)	Special assistance for farm organizations (1)	Model U.N. assembly for high schools (1)	17
Wherewithal		Special area for senior citizens (1)	Meeting areas for civic groups (4)	Meeting areas for farm organizations (1)		6
User Relations						0
Total Number of Libraries	4	13	19	8	26	70

PART III

CONCLUSIONS

The original study objective of identifying areas of strength and areas of weakness in the general patterns of library user service policies in Indiana was accomplished. Except for some specific service areas identified in this report, the service policy profiles presented in Part Two can be assumed to reflect the current service policies in the state.

The second principal goal of this study, to collect and present information which will have an impact on planning and provision of future library services in the state, has also been accomplished. The data presented in this report provides baseline information about the current situation which, when considered along with other findings of the Indiana Library Studies, will allow librarians and planners in the state to make some general decisions about future directions in the development of library resources and services. Further analysis of the data base collected for this study and additional research activities can provide additional insights which will be useful in planning. The analysis and formulation of goals and objectives for libraries in an entire state is a difficult and time-consuming task. Data about the present goals as indicated by prevailing service policies is a necessary input to the task of analysis. Data alone, however, is insufficient. A process or procedure for carrying on the analysis which is acceptable to librarians, users, and funders is crucial. The methods of analysis used in the present study, if continued in Indiana, could be an important part of the change process to accomplish the goals of the Indiana Library Studies.

A. The Analytical Process

The process used in the conduct of this study itself constitutes one of the major findings of the study. We have demonstrated that it is possible to:

- (1) Evaluate the relative importance of library service policies for academic, public, school, and special libraries and achieve a consensus on the optimal policies for each type of library.
- (2) Describe the current pattern of library service policies in important subcategories of libraries in an entire state.
- (3) Compare current service policies with the optimal services of an "ideal" library and arrive at scores for each individual library or groups of libraries on any subgrouping of service policies, including a total score for all policies.
- (4) Make judgments about which service areas are below optimal as a guide for future budget reallocations, planning and research.

Any librarian, user, or funder in Indiana can compare the service policies of his library with those delineated here and ask are we emphasizing the most important services? Should we reallocate our resources to offer services not now offered? Should we reduce some of the limitations we presently have on our service? Should we impose additional restrictions? Should we eliminate some services?

This study offered no "answers" to these questions, indeed, there are no "answers" but only proximate solutions to insoluble problems:¹ Library service is not a static situation but a dynamic process in which problems are not resolved once and for all. At any one time we can resolve problems, but when and if circumstances change or our perspectives on problems

¹ Reinhold Niebuhr has said that "democracy is a method of finding proximate solutions for insoluble problems."

change, we need to seek new solutions. In a changing milieu, libraries have often not attempted to change their service policies because of self-satisfaction, complacency, inertia, vested interests, or, perhaps, because a definite process to evaluate goals and evolve new goals has not been available.

The conclusions of the study will be discussed in terms of the above four steps of the analytical process. But the conclusions should not be considered as a static representation of either what service policies are or should be in Indiana. The conclusions are in a dynamic mode themselves -- they suggest as much about needs for future activity or research to improve our understanding about library service in the state as they do about making planning decisions on the basis of our existing knowledge.

The most general conclusion of the study is that the process of analysis of library service policies should continue in Indiana. It is doubtful that the goals of the Indiana Library Studies can be fully achieved unless there is involvement of librarians and users throughout the state in making decisions about library and information services of the future. A continuation of the process began in this study would be an effective way to begin.

The remainder of this section describes each aspect of the analysis process and suggests future directions for Indiana

librarians, since we believe the leadership in carrying out the implications of this study should come from the professional library groups in the state. Users or professional planners will step in to plan library services if librarians default their leadership role, but at the time of this writing, the librarians seem to be most capable of playing the leadership role that is needed.

! B. Relative Importance of Library Service Policies

Perhaps the most unique feature of the study was the attempt to evaluate the relative importance of library services for each type of library surveyed. The weighting procedure used in this effort has been described in Part I, Section F and in Appendix C. The results of the weighting procedures are presented throughout the report and the detailed weights are listed in the Supplement, Part II.

In general, we have demonstrated that it is possible to achieve a consensus among librarians on the relative importance of services and service policies for school, academic, public, and special libraries. With the weighting method it was possible to rank both the general, and quite different, library services in terms of their importance and the specific subareas, even down to very specific policy questions. The old saw is, "you can't compare apples and oranges!". We have demonstrated that even grapefruit and apricots can be compared, and, indeed, must be compared when dealing with questions of value and preference. Our assumption is that, given limited resources, value decisions are being made all the time. Librarians and other key decision-makers in the library service

process are implicitly choosing apples or oranges instead of grapefruit and apricots because of their own taste preferences. The weighting method clarifies and makes these value preferences explicit.

The major findings about the present value preferences of librarians are presented in Section II of this report. Overall, it is clear that access to materials is the most important function of all types of libraries, but librarians differ on the relative emphasis given to access to and use of materials in the collection, circulation of these materials, and access to and use of materials not in the library's collection. The school librarian weighting group, for example, only allocated 5% of their 1000 points to meeting user requests for materials not already in their collection. The weighter for special libraries believed this function was worth 15% of the weight, this is, providing materials already in the collection is three times as important for special libraries as it is for school libraries, according to the librarians doing the weighting.

Provision of citations to materials is only worth between 5% and 10% of the weights assigned by all weighting groups, but answer services was viewed as quite important by the public librarian weighters (25% of the weight), of some importance to academic and special libraries (10% of the weight), and rather unimportant for school libraries (3% of the weight).

The school and public librarians view user instruction and educational programs as important (20% and 15% of the weights, respectively, compared to only 7.5% and 5% for the academic and special libraries). The wherewithal related to effective use of

library services was of importance to all weighting groups, but especially for the school and academic weighters. The category of user relations, however, was only especially important to the public librarians (15% compared to 7.5% or 5% for the other groups).

The specific weights obtained in this study from groups of librarians in Indiana should be reviewed and validated if they are to be used for purposes other than summarizing the descriptive data on library service policies as was done in this study. Depending on the purpose the weights are to serve, users, potential users, and funders of libraries could be included in the development of new sets of weights. Additional weighting sessions could include librarians and users that are representative of particular kinds of library situations, for example, librarians and users from the inner city, suburbs, undergraduate libraries, etc. may wish to develop weights which are especially tailored to their situation.

The weights can be used as a guide for providing services that should be provided. Depending on the locale, the available resources, and the particular user population to be served, any general set of weights may or may not be applicable. In certain circumstances, a librarian should not provide services weighted heavily by other librarians. The usefulness of the weights, however, is to provide general guidance, to aid the librarian in being conscious of the priorities which are and are not provided by the library. The weights help everyone look at the policy priorities and provide a rational basis for changing priorities in response to changes in the level of available resources or changes in the user population.

If initial experiences prove useful, the weighting process could be expanded to include additional librarians, users, and funders in

order to develop new perspectives about planning and evaluating library services among many key decision-makers throughout the state. The process may develop a sense of unity among librarians in all types of libraries which may help achieve the goals of the Indiana Library Studies.

The weighting process described above could aid in the linkage of individual library goals and the goals of a state plan which may emerge from the Indiana Library Studies. Further experience with librarians and user perspectives on the relative importance of the various library services should allow an overall plan for library services which will categorize library services into at least 3 categories*:

- (1) Critically or fundamentally relevant to achieving state wide goals,
- (2) Advantageously or conveniently relevant to achievement of state-wide goals,
- (3) Remotely relevant or of no relevance to state-wide goals.

C. Current Library Service Policies in Indiana

Most of the data presented in this study has described the library service policies as they currently exist in Indiana.

Differences in library service policies were analyzed by type of library and, in the case of elementary school libraries and central public libraries, by size of the user population served. Our assumption was that size of user population is a general indicator of the demands placed on libraries and is also generally related to the size or scale of the library facility (budget, staff, etc.)

The findings indicate that some libraries serving large populations are providing few services with many constraints on the user, while
* The terms of the categories are taken from G.E. Wukelic and N.A. Frazier, Selected Space Goals and Objectives and their Relation to National Goals, Battelle Memorial Institute, July, 1969, p. I-3.

some libraries serving smaller populations are providing many services with few constraints placed on the user.

In the case of public libraries, on the average, larger libraries provide more services for the user, however, in a few areas, smaller public libraries have less restrictive policies for the service they do offer.

It is difficult to summarize the many differences between the types of school libraries and between school, public, academic, and special libraries in the many policy areas covered in the survey. General differences between the libraries are discussed in the next section in terms of the relative correspondence of current service policy of each type of library with the optimal policy established by its weighting group. The absolute differences between types of libraries on their service policies cannot be easily summarized. For example, the data suggests that in certain areas, school and academic librarians believe that the user should be required to do many things for himself, perhaps because they see the process of self-help to information resources as part of the educational process. The public and special library, by contrast, seem to do more for the user in simplifying and speeding up his access to the material or information. This broad generalization, of course, is not true for a number of the libraries and in certain service areas. Further research such as cluster analysis by computer of the libraries according to similar patterns in their user policies would be necessary before generalizations of this sort are possible. Cluster

analysis might also reveal new ways of categorizing "types" of libraries which would be substantially different from the usual categories of academic, school, public, or special.

To adequately understand the many factors which affect the wide range of the kinds and adequacy of library services which exist in Indiana will require much further research.

The most obvious factor to consider, which was beyond the scope of this study, is the geographic location of the library. The report of the National Advisory Commission on Libraries summarizes the importance of location.

What kind of library service an American has available to him may have the widest possible variation, depending on his means and where he lives. In general, the areas of greatest poverty and social need and the institutions confronting the most critical social and educational problems are those with the least adequate library services.*

The data in this study could be analyzed on a regional** or county basis. Smaller geographic units may be more useful, however. Postal zip codes and census tract data could be used for a detailed

* National Advisory Commission on Libraries, Library Services for the Nation's Needs, October, 1968. See ALA Bulletin, January, 1969, p.73.

** Fourteen standard economic regions have been adopted by the state government based on the following principles: (1) follow county lines; (2) be related to one or more significant metropolitan cities; (3) recognize patterns of highways, commuting, economic profile, and coverage by newspaper, radio, and television; (4) be contiguous and relatively compact; (5) allow combinations into broad zones, that is, northern, central, and southern Indiana; (6) not exceed fifteen in number; and (7) be identified by the major city or cities within the region. The regions are: (1) Gary/Hammond/E. Chicago, (2) South Bend/Elkhart, (3) Ft. Wayne, (4) Lafayette, (5) Kokomo, (6) Anderson/Munice (7) Terre Haute, (8) Indianapolis, (9) Richmond, (10) Bloomington/Bedford (11) Columbus, (12) Evansville, (13) New Albany/Jeffersonville, (14) Lawrenceburg/Madison.

geographic analysis in the more urban areas.

Other variables which may be useful for further analysis include library expenditures per capita, county vs. non-county libraries or county contractual libraries compared to others (in case of public libraries). Staff capability, resources, number of hours open, or other aspects which may make a difference in the kinds of services libraries do or do not offer should also be considered in any multi-variate analysis effort.

For school libraries, the yearly report data sent to the State Department of Public Instruction by individual schools is in machine-readable form and could be merged with computer tapes from this study. The data includes the training and qualification of the librarian, type of organization, seating capacity, type of work areas, and additional information on equipment.

D. Match of Current Policy With Optimal Policy

Summaries of how closely existing service policies match the optimal policies established by the weighting groups for each type of library are located at the end of Section D through Section K in Part II. For each specific policy area a grade (A, B, C, D, or F) was given for each type of library to represent the degree to which the libraries' current policies correspond to the optimal policies. A grade of "A" indicates that 75% or more of the libraries have or exceed (from the users' viewpoint) the optimal policy established by the weighters; a grade of "B" indicates that over half of the libraries have or exceed the optimal policy; a "C" means about one-half of the libraries

have or exceed optimal; a "D" means less than one-half of the libraries have the optimal policy; an "F" means less than 25% of the libraries have the optimal policy. The grades, of course, represent broad generalizations about combinations of very specific policies and are the combined score for both large and small libraries. That is, a grade of "D" for school libraries does not mean that high schools would not receive an "A" if they were considered separately. The grades should be considered as summary scores which provide some general guidance about areas of user service in Indiana which need special attention. The grades have been determined by three major factors: (1) the weights assigned by the weighters; (2) the grouping of all libraries within a single type together; (3) the current policies in the state. Any significant change in any of these factors will affect the grades which have been assigned.

It should be emphasized that the service policies of each type of library were compared to the optimal policies set by the weighting group for that type of library. Some services were not adequately or accurately covered in this survey because of several ambiguous questions in the survey questionnaire. However, it is doubtful that these questionnaire deficiencies seriously affected the overall scores for the major policy areas presented in Table 12. After revision of the questionnaire and weighting form, further research in Indiana or another state which replicated aspects of this study could further delineate and correct some of the specific problem areas encountered in this survey. Overall, library service policies in the more traditional areas of service--providing access to library materials--closely approximate the optimal policies set by the weighting groups. In the other policy areas--provision of cita-

tions, answers, user instruction, wherewithal, user relations--Indiana libraries generally fall short of the optimal. None of the major types of libraries score higher than "C" in these less traditional service areas.

Table 12

SUMMARY OF WEIGHS AND CORRESPONDENCE OF CURRENT POLICY AND
"OPTIMAL" POLICY FOR ALL SERVICE POLICIES

<u>Policy Area</u>	<u>% of Total Weight</u>			<u>"Grades"* for Matching of Current Policies and "Optimal" Policies</u>			
	<u>School</u>	<u>Public</u>	<u>Academic</u>	<u>School**</u>	<u>Public**</u>	<u>Academic</u>	<u>Special</u>
Access to Materials							
Provision of material in collection	25%	15%	22%	C	C	A	B
Circulation of material in collection	15	8	15	B	A	B	B
Provision of material <u>not</u> in collection	5	8	13	D	A	A	B
Provision of Citations	7	5	10	D	C	C	C
Answer Services	3	25	8	F	D	C	D
User Instruction and Educational Programs	20	15	8	D	F	C	D
Wherewithal	20	10	18	F	D	C	C
User Relations	5	15	8	F	F	F	C
Total				D	D	B	C

* The grades represent the degree to which the current policies correspond to the optimal policies; the better the grade, the greater the proportion of libraries which have or exceed (from the users' viewpoint) the optimal policy.

** Grades for school and public libraries are for all types of school libraries and all central public libraries; grades for high school libraries or public libraries serving a large population, for example may be significantly different.

E. Redistribution of Priorities

The process described in this study and the data herein will hopefully be useful in establishing and changing priorities in library services in Indiana. Individual librarians, professional associations, user groups, and state planners can use the process and the data in their decision-making about resource allocations and research and planning priorities. One simple guide to the use of this study might be to take a hard look at the services which received the most weight and for which the libraries received the lower grades. It is in these areas where there may be the greatest gap between importance and performance.

Another high priority activity should be an analysis of the individual libraries which have the lowest policy scores. The low-scoring libraries presumably have the most pressing needs for help, and the general level of library service in Indiana, as measured by policy scores, could be rapidly raised by improving the libraries at the lower end of the scale. For example, the smallest elementary schools without libraries or a librarian should be considered as a prime target for improving library service in the state. It may also be that improvements in user service policies among the low-scoring libraries may have the most favorable cost-benefit ratio.

Similarly, the service policy profiles of the highest-scoring libraries should be carefully examined. Case analysis of these "model" libraries may well provide additional guides for library development in Indiana. The data in this report have outlined the major service policy characteristics of school, public, academic, and special libraries, but more intensive analysis of the particular combination of services provided by some high-scoring libraries would result in more specific prototypes which some libraries may wish to emulate.

A comparison of the policy profiles of central public libraries and branch libraries in individual systems is also possible with the data base obtained in this study. The aggregate data for the public library branches suggest that they provide fewer services than larger central public libraries. However, further analysis of the data for each system is necessary to establish whether users of branches in a system receive the same services as users who go directly to the central library in the system. Alternatively, the branches may be able to obtain all or most of the services of the central library for their users.

Much more research in library science will be needed before the full implications of these analyses can be realized, particularly in the area of relating service priorities (goals) to changes in library resources, technical services, organizational structure, and behavioral aspects of the library service process.

BIBLIOGRAPHY

- Gibson, Frank K. and Brett W. Hawkins. "Interviews Versus Questionnaires." American Behavioral Scientist. Vol. 11 (September-October, 1968), pp. NS9-NS11.
- Orr, Richard H., Vern M. Pings, Irwin H. Pizer, and Edwin E. Olson. "Development of Methodologic Tools for Planning and Managing Library Services, Part I, Project Goals and Approach." Bulletin of the Medical Library Association. Vol. 56 (July, 1968), pp. 235-240.
- Orr, Richard H., Vern M. Pings, Edwin E. Olson, and Irwin H. Pizer. "Standardized Inventories of Library Services." Bulletin of the Medical Library Association. Vol. 56 (October, 1966), pp. 380-403.
- National Advisory Commission on Libraries. Library Services for the Nation's Needs, in American Library Association Bulletin. Vol. 63 (January, 1969), pp. 67-94.
- Wakelic, G.E. and N.A. Frazier. Selected Space Goals and Objectives and their Relation to National Goals. Cleveland: Battelle Memorial Institute, July, 1969.

APPENDIX A

SAMPLING PLAN FOR SCHOOL LIBRARIES

Identification of Population

Analyses of existing lists of school libraries in Indiana revealed that such listings were inadequate for purposes of constructing a universe of school libraries. The lack of reliable information about whether libraries existed in certain schools, whether they were only classroom collections, or whether there was no librarian or a person functioning as one, made it necessary to define the universe as being all elementary and secondary educational institutions in the state. Lists of each institution grouped according to their location within the boundaries of a school corporation were available from the Department of Education.

Sampling Assumptions. (1) 500 libraries should be the maximum included in the sample. (2) A combination of optimum allocation and proportional allocation should be used to obtain greatest efficiency. (3) Stratification of the population by characterization variables believed to be an important determinant of the variation in the library service policy data to be obtained would be practical (low cost) and would provide high benefit (improved estimate of the population). These variables should be the grade level (elementary, middle, high) and the size of the enrollment. (4) The sampling allocation for each strata

should be dictated by the absolute sample size (500), the size of the standard error which can be tolerated in projections to the entire population, the number of schools in each strata, and the expected homogeneity of the strata with regard to the nature of their library service policies.

Stratification of Population

Table A-1 (based on a random sample of 50) was used as a basis for making estimates as to the number of school libraries which would occur in the population by the grade and size strata. The decision on the size strata categories was made on the basis of the distribution in Table A-1 and on the basis of conversations with knowledgeable persons in the school library field, especially Miss Vera Fredenberg, formerly with Department of Public Instruction.

Type of library was chosen as the principal stratification variable since it was believed that there would be more variation in the service policies between elementary and middle and high schools than between schools of the same type. That is, stratification by type would allow us to make better estimates for the entire population than if we randomly sampled without stratification or used another variable for stratification. Further, optimally allocating the sample among the strata, rather than proportional allocation, would provide the most efficient sample - i.e., the most information for the least number of questionnaires. In this situation, principles of optimal sampling meant that

Table A-1

ESTIMATE OF SCHOOL POPULATION DISTRIBUTION BY TYPE AND SIZE OF ENROLLMENT
(Based on a Sample of 50 Schools)

Type of School	Size of Enrollment						Totals
	100 - 300	301 - 500	501 - 700	701 - 1000	1001 - 1500	1501 +	
<u>Elementary</u>							
K-4		2%	2%				4%
K-5	4%			2%			6%
K-6	4%	14%	8%	2%	2%		30%
K-8				4%	2%		6%
1-6	8%	4%	2%	2%			16%
1-8	4%	4%	2%				10%
Sub-totals	20%	24%	14%	10%	4%		72%
<u>Middle</u>							
6-8				2%			2%
7-9					4%	2%	6%
Sub-totals				2%	4%	2%	8%
<u>High</u>							

7-12		2%	2%	2%	2%		8%
8-12		2%	2%				4%
9-12			2%			2%	4%
10-12					2%		2%
1-12				2%	4%	2%	2%
Sub-totals		4%	6%	4%	4%	2%	20%
							100%

- (1) we should allocate fewer questionnaires to the strata which would tend to be more alike in the service policies, and
- (2) we should not allocate more questionnaires to a strata than was necessary to obtain a sufficient number of returns for analysis (based upon expected completion rate of 60-70%).

The allocation of the 502 questionnaires among the three types was:

<u>Type</u>	<u>No. in Population (Estimated)</u>	<u>No. in Sample</u>
Elementary	1942	202
Middle	204	102
High	490	198
Totals	2636	502

To obtain the most efficient sample from the large elementary school population, we further stratified this group by size of enrollment and optimally sampled as follows:

<u>Size of Enrollment</u>	<u>No. in Population (Estimated)</u>	<u>No. in Sample</u>
Under 250	627	20
250-500	704	88
501-700	329	47
701 and over	282	47
Totals	1942	202

Effect of Optimal Allocation

Table A-2 summarizes the sampling plan and indicates the effect of our optimal allocation sampling decision. With proportional allocation, the percentage distribution of the

Table A-2

SAMPLING PLAN AND EFFECT OF OPTIMAL SAMPLING

	Population		Sample		% "Under" or "Over" Sampling (col.4)-(col. 2) Col. 5
	No. of Lib-raries or Institutions Col. 1	% of Population Col. 2	No. of Lib-raries or Institutions Col. 3	% of Sample Col. 4	
SCHOOL					
<u>Elementary</u>					
By Enrollment					
Under 250	2636	82	502	47	-35
251-500	1942	61	202	19	-41
501-700	627	20	20	2	-18
Over 700	704	22	88	8	-14
	329	10	47	4	-6
	282	9	47	4	-5
<u>Middle</u>	204	6	102	9	+3
<u>High</u>	490	15	198	18	+3
PUBLIC LIBRARIES					
<u>Central</u>	244	8	244	23	+15
<u>Branches</u>	168	5	168	16	+11
ACADEMIC LIBRARIES	56	2	56	5	+3
SPECIAL LIBRARIES AND INFORMATION CENTERS	104	3	104	10	+7
Totals	3208	100%	1074	100%	

sample (Col. 4) would be the same as the percentage distribution of the population (Col. 2). With optimal allocation, however, smaller proportions of elementary schools and particularly the smaller elementary schools were chosen.

Survey of User Services in Indiana School Libraries

James W. Liesener and Edwin E. Olson*

An introduction by Mrs. Georgia Cole, member, Indiana Legislative Committee to Study Library Resources and Needs, and I.S.L.A. representative on the Advisory Committee of the Indiana Library Studies

Near-miracles are wrought in medicine today—or so it seems. In reality these achievements are possible because of careful research in many fields and because physicians and others involved have heeded the findings of the researchers.

Many of the most persistent problems in education undoubtedly could be solved through research. There continues to be a need for scientific study in all areas of education and for dissemination of the findings. More important there is need for educators to pay attention to the results of research and to approach problems scientifically.

In no area of education is the need for research greater than in school libraries. The Indiana Library Studies, which include school libraries, will help to meet this need.

Hoosier school librarians are being asked to complete a questionnaire on the kinds of user services currently being provided in their libraries. Because the survey form was prepared for use by all types of libraries some of the questions and terms used may seem strange at first glance. Careful reading of the instructions will help the librarian to see that these questions can be answered for the school library.

*Dr. Liesener is the school library specialist on the faculty of the School of Library and Information Services and chairman of the undergraduate library science program in the College of Education at the University of Maryland. Dr. Olson is also on the faculty of the School of Library and Information Services and is the director of the survey of user services in Indiana.

A few years ago a key educator in a neighboring state in discussing the need for school library research said, "If you could show through research that children with a good school library program are more likely to learn to read than are those without—and I believe these findings are probable—you would have no difficulty in getting all the staff, the materials, the support needed for school libraries. School library research is just that important."

The need for research has not lessened in the intervening years. This survey of the kinds of user services is only a small step toward larger school library research. It is a beginning however. By participating, Hoosier school librarians can begin to close the research gap.

The objective of this article is to discuss very briefly the significance and some implications of the approach to be used in the current state-wide survey of library services in Indiana. This study is one part of the Indiana Library Studies described in the Fall, 1968 issue and it will involve a survey of a large sample of elementary, middle and secondary school libraries (media centers) of various-size

enrollments throughout the state. The purpose of the survey is to identify, describe, and assess the range of services which libraries in Indiana provide to users.

The approach used in this study was developed because current practices in describing library user services rarely cover the full spectrum of services and leave much to be desired in terms of detail, precision and clarity. However, we have at least a precedent for describing services in school libraries in Mary Gaver's significant work, *Effectiveness of Centralized Library Service in Elementary Schools* (Graduate School of Library Service, Rutgers - The State University, 1960), which was utilized in developing the survey instruments to be used in Indiana.

Another weakness in current methods of evaluating or assessing libraries is the overemphasis on quantities of resources or materials, which are only a rough index to a library's function, rather than specific services to users. The emphasis is on means, what libraries have, rather than on ends, what libraries do for users, which is the output of libraries rather than the input necessary to do what we do. The new *Standards for School Media Programs* (A.L.A., 1969) makes a significant contribution, but again there is a danger of overemphasizing quantities of materials and staff which only describe what libraries have rather than relating this specifically to what libraries can and will do for users.

Also it is frequently difficult to evaluate the various internal operations we establish in a media center for selecting, acquiring and organizing materials when we have such a small amount of information regarding how well we are serving users' needs and how these specific technical procedures contribute to that end. Our justification for more budget and personnel is often weak

because we have very little valid data showing evidence of results to substantiate our requests. This last point is particularly important because of the increasing consciousness of cost-benefit considerations on the part of administrators. The technique used in this study is only a beginning but it is at least a serious attempt at getting at some of the kind of data.

The survey questionnaire used in this Indiana survey is the result of a project sponsored by the School of Library and Information Services, University of Maryland, which involved faculty and graduate students from the School, and librarians from different types of libraries working in systems in several states. The School Library Task Force, which worked on adapting the instrument for media centers, was fortunate in having as part of the group one of the school library supervisors from the Montgomery County Public Schools which was also one of the school systems used for field testing.

The survey tool could be briefly described as a technique for precisely describing and evaluating the range and depth of library services to major user groups. It approaches the library from the user's viewpoint and classified services according to the function performed for the user, e.g., provision of materials, information, or work space, with the entire spectrum of user services included.

The user's criteria for assessing library services is also applied in this approach, including such considerations as: judgments of effectiveness and cost, relative quality of service, and physical and psychological effort required on the part of the user. In other words, details are included in the inventory which categorize what libraries do in terms of the user's effort, time and expense. The resulting data gives a comprehensive picture of what a library does and does not offer its

Hoosier School Libraries

users, including any significant differences in its policy for different user groups.

The primary uses of this particular survey will provide: a comprehensive description and assessment of the range and depth of the services provided by each school library in the sample, a body of data regarding school libraries and other types of libraries in Indiana to compare with your own, and a precise overall picture of the range and depth of library services in Indiana. A considerable quantity of objective data will thus be available for planning and guiding local and regional programs to improve library service.

School librarians, through participation in this survey, have the opportunity to make a significant contribution in suggesting kinds of services which could be emulated in other kinds of libraries, particularly in regards to different media services and also in terms of the active involvement of the library in the program of the institution served. It is also possible that an analysis of services provided in other types of libraries, e.g., selective dissemination of information systems in many special libraries, can provide ideas for adaptation in media centers.

After the study is completed, the instrument used will also be generally available to librarians for their own use. For example, it could be used as a tool for structuring discussions aimed at improving staff understanding and implementation of service policies and for inservice training. It could also be used with teachers and students for determining their perceptions of library policies for the purpose of identifying problems and designing programs and preparing guides to improve user's understanding of your library services. It could also be used with teachers to describe the range of services possible and, in conjunction with estimates of the costs of these different services, to gain the grass

Summer, 1969

roots support for the increased budget necessary to provide these services.

In adapting this instrument for school libraries in the past few months, the students and school librarians working on the project, as well as the school librarians on whom we field-tested the inventory became very interested and quite excited about its possibilities. The process of using the inventory evidenced a change inducing effect in itself by serving to reorient the individual's own thinking toward user perspectives. We are convinced that this survey will be a very fruitful line of research for planning better library services but also, in contrast to many research projects, a very useful tool for practicing librarians.

APPENDIX C
PROCESS OF OBTAINING WEIGHTS

Identification of Weighters

During the planning stages of the study, the author interviewed several public and academic librarians, state officials, and many attendees at the school library conference who were purported to be knowledgeable about which librarians in the state were both well-known and respected by their peers. There was a great degree of overlap between the names which were suggested. Although this interviewing process for the public and academic librarians was unsystematic and no claim is made that the librarians identified are indeed the most influential, most imaginative, etc. librarians in the state, it is believed that their opinions provide a respectable basis for further dialogue in Indiana on the relative importance of the many alternative library services. We believe, however, that the school library weighting group did represent the most influential school librarians in the state. During the school library meeting the author had an opportunity to interview about 10 key school librarians. He was also able to observe some of the formal meetings and participate in informal discussion groups where it was clear that there was a consensus among the school librarians as to which librarians were the most respected and influential in the state.

Academic Library Weighting Group. Seven academic librarians were invited to a one-day weighting session at the Indiana State Library in July. Unfortunately, because of the short notice of the meeting and the vacation period for academic librarians, only two were able to attend the meeting. Both had individually completed at least part of the form for weighting library services (See Supplement, Section II). The author conducted the session and attempted to enable the participants to reach agreement on each weight. A third set of weights which had been assigned by an academic library specialist at the University of Maryland was posted on a blackboard and the two participants compared the three sets of weights, and, working from the major policy areas down to specific policies at the lowest level of the outline, discussed the reasoning behind the weights and one or the other of the participants changed their position so that the consensus was reached. At times a compromise between the weights was chosen; at other times, one of the participants was persuasive and the other participant adopted his weights. In some instances, the weights of the third (and absent) librarian were taken. In general, the two persons felt the weights they established were an accurate reflection of their own view of what services were most important for academic libraries. The weights were also generally consistent with

the pattern set by medical librarians for academic medical libraries.¹ It is hypothesized that the academic librarians in Indiana will, in general, be inclined to accept the weights established by this group. (See Supplement, Section II for detailed weights)

Public Libraries. Nine public librarians were invited to a one-day weighting session at the Indiana State Library, but because of the short notice and vacation conflicts, only two public librarians were able to attend. Three other invitees, however, did complete the weighting form following the conference. This session was similar to the academic librarian session, except that the public librarians were very concerned that their opinion should not be considered representative. Since this was the first such attempt to establishing weights for public libraries, we had no way of knowing if the weights would be at all acceptable to public librarians. They are presented in the Supplement, Section II and have been used in the analysis of the data in this study for demonstration purposes only. If the method illustrated in this study seems to be useful, these weights together with the weights of the three other public librarians in Indiana and other could provide a basis for a more definitive weighting session.

¹See Orr, Pings, Olson, Pizer, op.cit.

School Libraries. In many ways, the weighting session with the school librarians was the most successful. The initial idea for such a weighting session had been proposed at the April meeting and persons were interviewed for the purpose of developing a list of well-known and respected school library "experts". Six of the eight persons identified during the course of that meeting were able to attend a one-day weighting session held in July at Southport High School in a suburb of Indianapolis. Three of the librarians had completed their individual weighting in advance and the group was able to proceed quickly yet carefully in working out a consensus. In this larger group the consensus-building process was facilitated by several persons who were able to mediate between several members with initially diverse views about school library services. In general, the group appeared to be happy about its day's work and it is hypothesized that the weights will generally be accepted by school librarians.

Special Libraries. Discussions with several special librarians in Indiana suggested that the effort to call together special librarians for purposes of developing a set of weights would not be worth the effort. That is, it was assumed that a heterogeneous group of special libraries in one state could not use a common set of weights to assess their service policies. However, as we began to work with the descriptive data and found the other weights to be very

useful in the analysis, we regretted our earlier decision not to obtain weights for special libraries. Because of the study constraints and our need for special library weights for comparison purposes, we asked a specialist in special libraries at the University of Maryland to assign weights. The weights for special libraries in the Supplement, Section II, therefore represent only a one-man effort.

Steps Followed in Weighting.

1. The entire outline of service policies was scanned to provide the librarian with a general idea of the range of policies a library might offer and how the policies were grouped into seven categories.

2. A zero (0) was placed next to any section or subsection of the outline which was judged to be irrelevant or unimportant.

3. 1000 points were divided between the seven categories (I-VII).

4. Each of the seven numbers were divided between all capital letter subsections. For example:

7300 I. Access to Materials

100 A. Provision of Materials

100 B. Circulation of Materials

100 C. Provision of Materials not in Collection

5. Similarly, the points were broken down to lower levels of the outline so that points assigned at a particular level of the outline added up to the total assigned to the

next highest level. Except at the lowest level of the outline (indicated by lower case letters - a,b,c, etc.) Step #6 was followed.

6. Points assigned at the lowest level did not have to add up to the total of the next highest level. For example:

/300/ I. Access to Materials

100 C. Provision of Materials not in Collection

20 4. Interlibrary Loan Charge to User

20 a. no charges

10 b. postage charges only

5 c. charges in addition to postage

NOTE: 20, 10, and 5 for a, b, and c
add up to more than the 20
points assigned to 4.

At the lowest level this procedure was followed:

1. The alternatives (a, b, c, d, etc.) were ranked from least desirable to the most desirable;
 2. All the points previously assigned to that subsection were allotted to the most desirable alternative.
 3. The least desirable alternative was given a zero, or some number of points greater than zero (but less than the points given the most desirable alternative if the librarian felt the policy represented deserved some credit); and
 4. Each other alternative was allotted a number falling between the values for the most desirable and the least desirable alternatives and reflecting its relative position in the rank order of desirability.
7. As the librarian assigned points at the lower levels, at times it was decided that the section needed more points which were subtracted from another section. Or, in some

instances, the weights for one section were contingent on the weights for another. For example, weights for I.B. Circulation of Materials depend, in part, on the weights for I.A.11. Facsimile Copying since facsimile copies can be provided in lieu of circulation.

SUPPLEMENT

SECTION I: DETAILED SERVICE POLICY DATA

Guide to Use of Descriptive Data Tables

1. The descriptive data tables present frequency distributions of the libraries' policies in providing service to one of their "primary users", that is, those user groups for whom the library has primary responsibility. These groups are:

School - - - - - Faculty
Public - - - - - Adult Card Holders
Academic - - - - - Faculty
Special Library and
Information Centers- - - - - Primary User Group

In the case of the school libraries and academic libraries, where the policies for students were significantly different from those for the faculty, the percent of libraries having a given service policy for the students have been entered in parentheses next to the faculty percentage.

2. Arrangement of the Tables. The tables in the following sections are numbered consecutively and follow the detailed outline summarized in Section II of the Supplement. The exact location of each table in the outline is indicated by the headings on the upper left corner of the table. The correspondence between each table and the questionnaire used in the study is indicated by the question number in parentheses, e.g., Table 1 (Q1).

3. Tables Containing More Than One Section. In some instances more than one section from the service policy outline is included on one table in order to group related sections as much as possible. On these tables the sections are divided by solid vertical lines extending to the bottom of the table (e.g. see Table 31). The percentage data in each row, within each of the sections, adds to 100% (except for rounding errors). The number in parentheses next to the number answering refers to the number answering the question for the second section.

4. Column Headings. The descriptive headings at the top of each column indicate the alternative specific service policies which a library may have for each section of the policy outline. Each column is mutually exclusive, i.e., no library has more than one service policy for each section.
5. Row Categories. Every table contains the same stub which allows comparisons between the major types of libraries.
6. Number Answering. The number of libraries responding to each question is included on the tables. Some questions were contingency questions, i.e., they were preceded by a screening question which allowed libraries to skip the question and therefore have a much smaller number answering. Other variations in the number answering are attributable to problems in the interpretation of the questions and in the general questionnaire design. The maximum number which could answer each question is equal to the number in the sample which returned the questionnaire.
7. Percentage Data. In the cells of each row of the table are the percentages of that row category of libraries which have the specific service policy indicated by the column headings. The percentages in each row should add to 100% (except for slight errors because of rounding), i.e., the number of libraries answering a particular question represent the base from which the percentages were calculated.

Special Note: The differences between many of the percentages may not be statistically significant if there is a small number answering the question. Particularly, the data for the Under 250 enrollment of the Elementary Schools (N=4) should only be considered as suggestive since the number answering is too small for any reliable analysis.
8. Weights. As described in the methods section of this report, separate weights for each kind of library were assigned to each of the user services. The weights of the services included on a table are listed in the upper right

corner of each table. See Section II of this Supplement for detailed weights. Since all the weights for a particular kind of library add to 1,000 points, it is possible for the reader to mentally convert each weight to a percent which represents the relative importance of a particular service, according to the persons who did the weighting. For example, a weight of 10 is equal to 10/1000 or 1%; a weight of 150 is equal to 150/1000 or 15%.

9. Data Enclosed by Broken Lines. If a user service received any weight, this weight was assigned by the weighters to one or more specific service policy. This preferred or "optimal" policy or policies is indicated for each kind of library by the broken lines which enclose the data column(s).
10. Evaluation of the Data. In general, the specific service policy in the column on the extreme left of each table or section of a table is the "ideal" policy from the users' viewpoint. The policy in the column on the extreme right is least oriented to the user. Policies in columns between the extremes also tend to be in rank order from left to right--from the most favorable to the least favorable to the user. In some tables there may be little or no difference between policies in the middle of the range, from the users' point of view.

The reader is thus able to compare the current pattern of library service policies in Indiana with the "optimal" policy chosen by groups of librarians or the "ideal" policy from the users' viewpoint.

Table 1 (Q1)

I. Access to Materials
 A. Provision of Materials
 1. Materials

(1) BOOKS

	Number Answering %	Books Provided		Choice of direct access or staff delivery %	Staff delivery only %	No Books Provided
		Direct Access only %	Staff delivery only %			
SCHOOL LIBRARIES						
<u>Elementary</u>	73	29	3	70	0	
By Enrollment						
Under 250	4	0	0	100	0	
251-500	28	29	0	71	0	
501-700	16	25	12	63	0	
Over 700	25	36	0	64	0	
<u>Middle</u>	55	14	0	86	0	
<u>High</u>	112	16	3	81	0	
PUBLIC LIBRARIES						
<u>Central</u>	176	10	7	82	0	
By Population						
Under 4,000	62	11	11	77	0	
4,000-9,999	54	7	6	87	0	
10,000-29,999	38	11	3	87	0	
Over 30,000	22	14	5	82	0	
<u>Branches</u>	82	11	4	85	0	
ACADEMIC LIBRARIES	44	25	0	75	0	
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	8	10	82	0	

School 5
Public 15
Academic 25
Special 20

I. Access to Materials
A. Provision of Materials
1. Materials

(ii) BOUND PERIODICALS

	Number Answering	Bound periodicals provided				No bound periodicals provided
		Choice of direct access or staff delivery	Direct access only	Staff delivery only		
		%	%	%	%	%
SCHOOL LIBRARIES						
<u>Elementary</u>	73	3	6	1		90
By Enrollment						
Under 250	4	0	0	0		100
251-500	28	0	11	0		89
501-700	16	6	0	0		94
Over 700	25	8	0	4		88
<u>Middle</u>	56	18(9)	6	11		66
<u>High</u>	112	16	6	13		65
PUBLIC LIBRARIES						
<u>Central</u>	176	20	5	21		55
By Population						
Under 4,000	62	10	5	10		76
4,000-9,999	54	24	4	20		52
10,000-29,999	38	34	0	29		37
Over 30,000	22	27	14	46		14
<u>Branches</u>	82	13	0	12		74
ACADEMIC LIBRARIES	44	60	36	5		0
SPECIAL LIBRARIES AND INFORMATION CENTERS	57	67	7	10		16

Table 3 (Q1)

School	10
Public	5
Academic	13
Special	15

I. Access to Materials
 A. Provision of Materials
 1. Materials

(iii) NON-CURRENT UNBOUND PERIODICALS

	Number Answer- ing %	Non-current unbound periodicals provided			Not provided
		Choice of direct access or staff delivery %	Direct access only %	Staff delivery only %	
SCHOOL LIBRARIES					
<u>Elementary</u>	72	48	19	4	30
By Enrollment					
Under 250	4	25	25	0	50
251-500	28	50	18	4	29
501-700	16	44	19	6	31
Over 700	24	46	21	0	33
<u>Middle</u>	55	42 (32)	15 (20)	31 (35)	13 (13)
<u>High</u>	108	37	12	41	10
PUBLIC LIBRARIES					
<u>Central</u>	174	51	8	28	15
By Population					
Under 4,000	61	46	12	18	25
4,000-9,999	54	48	6	37	9
10,000-29,999	38	61	0	29	11
Over 30,000	21	48	10	43	0
<u>Branches</u>	82	46	13	29	11
ACADEMIC LIBRARIES	44	57	32	11	0
SPECIAL LIBRARIES AND INFORMATION CENTERS	58	67	12	16	5

Table 4 (Q1)

School	15
Public	5
Academic	13
Special	50

I. Access to Materials
A. Provision of Materials
1. Materials

(iv) CURRENT ISSUES OF PERIODICALS

	Number Answering	Current issues of periodicals provided				Total provided
		Choice of direct access or staff delivery, %	Direct access only, %	Staff delivery only, %		
SCHOOL LIBRARIES						
<u>Elementary</u>	72	54 (51)	31 (35)	0	14	
By Enrollment						
Under 250	4	50	0	0	50	
251-500	28	57 (50)	29 (36)	0	14	
501-700	16	56	38	0	6	
Over 700	24	46	29	0	25	
<u>Middle</u>	55	66 (58)	27 (33)	6 (7)	2	
<u>High</u>	107	60	27	11	2	
PUBLIC LIBRARIES						
<u>Central</u>	175	61	25	8	6	
By Population						
Under 4,000	62	55	26	8	11	
4,000-9,999	54	67	22	7	4	
10,000-29,999	38	63	21	13	3	
Over 30,000	21	62	33	5	0	
<u>Branches</u>	81	65	27	1	6	
ACADEMIC LIBRARIES	44	57	39	2	2	
SPECIAL LIBRARIES AND INFORMATION CENTERS	58	72	9	10	9	

POOR ORIGINAL COPY - BEST AVAILABLE AT TIME FILMED

Table 5 (Q1)

Weights

School 20
Public 11
Academic 8
Special 5

I. Access to Materials
A. Provision of Materials
1. Materials

(v) AUDIO MEDIA

	Number Answering	Audio media provided			Not provided
		Choice of direct access or staff delivery %	Direct access only %	Staff delivery only %	
SCHOOL LIBRARIES					
<u>Elementary</u>	72	48 (29)	25 (23)	14 (16)	14 (30)
By Enrollment					
Under 250	4	50	0	0	50
251-500	28	46 (21)	25	18 (21)	11 (29)
501-700	16	63 (44)	13 (12)	13 (12)	13 (31)
Over 700	24	38 (30)	38 (30)	4 (9)	21 (30)
<u>Middle</u>	55	56 (36)	11 (9)	16 (31)	16 (24)
<u>High</u>	109	52 (40)	17 (15)	18 (25)	14 (20)
PUBLIC LIBRARIES					
<u>Central</u>	174	45	18	7	31
By Population					
Under 4,000	61	36	23	3	38
4,000-9,999	54	52	13	6	30
10,000-29,999	38	42	16	11	32
Over 30,000	21	67	14	14	5
<u>Branches</u>	82	29	10	9	52
ACADEMIC LIBRARIES	44	27	20	39	14
SPECIAL LIBRARIES AND INFORMATION CENTERS	58	26	2	7	65

Table 6 (Q1)

Weights

I. Access to Materials
 A. Provision of Materials
 1. Materials

School 20
 Public 11
 Academic 8
 Special 0

(vi) VISUAL MEDIA

	Number Answering	Visual media provided			Not provided
		Choice of direct access or staff delivery %	Direct access only %	Staff delivery only %	
SCHOOL LIBRARIES					
<u>Elementary</u>	72	56 (36)	19 (14)	11 (20)	12 (30)
<u>By Enrollment</u>					
Under 250	4	50	0	25	25
251-500	28	50 (21)	18 (14)	18 (29)	14 (36)
501-700	16	69 (62)	13 (12)	13 (6)	6 (19)
Over 700	24	54 (42)	29 (17)	4 (12)	13 (29)
<u>Middle</u>	55	60 (34)	11	16 (31)	13 (24)
<u>High</u>	108	48 (40)	14 (11)	27 (31)	11 (18)
PUBLIC LIBRARIES					
<u>Central</u>	174	21	6	20	53
<u>By Population</u>					
Under 4,000	61	12	5	8	75
4,000-9,999	54	15	4	35	46
10,000-29,999	38	24	13	16	47
Over 30,000	21	62	5	33	0
<u>Branches</u>	82	6	7	24	62
ACADEMIC LIBRARIES	43	30	14	14	12
SPECIAL LIBRARIES AND INFORMATION CENTERS	57	26	2	25	47

Table 7 (Q1)

School 10
Public 8
Academic 8
Special 120

I. Access to Materials
A. Provision of Materials
1. Materials

(vii) OTHER MATERIALS (e.g., vertical file, classified, games, etc.)

	Number Answering	Other materials			Not provided
		Choice of direct access or delivery	Direct access only	Staff delivery only	
		%	%	%	%
SCHOOL LIBRARIES					
<u>Elementary</u>	72	21 (26)	9 (7)	10	49 (30)
By Enrollment					
Under 250	4	25	0	0	75
251-500	28	21 (11)	11 (7)	11	57 (21)
501-700	16	50	13	6	31
Over 700	24	38	0	13	50
<u>Middle</u>	55	60 (54)	15 (13)	16 (24)	9
<u>High</u>	109	59 (55)	15 (14)	18 (23)	8
PUBLIC LIBRARIES					
<u>Central</u>	174	53	8	24	16
By Population					
Under 4,000	61	43	12	21	25
4,000-9,999	54	59	6	26	9
10,000-29,999	38	63	5	13	18
Over 30,000	21	52	5	43	0
<u>Branches</u>	82	51	6	33	10
ACADEMIC LIBRARIES	44	39	32	23	7
SPECIAL LIBRARIES AND INFORMATION CENTERS	57	54	4	25	18

Table 8 (Q2)

Weights

I. Access to Materials
 A. Provision of Materials
 2. STAFF DELIVERY

School 10
 Public 0
 Academic 10
 Special 10

	Number Answering	To where user is sitting	To central pick-up point		Weights
			With a ready signal	No ready signal	
		%	%	%	
SCHOOL LIBRARIES					
<u>Elementary</u>	47	66	11	17	
<u>By Enrollment</u>					
Under 250	2	100	0	0	
251-500	20	70	10	20	
501-700	10	60	20	20	
Over 700	15	80	7	13	
<u>Middle</u>	40	65 (57)	17 (21)	17 (19)	
<u>High</u>	94	58	15	25	
PUBLIC LIBRARIES					
<u>Central</u>	137	85	5	9	
<u>By Population</u>					
Under 4,000	37	86	3	11	
4,000-9,999	48	83	6	10	
10,000-29,999	30	90	7	3	
Over 30,000	22	82	9	9	
<u>Branches</u>	75	80	11	9	
ACADEMIC LIBRARIES					
	32	34	31	34	
SPECIAL LIBRARIES AND INFORMATION CENTERS					
	49	82	8	10	

Table 9 (Q3)

Weights

School	5
Public	15
Academic	10
Special	5

I. Access to Materials
A. Provision of Materials

3. REQUESTS: USER IN LIBRARY

	Number Answering*	Choice of written or oral requests		Oral requests only		Written requests only	
		Same policy for most types of materials	Policy differs for most types of materials	Same policy for most types of materials	Policy differs for most types of materials	Same policy for most types of materials	Policy differs for most types of materials
		%	%	%	%	%	%
SCHOOL LIBRARIES							
Elementary	52	52	22	20	1	5	0
By Enrollment							
Under 250	3	67	0	0	0	33	0
251-500	22	46	18	27	0	9	0
501-700	12	75	25	0	0	0	0
Over 700	15	40	27	27	7	0	0
Middle	43	54	19	12	9	0	7
High	96	43	30	10	11	0	5
PUBLIC LIBRARIES							
Central	138	47	25	16	10	1	2
By Population							
Under 4,000	39	54	8	21	18	0	0
4,000-9,999	47	45	28	15	4	2	6
10,000-29,999	30	33	47	13	7	0	0
Over 30,000	22	50	46	5	0	0	0
Branches	75	60	27	8	3	0	0
ACADEMIC LIBRARIES	31	42	26	16	0	0	16
SPECIAL LIBRARIES AND INFORMATION CENTERS	51	59	20	12	6	2	2

*Includes only those libraries providing staff delivery of materials.

School 0
 Public 10
 Academic 10
 Special 5

I. Access to Materials
 A. Provision of Materials

4. REQUESTS: USER AWAY FROM LIBRARY

	Number Answering	Phone requests allowed		Written requests only	No requests
		Anytime library open	Limited hours		
		%	%	%	%
SCHOOL LIBRARIES					
Elementary	71	32 (23)	0	20 (21)	48 (56)
By Enrollment					
Under 250	4	25	0	25	50
251-500	28	36 (21)	0	18 (25)	46 (54)
501-700	15	33	0	20	47
Over 700	23	26 (17)	0	22 (13)	52 (70)
Middle	55	44 (36)	0	11 (9)	46 (54)
High	108	31 (24)	0	11 (8)	57 (67)
PUBLIC LIBRARIES					
Central	17	77	4	4	15
By Population					
Under 4,000	61	61	8	5	26
4,000-9,999	52	92	0	2	6
10,000-29,999	37	81	5	3	11
Over 30,000	22	91	0	5	5
Branches	82	84	1	7	7
ACADEMIC LIBRARIES	42	69 (64)	10 (5)	0	21 (31)
SPECIAL LIBRARIES AND INFORMATION CENTERS	59	75	7	5	14

Table 11 (95)

Weights

School	20
Public	5
Academic	0
Special	5

I. Access to Materials
A. Provision of Materials

DELIVERY OF MATERIALS: USER AWAY

	Number Answering	Delivery to any address		Delivery to set points only		No delivery
		No limit on number of materials	Limit on number or types of materials	No limit on number of materials	Limit on number or types of materials	
		%	%	%	%	%
SCHOOL LIBRARIES						
<u>Elementary</u>	71	13 (2)	0	24 (23)	1	72 (75)
By Enrollment						
Under 250	4	0	0	25	0	75
251-500	28	0	0	25	0	75
501-700	15	7	0	27	0	67
Over 700	24	4 (0)	0	21 (12)	4	71 (83)
<u>Middle</u>	56	4	5	20 (12)	0	71 (79)
<u>High</u>	108	6 (5)	1	16 (8)	4 (3)	74 (82)
PUBLIC LIBRARIES						
<u>Central</u>	173	12	7	8	7	67
By Population						
Under 4,000	62	13	5	5	7	71
4,000-9,999	52	17	8	4	2	70
10,000-29,999	37	5	5	16	5	68
Over 30,000	22	9	14	18	18	41
<u>Branches</u>	82	5	2	2	6	84
ACADEMIC LIBRARIES	42	21	5	10 (5)	5	60 (64)
SPECIAL LIBRARIES AND INFORMATION CENTERS	59	22	8	17	14	39

School	10
Public	0
Academic	10
Special	5

Table 12 (Q6)

I. Access to Materials
A. Provision of Materials

6. RESERVATION OF MATERIALS

	Number Answering	User can request materials be held for him %	User cannot request materials be held for him %
SCHOOL LIBRARIES			
<u>Elementary</u>	72	79 (68)	20 (32)
<u>By Enrollment</u>			
Under 250	4	50	50
251-500	28	68 (57)	32 (43)
501-700	16	94	6
Over 700	24	83 (67)	13 (33)
<u>Middle</u>	54	82 (73)	19 (27)
<u>High</u>	107	87 (82)	13 (17)
PUBLIC LIBRARIES			
<u>Central</u>	172	94	5
<u>By Population</u>			
Under 4,000	60	88	12
4,000-9,999	53	100	0
10,000-29,999	38	97	3
Over 30,000	21	100	0
<u>Branches</u>	82	98	2
ACADEMIC LIBRARIES	41	98	2
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	89	15



Table 13 (47, 8)

I. Access to Materials
A. Provision of Material-

7, 8. RESERVATION AND NOTIFICATION

Weights

School 10
Public 20
Academic 20
Special 5

	User can request reservation of unavailable material				No reservation	User notified of delay in obtaining material	User not notified of delay
	Material automatically sent when available	Automatic notification (material not sent)	Notification may be requested (material not sent)	No notification			
	Number Answering	%	%	%	%	%	%
SCHOOL LIBRARIES							
<u>Elementary</u>	70	50 (33)	19 (18)	15 (17)	2 (4)	16 (28)	31 (48)
By Enrollment							
Under 250	4	50	0	25	0	25	33
251-500	27 (16)	59 (41)	11	11 (18)	0	19 (30)	35 (52)
501-700	15 (13)	33	33 (27)	13 (7)	7 (13)	13 (20)	23 (31)
Over 700	24 (20)	46 (12)	25	17 (25)	0 (4)	13 (33)	30 (59)
<u>Middle</u>	56	32 (11)	46	7 (11)	2 (4)	13 (29)	36 (51)
<u>High</u>	108 (103)	24 (17)	57 (59)	9 (10)	2	8 (12)	32
PUBLIC LIBRARIES							
<u>Central</u>	172	3	75	17	1	4	29
By Population							
Under 4,000	60 (59)	5	65	27	0	3	32
4,000-9,999	54 (49)	2	78	15	0	6	25
10,000-29,999	36 (38)	3	89	6	3	0	26
Over 30,000	22	0	86	5	5	5	32
<u>Branches</u>	81 (76)	3	77	17	0	4	36
ACADEMIC LIBRARIES	44 (43)	5	60	14	2	0	51
SPECIAL LIBRARIES AND INFORMATION CENTERS	57 (54)	44	40	5	2	9	26

Table 14 (09)

School	10
Public	0
Academic	20
Special	10

I. Access to Materials
A. Provision of Materials

8. "IN-PROCESS" MATERIALS

	Number Answering	Processing can be interrupted and materials made available	Processing can be speeded up, but no interruptions	Materials not made available to user
		%	%	%
SCHOOL LIBRARIES				
<u>Elementary</u>	69	48 (36)	52 (37)	20 (27)
<u>By Enrollment</u>				
Under 250	4	25	50	25
251-500	27	41 (31)	41 (46)	19 (23)
501-700	15	53 (40)	27	20 (33)
Over 700	23	61 (44)	13 (26)	26 (30)
<u>Middle</u>	56	57 (36)	25 (30)	18 (32)
<u>High</u>	107	72 (63)	24 (32)	4 (6)
PUBLIC LIBRARIES				
<u>Central</u>	1.5	58	26	16
<u>By Population</u>				
Under 4,000	61	61	16	23
4,000-9,999	54	57	30	13
10,000-29,999	38	50	40	11
Over 30,000	22	59	32	9
<u>Branches</u>	78	30	30	41
ACADEMIC LIBRARIES	44	73 (61)	21 (27)	7 (11)
SPECIAL LIBRARIES AND INFORMATION CENTERS	57	84	9	7

Table 15 (Q10)

Weights

I. Access to Materials
A. Provision of Materials

School Public 30
Academic 0
Special 10
50

9. SPECIAL SUBJECT COLLECTIONS

	Number Answering	Located in non-library places				Located in library		No Special Subject Collections
		Reviewed & updated Free materials	No free materials	No review or update Free materials	No free materials	Free materials	No free materials	
		%	%	%	%	%	%	
SCHOOL LIBRARIES								
Elementary	69	12	8 (6)	0	2	13 (9)	27 (24)	48 (57)
By Enrollment								
Under 250	4	0	0	0	0	0	25	75
251-500	27	0	4	0	4	11 (7)	30 (22)	52 (63)
501-700	15	7	13	0	0	13	33	33
Over 700	23	0	13 (4)	0	0	17 (9)	13 (17)	57 (70)
Middle	55	7 (2)	16 (13)	2	4	9 (6)	31 (27)	31 (47)
High	112	8 (5)	11 (9)	1	1	6	36 (35)	37 (42)
PUBLIC LIBRARIES								
Central	176	3	11	1	2	5	14	64
By Population								
Under 4,000	62	2	3	0	0	3	10	82
4,000-9,999	54	0	11	0	2	6	17	65
10,000-29,999	58	5	21	3	3	5	21	42
Over 30,000	22	14	27	0	5	9	14	32
Branches	82	0	6	0	1	7	21	65
ACADEMIC LIBRARIES	44	0	7	0	10	7	23	64
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	5	12	0	7	12	27	38

Table 16 (Q11)

Weights

I. Access to Materials
 A. Provision of Materials
 10. BOOKMOBILE SERVICE

School Public Academic Special
 0 0 0 0

	Number answering	Collections tailored to population		Collections not tailored to population		No Book-mobile service
		Including non-book materials	No non-book materials	Including non-book materials	No non-book materials	
		%	%	%	%	%
SCHOOL LIBRARIES						
<u>Elementary</u>	68	0	0	1	0	99
<u>By Enrollment</u>						
Under 250	4	0	0	0	0	100
251-500	27	0	0	0	0	100
501-700	16	0	0	0	0	100
Over 700	23	0	0	5	0	96
<u>Middle</u>	56	0	0	0	0	100
<u>High</u>	110	0	0	0	1	99
PUBLIC LIBRARIES						
<u>Central</u>	175	7	3	3	7	81
<u>By Population</u>						
Under 4,000	62	0	0	2	4	95
4,000-9,999	53	0	0	0	2	98
10,000-29,999	38	26	5	5	5	58
Over 30,000	22	18	18	14	27	23
<u>Branches</u>	81	3	1	1	4	91
ACADEMIC LIBRARIES						
	44	0	0	0	0	100
SPECIAL LIBRARIES AND INFORMATION CENTERS						
	60	0	0	0	0	100

Table 17 (Q13)

Weights

School 10
Public 2
Academic 10
Special 3

i. Access to Materials
A. Provision of Materials
11. Facsimile Copying

(i) MEDIATED SERVICE: USER IN LIBRARY

	Number Answering	Mediated service: user in library												No mediated service
		No charges to User				User billed for charges				User pays at time of copying				
		Staff will obtain material	User must present material	Staff will obtain material	User must present material	Staff will obtain material	User must present material	Staff will obtain material	User must present material	Staff will obtain material	User must present material	Staff will obtain material	User must present material	
SCHOOL LIBRARIES		%	%	%	%	%	%	%	%	%	%	%	%	%
<u>Elementary</u>	73	13	7	0	0	0	0	0	0	0	0	0	0	80
<u>By Enrollment</u>														
Under 250	4	0	0	0	0	0	0	0	0	0	0	0	0	100
251-500	28	18	4	0	0	0	0	0	0	0	0	0	0	78
501-700	16	6	13	0	0	0	0	0	0	0	0	0	0	81
Over 700	25	8	8	0	0	0	0	0	0	0	0	0	0	84
<u>Middle</u>	56	9	9	0	0	0	0	2	2	5	5	5	5	75
<u>High</u>	112	6	7	1	1	1	8	8	8	3	3	3	3	74
PUBLIC LIBRARIES														
<u>Central</u>	176	1	0	2	2	0	18	18	18	8	8	8	8	71
<u>By Population</u>														
Under 4,000	62	2	0	0	0	0	0	0	0	2	2	2	2	96
4,000-9,999	54	0	0	2	2	0	19	19	19	7	7	7	7	72
10,000-29,999	38	0	0	3	3	0	29	29	29	21	21	21	21	47
Over 30,000	22	0	0	5	5	0	64	64	64	14	14	14	14	18
<u>Branches</u>	82	0	0	0	0	0	21	21	21	7	7	7	7	72
ACADEMIC LIBRARIES	44	5 (0)	0	9 (5)	9 (5)	0	36 (39)	36 (39)	36 (39)	14 (20)	14 (20)	14 (20)	14 (20)	36 (37)
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	52	7	8	8	0	19	19	19	3	3	3	3	20

School	5
Public	7
Academic	10
Special	0

Table 18 (Q14)

I. Access to Material
 A. Provision of Materials
 11. Facsimile Copying

(ii) SELF-SERVICE

	Number Answering	Self-service available		No charges billed	User pays at time of copying		No self-service
		%	%		%	%	
SCHOOL LIBRARIES							
<u>Elementary</u>	75	18 (8)	0	0	0	82 (91)	
<u>By Enrollment</u>							
Under 250	4	0	0	0	0	100	
251-500	28	25 (10)	0	0	0	75 (90)	
501-700	16	6	0	0	0	94	
Over 700	25	12 (8)	0	0	0	88 (92)	
<u>Middle</u>	56	12 (7)	2 (0)	0	0	86 (93)	
<u>High</u>	112	7 (3)	1	3		89 (91)	
PUBLIC LIBRARIES							
<u>Central</u>	176	0	1	10		89	
<u>By Population</u>							
Under 4,000	62	0	0	0		100	
4,000-9,999	54	0	2	2		96	
10,000-29,999	38	0	0	0	11	89	
Over 30,000	22	0	5	59		36	
<u>Branches</u>	82	0	1	24		74	
ACADEMIC LIBRARIES	44	2	7	66		25	
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	45	5	7		43	

School 0
 Public 2
 Academic 4
 Special 2

Table 19 (Q15)

I. Access to Materials
 A. Provision of Materials
 11. Facsimile Copying

(iii) RESTRICTIONS ON COPYING

	Number Answering*	No restrictions	Restrictions on copying			
			By type of Material	By length of Material	By both length and type of material	%
SCHOOL LIBRARIES						
<u>Elementary</u>	16	49 (40)	19 (24)	14 (19)	17 (26)	
By Enrollment						
Under 250	0	--	--	--	--	
251-500	9	56 (33)	11 (17)	11 (17)	22 (33)	
501-700	3	33	33 (0)	33 (0)	0 (33)	
Over 700	4	50 (67)	25 (33)	0	25 (0)	
<u>Middle</u>	13	23 (10)	15 (20)	15 (20)	46 (50)	
<u>High</u>	34	59 (52)	15 (19)	18 (16)	9 (13)	
PUBLIC LIBRARIES						
<u>Central</u>	56	75	5	5	15	
By Population						
Under 4,000	1	100	0	0	0	
4,000-9,999	14	64	0	7	29	
10,000-29,999	19	47	11	11	32	
Over 30,000	22	59	23	9	9	
<u>Branches</u>	26	73	4	0	23	
ACADEMIC LIBRARIES	41	73	17	5	5	
SPECIAL LIBRARIES AND INFORMATION CENTERS	50	40	10	20	30	

*Includes only those libraries providing facsimile copying service.

Table 20 (Q16 & 17)

I. Access to Materials
 A. Provision of Materials
 11. Facsimile Copying

School 5
 Public 4
 Academic 6
 Special 5

(iv,v) REQUESTS FOR FACSIMILES: USER AWAY

	Number Answering*	Requests accepted %	Requests not accepted %	Form of request	
				Telephone requests permitted %	Written requests only %
SCHOOL LIBRARIES					
<u>Elementary</u>	15	68	32	86	14
By Enrollment					
Under 250	0	--	--	--	--
251-500	8	75	25	88	13
501-700	3(2)	67	33	100	0
Over 700	4(3)	50	50	67	33
<u>Middle</u>	14 (13)	57 (50)	43 (50)	77 (64)	23 (36)
<u>High</u>	29 (27)	55 (44)	45 (56)	96	4
PUBLIC LIBRARIES					
<u>Central</u>	56	83	17	96	4
By Population					
Under 4,000	2	100	0	100	0
4,000-9,999	15	67	33	93	7
10,000-29,999	18	72	28	94	6
Over 30,000	21	76	19	95	5
<u>Branches</u>	23 (22)	74	26	91	9
ACADEMIC LIBRARIES	27 (25)	82 (68)	19 (32)	170 (64)	30 (36)
SPECIAL LIBRARIES AND INFORMATION CENTERS	48	87	12	177	23

*Includes only those libraries providing facsimile service

Table 21 (Q18)

Weights

School	0
Public	5
Academic	0
Special	10

I. Access to Materials
A. Provision of Materials

12. TRANSLATIONS

		Library translates material										No trans-lation
		Also acts as direct agent		Will not act as direct agent		Only short translations in language command-ed by staff						
		No charges or limitations in length	Charges or limitations in length	No charges or limitations in length	Charges or limitations in length	Only short translations in language command-ed by staff						
		%	%	%	%	%					%	%
		Number Answering										
SCHOOL LIBRARIES												
<u>Elementary</u>												
By Enrollment												
Under 250		72	0	0	0	0	0	0	0	0	0	100
251-500		4	0	0	0	0	0	0	0	0	0	100
501-700		28	0	0	0	0	0	0	0	0	0	100
Over 700		16	0	0	0	0	0	0	0	0	0	100
		24	0	0	0	0	0	0	0	0	0	100
<u>Middle</u>		56	0	0	0	0	0	0	0	0	5	95
<u>High</u>		112	0	1	0	0	0	0	0	7	7	92
PUBLIC LIBRARIES												
<u>Central</u>												
By Population												
Under 4,000		176	1	0	0	0	0	0	0	0	8	91
4,000-9,999		62	0	0	0	0	0	0	0	0	0	100
10,000-29,999		54	0	0	0	0	0	0	0	7	7	93
Over 30,000		38	0	0	0	0	0	0	0	11	11	90
		22	5	0	0	0	0	0	0	36	36	59
<u>Branches</u>		82	0	1	0	0	0	0	0	11	11	88
ACADEMIC LIBRARIES		44	0	2	0	0	0	0	0	16	16	82
SPECIAL LIBRARIES AND INFORMATION CENTERS		58	12	12	0	0	0	0	0	7	7	79

Table 22 (Q19)

School	10
Public	0
Academic	0
Special	0

I. Access to Materials
A. Provision of Materials

13. SALE OF READING MATERIALS (government documents, hardbacks, paperbacks or others)

	Number Answering	Library sells two or more kinds of materials		Library sells only one kind of material		No Sales
		Will also order titles not in stock	Will not order titles not in stock	Will also order titles not in stock	Will not order titles not in stock	
		%	%	%	%	%
SCHOOL LIBRARIES						
<u>Elementary</u>	72	0	0	5	2	93
By Enrollment						
Under 250	4	0	0	0	0	100
251-500	28	0	0	7	0	93
501-700	16	0	0	6	6	88
Over 700	24	0	0	0	0	100
<u>Middle</u>	56	0	2	7	2	89
<u>High</u>	111	1	1	18	2	78
PUBLIC LIBRARIES						
<u>Central</u>	175	1	1	0	1	98
By Population						
Under 4,000	61	0	0	0	0	100
4,000-9,999	54	2	0	0	0	98
10,000-29,999	38	0	3	0	0	97
Over 30,000	22	0	0	0	5	96
<u>Branches</u>	82	0	0	0	0	100
ACADEMIC LIBRARIES	44	0	7	0	0	93
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	5	0	0	0	95

Table 23 (Q20)

I. Access to Materials
A. Provision of Materials

14. INDIVIDUAL COLLECTIONS (personal library or institutional working collections)

Library will order all types of publicly available material
 Will also order un-published material
 User pays only for material charges also

Library will order certain types of publicly available material
 Will also order un-published material
 User pays only for material charges also

No orders

SCHOOL LIBRARIES	Number Answering	Library will order all types of publicly available material			Library will order certain types of publicly available material			No orders	
		%	%	%	%	%	%		
Elementary	71	1	0	2	0	0	4	2	81 (83)
By Enrollment									
Under 250	4	0	0	0	0	0	0	0	100
251-500	28	0	0	4	0	0	4	0	86
501-700	16	6	0	0	0	0	0	6	75
Over 700	23	0	0	0	0	0	9	4	74 (83)
Middle	56	2 (0)	0	14 (9)	2	0	7	4 (2)	71 (80)
High	112	3 (2)	0	11 (7)	8	0	5 (4)	9 (8)	65 (71)
PUBLIC LIBRARIES									
Central	176	1	0	7	3	0	1	4	84
By Population									
Under 4,000	62	0	0	8	3	0	2	5	82
4,000-9,999	54	2	0	11	4	0	2	6	76
10,000-29,999	38	0	0	5	3	0	0	0	92
Over 30,000	22	0	0	0	0	0	0	0	100
Branches	82	0	0	1	1	0	0	1	96
ACADEMIC LIBRARIES	44	5 (4)	2 (0)	9 (4)	5 (2)	2 (2)	0	0 (2)	77 (84)
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	17	5	18	8	0	3	5	90

Table 24 (Q1)

School 30
Public 11
Academic 30
Special 20

I. Access to Materials
B. Circulation of Materials
1. Circulation of Specific Materials

(i, ii) PERIODICALS

	Number Answering *	Bound periodicals		Unbound and current issues	
		May be borrowed	No borrowing	May be borrowed	Only non-current issues may be borrowed
		%	%	%	%
SCHOOL LIBRARIES					
<u>Elementary</u>	7	14	86	52	22
By Enrollment					
Under 250	0 (3)	0	0	33	67
251-500	3 (26)	0	100	46	27
501-700	1 (15)	0	100	60	13
Over 700	3 (20)	67	33	60	20
<u>Middle</u>	19 (54)	68	32	50	24
<u>High</u>	39 (109)	69	31	57	25
PUBLIC LIBRARIES					
<u>Central</u>	81	69	33	51	32
By Population					
Under 4,000	12 (52)	75	25	62	23
4,000-9,999	27 (54)	67	33	50	26
10,000-29,999	23 (36)	74	26	47	44
Over 30,000	19 (21)	26	74	19	57
<u>Branches</u>	21 (78)	23	77	32	56
ACADEMIC LIBRARIES	44 (44)	48 (41)	52 (59)	50 (41)	16 (18)
SPECIAL LIBRARIES AND INFORMATION CENTERS	47 (54)	66	34	16	15

*Includes only those libraries which have the materials in their collection.



Table 25 (Q1)

School 40
 Public 14
 Academic 20
 Special 0

I. Access to Materials
 B. Circulation of Materials
 1. Circulation of Specific Materials
 (iii, iv) AUDIO-VISUAL MEDIA

	Number Answering *	Audio media		Visual media	
		May be borrowed %	No borrowing %	May be borrowed %	No borrowing %
SCHOOL LIBRARIES					
<u>Elementary</u>	60	60 (54)	40 (46)	72 (59)	13 (40)
By Enrollment					
Under 250	2 (3)	100	0	100	0
251-500	25 (24)	52	48	71 (56)	29 (44)
501-700	14 (15)	79 (54)	21 (46)	87 (69)	13 (31)
Over 700	19 (21)	58	42	57	43
<u>Middle</u>	46 (48)	76 (50)	24 (50)	77 (52)	23 (48)
<u>High</u>	94 (98)	80 (71)	20 (27)	73 (61)	27 (37)
PUBLIC LIBRARIES					
<u>Central</u>	120	88	12	74	26
By Population					
Under 4,000	36 (15)	83	17	73	27
4,000-9,999	38 (29)	90	11	59	41
10,000-29,999	26 (20)	96	4	90	10
Over 30,000	20 (20)	90	10	90	10
<u>Branches</u>	39 (31)	97	3	97	3
ACADEMIC LIBRARIES	38 (39)	82 (79)	18 (21)	87 (58)	33 (42)
SPECIAL LIBRARIES AND INFORMATION CENTERS	20 (30)	70	30	60	40

*Includes only those libraries which have the materials in their collection.

School 0
 Public 21
 Academic 20
 Special 10

I. Access to Materials
 B. Circulation of Materials
 2. CHECK-OUT PROCEDURE

	Number Answering	Regular identification or borrower's card	
		Only	Plus completion of check-out form
		%	%
SCHOOL LIBRARIES			
<u>Elementary</u>	73	72	12
<u>By Enrollment</u>			15
Under 250	4	100	0
251-500	28	64	14
501-700	16	88	6
Over 700	25	76	12
<u>Middle</u>	56	75	21
<u>High</u>	109	75	19
PUBLIC LIBRARIES			
<u>Central</u>	170	95	4
<u>By Population</u>			
Under 4,000	60	98	0
4,000-9,999	52	89	10
10,000-29,999	36	97	3
Over 30,000	22	96	5
<u>Branches</u>	82	90	1
ACADEMIC LIBRARIES	43	63	35
SPECIAL LIBRARIES AND INFORMATION CENTERS	54	74	22

Table 27 (Q22, 23)

Weights

I. Access to Materials
B. Circulation of Materials

School Public	40
Academic	7
Special	20
	0

3, 4. BORROWING LIMITATIONS

SCHOOL LIBRARIES	Number Answering	Check-out at a single time						Total items on loan	
		No limit on the number of materials		Limit on number of certain materials		All materials limited by form and subject		No limit on total	Limit on total
		Some limit, unspecified	Limit by form subject	Limit by form subject	Limit by form and subject	%	%		
<u>Elementary</u>	60	53 (92)	2 (3)	7 (12)	0	3 (4)	29 (49)	56 (31)	44 (69)
By Enrollment									
Under 250	3 (4)	0	0	0 (25)	0	0	100 (75)	25 (0)	75 (100)
251-500	27 (28)	44 (25)	0	19 (14)	0	4	33 (57)	50 (25)	50 (75)
501-700	15	73 (53)	7	0 (7)	0	0	20 (33)	73 (47)	27 (53)
Over 700	25	52 (24)	4 (8)	12	0	4 (8)	28 (48)	52 (28)	48 (72)
<u>Middle</u>	56 (55)	75 (39)	4	2 (4)	2	4 (9)	14 (43)	82 (47)	18 (53)
<u>High</u>	110 (109)	178 (67)	2 (1)	1 (3)	3	6 (7)	11 (19)	81 (70)	19 (30)
<u>PUBLIC LIBRARIES</u>									
<u>Central</u>	173	47	4	9	7	9	25	62	39
By Population									
Under 4,000	61	51	8	8	5	5	23	59	41
4,000-9,999	53 (52)	42	2	6	9	9	32	62	39
10,000-29,999	37 (38)	49	0	11	5	11	24	63	37
Over 30,000	22	41	0	18	9	18	14	68	32
<u>Branches</u>	82 (80)	45	1	4	2	12	35	58	42
<u>ACADEMIC LIBRARIES</u>	43	93	10	2	0	2	2	95	5
<u>SPECIAL LIBRARIES AND INFORMATION CENTERS</u>	55	93	2	0	0	2	4	94	6

School	10
Public	0
Academic	10
Special	40

Table 28 (Q24)

I. Access to Materials
 B. Circulation of Materials

5. ROUTING SPECIFIED SERIAL TITLES

	Number Answering	Service provided	No routing service
		%	%
SCHOOL LIBRARIES			
<u>Elementary</u>	71	53 (29)	47 (71)
By Enrollment			
Under 250	4	25	75
251-500	28	54 (25)	46 (75)
501-700	15	53 (40)	47 (60)
Over 700	24	50 (25)	50 (75)
<u>Middle</u>	56	68 (29)	32 (71)
<u>High</u>	106	54 (39)	46 (61)
PUBLIC LIBRARIES			
<u>Central</u>	172	24	76
By Population			
Under 4,000	60	28	72
4,000-9,999	53	26	74
10,000-29,999	37	19	81
Over 30,000	22	9	91
<u>Branches</u>	81	17	83
ACADEMIC LIBRARIES	43	26 (12)	74 (88)
SPECIAL LIBRARIES AND INFORMATION CENTERS	57	60	40

School	20
Public	17
Academic	20
Special	0

Table 29 (Q25-27)

I. Access to Materials
B. Circulation of Materials

6, 7. RENEWALS AND OVERDUE NOTICE.

	Number Answering	Renewals		No Renewals	Overdue notice	
		User may be away from library	Renewals User must be at library May be without material		Promptly issued	No prompt notice
SCHOOL LIBRARIES						
<u>Elementary</u>	64	10 (5)	24 (14)	63 (78)	53	47
By Enrollment						
Under 250	4	25	25	50	75	25
251-500	27 (28)	7 (4)	22 (4)	67 (89)	50	50
501-700	14 (16)	7	29	64	56	44
Over 700	19 (24)	21 (5)	21	53 (68)	58	42
<u>Middle</u>	48 (56)	13 (2)	23 (10)	63 (85)	66	34
<u>High</u>	98 (109)	10 (6)	8 (3)	80 (90)	64	36
PUBLIC LIBRARIES						
<u>Central</u>	152	77	6	12	77	23
By Population						
Under 4,000	49 (61)	74	8	16	72	28
4,000-9,999	50 (54)	88	4	4	70	30
10,000-29,999	34 (38)	79	6	6	90	11
Over 30,000	19 (22)	58	0	26	91	9
<u>Branches</u>	77 (81)	54	4	36	86	14
ACADEMIC LIBRARIES	40 (43)	60	3	28	79 (84)	21 (16)
SPECIAL LIBRARIES AND INFORMATION CENTERS	51 (55)	78	12	4	39	61

I. Access to Materials
 B. Circulation of Materials
 8. RECALL OF MATERIALS

Weights

- School 10
- Public 0
- Academic 10
- Special 10

	Number Answering	Recalled when requested by another user					
		Original user may keep material for a specified period before recall		No specified period before recall		No recall	
		No penalty if promptly returned	Penalty if not promptly returned	No penalty if promptly returned	Penalty if not promptly returned		
		%	%	%	%	%	
SCHOOL LIBRARIES							
<u>Elementary</u>	71	40	6	8	0	47	
<u>By Enrollment</u>							
Under 250	4	0	0	0	0	100	
251-500	28	36	4	11	0	50	
501-700	15	47	7	0	0	47	
Over 700	25	40	12	8	0	40	
<u>Middle</u>	56	34	13	5	0	48	
<u>High</u>	111	27	18	9	3	43	
PUBLIC LIBRARIES							
<u>Central</u>	172	13	28	4	2	58	
<u>By Population</u>							
Under 4,000	60	10	30	2	2	57	
4,000-9,999	52	15	21	8	2	54	
10,000-29,999	38	24	24	0	3	50	
Over 30,000	22	5	5	5	0	86	
<u>Branches</u>	81	11	14	0	1	74	
ACADEMIC LIBRARIES							
<u>SPECIAL LIBRARIES AND INFORMATION CENTERS</u>	44	48 (39)	18 (27)	16 (9)	2 (7)	16 (18)	
	56	45	5	25	5	20	

Table 31 (Q29-30)

I. Access to Materials
 B. Circulation of Materials
 9, 10. RETURN OF LOANS

School 0
 Public 5
 Academic 20
 Special 20

	Number Answering	Location of return		User must return material to where borrowed	Time of Return	
		Returnable by library carrier; pick up at point of use	User may leave material at sites other than where checked-out		Any hour	Only when library is open
SCHOOL LIBRARIES						
<u>Elementary</u>	72	10	2	89	58 (57)	42 (35)
By Enrollment						
Under 250	4	25	0	75	75	25
251-500	28	7	0	93	57	43
501-700	16	13	6	81	63	38
Over 700	25	12	0	88	56 (48)	44 (52)
<u>Middle</u>	56	2	0	98	21	79
<u>High</u>	112	7	2	91	19	81
PUBLIC LIBRARIES						
<u>Central</u>	175	15	7	78	73	29
By Population						
Under 4,000	61	8	2	90	57	43
4,000-9,999	54	7	6	87	80	20
10,000-29,999	38	29	5	66	82	18
Over 30,000	22	36	32	32	100	0
<u>Branches</u>	82 (80)	21	57	22	66	34
ACADEMIC LIBRARIES	44	11	11	77	68	32
SPECIAL LIBRARIES AND INFORMATION CENTERS	55	34	17	58	54	45

Table 32 (031)

School	35
Public	30
Academic	50
Special	130

I. Access to Materials
C. Provision of Materials Not in Collection

1. MATERIALS NOT IN COLLECTION: LIMITATIONS

	Number Answering	Will obtain even if locally accessible		Will obtain only if not locally accessible		No provision of materials not in collection
		No limitations	Some limit on type, subject, cost and/or staff time	No limitations	Some limit on type, subject, cost and/or staff time	
SCHOOL LIBRARIES						
<u>Elementary</u>	73	5	20	2	24 (20)	50 (53)
<u>By Enrollment</u>						
Under 250	4	0	25	0	25	50
251-500	28	0	14	0	32 (25)	54 (61)
501-700	16	13	31	6	13	38
Over 700	25	8	24	0	16	52
<u>Middle</u>	56	9	29 (20)	0	21	41 (50)
<u>High</u>	112	4 (3)	27 (24)	5 (4)	31 (30)	34 (39)
PUBLIC LIBRARIES						
<u>Central</u>	176	24	17	18	36	5
<u>By Population</u>						
Under 4,000	62	19	14	14	47	5
4,000-9,999	54	26	20	15	33	6
10,000-29,999	38	13	21	32	29	5
Over 30,000	22	50	14	18	18	0
<u>Branches</u>	82	33	37	6	18	6
ACADEMIC LIBRARIES	44	18 (16)	14	25 (20)	39 (36)	5 (14)
SPECIAL LIBRARIES AND INFORMATION CENTERS	59	19	149	3	15	14

Table 33 (932)

Weights

School 10
Public 15
Academic 30
Special 10

I. Access to Materials
C. Provision of Materials

2. REQUESTS: MATERIAL NOT IN COLLECTION

	Number Answering *	User is away from library Choice of written or phone requests	Written request required	User must be at library to make request
		%	%	%
SCHOOL LIBRARIES				
<u>Elementary</u>	37	36	17	47
By Enrollment				
Under 250	2	0	50	50
251-500	13	31	23	46
501-700	10	70	10	20
Over 700	10	10	10	80
<u>Middle</u>	31	42 (18)	6 (4)	52 (78)
<u>High</u>	68	29 (23)	4 (2)	66 (76)
PUBLIC LIBRARIES				
<u>Central</u>	162	84	2	14
By Population				
Under 4,000	55	74	2	24
4,000-9,999	48	90	4	6
10,000-29,999	37	92	0	8
Over 30,000	22	96	0	4
<u>Branches</u>	74	86	12	1
ACADEMIC LIBRARIES	41 (37)	51 (43)	7 (8)	42 (49)
SPECIAL LIBRARIES AND INFORMATION CENTERS	52	81	8	12

* Includes only those libraries which provide materials not in their collection.

School 5
 Public 30
 Academic 50
 Special 10

I. Access to Materials
 C. Provision of Materials Not in Collection

3, 4. INTER-LIBRARY LOAN

	Number Answering *	Use of materials		Charges	
		May be borrowed if lending library does not specify otherwise	May not be borrowed	None charges only	Postage charges addition to postage
		%	%	%	%
SCHOOL LIBRARIES					
<u>Elementary</u>	23	77	22	78	12 10
By Enrollment					
Under 250	1	100	0	0	100 0
251-500	12 (10)	75	25	80	10 10
501-700	10 (9)	80	20	79	11 11
Over 700	10	80	20	70	20 10
<u>Middle</u>	31 (30)	84	16	47	40 13
<u>High</u>	62 (59)	87	13	58	32 10
PUBLIC LIBRARIES					
<u>Central</u>	158	98	2	29	65 5
By Population					
Under 4,000	54	96	4	37	57 6
4,000-9,999	47	98	2	26	70 4
10,000-29,999	36 (37)	100	0	19	76 5
Over 30,000	21 (22)	100	0	27	68 4
<u>Branches</u>	69 (71)	93	6	61	38 1
ACADEMIC LIBRARIES	41 (37)	93 (89)	7 (11)	66 (68)	24 10 (8)
SPECIAL LIBRARIES AND INFORMATION CENTERS	50	86	14	82	8 10

*Includes only those libraries which provide materials not in their collection.

Table 35 (435-36)

School 10
Public 16
Academic 25
Special 8

II. Provision of Bibliographic Citations
A. Verification of Citations

1,2,3. VERIFYING CITATIONS

	With request for material		Without request for material				User away from library		
	Number Answering	Poor citations accepted	User present at library		User away from library		Written and telephone requests honored	Only written requests honored	
			No limits on time spent	Limit on number of citations	No limits on time and service	Limit on number of citations			
	%	%	%	%	%	%	%	%	
SCHOOL LIBRARIES									
Elementary									
By Enrollment									
Under 250	72	55 (31)	18	7	0	0	75	11	2
251-500	4	50	0	0	0	0	100	0	0
501-700	28	50 (43)	11	7	0	0	82	7	4
Over 700	15	67	36	14	0	0	50	21	0
	25	52	14	0	0	0	86	9	0
Middle	55	67 (61)	29 (16)	0	0	4	68 (80)	14	5 (0)
High	111	64	34	2	2	1	61	13	5
PUBLIC LIBRARIES									
Central									
By Population									
Under 4,000	173	63	25	6	3	7	57	34	3
4,000-9,999	61	48	12	5	0	2	75	20	0
10,000-29,999	53	66	26	4	6	8	57	34	4
Over 30,000	38	68	26	10	3	10	50	42	3
Branches	21	100	43	10	10	14	24	67	0
	82	78	32	9	5	11	42	40	6
ACADEMIC LIBRARIES	44	93	55 (48)	11	0 (2)	7 (4)	27 (34)	57 (63)	2
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	80	40	12	0	3	45	45	3

School	20
Public	15
Academic	15
Special	55

Table 36 (937)

II. Provision of Bibliographic Citations
B. Subject Searches

1. PROVISION OF CITATIONS ON SPECIFIC SUBJECTS

	Number Answering	Exhaustive lists provided		Quick searches only		No Service
		Including non-print materials	Excluding non-print materials	Including non-print materials	Excluding non-print materials	
		%	%	%	%	
SCHOOL LIBRARIES						
<u>Elementary</u>	71	13	2	21	18	47
<u>By Enrollment</u>						
Under 250	4	50	0	0	0	50
251-500	28	11	0	25	18	46
501-700	14	21	7	14	14	43
Over 700	25	8	0	20	24	48
<u>Middle</u>	55	31 (21)	11 (5)	16 (12)	20 (30)	22 (30)
<u>High</u>	108	31 (22)	4 (2)	17 (19)	21 (19)	27 (39)
PUBLIC LIBRARIES						
<u>Central</u>	174	10	9	22	36	32
<u>By Population</u>						
Under 4,000	61	3	12	3	38	44
4,000-9,999	54	15	9	13	32	32
10,000-29,999	36	8	10	18	42	21
Over 30,000	21	29	0	33	29	10
<u>Branches</u>	82	5	5	22	41	27
ACADEMIC LIBRARIES						
<u>SPECIAL LIBRARIES AND INFORMATION CENTERS</u>	44	20 (9)	5 (4)	23 (20)	39 (34)	14 (32)
	59	32	19	8	20	20



Table 37 (638-39)

II. Provision of Bibliographic Citations
B. Subject Searches

2, 3. SUBJECT SEARCHES

	Number Answering	User Guidance		Tools	
		User provided guidance and directed to "existing" lists of citations %	No service %	Library distributes searching tools %	No service %
SCHOOL LIBRARIES					
<u>Elementary</u>	71	60	40	7	93
<u>By Enrollment</u>					
Under 250	3 (4)	100	0	25	73
251-500	28	50	50	4	56
501-700	15	73	27	13	87
Over 700	25 (24)	68	32	8	92
<u>Middle</u>	54 (56)	85	15	9	91
<u>High</u>	108 (111)	81	19	14 (10)	86 (90)
PUBLIC LIBRARIES					
<u>Central</u>	151	70	30	5	94
<u>By Population</u>					
Under 4,000	51 (61)	61	39	2	98
4,000-9,999	46 (53)	74	26	9	91
10,000-29,999	34 (38)	76	24	5	95
Over 30,000	20	85	15	10	90
<u>Branches</u>	75 (82)	77	23	16	85
ACADEMIC LIBRARIES					
SPECIAL LIBRARIES AND INFORMATION CENTERS	43 (44)	95	5	14	86
	60	82	18	17	63

School 15
Public 10
Academic 30
Special 15

School Public 10
 Academic 5
 Special 0

Table 38 (Q40)

II. Provision of Bibliographic Citations

C. SCREENING AIDS: LIBRARY PREPARES ANNOTATIONS, CRITIQUES, ETC.

	Number Answering	Preparation of screening aids		No Service
		No limitations	Some limitations	
		%	%	%
SCHOOL LIBRARIES				
<u>Elementary</u>				
By Enrollment				
Under 250	70	2	0	97
251-500	4	0	0	100
501-700	28	0	0	100
Over 700	15	7	0	93
<u>Middle</u>	23	4	0	96
<u>High</u>	55	4	4	93
	109	5	6	90
PUBLIC LIBRARIES				
<u>Central</u>				
By Population				
Under 4,000	173	1	3	96
4,000-9,999	61	0	0	100
10,000-29,999	54	0	2	98
Over 30,000	38	0	3	97
<u>Branches</u>	21	5	19	76
	81	2	2	95
ACADEMIC LIBRARIES				
	44	2	14 (9)	84 (87)
SPECIAL LIBRARIES AND INFORMATION CENTERS				
	60	10	7	83



Table 39 (Q41)

II. Provision of Bibliographic Citations

D. ALERTING SERVICES

	Number Answering	Library provides alerting services including						No service unspecified
		Tools for specific subjects and existing lists of new publications for individuals	and existing only lists of new publications for individuals	Existing and selected lists of new publications for individual users	Existing lists of new publications for individual users	Some service, unspecified	No service	
		%	%	%	%	%	%	
SCHOOL LIBRARIES								
<u>Elementary</u>	68	5	6	10	1	11 (5)	24	44 (50)
By Enrollment								
Under 250	4	0	25	25	0	0	0	50
251-500	27	4	4	11	0	11 (0)	30	41 (52)
501-700	16	6	6	13	0	13	19	44
Over 700	21	5	10	5	5	10	14	52
<u>Middle</u>	54	9 (7)	13 (9)	13 (11)	7 (2)	17 (5)	15 (20)	26 (46)
<u>High</u>	111	9	13 (6)	13 (9)	3 (1)	14 (12)	17 (21)	32 (40)
PUBLIC LIBRARIES								
<u>Central</u>	173	6	6	11	1	5	22	48
By Population								
Under 4,000	61	3	0	8	0	3	28	57
4,000-9,999	54	11	7	9	0	4	17	52
10,000-29,999	37	5	8	22	0	8	14	43
Over 30,000	21	5	19	10	5	24	24	14
<u>Branches</u>	82	7	13	2	1	22	7	46
ACADEMIC LIBRARIES	44	2 (0)	23 (16)	9 (4)	7 (4)	32 (48)	14 (16)	14 (41)
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	12	5	7	8	16	13	35

School 10
Public 3
Academic 20
Special 20

- School Public 5
- Academic 6
- Special 5
- 2

Table 40 (a)(2)

II. Provision of Bibliographic Citations

E. LIBRARY AS AGENT

	Number Answering	Library acts as direct agent to obtain subject searches, screening aids, or alerting services	Library will not act as a direct agent
		%	%
SCHOOL LIBRARIES			
<u>Elementary</u>	72	7	93
By Enrollment			
Under 250	4	25	75
251-500	28	7	93
501-700	15	7	93
Over 700	25	8	92
<u>Middle</u>	54	22	78
<u>High</u>	111	20	80
PUBLIC LIBRARIES			
<u>Central</u>	176	56	44
By Population			
Under 4,000	62	61	39
4,000-9,999	54	57	43
10,000-29,999	38	53	47
Over 30,000	22	41	59
<u>Branches</u>	82	41	58
ACADEMIC LIBRARIES			
	44	46	55
SPECIAL LIBRARIES AND INFORMATION CENTERS			
	60	53	47



School	15
Public	150
Academic	25
Special	50

Table 41 (Q43)

III. Answer Services
A. Specific Information

1. PROVISION OF SPECIFIC INFORMATION

	Number Answering	Library provides				No answer services
		Simple facts, complex facts, state-of-the-art reviews	Simple facts, multiple facts, complex facts	Simple facts, multiple facts only	%	
SCHOOL LIBRARIES						
<u>Elementary</u>						
By Enrollment		%	%	%	%	%
Under 250	72	0	2	16	15	68
251-500	4	0	25	25	0	50
501-700	28	0	0	18	4	79
Over 700	15	0	7	7	27	60
	25	0	4	20	28	48
<u>Middle</u>	55	2	18 (7)	11 (4)	9 (5)	60 (82)
<u>High</u>	112	1	14	21 (14)	16	45 (56)
PUBLIC LIBRARIES						
<u>Central</u>						
By Population						
Under 4,000	176	1	18	35	23	23
4,000-9,999	62	0	8	40	29	23
10,000-29,999	54	0	18	30	22	30
Over 30,000	32	3	16	37	16	24
	22	0	54	27	11	4
<u>Branches</u>	82	4	33	26	22	13
ACADEMIC LIBRARIES	44	7 (4)	25 (27)	32 (20)	9 (16)	27 (32)
SPECIAL LIBRARIES AND INFORMATION CENTRES	60	12	37	20	17	15

School	5
Public	45
Academic	15
Special	10

Table 42 (Q:4)

III. Answer Services
A. Specific Information

2. REQUESTS: USER AWAY FROM LIBRARY

	Number Answering	Phone and/or written requests accepted		Written requests only		No Answer Service
		No restrictions	Limit on number of requests	No restrictions	Limit on number of requests	
		%	%	%	%	%
SCHOOL LIBRARIES						
<u>Elementary</u>	71	12	0	6	0	82
<u>By Enrollment</u>						
Under 250	4	0	0	25	0	75
251-500	27	7	0	4	0	89
501-700	15	27	0	7	0	67
Over 700	25	8	0	8	0	84
<u>Middle</u>	55	20 (6)	0 (2)	7 (0)	0	73 (93)
<u>High</u>	112	23 (17)	3	3 (1)	1	71 (78)
PUBLIC LIBRARIES						
<u>Central</u>	175	61	17	3	2	16
<u>By Population</u>						
Under 4,000	61	48	10	7	2	34
4,000-9,999	54	68	20	0	4	7
10,000-29,999	38	79	16	0	0	5
Over 30,000	22	64	32	0	0	4
<u>Branches</u>	82	58	28	2	6	5
ACADEMIC LIBRARIES	44	59 (40)	11 (14)	0	0	30 (45)
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	79	5	3	2	20

Table 43 (Q45)

School 10
Public 45
Academic 10
Special 10

III. Answer Services
A. Specific Information
3. LIBRARY AS AGENT

	Number Answering	Library acts as direct agent		Library acts as referral agent	
		Also maintains resources and consultant files	Direct agent only	Also maintains resources and consultant files	Referral only
		%	%	%	%
SCHOOL LIBRARIES					
<u>Elementary</u>					
By Enrollment	71	12	8	9	72
Under 250	4	25	25	25	25
251-500	27	4	11	7	78
501-700	15	34	7	13	47
Over 700	25	8	0	8	84
<u>Middle</u>	56	5	27	5	83
<u>High</u>	110	6	31	10	53
PUBLIC LIBRARIES					
<u>Central</u>					
By Population	176	15	62	8	20
Under 4,000	62	5	73	2	21
4,000-9,999	54	17	59	2	22
10,000-29,999	38	16	66	3	16
Over 30,000	22	41	27	14	18
<u>Branches</u>	82	21	48	11	21
ACADEMIC LIBRARIES	44	18 (16)	43 (36)	5 (7)	34 (41)
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	23	43	8	25

School 0
 Public 10
 Academic 25
 Special 25

Table 44 (Q46)

III. Answer Services

B. ADVISORY SERVICES

	Number Answering	Library provides advisory service including acting as a direct agent	No service
		%	%
SCHOOL LIBRARIES			
<u>Elementary</u>	70	35	65
By Enrollment			
Under 250	4	50	50
251-500	27	53	74
501-700	15	67	33
Over 700	24	21	79
<u>Middle</u>	55	42	58
<u>High</u>	111	48	52
PUBLIC LIBRARIES			
<u>Central</u>	175	41	59
By Population			
Under 4,000	62	26	74
4,000-9,999	53	49	51
10,000-29,999	38	55	45
Over 30,000	22	54	46
<u>Branches</u>	82	57	43
ACADEMIC LIBRARIES	44	55	46
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	37	63

Table 45 (Q47, 48)

Weights

School 100
Public 50
Academic 25
Special 30

IV. User Instruction and Educational Programs
A. Informal instruction

1, 2. GENERAL AND SPECIFIC

	General -- Library offers on request instruction in general use of information resources			Specific -- Library provides instruction on resources in specific subject areas		
	Including non-print material but excluding use of machines and equipment	Excluding non-print materials and equipment	No general informal instruction	And for specific projects only	No specific areas	Informal instruction
	%	%	%	%	%	%
SCHOOL LIBRARIES						
Elementary	30	10	21	22	13	64
By Enrollment						
Under 250	4	25	25	25	0	75
251-500	27 (28)	11	19	18	7	75
501-700	15	13	20	27	27	47
Over 700	24	4	29	29	13	58
Middle	56	11	32	61	20	20
High	112 (110)	12	24	45	19	35
PUBLIC LIBRARIES						
Central	175	10	38	22	13	66
By Population						
Under 4,000	62	6	44	11	13	76
4,000-9,999	53	11	43	21	13	66
10,000-29,999	38	10	30	16	13	71
Over 30,000	22	18	18	59	14	27
Branches	82	2	65	20	11	70
ACADEMIC LIBRARIES						
	44	5	16	48	18	34
SPECIAL LIBRARIES AND INFORMATION CENTERS						
	59	3	28	41	15	44

School 10
 Public 0
 Academic 25
 Special 5

Table 46 (Q49)

IV. User Instruction and Educational Programs

B. FORMAL INSTRUCTION

	Number Answering	Formal courses			No formal instruction
		Regularly scheduled sessions %	Limited to orientation programs %	%	
SCHOOL LIBRARIES					
<u>Elementary</u>	74	19	26	55	
<u>By Enrollment</u>					
Under 250	4	50	0	50	
251-500	28	18	25	57	
501-700	16	25	38	38	
Over 700	24	13	17	71	
<u>Middle</u>	56	30 (29)	36 (42)	34 (27)	
<u>High</u>	110	15	36	49	
PUBLIC LIBRARIES					
<u>Central</u>	175	3	4	90	
<u>By Population</u>					
Under 4,000	62	2	0	98	
4,000-9,999	53	0	6	94	
10,000-29,999	38	5	8	87	
Over 30,000	22	14	9	77	
<u>Branches</u>	82	1	12	87	
ACADEMIC LIBRARIES	44	[2]	16	57	
SPECIAL LIBRARIES AND INFORMATION CENTERS	59	3	[12]	85	

School 10
 Public 15
 Academic 17
 Special 5

IV. User instruction and Educational Programs

C. DIRECTIONAL SERVICES

	Number Answering	Pamphlets at entry points		Pamphlets not at entry points		Directional signs only	No directional service
		Directional signs also	Only	Directional signs also	Only		
		%	%	%	%	%	%
SCHOOL LIBRARIES							
<u>Elementary</u>	71	2	0	1	3	41	52
By Enrollment	4	0	0	0	0	0	100
Under 250	28	0	0	0	0	43	57
251-500	15	7	0	0	13	33	47
501-700	24	4	0	4	0	46	46
Over 700	56 (55)	4	2	16	4	41	34
<u>Middle</u>	112	5	0	10	3	43	40
<u>High</u>							
PUBLIC LIBRARIES							
<u>Central</u>	175	6	1	3	1	45	63
By Population	62	0	0	0	0	32	68
Under 4,000	53	4	0	2	4	51	40
4,000-9,999	38	5	3	3	0	71	18
10,000-29,999	22	32	0	14	0	36	18
Over 30,000	82	5	1	1	1	58	33
<u>Branches</u>	44	39	7	11	5	21	18
ACADEMIC LIBRARIES	59 (61)	8	7	12	5	30	48
SPECIAL LIBRARIES AND INFORMATION CENTERS							

School 2
 Public 5
 Academic 7
 Special 0

Table 474. (Q51)

IV. User instruction and Educational Programs
 C. DIRECTIONAL SERVICES

Number Answering	Identification of library personnel and their functions		No identification
	Identification of staff by name and title including user services performed	Identification by name and title only	
	%	%	%
SCHOOL LIBRARIES			
<u>Elementary</u>	72	17	91
By Enrollment			
Under 250	4	0	100
251-500	28	11	86
501-700	15	20	73
Over 700	24	29	71
<u>Middle</u>	56 (55)	27	71
<u>High</u>	112	18	77
PUBLIC LIBRARIES			
<u>Central</u>	175	14	84
By Population			
Under 4,000	62	14	84
4,000-9,999	53	17	81
10,000-29,999	38	8	90
Over 30,000	22	14	82
<u>Branches</u>	82	17	76
ACADEMIC LIBRARIES	44	23	66
SPECIAL LIBRARIES AND INFORMATION CENTERS	59 (61)	12	58



School 30
 Public 35
 Academic 8
 Special 5

IV. User Instruction and Educational Program

D. EXHIBITS IN THE LIBRARY

	Number Answering	General and special interest exhibits				General exhibits only				No Exhibit
		Prepared by library or special interest groups		Prepared by special interest groups only		Including non-book materials		Limited to book exhibits		
		Books loaned from exhibits	No books loaned	Books loaned from exhibits	No books loaned	Books loaned	No books loaned	Books loaned	No books loaned	
	%	%	%	%	%	%	%	%	%	
SCHOOL LIBRARIES										
<u>Elementary</u>	71	21	8	0	0	4	5	17	2	44
<u>By Enrollment</u>										
Under 250	4	0	25	0	0	0	0	50	0	25
251-500	28	11	4	0	0	4	7	18	0	57
501-700	15	40	20	0	0	7	0	7	0	27
Over 700	24	25	4	0	0	0	4	25	8	33
<u>Middle</u>	56	23	7	0	2	4	5	16	5	33
<u>High</u>	112	20	12	5	3	2	3	17	6	33
PUBLIC LIBRARIES										
<u>Central</u>	175	29	18	3	4	2	2	14	6	21
<u>By Population</u>										
Under 4,000	62	10	23	2	2	2	2	18	8	36
4,000-9,999	53	36	15	4	6	2	0	11	9	17
10,000-29,999	38	29	21	8	3	3	8	18	3	8
Over 30,000	22	77	4	0	4	0	0	4	0	0
<u>Branches</u>	82	42	16	2	1	0	6	6	2	24
ACADEMIC LIBRARIES	44	25	20	0	2	7	5	11	9	21
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	7	5	2	3	5	10	15	2	53

IV. User Instruction and Educational Programs

F. PROGRAM PLANNING SERVICE

	Number Answering	Workshops; advisory services		Resources; speaker service		
		Library provides workshops and advisory services	Advisory service only	Library provides list of community resources and acts as direct agent to obtain speakers	Direct agent service only	No service
		%	%	%	%	%
SCHOOL LIBRARIES						
<u>Elementary</u>	73	2	5	0	2	97
By Enrollment						
Under 250	4	0	0	0	0	100
251-500	28	0	4	0	0	100
501-700	16	6	13	0	6	88
Over 700	25	0	0	0	0	100
<u>Middle</u>	56	2	4	0	2	98
<u>High</u>	112	2	6	0	2	97
PUBLIC LIBRARIES						
<u>Central</u>	175	2	28	2	7	86
By Population						
Under 4,000	62	0	24	0	2	94
4,000-9,999	53	0	26	2	8	85
10,000-29,999	38	3	26	0	0	89
Over 30,000	22	9	46	9	32	59
<u>Branches</u>	82	0	21	2	5	93
ACADEMIC LIBRARIES	44	2	2	2	0	98
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	0	5	0	2	96

School 20
Public 10
Academic 0
Special 0

Table 51 (1966)

School 2
 Public 0
 Academic 0
 Special 0

IV. Use of Instructional and Educational Programs
 G. Instruction Services

1. TUTORIAL

	Number Answering	Special training for general examinations (civil service, college boards)		Service to improve reading skill		Literacy program on regular basis		Remedial reading program		Speed reading and comprehension improvement program	
		Pro-vided	Not pro-vided	Pro-vided	Not pro-vided	Pro-vided	Not pro-vided	Pro-vided	Not pro-vided	Pro-vided	Not pro-vided
		%	%	%	%	%	%	%	%	%	%
SCHOOL LIBRARIES											
<u>Elementary</u>	73	0	100	98	0	100	2	98	0	100	
<u>By Enrollment</u>											
Under 250	4	0	100	100	0	100	0	100	0	100	
251-500	28	0	100	100	0	100	0	100	0	100	
501-700	16	0	100	94	0	100	6	94	0	100	
Over 700	25	0	100	96	0	100	4	96	0	100	
<u>Middle</u>	56	0	100	96	0	100	4	96	0	100	
<u>High</u>	112	0	100	98	0	100	2	98	0	100	
PUBLIC LIBRARIES											
<u>Central</u>	176	0	100	98	0	100	2	98	0	100	
<u>By Population</u>											
Under 4,000	62	0	100	97	0	100	3	97	0	100	
4,000-9,999	54	0	100	96	0	100	2	100	0	100	
10,000-29,999	38	0	100	100	0	100	0	100	0	100	
Over 30,000	22	0	100	100	0	100	0	100	0	100	
<u>Branches</u>	82	0	100	98	0	100	2	98	0	100	
ACADEMIC LIBRARIES	44	0	100	95	0	100	5	95	2	98	
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	2	98	100	0	100	0	100	0	100	

School 0
 Public 0
 Academic 0
 Special 0

Table 53 (058)

IV. User Instruction and Educational Programs
 G. Instruction Services

3. ADULT EDUCATION AND JOB TRAINING

	Number Answer- ing	Library sponsors adult edu- cation or job training courses		No ser- vice
		Library also acts as job placement agent	No job placement service	
		%	%	%
SCHOOL LIBRARIES				
<u>Elementary</u>	73	0	0	100
By Enrollment				
Under 250	4	0	0	100
251-500	28	0	0	100
501-700	16	0	0	100
Over 700	25	0	0	100
<u>Middle</u>	56	0	0	100
<u>High</u>	111	1	0	99
PUBLIC LIBRARIES				
<u>Central</u>	174	0	0	99
by Population				
Under 4,000	61	0	0	100
4,000-9,999	53	0	0	100
10,000-29,999	36	0	0	100
Over 30,000	22	0	4	96
<u>Branches</u>	82	1	0	99
ACADEMIC LIBRARIES	43	2	2	95
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	0	3	97

School
Public 0
Academic 5
Special 5

Table 54 (cont.)

IV. User Instructive and Educational Programs

H. ORGANIZATION OF USER'S LIBRARY

	Number Answering	Library assists user in organizing and maintaining his working or personal files and collections		Library does not design classification systems for user		No ser-vice
		%	%	%	%	
SCHOOL LIBRARIES						
<u>Elementary</u>	73	0	6			94
By Enrollment						
Under 250	4	0	0			100
251-500	28	0	4			96
501-700	16	0	6			94
Over 700	25	0	12			88
<u>Middle</u>	56	2	11 (7)			88 (91)
<u>High</u>	112	5 (4)	11 (6)			85 (90)
PUBLIC LIBRARIES						
<u>Central</u>	175	3	6			92
By Population						
Under 4,000	62	2	6			92
4,000-9,999	53	4	6			91
10,000-29,999	38	3	5			92
Over 30,000	22	0	9			91
<u>Branches</u>	82	1	1			98
ACADEMIC LIBRARIES	44					86
SPECIAL LIBRARIES AND INFORMATION CENTERS	60					73
		10	17			

School 30
Public 10
Academic 20
Special 20

1. Elementary
A. Work Space for Users

1, 2. GENERAL WORK SPACE AND STORAGE SPACE

	Number Answering	General work space		Temporary storage of library materials	
		Space provided for any work or study activity	Space provided only for work or study involving use of library materials	Provided	Not provided
		%	%	%	%
SCHOOL LIBRARIES					
<u>Elementary</u>	73	36	40	43	57
By Enrollment					
Under 250	4	25	25	50	50
251-500	28 (27)	29	39	41	59
501-700	16	44	38	56	44
Over 700	25	44	44	32	68
<u>Middle</u>	56	48	36	48	52
<u>High</u>	112 (110)	38	43	50	50
PUBLIC LIBRARIES					
<u>Central</u>	174	54	35	47	43
By Population					
Under 4,000	61	43	48	46	54
4,000-9,999	53 (52)	62	26	52	48
10,000-29,999	38	53	29	45	55
Over 30,000	22	73	23	46	54
<u>Branches</u>	82	68	21	43	57
ACADEMIC LIBRARIES	44	73	21	73 (64)	27 (36)
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	45	40	68	32

V. Wherewithal
A. Work Space for Users

3. GROUP WORK AREAS; LIBRARY PROVIDES:

	Typing areas		Conference areas				Lounge areas for work	
	Number Answering	Pro-vided vided	Available for any kind of group		Available for organized group only		Pro-vided vided	%
			Reservations allowed	No reservations	Reservations allowed	No reservations		
SCHOOL LIBRARIES								
<u>Elementary</u>								
By Enrollment								
Under 250	73	22	4	9	5	55	2	98
251-500	4	25	0	0	0	75	0	100
501-700	28	25	4	14	7	50	0	100
Over 700	16	31	0	6	0	50	6	94
<u>Middle</u>	25	4	8	0	4	72	0	100
<u>High</u>	55	20	11	2	0	55	11	59
	112	24	4	7	2	61	11	86
PUBLIC LIBRARIES								
<u>Central</u>								
By Population								
Under 4,000	176	22	5	7	2	55	22	78
4,000-9,999	62	8	2	6	5	73	13	37
10,000-29,999	54	28	11	11	0	39	33	66
Over 30,000	38	29	8	11	0	47	16	84
<u>Branches</u>	22	45	0	14	0	45	36	64
	82	10	4	16	0	61	18	82
ACADEMIC LIBRARIES								
SPECIAL LIBRARIES AND INFORMATION CENTERS								
	44	57	11	7	0	36	30	70
	60	22	10	3	3	60	23	76

Weights

School 25
Public 5
Academic 15
Special 0

Table 56 (1962)

School 30
 Public 5
 Academic 25
 Special 20

Table 57 (Q53)

V. WORKSPACE
 A. Work Space for Users

4. INDIVIDUAL WORK SPACE; LIBRARY PROVIDES:

	Number Answering	Desk carrels		No desk carrels	Enclosed carrels		No enclosed carrels	Typing rooms	
		Reservations allowed	No reservations		Reservations allowed	No reservations		Available for individuals	Not available
		%	%	%	%	%	%	%	%
SCHOOL LIBRARIES									
<u>Elementary</u>	73	2	7	90	1	0	99	0	100
By Enrollment									
Under 250	4	0	0	100	0	0	100	0	100
251-500	28	0	4	96	0	0	100	0	100
501-700	16	6	13	81	0	0	100	0	100
Over 700	25	4	8	88	4	0	96	0	100
<u>Middle</u>	56	5	18	77	2	4	94	9	91
<u>High</u>	100	12	20	67	1	4	95	9	92
PUBLIC LIBRARIES									
<u>Central</u>	176	2	12	86	0	1	99	7	93
By Population									
Under 4,000	62	2	3	95	0	2	98	0	100
4,000-9,999	54	2	9	89	0	0	100	6	94
10,000-29,999	38	3	26	71	0	3	97	11	89
Over 30,000	22	0	27	73	0	0	100	27	73
<u>Branches</u>	82	0	7	93	0	0	100	7	93
ACADEMIC LIBRARIES	44	34 (30)	48 (50)	18 (20)	120	5	75	61	39
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	16	10	73	0	3	96	5	95

Table 58 (Q64)

Weights

School 5
Public 3
Academic 5
Special 0

V. Wherewithal
B. Audio-visual Equipment and Facilities
(i, ii) RESERVATION AND SUPERVISION

	Number Answering*	Reservation of equipment in advance of use		Supervision of use of facilities	
		Reservations allowed	No reservations	May be used without supervision	Library supervision required
		%	%	%	%
SCHOOL LIBRARIES					
<u>Elementary</u>	29	71	29	88	12
By Enrollment					
Under 250	1	100	0	100	0
251-500	9	77	23	88	12
501-700	11	64	36	100	0
Over 700	8	62	38	75	25
<u>Middle</u>	35	57	43	80	20
<u>High</u>	54	65	35	80	20
PUBLIC LIBRARIES					
<u>Central</u>	50	67	33	87	13
By Population					
Under 4,000	4	75	25	100	0
4,000-9,999	16	56	44	69	31
10,000-29,999	12	50	50	92	8
Over 30,000	18	88	12	78	22
<u>Branches</u>	13	92	8	46	54
ACADEMIC LIBRARIES	30	73	27	87 (80)	13 (20)
SPECIAL LIBRARIES AND INFORMATION CENTERS	24	50	50	88	12

*includes only Libraries with A-V equipment and space for its use.

Table 59 (Q64)

School 40
Public 12
Academic 50
Special 5

V. Wherewithal
B. Audio-visual Equipment and Facilities

(iii-vi) USE OF EQUIPMENT AND FACILITIES; LIBRARIES PROVIDES FACILITIES FOR USING:

	Number Answering	Films		Records		Tapes		Microform	
		Individual and group use	No facilities	Individual and group use	No facilities	Individual and group use	No facilities	Individual and group use	No facilities
		%	%	%	%	%	%	%	%
SCHOOL LIBRARIES									
Elementary	63	33	64	18	66	26	69	3	97
By Enrollment									
Under 250	4	25	75	0	100	0	100	0	100
251-500	28	29	67	25	71	18	78	4	96
501-700	16	50	50	56	44	56	44	0	100
Over 700	15	24	72	12	80	12	76	4	96
Middle	56	53	40	41	50	36	57	7	93
High	112	41	56	29	61	29	66	13	87
PUBLIC LIBRARIES									
Central	176	6	83	12	84	3	96	9	91
By Population									
Under 4,000	62	2	97	5	95	0	100	0	100
4,000-9,999	54	6	83	13	81	0	96	7	93
10,000-29,999	38	10	82	13	82	3	94	21	79
Over 30,000	22	59	36	32	54	9	86	27	73
Branches	82	11	74	5	94	1	99	6	94
ACADEMIC LIBRARIES	44	34	55	34	43	34	41	70	30
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	21	75	3	93	12	85	23	77

School 20
Public 5
Academic 0
Special 5

V. Wherewithal
B. Audio-visual Equipment and Facilities

2. CHECK-OUT OF EQUIPMENT

	Number Answering*	Equipment may be borrowed	No borrowing
		%	%
SCHOOL LIBRARIES			
<u>Elementary</u>	29	50 (28)	50 (72)
By Enrollment			
Under 250	1	100	0
251-500	9	44 (22)	56 (78)
501-700	11	63 (45)	37 (55)
Over 700	8	50 (25)	50 (75)
<u>Middle</u>	35	54 (26)	56 (74)
<u>High</u>	54	65 (41)	35 (59)
PUBLIC LIBRARIES			
<u>Central</u>	50	55	45
By Population			
Under 4,000	4	75	25
4,000-9,999	16	38	62
10,000-29,999	12	50	50
Over 30,000	18	28	72
<u>Branches</u>	13	31	69
ACADEMIC LIBRARIES	30	67	33
SPECIAL LIBRARIES AND INFORMATION CENTERS	24	29	71

*includes only libraries with A-V equipment and space for its use.

School 20
Public 5
Academic 0
Special 0

Table 61 (65%)

V. Wherewithal
E. Audio-visual Equipment and Facilities

3. PRODUCTION OF GRAPHIC OR VISUAL MATERIALS

	Number Answering	Work space and facilities available for production of audio-visual materials		Library will also prepare materials for user	Not available
		%	%		
SCHOOL LIBRARIES					
<u>Elementary</u>	73	7	9	84	
By Enrollment					
Under 250	4	25	0	75	
251-500	28	4	14	82	
501-700	16	13	6	81	
Over 700	25	8	0	92	
<u>Middle</u>	56	25 (16)	11 (2)	64 (82)	
<u>High</u>	112	23	4	73	
PUBLIC LIBRARIES					
<u>Central</u>	176	2	2	96	
By Population					
Under 4,000	62	0	0	100	
4,000-9,999	54	0	4	96	
10,000-29,999	38	5	0	95	
Over 30,000	22	5	9	86	
<u>Branches</u>	82	0	5	95	
ACADEMIC LIBRARIES	44	16	5	79	
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	3	2	95	

Table 62 (Q57)

School 15
Public 20
Academic 10
Special 20

V. Miscellaneous

C. AREAS DESIGNATED FOR CERTAIN USER GROUPS

	Number Answering	Separate rooms or alcoves for specific subjects		Special separated adult area		Young adult area		Children's area		
		Pro-vided	Not pro-vided	Pro-vided	Not pro-vided	Pro-vided	Not pro-vided	Pro-vided	Not pro-vided	
		%	%	%	%	%	%	%	%	
SCHOOL LIBRARIES										
<u>Elementary</u>	71	2	98	6	94	2	98	14	86	
By Enrollment										
Under 250	4	0	100	25	75	0	100	25	75	
251-500	27	4	96	4	96	0	100	7	93	
501-700	15	0	100	13	87	7	93	33	67	
Over 700	25	0	100	4	96	0	100	8	92	
<u>Middle</u>	56	4	96	4	96	11	89	4	96	
<u>High</u>	105	7	93	5	95	4	96	3	97	
PUBLIC LIBRARIES										
<u>Central</u>	176	24	76	43	57	35	65	63	37	
By Population										
Under 4,000	62	15	85	31	69	26	74	15	52	
4,000-9,999	54	22	78	52	48	35	65	70	30	
10,000-29,999	38	26	74	45	55	30	61	63	37	
Over 30,000	22	55	45	64	36	59	41	95	5	
<u>Branches</u>	82	12	88	52	48	38	62	62	37	
ACADEMIC LIBRARIES										
	44	9	81	5	95	5	95	2	98	
SPECIAL LIBRARIES AND INFORMATION CENTERS										
	60	7	93	0	100	2	98	0	100	



Table 2 (66-69)

Stationery supplies available for users to users

D. WORKING ACCEPTANCES

SCHOOL LIBRARIES

	Number Answering	Telephones		No telephone available	Stationery supplies available		No supplies available
		Free local calls permitted	Pay telephone available		Free for users	At cost to users	
Elementary	73	0	0	100	25	2	73
By Enrollment							
Under 250	4	0	0	100	25	0	75
251-500	28 (27)	0	0	100	19	1	78
501-700	16	0	0	100	44	0	50
Over 700	25	0	0	100	22	1	77

MIDDLE

High	56	5	2	93	22	0	78
	111 (112)	2	0	98	21	2	77

PUBLIC LIBRARIES

Central	175	49	12	39	46	3	52
By Population							
Under 4,000	62	50	2	48	36	2	63
4,000-9,999	53 (54)	64	6	30	61	4	39
10,000-29,999	36	42	10	47	42	3	55
Over 30,000	22	23	64	14	54	0	46

BRANCHES

	82	13	6	72	45	0	55
--	----	----	---	----	----	---	----

ACADEMIC LIBRARIES

	44	23 (16)	19 (25)	59 (59)	23	2	75
--	----	---------	---------	---------	----	---	----

SPECIAL LIBRARIES AND INFORMATION CENTERS

	60 (59)	47	8	45	64	0	34
--	---------	----	---	----	----	---	----

E. EDITING SERVICES

Table 64 (c/c)

	Number Answering	Editing for accuracy, clarity, brevity	Editing for spelling, punctuation, grammar	Editing assistance; unspecified	Editing limited to bibliographic format	No editing service
		%	%	%	%	%
SCHOOL LIBRARIES						
<u>Elementary</u>	73	7	2	2	3	85
By Enrollment						
Under 250	4	0	0	0	0	100
251-500	28	11	0	0	0	89
501-700	16	6	6	0	13	75
Over 700	29	0	4	8	0	88
<u>Middle</u>	56	5	7	4	14	70
<u>High</u>	111	13	8	4	9	67
PUBLIC LIBRARIES						
<u>Central</u>	176	6	4	4	13	73
By Population						
Under 4,000	62	6	5	5	10	73
4,000-9,999	54	7	2	4	11	74
10,000-29,999	38	3	3	3	13	79
Over 30,000	22	0	4	0	32	64
<u>Branches</u>	82	1	4	2	12	80
ACADEMIC LIBRARIES	44	4	4	0	34	57
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	12	7	2	22	58

School
Public 20
Academic 15
Special 5

V. Whereof:
F. Parking and Transportation

1. OFF-STREET PARKING

	Number Answering	Free parking		Charge to users		No off-street parking
		Adjacent to building	Lot adjacent to building	Adjacent to building	Lot adjacent to building	
SCHOOL LIBRARIES						
<u>Elementary</u>	72	31	2	0	2	65
By Enrollment						
Under 250	4	50	0	0	0	50
251-500	27	33	4	0	0	63
501-700	16	20	0	0	0	75
Over 700	25	32	0	0	8	60
<u>Middle</u>	56	39	2	0	2	57
<u>High</u>	110	47	2	4	1	46
PUBLIC LIBRARIES						
<u>Central</u>	176	24	1	3	1	70
By Population						
Under 4,000	62	22	2	0	2	79
4,000-9,999	50	32	0	4	0	61
10,000-29,999	38	21	3	3	0	74
Over 30,000	22	27	0	14	0	59
<u>Branches</u>	82	60	0	0	1	39
ACADEMIC LIBRARIES	44	48	9	14	2	27
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	55	2	5	0	38

Table 66 (1972)

V. Where, When, and How
F. Pick-up and Transportation

School 0
Public 0
Academic 0
Special 0

2. TRANSFORMATION TO AND FROM THE LIBRARY

Number Answering	For all users				For particular user groups				No transportation provided	
	Pick-up users at home		Pick-up users at set points		Pick-up users at home		Pick-up users at set points			
	Free	Charge to user	Free	Charge to user	Free	Charge to user	Free	Charge to user		
	%	%	%	%	%	%	%	%	%	
SCHOOL LIBRARIES										
<u>Elementary</u>										
<u>By Enrollment</u>										
	72	0	0	2	0	0	0	0	0	98
Under 250	4	0	0	0	0	0	0	0	0	100
251-500	27	0	0	4	0	0	0	0	0	96
501-700	16	0	0	0	0	0	0	0	0	100
Over 700	25	0	0	0	0	0	0	0	0	100
<u>Middle</u>										
	56	0	0	0	0	0	4	0	4	96
<u>High</u>										
	109	1	0	0	0	0	3	0	2	95
PUBLIC LIBRARIES										
<u>Central</u>										
<u>By Population</u>										
Under 4,000	176	1	0	0	0	0	0	0	1	98
4,000-9,999	62	0	0	0	0	0	0	0	2	98
10,000-29,999	54	0	0	0	0	0	0	0	0	100
Over 30,000	33	3	0	0	0	0	0	0	0	97
Branches	22	0	0	0	0	0	0	0	0	100
	82	0	0	0	0	0	0	0	0	100
ACADEMIC LIBRARIES										
	44	0	0	0	0	0	0	0	0	100
SPECIAL LIBRARIES AND INFORMATION CENTERS										
	60	0	0	0	0	0	0	0	0	100

School 0
 Public 0
 Academic 0
 Special 0

Table 67 (673)

V. Meredith

G. BASKETING SERVICE DURING LIBRARY SPONSORED ACTIVITY

	Number Answering	Provided	Not provided
	%	%	%
SCHOOL LIBRARIES			
<u>Elementary</u>	73	0	100
<u>By Enrollment /</u>			
Under 250	4	0	100
251-500	28	0	100
501-700	16	0	100
Over 700	25	0	100
<u>Middle</u>	56	0	100
<u>High</u>	108	1	99
PUBLIC LIBRARIES			
<u>Central</u>	176	2	98
<u>By Population</u>			
Under 4,000	62	0	100
4,000-9,999	54	2	98
10,000-29,999	38	3	97
Over 30,000	22	4	96
<u>Branches</u>	82	0	100
ACADEMIC LIBRARIES			
	14	0	100
SPECIAL LIBRARIES AND INFORMATION CENTERS			
	60	0	100

Table 65

School 15
Public 16
Academic 25
Special 25

V. Where visited

E. HOURS OPEN DURING SCHOOL YEAR OR TYPICAL WORK WEEK

	Number Answering	70 or more hours		60-69 hours		50-59 hours		40-49 hours		30-39 hours		29 or less hours	
		%	hours	%	hours	%	hours	%	hours	%	hours	%	hours
SCHOOL LIBRARIES													
<u>Elementary</u>	61	0		0		0		27		49		25	
<u>By Enrollment</u>													
Under 250	3	0		0		0		33		33		33	
251-500	21	0		0		0		14		57		29	
501-750	14	0		0		0		36		43		21	
Over 750	23	0		0		0		45		35		17	
<u>Middle</u>	17	0		0		0		60		40		0	
<u>High</u>	88	1		2		3		54		34		5	
PUBLIC LIBRARIES													
<u>Central</u>	168	3		19		10		18		20		29	
<u>By Population</u>													
Under 4,000	56	0		0		2		2		34		63	
4,000-9,999	53	0		8		21		49		17		6	
10,000-29,999	36	3		45		21		18		8		5	
Over 30,000	21	24		76		0		0		0		0	
<u>Branches</u>	78	0		18		19		28		21		14	
ACADEMIC LIBRARIES	44	51		7		2		0		0		0	
SPECIAL LIBRARIES AND INFORMATION CENTERS	59	21		5		7		67		10		0	

Table 6.6

VI. User Relations:
A. Publicity

1. POSTERS (outside the library)

	Posters on regular hours and services			Posters for special services or collections			Posters for special services or collections			No posters
	Plus posters for special programs and collections	Plus posters for special programs and collections	Only	Special programs and special collections	Special programs and special collections	Special programs and special collections	Special programs and special collections	Special programs and special collections	Special programs and special collections	
	%	%	%	%	%	%	%	%	%	
SCHOOL LIBRARIES										
<u>Elementary</u>										
By Enrollment										
Under 250	73	4	2	0	0	4	0	2	89	
251-500	4	0	0	0	0	0	0	0	100	
501-700	25	1	0	0	0	4	0	4	69	
Over 700	16	6	6	0	0	6	0	0	81	
	25	0	0	0	0	0	0	0	100	
<u>Middle</u>										
High	56	0	0	0	0	5	2	2	91	
	112	2	0	1	0	2	2	4	90	
PUBLIC LIBRARIES										
<u>Central</u>										
By Population										
Under 4,000	176	9	8	1	3	2	10	1	69	
4,000-9,999	62	8	6	2	3	0	8	3	69	
10,000-29,999	54	9	15	6	6	0	11	0	59	
Over 30,000	30	10	8	0	3	3	10	0	66	
	22	14	0	0	0	14	18	0	54	
<u>Branches</u>	82	11	12	0	0	1	24	1	50	
ACADEMIC LIBRARIES										
SPECIAL LIBRARIES AND INFORMATION CENTERS	44	2	0	0	0	0	5	0	93	
	60	2	0	0	0	0	2	0	97	

1. (2)
40
25
35

School
Public
Academic
Special

100

User Relations
A. Publicity

2. 3. NEWSPAPERS AND LIBRARY PUBLICATIONS

	Number Answering	Newspapers		Regular library publication for users	
		Articles or advertisements in local newspapers	None	Contributions from users accepted	No. user publications
SCHOOL LIBRARIES					
<u>Elementary</u>					
By Enrollment					
Under 250	72	6	94	0	100
251-500	4	0	100	0	100
501-700	28	0	100	0	100
Over 700	15 (16)	20	80	0	100
	25	4	96	0	100
<u>Middle</u>	56	7	93	0	100
<u>High</u>	112 (112)	6	94	4	96
PUBLIC LIBRARIES					
<u>Central</u>					
By Population					
Under 4,000	176	76	24	6	89
4,000-9,999	62	89	31	0	100
10,000-29,999	54	78	22	9	89
Over 30,000	37	84	16	5	82
	22	82	18	23	64
<u>Branches</u>	82	28	72	17	7
ACADEMIC LIBRARIES	44	87	89	5	71
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	5	95	7	67

Note: Best copy available.
ERIC/CLIS
240

Table 71. (Q77)

VI. User Relations
A. Publicity

4. RADIO-SPOT ANNOUNCEMENTS

	Number Answering	Announce regular hours and services		Plus special services and collections		Plus special services and collections		Announcements for special programs or collections		No radio announcements
		Plus special services and collections	Plus special services and collections	Plus special services and collections	Plus special services and collections	Special collections and special services only	Special collections and special services only	Special collections and special services only		
		%	%	%	%	%	%	%	%	%
SCHOOL LIBRARIES										
Elementary	73	0	0	0	0	0	0	0	1	99
By Enrollment										
Under 250	4	0	0	0	0	0	0	0	0	100
251-500	28	0	0	0	0	0	0	0	0	100
501-700	16	0	0	0	0	0	0	0	0	100
Over 700	25	0	0	0	0	0	0	0	4	96
Middle	56	0	0	0	0	0	0	0	0	100
High	111	0	0	0	0	0	1	0	1	98
PUBLIC LIBRARIES										
Central	176	14	6	1	1	1	7	5	2	65
By Population										
Under 4,000	62	0	0	0	0	0	3	5	3	89
4,000-9,999	54	17	6	0	2	6	6	2	0	68
10,000-29,999	38	24	16	3	3	5	13	13	3	34
Over 30,000	22	41	10	0	0	27	4	4	0	18
Branches	82	10	0	1	0	11	1	1	0	77
ACADEMIC LIBRARIES	44	0	0	2	0	2	2	2	2	91
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	0	0	0	0	0	0	0	0	100

School 0
Public 20
Academic 0
Special 0

School 5
Public 50
Academic 0
Special 0

Table 72 (6/8-79)

V. User Relations
A. Publicity

5, 6. TELEVISION ANNOUNCEMENTS AND SPECIAL PROGRAMS

	Number Answering	Television-- spot announcements		Radio or Television-- special programs		No special programs
		Have	Have not	Presented on a regular basis	Presented occasionally	
		%	%	%	%	%
SCHOOL LIBRARIES						
Elementary	73	0	100	0	0	100
By Enrollment						
Under 250	4	0	100	0	0	100
251-500	28	0	100	0	0	100
501-700	16 (15)	0	100	0	0	100
Over 700	25	0	100	0	0	100
Middle	56	0	100	0	2	98
High	112	1	99	3	3	97
PUBLIC LIBRARIES						
Central	175	3	97	7	9	83
By Population						
Under 4,000	62	0	100	0	5	95
4,000-9,999	54	2	98	2	6	92
10,000-29,999	37	0	100	13	10	76
Over 30,000	22	18	82	36	32	32
Branches	6	8	92	16	1	83
ACADEMIC LIBRARIES	43 (44)	5	95	2	9	89
SPECIAL LIBRARIES AND INFORMATION CENTERS	60	0	100	0	5	95

E. REVIEW OF POLICY BY USERS

Table 73 (cont)

School 20
Public 20
Academic 25
Special 10

Number Answering	Review of service policies		Review of selection policies only		No policy review
	Library solicits opinion from all user groups	Library solicits opinion from selected users	Library solicits opinion from all user groups	Library solicits opinion from selected users	
73	16 (15)	0	7	1 (0)	73 (78)
4	0	0	0	25	75
28	14	0	7	0	79
16	19	0	13	0	69
25	20 (12)	0	0	4 (0)	76 (93)
55	22 (13)	4 (2)	0 (2)	4	71 (80)
110	20	2	5	3	71
175	13	1	0	1	85
62	5	2	0	2	92
53	13	0	0	2	85
38	16	3	0	0	79
22	32	0	0	0	68
81	12	4	2	5	76
44	36 (32)	11 (7)	9 (7)	2 (2)	41 (52)
60	28	7	7	2	57

SCHOOL LIBRARIES

Elementary
By Enrollment

Under 250

251-500

501-700

Over 700

Middle

High

PUBLIC LIBRARIES

Central
By Population

Under 4,000

4,000-9,999

10,000-29,999

Over 30,000

Branches

ACADEMIC LIBRARIES

SPECIAL LIBRARIES AND
INFORMATION CENTERS

SUPPLEMENT

SECTION II: DETAILED WEIGHTS USED IN DATA ANALYSIS

Note: The Arabic numbers in parentheses in this form indicate the number of the corresponding questions in the questionnaire used in this study.

	<u>S</u>	Weights		<u>Sp</u>
		<u>P</u>	<u>A</u>	
I. ACCESS TO MATERIALS				
A. PROVISION OF MATERIALS	250	150	220	350
1. Materials (1)	125	80	100	230
___ (i) books	45	25	25	20
___ a. books provided; choice of direct access (open stacks) or staff delivery	45	25	25	20
___ b. books provided; direct access only	40	0	15	0
___ c. books provided; staff delivery only	0	0	10	0
___ d. no books	0	0	0	0
___ (ii) bound periodicals	5	15	25	20
___ a. bound periodicals provided; choice of direct access or staff delivery	5	0	25	10
___ b. bound periodicals provided; direct access only	5	0	15	0
___ c. bound periodicals provided; staff delivery only	0	15	10	0
___ d. no bound periodicals	0	0	0	0
___ (iii) non-current unbound periodicals	10	5	13	15
___ a. unbound periodicals provided; choice of direct access or staff delivery	10	5	8	5
___ b. unbound periodicals provided; direct access only	5	0	5	0
___ c. unbound periodicals provided; staff delivery only	10	3	13	0
___ d. no unbound periodicals	0	0	0	0
___ (iv) current issues of periodicals	15	5	13	50
___ a. current issues provided; choice of direct access or staff delivery	15	5	5	40
___ b. current issues provided; direct access only	15	0	13	0
___ c. current issues provided; staff delivery only	0	3	1	0
___ d. no current issues	0	0	0	0
___ (v) audio media	20	11	8	5
___ a. audio media provided; choice of direct access or staff delivery	20	11	3	0
___ b. audio media provided; direct access only	10	0	2	0
___ c. audio media provided; staff delivery only	10	5	8	5
___ d. no audio media	0	0	0	0
___ (vi) visual media	20	11	8	0
___ a. visual media provided; choice of direct access or staff delivery	20	0	3	0
___ b. visual media provided; direct access only	10	0	2	0
___ c. visual media provided; staff delivery only	10	11	8	0
___ d. no visual media	0	0	0	0

	<u>S</u>	<u>P</u>	<u>A</u>	<u>Sp</u>
___ (vii) other materials (e.g. vertical file, classified, games, etc.)	10	8	8	120
___ a. other materials provided; choice of direct access or staff delivery	10	8	8	0
___ b. other materials provided; direct access only	5	0	4	0
___ c. other materials provided; staff delivery only	5	4	1	120
___ d. no other materials	0	0	0	0
___ 2. Staff Delivery (2)	10	0	10	10
___ a. to where user is sitting	10		1	15
___ b. to central pick-up point, with ready signal	10		10	C
___ c. to central pick-up point, with no ready signal	10		5	C
___ d. no staff delivery	0		1	C
___ 3. Requests: User In Library (3)	5	15	10	15
___ a. choice of written or oral request; same policy for most types of materials	5	10	2	0
___ b. choice of written or oral request; policy differs for different types of materials	5	15	10	5
___ c. oral request only, same policy for most types of materials	0	0	2	0
___ d. oral request only, policy differs for different types of materials	0	5	2	0
___ e. written request only, same policy for most types of materials	0	0	4	0
___ f. written request only; policy differs for different types of materials	0	0	8	0
___ 4. Requests: User Away From Library (4)	0	10	10	5
___ a. phone requests; any time library is open		10	5	5
___ b. phone requests; limited hours		5	10	0
___ c. written requests only		0	5	0
___ d. no requests		0	0	0
___ 5. Delivery of Materials: User Away (5)	20	5	0	5
___ a. delivery to any address; no limit on number or types of materials delivered	20	3		15
___ b. delivery to any address; limit on number or types of materials delivered	15	5		0
___ c. delivery to set points only; no limit on number or types of materials delivered	20	0		0
___ d. delivery to set points only; limit on number or types of materials delivered	15	0		0
___ e. no delivery	0	0		0
___ 6. Reservation of Materials (6)	10	0	10	5
___ a. user can request materials be held in library for him	10		10	5
___ b. user cannot request materials be held in library for him	0		0	0

	<u>S</u>	<u>P</u>	<u>A</u>	<u>Sp</u>
<u>7.</u> Reservation and Notification (7,8)	10	20	20	5
<u>(i)</u> reservation (7)	10	12	10	4
<u>a.</u> user can request unavailable material reserved for him; material automatically sent when available	10	4	2	4
<u>b.</u> user can request unavailable material reserved for him; automatic notification (material not sent)	10	12	10	0
<u>c.</u> user can request unavailable material reserved for him; notification may be requested (material not sent)	5	0	5	0
<u>d.</u> user can request unavailable material reserved for him; no notification	3	0	2	0
<u>e.</u> no reservations	0	0	0	0
<u>(ii)</u> notification of delay (8)	0	8	10	1
<u>a.</u> user notified when requested material will take considerably longer to obtain than estimated		8	10	1
<u>b.</u> user not notified		0	0	0
<u>8.</u> "In Process" Materials (9)	10	0	20	10
<u>a.</u> processing can be interrupted and materials made available	10		20	10
<u>b.</u> processing can be speeded up, but no interruptions	5		16	0
<u>c.</u> materials not available to user	0		0	0
<u>9.</u> Subject Collections (10)	30	0	10	50
<u>a.</u> library maintains special subject collections located in non-library places, which are reviewed and updated and from which free materials are available	30		0	40
<u>b.</u> library maintains special subject collections located in non-library places, which are reviewed and updated but no free materials are available	30		0	0
<u>c.</u> library maintains special subject collections in non-library places; no review and updating, with free materials	15		0	0
<u>d.</u> library maintains special collections in non-library places; no review and updating, no free materials	15		0	0
<u>e.</u> special collections only in library with free materials	5		10	0
<u>f.</u> special collections only in library; no free materials	5		5	0
<u>g.</u> no special collections	0		0	0
<u>10.</u> bookmobile service (11)	0	0	0	0

	<u>S</u>	<u>P</u>	<u>A</u>	<u>Sp</u>
<u>11. Facsimile Copying (12)</u>	20	15	30	10
<u>(i) mediated service: user in library (13)</u>	10	2	10	3
<u>a. staff will make copies for user, no charges; user does not have to present material to be copied</u>	10	0	0	3
<u>b. staff will make copies; no charges; user must present material</u>	10	0	0	0
<u>c. staff will make copies; user billed for charges; user does not have to present material</u>	10	0	4	0
<u>d. staff will make copies; user billed for charges; user must present material</u>	10	0	6	0
<u>e. staff will make copies; user must pay charges at time of copying; user does not have to present material</u>	10	2	8	0
<u>f. staff will make copies; user must pay charge at time of copying, user must present material</u>	10	0	10	0
<u>g. staff will not make copies</u>	0	0	0	0
<u>(ii) self-service (14)</u>	5	7	10	0
<u>a. self-service; no charges</u>	5	2	0	
<u>b. self-service; user is billed for charges</u>	5	0	0	
<u>c. self-service; user must pay charges at time of copying</u>	5	7	10	
<u>d. no self-service</u>	0	0	0	
<u>(iii) restrictions on copying (15)</u>	0	2	4	2
<u>a. none</u>		2	0	0
<u>b. restrictions on type of material</u>		0	2	0
<u>c. restrictions on length of material</u>		0	2	0
<u>d. restrictions on length and type of material</u>		0	4	2
<u>(iv) requests for facsimiles (16)</u>	5	2	2	2
<u>a. requests accepted when user is not at library</u>	5	2	2	2
<u>b. user must be at library</u>	0	0	0	0
<u>(v) form of request (17)</u>	0	2	4	3
<u>a. oral requests permitted</u>		2	4	3
<u>b. written request only</u>		0	0	0
<u>12. Translations (18)</u>	0	5	0	10
<u>a. library translates material or acts as direct agent; no charges or limitations on length</u>		0		0
<u>b. library translates material or acts as direct agent, but charges or has length limits</u>		0		10
<u>c. library translates material, no charge or limitations on length</u>		0		0
<u>d. library translates material; charges or has length limits</u>		0		0
<u>e. only short translations in languages commanded by staff</u>		5		0
<u>f. no translations</u>		0		0

	<u>S</u>	<u>P</u>	<u>A</u>	<u>Sp</u>
<u>13. Sale of Reading Materials (19)</u>	10	0	0	0
<u>a. library sells reading materials including order-</u> 0 ing those not in stock for two or more of govern- ment documents, hardbacks, paperbacks, or others				
<u>b. library sells two or more of above (no orders for</u> 0 materials not in stock)				
<u>c. library sells one of above and orders those mat-</u> 10 erials not in stock				
<u>d. library sells one of above (no orders for material</u> 10 not in stock)				
<u>e. no sales</u>		0		
<u>14. Individual Collections (personal library or user's</u> 0 0 0 5 institutional working collection) (20)				
B. CIRCULATION OF MATERIALS	150	75	150	100
<u>1. Specific Materials: Circulation (1)</u>	70	25	50	20
<u>(i) bound periodicals - circulation</u>	10	5	20	10
<u>a. bound periodicals may be borrowed</u>	10	0	10	10
<u>b. bound periodicals may not be borrowed</u>	0	5	20	0
<u>(ii) unbound periodicals and current issues</u>	20	6	10	10
<u>a. unbound periodicals including current issues may</u> 20 be borrowed	20	2	0	10
<u>b. only non-current unbound periodicals may be</u> borrowed	20	6	10	5
<u>c. no unbound periodicals may be borrowed</u>	0	0	5	0
<u>(iii) audio media</u>	20	7	10	0
<u>a. audio media may be borrowed</u>	20	7	10	
<u>b. audio media may not be borrowed</u>	0	0	0	
<u>(iv) visual media</u>	20		10	0
<u>a. visual media may be borrowed</u>	20		10	
<u>b. visual media may not be borrowed</u>	0		0	
<u>2. Check-out Procedure (21)</u>	0	21	20	10
<u>a. regular identification or borrower's card only</u>		21	20	10
<u>b. regular identification or borrower's card and</u> completion of a check-out form		10	10	0
<u>c. regular identification or borrower's card and</u> completion of a check-out form and all check-out procedures		0	0	0



	<u>S</u>	<u>P</u>	<u>A</u>	<u>Sp</u>
<u>3.</u> Borrowing Limitations: Check-out At A Single Time (22)	20	7	20	0
___ a. no limit on the number of materials	20	0	0	
___ b. limit on number of certain materials, unspecified	20	0	20	
___ c. limit on number of certain materials by form of material	10	3	16	
___ d. limit on number of certain materials by subject of material	0	3	16	
___ e. limit of number of certain materials by subject and form of material	0	7	16	
___ f. all materials restricted by form of material and subject	0	0	0	
<u>4.</u> Borrowing Limitations: Total Items On Loan (23)	20	0	0	0
___ a. no limit on total	20			
___ b. limit on total	0			
<u>5.</u> Routing Specified Serial Titles (24)	10	0	10	40
___ a. routing service provided	10		0	40
___ b. no routing service	0		10	0
<u>6.</u> Renewals (25,26)	10	10	10	0
___ a. user may be away from library	10	1	10	
___ b. only at library; may be without material	10	1	2	
___ c. only at library; with material	10	10	1	
___ d. no renewals	0	0	0	
<u>7.</u> Overdue Notice (27)	10	7	10	0
___ a. prompt issuance of overdue notice	10	7	10	
___ b. no prompt notice	0	0	0	
<u>8.</u> Recall (28)	10	0	10	10
___ a. recalled when requested by another user after a specified period, but no penalty if not promptly returned	10		4	10
___ b. recalled when requested by another user after a specified period, penalty if not promptly returned	10		10	0
___ c. recalled when requested by another user but no penalty if not promptly returned	10		10	0
___ d. recalled when requested by another user; penalty if not promptly returned	10		8	0
___ e. no recall	0		0	0
<u>9.</u> Return of Loans: Location (29)	0	0	10	10
___ a. returnable by library carrier--pick up at point of use			0	0
___ b. user may leave material at sites other than where they were checked out			10	10
___ c. user must return material to where borrowed			5	0
<u>10.</u> Return of Loans: Time of Return (30)	0	5	10	10
___ a. may be returned at any hour		5	10	10
___ b. during library hours only		0	0	0

	<u>S</u>	<u>P</u>	<u>A</u>	<u>Sp</u>
C. PROVISION OF MATERIALS NOT IN COLLECTION	50	75	130	150
1. Materials Not In Collection: Limitations (31)	35	30	50	130
___ a. library will obtain materials even if locally accessible no limitations	30	0	0	0
___ b. library will obtain materials even if locally accessible but some limitations by type, subject, cost, and/or staff time required	33	15	30	130
___ c. library will obtain materials only if not locally accessible; no other limitations	20	15	10	0
___ d. library will obtain materials only if not locally accessible but some limitations by type, subject, cost, and/ or staff time required only if not locally accessible	10	30	50	0
___ e. materials not in collection not provided	0	0	0	0
2. Material Not In Collection: Requests (32)	10	15	30	10
___ a. when user is away from library, he has a choice of written or telephone requests	10	15	30	10
___ b. when user is away from library, written requests are required	5	0	20	5
___ c. user must be at the library to request material not in collection	0	0	10	0
3. Use of Inter-library Loan Material (33)	5	15	20	10
___ a. user may take ILL material out of the library unless lender specifies otherwise	5	15	20	20
___ b. user may use ILL material only in library	0	0	0	0
4. Inter-library Loan Charges To User (34)	0	15	30	0
___ a. no charges		0	0	
___ b. postage charges only		15	30	
___ c. charges in addition to postage		0	15	

II. PROVISION OF BIBLIOGRAPHIC CITATIONS

I. VERIFICATION OF CITATIONS	10	16	25	8
1. Verifying Citations: With Request for Material (35)	5	10	15	4
___ a. poor citations accepted	5	10	15	4
___ b. poor citations rejected	0	1	0	0
2. Verifying Citations: Without Request for Material; User Present at Library (36)	5	3	5	2
___ a. no limits	5	0	0	0
___ b. limit on time spent	0	3	5	0
___ c. limit on number of citations	0	0	3	0
___ d. limit on number of citations and time	0	0	2	2
___ e. no service	0	0	0	0

	<u>S</u>	<u>P</u>	<u>A</u>	<u>Sp</u>
(36)				
___ 3. Verifying Citations Without Material Requested; User Away	0	3	5	2
___ a. telephone and written requests honored		3	5	2
___ b. written requests only		0	3	0
___ c. no service when user is away		0	0	0
B. SUBJECT SEARCHES	35	25	45	70
___ 1. Provision of Citations On Specific Subjects (37)	20	15	15	55
___ a. exhaustive lists including non-print materials	20	15	5	30
___ b. exhaustive lists excluding non-print materials	10	2	10	0
___ c. quick searches including non-print materials	20	2	15	25
___ d. quick searches excluding non-print materials	10	2	12	0
___ e. no service	0	0	0	0
___ 2. Subject Searches: User Guidance (38)	10	5	20	10
___ a. user provided "guidance" and directed to "existing" lists of citations	10	5	20	10
___ b. no service	0	0	0	0
___ 3. Subject Searches: Tools (39)	5	5	10	5
___ a. library distributes subject searching tools	5	5	10	5
___ b. no service	0	0	0	0
C. SCREENING AIDS; LIBRARY PREPARES ANNOTATIONS, CRITIQUES, ETC. AS AIDS TO USER IN SCREENING A LONG LIST OF CITATIONS (40)	10	0	5	0
___ a. no limitations in preparation of screening aids	10		0	
___ b. some limitations in preparation of screening aids	5		5	
___ c. no service	0		0	
D. ALERTING SERVICES; LIBRARY PROVIDES: (41)	10	3	20	20
___ a. tools for specific groups or subjects; existing lists of new publications to individual users; and selected lists of new publications (SDI, etc)	10	0	20	0
___ b. tools for specific groups or subjects; existing lists of new publications to individual users	5	0	15	0
___ c. tools for specific groups or subjects	5	3	10	0
___ d. existing lists of new publications to individual users; and selected lists of new publications (SDI, etc.)	5	0	8	0
___ e. existing lists of new publications to individual users	5	0	5	0
___ f. some alerting service-- unspecified	3	3	5	20
___ g. no service	0	0	0	0
E. BIBLIOGRAPHIC CITATIONS: LIBRARY AS AGENT (42)	5	6	5	2
___ a. library acts as direct agent to obtain subject search, screening aid, or alerting service	5	6	5	2
___ b. library will not act as a direct agent	0	0	0	0

III. ANSWER SERVICES

	<u>S</u>	<u>P</u>	<u>A</u>	<u>Sp</u>
A. SPECIFIC INFORMATION	30	240	50	75
<u>1. Provision of Specific Information (43)</u>	15	150	25	50
___ a. on request, library will provide simple facts, multiple facts, complex facts, and state-of-the-art reviews	15	0	15	45
___ b. on request library will provide simple facts, multiple facts and complex facts	15	150	25	5
___ c. on request library will provide simple and multiple facts	15	100	20	0
___ d. on request library will provide simple facts only	10	50	10	0
___ e. no answer services	0	0	0	0
<u>2. Requests; User Away (44)</u>	5	45	15	10
___ a. phone or written requests accepted	5	0	10	10
no restrictions				
___ b. phone or written requests accepted	0	45	15	0
number of requests limited				
___ c. written requests only; no restrictions	5	30	10	0
___ d. written requests only; number of requests limited	0	0	10	0
___ e. no service when user is away from library	0	0	0	0
<u>3. Requests for Specific Information From Outside Resources (45)</u>	10	45	10	10
___ a. library acts as direct agent and maintains a file of community resources or consultants	10	30	0	10
___ b. direct agent only	0	0	1	0
___ c. referral and library maintains a file of community resources or consultants	10	45	10	0
___ d. referral only	0	0	7	0
B. ADVISORY SERVICES TO PATRONS (46)	0	10	25	25
___ a. library provides advisory service including acting as direct agent		10	25	25
___ b. no service		0	0	0

IV. USER INSTRUCTION AND EDUCATIONAL PROGRAMS

A. INFORMAL INSTRUCTION	100	50	25	30
<u>1. Informal Instruction -- General (47)</u>	50	25	13	15
___ a. library offers on request, instruction in general use of information resources including non-print materials and equipment	50	25	13	10
___ b. library offers on request, instruction in general use of information resources including non-print materials	40	10	10	5
___ c. library offers on request only, instruction in general use of information resources	30	10	8	0
___ d. no general informal instruction	0	0	0	0

	<u>S</u>	<u>P</u>	<u>A</u>	<u>Sp</u>
<u>2. Informal Instruction -- Specific (49)</u>	50	25	12	15
<u>a. library provides instruction on resources in specific subject areas and for specific projects</u>	50	25	12	15
<u>b. library provides instruction on resources in specific subject areas only</u>	40	10	9	0
<u>c. no specific informal instruction</u>	0	0	0	0
B. FORMAL INSTRUCTION: FORMAL COURSES (49)	10	0	25	5
<u>a. formal course, with regularly scheduled sessions</u>	0		25	0
<u>b. formal course, limited to orientation programs</u>	10		15	5
<u>c. no formal instruction</u>	0		0	0
C. DIRECTIONAL SERVICES	10	15	17	5
<u>1. Directional Services - Library Layout (50)</u>	8	10	10	5
<u>a. pamphlets accessible at entry points and direction signs</u>	8	10	10	0
<u>b. pamphlets accessible at entry points</u>	4	5	7	0
<u>c. pamphlets (not necessarily at entry points) and direction signs</u>	8	5	8	5
<u>d. pamphlets only</u>	4	0	5	0
<u>e. directional signs only</u>	8	0	5	0
<u>f. no directional service</u>	0	0	0	0
<u>2. Identification of Library Personnel (51)</u>	2	5	7	0
<u>a. personnel identified by name and title plus a list of staff services</u>	2	5	7	
<u>b. personnel identified by name and title</u>	2	2	5	
<u>c. no identification</u>	0	0	0	
D. EXHIBITS IN THE LIBRARY (52)	30	35	8	5
<u>a. general and special interest exhibits; prepared by library or special interest groups; books loaned from exhibits</u>	30	35	8	5
<u>b. general and special interest exhibits; prepared by library or special interest groups; no books loaned</u>	25	20	7	0
<u>c. general and special interest exhibits; prepared by special interest groups only; books loaned from exhibits</u>	25	35	3	0
<u>d. general and special interest exhibits; prepared by special interest groups only; no books loaned</u>	20	10	3	0
<u>e. general exhibits only including non-book materials; books loaned</u>	15	10	2	0
<u>f. general exhibits only including non-book materials; no books loaned</u>	15	5	2	0
<u>g. general exhibits only limited to book exhibits; books loaned</u>	5	5	1	0
<u>h. general exhibits only limited to book exhibits; no books loaned</u>	5	5	1	5
<u>i. no exhibits</u>	0	0	0	0

	<u>S</u>	<u>P</u>	<u>A</u>	<u>Sp</u>
E. GROUP PROGRAMS	25	35	0	0
<u>1. Group Programs--Book Talks, Story Hours (53)</u>	20	25		
<u> a. book talks and story hours for mixed age groups</u>	0	25		
<u> b. book talks and story hours for one age group</u>	20	25		
<u> c. book talks only</u>	20	5		
<u> d. story hours for mixed age groups</u>	0	5		
<u> e. story hours for one age group</u>	20	5		
<u> f. no service</u>		0		
<u>2. Group Programs--Recreational, Cultural (54)</u>	5	10		
<u> a. library provides recreational programs</u>	5	10		
<u> b. library does not provide recreational programs</u>	2	0		
F. PROGRAM PLANNING SERVICE (55)	20	10	0	0
<u>1. Program Planning Service--Workshops; Advisory Services</u>	15	5		
<u> a. library provides workshops and program planning advisory services</u>	15	5		
<u> b. library provides program planning advisory service</u>	15	5		
<u> c. no service</u>	0	0		
<u>2. Program Planning Service--Resources; Speaker Service (55)</u>	5	5		
<u> a. library provides a list of community resources and will act as a direct agent to get speakers</u>	5	2		
<u> b. library provides a list of community resources</u>	5	5		
<u> c. library will act as a direct agent to get speakers</u>	0	2		
<u> d. no service</u>	0	0		
G. INSTRUCTION SERVICES--TUTORIAL	5	0	0	0
<u>1. Special Training for Generally Administered Exams (civil service, etc.) (56)</u>	0			
<u>2. Service to Improve Reading Skill (56)</u>	2			
<u> a. provided</u>	2			
<u> b. not provided</u>	0			
<u>3. Literacy Program on A Regular Basis (56)</u>	0			
<u>4. Remedial Reading Program (56)</u>	0			
<u>5. Speed Reading and Comprehension Improvement Program (56)</u>	0			

	<u>S</u>	<u>P</u>	<u>A</u>	<u>Sp</u>
___ 7. Instructional Services--Vocational Guidance (57)	3			
___ a. regular classes, occasional speakers, informal counseling	0			
___ b. occasional speakers, informal counseling	0			
___ c. regular classes, informal counseling	0			
___ d. informal counseling only	3			
___ e. regular classes, occasional speakers	0			
___ f. occasional speakers only	0			
___ g. regular classes only	0			
___ h. no vocational guidance	0			
	(58)			
___ 8. Instructional Services--Adult Education and Job Training	0			

	(59)			
H. LIBRARY STAFF ASSISTANCE IN ORGANIZATION OF USER'S LIBRARY	0	5	0	5
___ a. assist in organizing, maintaining, and classifying user's collection		5		0
___ b. assist in organizing and maintaining user's collection only		5		5
___ c. no service		0		0

V. WHEREWITHAL

A. WORK SPACE	85	20	60	40
___ 1. Work Space--General (60)	20	10	20	20
___ a. space for any activity (library or non-library oriented)	20	10	15	0
___ b. space for activity involving use of library materials only	10	5	20	20
___ c. no work space	0	0	0	0
___ 2. Temporary Storage Space (61)	10	0	0	0
___ a. storage space provided	10			
___ b. storage space not provided	0			
___ J. Work Space--Group Work Areas (62)	25	5	15	0
___ (i) work space--typing	5	2	4	
___ a. typing areas	5	2	4	
___ b. no typing areas	0	0	0	

	<u>S</u>	<u>P</u>	<u>A</u>	<u>Sp</u>
___ (ii) work space--conference area	10	3	9	0
___ a. conference area for any kind of group; reservable	10	3	9	
___ b. conference area for any kind of group	10	1	7	
___ c. conference area for organized group; reservable	10	2	0	
___ d. conference area for organized group	10	1	0	
___ e. no conference area	0	0	0	
___ (iii) work space--lounge	10	0	1	0
___ a. lounge areas available for work	10		1	
___ b. no lounge areas	0		0	
4. Work Space--Individual (63)	30	5	25	20
___ (i) work space--individual desk carrels	18	3	12	20
___ a. reservable desk carrels available	18	2	12	0
___ b. non-reservable desk carrels available	18	3	6	20
___ c. no desk carrels	0	0	0	0
___ (ii) work space--individual enclosed carrels	0	2	7	0
___ a. reservable enclosed carrels available		0	7	
___ b. non-reservable enclosed carrels available		2	4	
___ c. no enclosed carrels		0	0	
___ (iii) work spaces--individual typing	12	0	6	0
___ a. typing room available	12		6	
___ b. typing room not available	0		0	
B. AUDIO-VISUAL EQUIPMENT AND FACILITIES	85	25	55	10
___ 1. Audio-visual Facilities (64)	45	15	55	5
___ (i) audio-visual facilities--reserve	5	0	5	0
___ a. reservable in advance	5		5	
___ b. not reservable in advance	0		0	
___ (ii) audio-visual facilities-supervision	0	3	0	0
___ a. may be used without library supervision		1		
___ b. supervision required		3		
___ (iii) audio-visual facilities for films	10	3	7	0
___ a. facilities for individual or group use for viewing films and filmstrips	10	3	7	
___ b. facilities for group use only for viewing films and filmstrips	5	2	3	
___ c. no facilities for viewing film and filmstrips	0	0	0	
___ (iv) audio-visual facilities for records	10	3	8	0
___ a. facilities for individual and group use for listening to records	10	3	8	
___ b. facilities for individual use only for listening to records	5	2	4	
___ c. no facilities for listening to records	0	0	0	
___ (v) audio-visual facilities for tapes	10	3	10	0
___ a. facilities for individual and group use for playing tapes	10	3	10	
___ b. facilities for individual use only for playing tapes	5	2	5	
___ c. no facilities for playing tapes	0	0	0	

	<u>S</u>	<u>P</u>	<u>A</u>	<u>Sp</u>
____ (vi) audio-visual facilities for micro-forms	10	3	25	5
____ a. facilities for the use of micro-forms	10	3	25	5
____ b. no facilities for the use of micro-forms	0	0	0	0
____ 2. Audio-visual Equipment--Borrowing (65)	20	5	0	5
____ a. audio-visual equipment may be borrowed	20	5		5
____ b. no check-out of audio-visual equipment	0	0		0
____ 3. Space For Production of Graphic or Visual Materials (66)	20	5	0	0
____ a. work space and facilities available for production of audio-visual materials; library will prepare materials for user	20	0		
____ b. work space and facilities available for production of audio-visual materials	10	5		
____ c. no such space available	0	0		
C. AREAS DESIGNATED FOR CERTAIN USER GROUPS	15	20	10	20
____ (i) separate rooms or alcoves for specific subjects (67)	10	5	10	20
____ a. have	10	5	10	20
____ b. have not	0	0	0	0
____ (ii) special separated adult areas (67)	5	5	0	0
____ a. have	5	5		
____ b. have not	0	0		
____ (iii) young adult areas (67)	0	5	0	0
____ a. have		5		
____ b. have not		0		
____ (iv) children's area (67)	0	5	0	0
____ a. have		5		
____ b. have not		0		
D. WORKING ACCESSORIES	0	5	10	0
____ 1. Telephones (68)		5	10	
____ a. telephones available; free local calls		0	5	
____ b. pay telephone available		5	10	
____ c. no telephones available		0	0	
____ 2. Stationery Supplies (69)		0	0	
E. EDITING SERVICES (70)	0	0	0	0

S P A Sp

F. PARKING AND TRANSPORTATION

_____ 1. Off-Street Parking (71)	0	20	15	5
_____ a. free parking available adjacent to building		20	15	9
_____ b. free parking available, not adjacent		10	12	0
_____ c. charge to users, adjacent		15	9	0
_____ d. charge to users, not adjacent		5	6	0
_____ e. no off-street parking provided		0	0	0
_____ 2. Transportation (72)	0	0	0	0

G. BABYSITTING SERVICE DURING LIBRARY SPONSORED ACTIVITY (73)

0 0 0 0

H. HOURS OPEN PER WEEK

15 10 25 25

_____ a. 70 or more hours	15	10	25	0
_____ b. 60-69 hours	15	9	12	0
_____ c. 50-59 hours	15	8	0	0
_____ d. 40-49 hours	15	7	0	0
_____ e. 30-39 hours	0	6	0	25
_____ f. 29 or less hours	0	0	0	0

VI. USER RELATIONS

A. PUBLICITY

30 130 50 40

_____ 1. Posters (outside the library) (74)	10	20	15	5
_____ a. posters with information on regular hours and services, special programs, special collections	10	20	15	0
_____ b. posters with information on regular hours and services, special programs	10	15	10	0
_____ c. posters with information on regular hours and services, special collections	10	15	10	0
_____ d. posters with information on regular hours and services	10	10	10	5
_____ e. posters with information on special programs and special collections	10	10	5	0
_____ f. posters with information on special programs only	10	5	5	0
_____ g. posters with information on special collections only	10	5	5	0
_____ h. no posters	0	0	0	0



	<u>S</u>	<u>F</u>	<u>A</u>	<u>Sp</u>
<u>2.</u> Newspapers (75)	10	30	10	0
<u> </u> a. articles or advertisements in local newspapers	10	30	10	
<u> </u> b. none	0	0	0	
<u>3</u> Regular Library Publication for Users (76)	5	10	15	35
<u> </u> a. library publication with contributions from users	5	5	15	0
<u> </u> b. library publication, no user contribution	5	10	10	35
<u> </u> c. no library publication	0	0	0	0
<u>4.</u> Radio-spot Announcements (77)	0	20	0	0
<u> </u> a. announce regular hours and services, special ser- vices, special collections		20		
<u> </u> b. announce regular hours and services, special ser- vices		10		
<u> </u> c. announce regular hours and services, special collections		10		
<u> </u> d. announce regular hours and services		5		
<u> </u> e. announce special collections and special services		10		
<u> </u> f. announce special services only		5		
<u> </u> g. announce special collections only		5		
<u> </u> h. no radio announcements		0		
<u>5.</u> Television--Spot Announcements (78)	0	30	0	0
<u> </u> a. have		30		
<u> </u> b. have not		0		
<u>6.</u> Radio or Television--Special Programs (79)	5	20	10	0
<u> </u> a. regular special programs	5	20	5	
<u> </u> b. occasional special programs	5	15	10	
<u> </u> c. no special programs	0	0	0	
B. REVIEW OF POLICY BY USERS (80)	20	20	25	10
<u> </u> a. review of service policies; library solicits opinion from all user groups	20	20	25	0
<u> </u> b. review of service policies; library solicits opinions from selected users	20	5	20	0
<u> </u> c. Review of selection policies only library solicits opinions from all user groups	10	0	10	0
<u> </u> d. review of selection policies only library solicits opinions from selected users	10	0	5	0
<u> </u> e. no policy review	0	0	0	10

SUPPLEMENT

SECTION III

**QUESTIONNAIRE FOR
SURVEY OF
LIBRARY USER SERVICE POLICIES**

Edited by
Edwin E. Olson
with
Carla S. Alexander

COORDINATING COMMITTEE

**Mary B. Bonnett
Lynne Bradley
Margaret Graham
Judith Hobart
Alice Riecks
Marjorie Sale**

CONSULTANTS

**Pauline Atherton
James W. Liesener
Richard H. Orr
Sarah M. Thomas
Edward S. Warner**

**School of Library and Information Services
University of Maryland
College Park, Maryland 20742**

(260) - 261

PREFACE

This survey questionnaire is one product of a project sponsored by the School of Library and Information Services, University of Maryland, which involved graduate students and faculty from the School's seminars in the public library, school library, academic library, and special library and information center. Working with librarians and consultants from all kinds of libraries, the goal was to produce a general instrument which would adequately describe a library's policies toward providing services to its users. Although we hope that this present instrument accomplishes this goal, we fully expect that further revisions will be necessary based on experiences of librarians, library managers, library researchers, and students as they apply the instrument to their particular concerns.

We are particularly indebted to the library students, faculty and consultants at the University of Maryland who participated in four seminar task forces (public, school, special, and academic) which produced versions of this questionnaire specifically tailored to their kind of library. Their efforts provided the conceptual and test data necessary before we could begin the task of developing an instrument applicable to all kinds of libraries. As a starting point for the project, we fortunately were able to draw upon an inventory of user services for use by trained interviewers in surveys of academic medical libraries which was developed by a team at the Institute for Advancement of Medical Communication under the direction of Richard H. Orr. Dr. Orr also reviewed the efforts of each University of Maryland task force and suggested several guidelines for the development of this general instrument. We are also grateful to Pauline Atherton at Syracuse University who suggested that this project be undertaken and who provided valuable guidance at many crucial points.

We wish to express our thanks to Paul Wasserman, Dean of the School of Library and Information Services, and to Peter Hiatt, Miss Marcel Foote, and the Indiana Library Studies project of the Indiana State Library for financial support of this effort. Thanks also to John Martinson of Communication Service Corporation who greatly facilitated the printing of the questionnaire and to Mrs. Mary White at the University of Maryland for expert typing assistance.

Finally, to all of the librarians in Maryland, Indiana, Virginia, District of Columbia, and New York who patiently assisted with pretest versions of this questionnaire, we owe a special word of thanks. In fact, so much is owed to so many that we only take credit for trying to faithfully reproduce all of the good suggestions we received. In return, we hope that some participants in this effort will also be willing to share the blame for any shortcomings the instrument may have.

E.E.O.
C.S.A.
College Park, Maryland
May 5, 1969

INSTRUCTIONS

1. Please use *pencil* so that you can easily change any answer.
2. Unless there are specific "SKIP" instructions, answer every numbered question by checking (✓) either "yes" or "no" and follow the arrows to the next numbered question or to additional detailed questions.
3. *Policies for Different User Groups*
 - (a) The questions are about your policies in providing service to your "primary users", that is, those persons for whom your library has *primary responsibility*. In answering any question, if you have basically the same service policy for virtually all of your primary users, check (✓) the "yes" or "no" answer in the square containing the "1", for example, YES (✓) [2] [3]. *A check in the [1] square means that your policy is generally the same for all of your primary users.*
 - (b) If a service policy is different for *two* of your primary user groups, please use the [2] square for one group and the [3] square for the other.
 - (c) If your policies differ for three or more primary user groups, another copy of the questionnaire may be used.
 - (d) If you do have different policies for *two* or more of your primary user groups, *it is important that the [2] and [3] squares be used as indicated in part C on the next page of the questionnaire.*

EXAMPLE

In the following question, a school librarian has decided that the library's policies for providing in-process material are different for faculty and students. Square [2] is used for faculty and square [3] for students (see part C on next page).

Q 9. If the user wants material that is in process, can the processing be interrupted to make it available to him?

YES [1] [2] [3]

NO [1] [2] [3]



Will material be rushed through processing at the request of user?

YES [1] [2] [3] NO [1] [2] [3]

4. This questionnaire only includes the services *your library directly provides to users*. Any services your library might provide to *another library or librarian* are not included here.
5. However, this questionnaire does cover any services another library (e.g., a central library) provides to your users if these services are provided *through your library*.
6. Almost all of the questions ask you to *generalize* about the services you provide to a user group. If there are significant *variations or exceptions* to these general policies, please describe the exception in one of the margins.
7. Answer each question about your services in terms of whether you *currently provide* the service. Do not include either services you plan to initiate in the *future* or services you would provide *if demanded* by your users. You may write "future" or "no demand" next to questions if you wish.
8. *Special notes for School Librarians.*
 - (a) Any question referring to use of material or equipment outside or away from your library should be interpreted as *outside of the school building*. If your policy permits users only to use material or equipment within the school building, make a marginal note "within building."
 - (b) For some user services, a student messenger may be used instead of a telephone to deliver materials or communicate with users. If so, interpret the questions about telephones as use of student messengers.

Please provide the following information about your library and continue with the rest of the questionnaire.

A. Name of Library or Information Center: _____

Mailing Address: _____
Street City

_____ State Zip Code

B. Person Completing Questionnaire: _____

Title: _____

Date Completed: _____ Telephone: _____
Month Day Year Area Code Number

C. Type of Library and Primary User Groups:

	Check One <input checked="" type="checkbox"/>	Use [2] For:	Use [3] For:
School	[]	Faculty	Students
Academic	[]	Faculty	Students
Public	[]	Adult Card Holders	_____ (Specify)
Special	[]	_____ (Specify)	_____ (Specify)
Information Center	[]	_____ (Specify)	_____ (Specify)

D. Indicate library's position in a library network, system, or cooperative (e.g., branch, central, regional).

E. What hours is the library open?

	During School Year or Typical Work Week	During Summer or Vacation Periods
Monday -Friday	_____	_____
Saturday	_____	_____
Sunday	_____	_____

I. ACCESS TO MATERIALS

A. PROVISION OF MATERIALS

	1. Are the following types of material provided for your users? Check (✓) if yes. YES	Does the user have <i>direct access</i> to materials? Check (✓) if yes. YES	Does the library staff obtain the material if requested? Check (✓) if yes. YES	May the material be borrowed for use <i>outside</i> the library? Check (✓) if yes. YES
Books				
hardback	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
paperback	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
large print	[1] [2] [3] →	[1] [2] [3]	[1] [2] [3] →	[1] [2] [3]
talking	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
in braille	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
Periodicals				
bound	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
unbound	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
current issues	[1] [2] [3] →	[1] [2] [3]	[1] [2] [3] →	[1] [2] [3]
back issues	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
Audio Media				
recordings	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
tapes	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
regular cassettes	[1] [2] [3] →	[1] [2] [3]	[1] [2] [3] →	[1] [2] [3]
[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
Visual Media				
films	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
16 mm	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
8 mm	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [3] [3]
filmstrips	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
micro-forms	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
slides	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
transparencies	[1] [2] [3] →	[1] [2] [3]	[1] [2] [3] →	[1] [2] [3]
framed art reproductions	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
prints	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
maps	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
Vertical File Material	[1] [2] [3] →	[1] [2] [3]	[1] [2] [3] →	[1] [2] [3]
Classified Material	[1] [2] [3] →	[1] [2] [3]	[1] [2] [3] →	[1] [2] [3]
Recreational				
Games	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
Pets	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
Puzzles	[1] [2] [3] →	[1] [2] [3]	[1] [2] [3] →	[1] [2] [3]
Toys	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
Others (Specify)				
_____	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]
_____	[1] [2] [3] →	[1] [2] [3]	[1] [2] [3] →	[1] [2] [3]
_____	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]	[1] [2] [3]

If there is no *staff* delivery, **SKIP** to Question No. 4.

RESERVATION AND NOTIFICATION

7. If the material requested is out on loan or is not immediately available for other reasons, can the user ask that it be reserved for him *when it becomes available*?
- NO [1] [2] [3] YES [1] [2] [3]
- Is the material *automatically* sent to the user?
- YES [1] [2] [3] NO [1] [2] [3]
- Is he *automatically* notified?
- YES [1] [2] [3] NO [1] [2] [3]
- Can he request to be notified when it becomes available?
- YES [1] [2] [3]
- NO [1] [2] [3]
8. If the requested material will take considerably longer to obtain than *originally estimated*, is the user notified of this fact?
- YES [1] [2] [3] NO [1] [2] [3]

INTERRUPTION OF PROCESSING

9. If the user wants material that is in process, can the processing be interrupted to make it available to him?
- YES [1] [2] [3] NO [1] [2] [3]
- Will material be rushed through processing at the request of user?
- NO [1] [2] [3] YES [1] [2] [3]

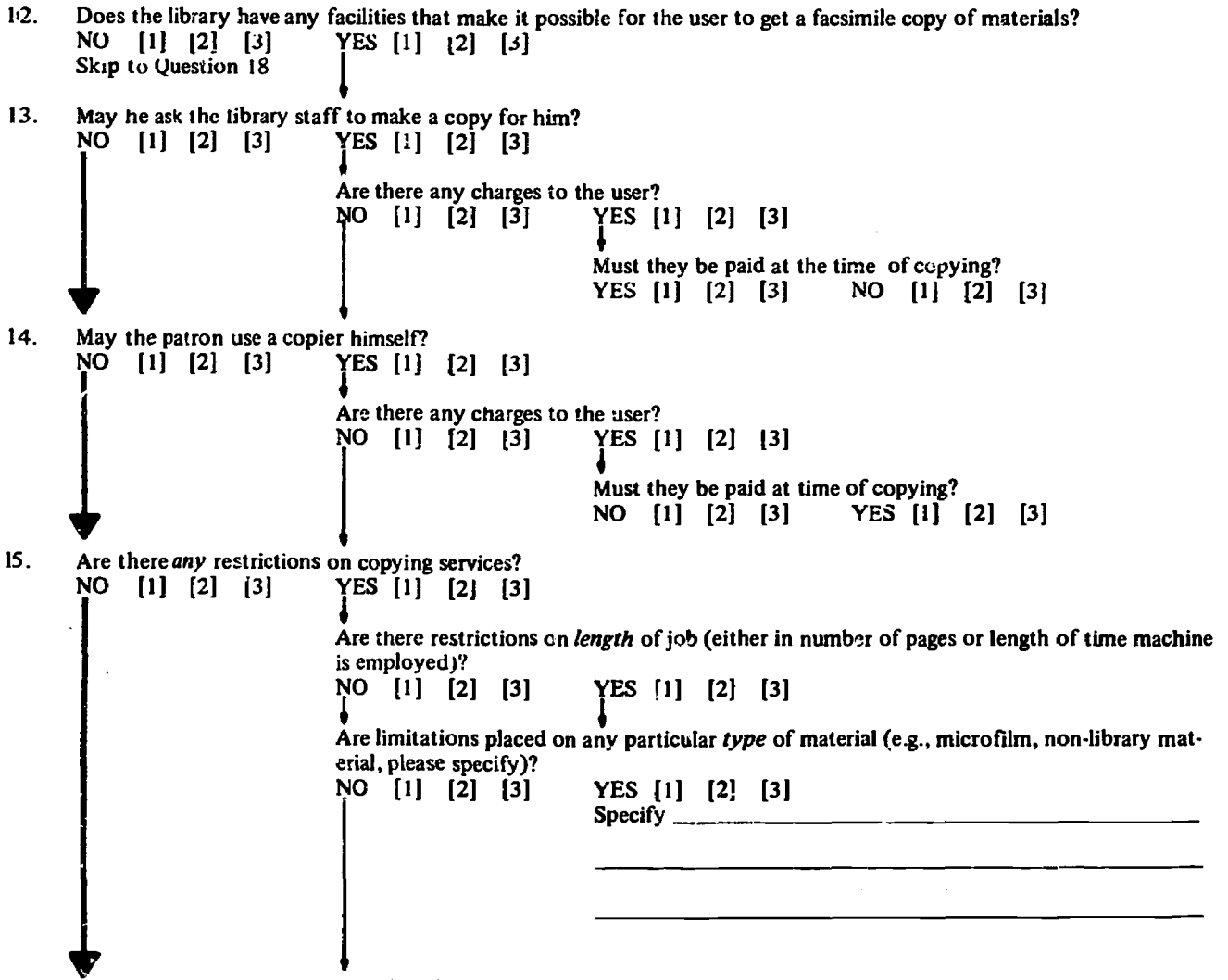
SUBJECT COLLECTIONS

10. Does your library maintain special subject collections at the request of user groups?
- NO [1] [2] [3] YES [1] [2] [3]
- Are these located in non-library places? (e.g., hospitals, classrooms, waiting rooms, private homes)
- NO [1] [2] [3] YES [1] [2] [3]
- Are collections reviewed and updated?
- NO [1] [2] [3] YES [1] [2] [3]
- Are users given free materials from these collections? (e.g., books, pamphlets)
- NO [1] [2] [3] YES [1] [2] [3]

BOOKMOBILE SERVICE

11. Does your library provide bookmobile service?
- NO [1] [2] [3] YES [1] [2] [3]
- Do you specifically tailor collections according to population served by each run?
- NO [1] [2] [3] YES [1] [2] [3]
- Are non-book materials included?
- NO [1] [2] [3] YES [1] [2] [3]
- Are there regular routes?
- NO [1] [2] [3] YES [1] [2] [3]

FACSIMILE COPYING



REQUEST FOR FACSIMILES

16. Can the user request that material in your collection be copied for him if he is *not present* at your library?
 YES [1] [2] [3] NO [1] [2] [3]
- Does he have to present the *material itself* to have it copied?
 NO [1] [2] [3] YES [1] [2] [3]
17. Does he have to submit a written request or fill out a form?
 NO [1] [2] [3] YES [1] [2] [3]

TRANSLATIONS

18. Does your library translate any materials when requested by the user?
 NO [1] [2] [3] YES [1] [2] [3]

↓

Are these limited to short translations in those languages commanded by members of the staff?
 YES [1] [2] [3] NO [1] [2] [3]

↓

Will the library act as a *direct agent* in obtaining translations of languages not commanded by your staff?
 NO [1] [2] [3] YES [1] [2] [3]

↓

Are there any charges to the user or limitations in the *length* of the document which your staff will translate?
 NO [1] [2] [3] YES [1] [2] [3]

↓

Specify _____

19. Does your library sell reading materials?
 NO [1] [2] [3] YES [1] [2] [3]

↓

Do you sell:

	NO	YES
Government documents	_____	_____
Hardback copies	_____	_____
Paperbacks	_____	_____
Others (Specify)	_____	_____
_____	_____	_____
_____	_____	_____

Are titles not in stock ordered?

INDIVIDUAL COLLECTIONS

20. Does your library order, on request, any type of material either for the user's personal library or for his institutional working collection?
 NO [1] [2] [3] YES [1] [2] [3]

↓

Does your library order any and all *types* of material that are publicly available?
 YES [1] [2] [3] NO [1] [2] [3]

List Exceptions: _____

↓

Does it order unpublished materials?
 YES [1] [2] [3] NO [1] [2] [3]

↓

Does the user pay only for the material?
 YES [1] [2] [3] NO [1] [2] [3]

Specify other charges: _____

B. CIRCULATION OF MATERIALS

CHECK-OUT PROCEDURE

21. In checking out materials from the main collection, is the user required to do *anything* more than present the materials plus his borrower's card or other institutional identification?
- NO [1] [2] [3] YES [1] [2] [3]
- ↓
- Is he required to complete a check-out form of some kind (other than merely signing his name)?
- NO [1] [2] [3] YES [1] [2] [3]
- ↓ ↓
- Is he required to complete *all* check-out procedures? (e.g., stamp date; put care in pocket)
- NO [1] [2] [3] YES [1] [2] [3]

BORROWING LIMITATIONS

22. Is there a limit on the number of materials a user may check-out at a *single* time?
- NO [1] [2] [3] YES [1] [2] [3]
- ↓
- Are all materials so restricted?
- YES [1] [2] [3] NO [1] [2] [3]
- ↓ ↓
- Are there restrictions by *subject matter*?
- YES [1] [2] [3] NO [1] [2] [3]
- ↓ ↓
- Are there restrictions by *form* of material?
- YES [1] [2] [3] NO [1] [2] [3]
23. Is there a limit on the total number of materials one has out on loan?
- NO [1] [2] [3] YES [1] [2] [3]
- Specify Policy: _____
- _____

ROUTING SERVICES

24. Can the user request that the most recent issues of a periodical be routed to him?
- NO [1] [2] [3] YES [1] [2] [3]
- Specify any restrictions: _____
- _____
- _____

RENEWALS

25. Are most materials renewable?
- NO [1] [2] [3] YES [1] [2] [3]

↓

Skip to Question 27

26. In most cases, does the user have to *bring material back* to the library to renew a loan?

YES [1] [2] [3]

NO [1] [2] [3]

Is he, or his agent, usually required to be present at your library in order to renew a loan?

YES [1] [2] [3]

NO [1] [2] [3]

Can he usually renew a loan by telephone?

YES [1] [2] [3]

NO [1] [2] [3]

Can he renew a loan by mail?

YES [1] [2] [3]

NO [1] [2] [3]

OVERDUE NOTICE

27. Does your library promptly issue a notice when materials are overdue?

NO [1] [2] [3]

YES [1] [2] [3]

RECALL

28. Are materials *subject to recall* when requested by another user?

NO [1] [2] [3]

YES [1] [2] [3]

Is original user allowed to keep materials for a specified period before such recall notice is issued?

NO [1] [2] [3]

YES [1] [2] [3]

Is user holding material penalized if he does not return the recalled material promptly?

NO [1] [2] [3]

YES [1] [2] [3]

Specify _____

RETURN OF LOANS

29. *Must* all materials be returned by the user, or his agent, to the place where they were checked out?

YES [1] [2] [3]

NO [1] [2] [3]

Can the user return loans by some library carrier (e.g., messenger, bookmobile) which picks them up at the point of use?

YES [1] [2] [3]

NO [1] [2] [3]

Can the user leave materials at sites *other* than where they were checked out (e.g., other branches or "drop points")?

YES [1] [2] [3]

NO [1] [2] [3]

30. Is there any provision for leaving materials at your library when it is closed?

YES [1] [2] [3]

NO [1] [2] [3]

C. PROVISION OF MATERIALS NOT IN COLLECTION

31. If the user requests materials not in your collection, is action taken to obtain the materials for his use? (e.g., special order; I-LL)

NO [1] [2] [3]

YES [1] [2] [3]

Will the library obtain the material if the user *could* obtain a copy himself from local resources?

NO [1] [2] [3]

YES [1] [2] [3]

Does the library's decision to obtain the material depend upon:

type of material NO [1] [2] [3] YES [1] [2] [3]

subject of material NO [1] [2] [3] YES [1] [2] [3]

cost of material NO [1] [2] [3] YES [1] [2] [3]

staff time required NO [1] [2] [3] YES [1] [2] [3]

Skip to Question 35

REQUESTS

32. May requests for materials that are *not in the collection* be made when the user is away from the library?

NO [1] [2] [3]

YES [1] [2] [3]

When the user is *not* in your library, does he have the *choice* of making either a written or a phone request for the material he wants?

YES [1] [2] [3]

NO [1] [2] [3]

Specify _____

USE OF INTER-LIBRARY LOAN MATERIAL

33. When material has been obtained by an inter-library loan, is the user allowed to take it out of your library, provided that the lender does not specify otherwise?

NO [1] [2] [3]

YES [1] [2] [3]

CHARGES

34. Does the user generally pay any of the charges for inter-library loan?

NO [1] [2] [3]

YES [1] [2] [3]

Does he only pay postage charges?

YES [1] [2] [3]

NO [1] [2] [3]

Specify charges _____

II. PROVISION OF BIBLIOGRAPHIC CITATIONS

VERIFICATION OF CITATIONS

35. If the bibliographic citation for material requested is incomplete, ambiguous, or incorrect, but does appear to be potentially identifiable, does your library attempt to identify the material requested before referring the citation back to the user for correction?
NO [1] [2] [3] YES [1] [2] [3]
Specify limits on time spent _____
36. Will your library verify, complete, or correct bibliographic citations if a request for materials is *not* involved?
NO [1] [2] [3] YES [1] [2] [3]
- Is there a limit on the number of citations?
NO [1] [2] [3] YES [1] [2] [3]
Specify limit _____
- Are there other limits such as time required, charges?
NO [1] [2] [3] YES [1] [2] [3]
Specify limits _____
- When user is not at your library, may he send in citations for verification?
NO [1] [2] [3] YES [1] [2] [3]
- Are telephone requests for the service honored?
NO [1] [2] [3] YES [1] [2] [3]

SUBJECT SEARCHES

37. If the user requests citations for materials on a specific subject, are "quick" subject searches made on an individual basis if the user indicates that he will be satisfied with a sample list of citations?
NO [1] [2] [3] YES [1] [2] [3]
- Are exhaustive lists (i.e., as complete a list as possible given the resources and bibliographic tools of your library) also prepared as a regular service of your library?
YES [1] [2] [3] NO [1] [2] [3]
- As a regular service, does your library undertake to evaluate the quality of materials relevant to a given query besides providing a selected list of citations?
YES [1] [2] [3] NO [1] [2] [3]
- Do these lists include "non-print" materials where subject area permits?
NO [1] [2] [3] YES [1] [2] [3]
38. Is the user provided "guidance" and directed to "existing" lists of citations?
NO [1] [2] [3] YES [1] [2] [3]

39. Does your library distribute book copies of its subject catalog or any other subject-searching "tool"* to the user, either on request or routinely?

NO [1] [2] [3]

YES [1] [2] [3]

Specify all such tools distributed _____

* For these purposes, an acquisitions list should not be considered a subject-searching tool unless regular cumulations, with either a detailed classification or a subject index, are issued. A title-listing periodical, such as **Current Contents**, should not be considered a subject-searching tool. Regularly published bibliographies with subject indexes do qualify as subject-searching tools and should be included here if the library obtains multiple copies and distributes them regularly.

SCREENING AIDS

40. Does your library prepare annotations, critiques, etc., as aids for the user in screening a long list of citations?

NO [1] [2] [3]

YES [1] [2] [3]

Are there any limitations on service?

NO [1] [2] [3]

YES [1] [2] [3]

Please specify _____

ALERTING SERVICES

41. Besides maintaining current shelves for new acquisitions, does your library provide any alerting services which bring new publications to the attention of the user?

NO [1] [2] [3]

YES [1] [2] [3]

Do you also produce such tools for specific subjects or groups?

NO [1] [2] [3]

YES [1] [2] [3]

Specify _____

Do you provide existing lists of new publications to individual users?

NO [1] [2] [3]

YES [1] [2] [3]

Do you also provide selected lists of new publications specifically tailored to the interests of individual users (e.g., reading-interest files or Selective Dissemination Index)?

NO [1] [2] [3]

YES [1] [2] [3]

Specify _____

LIBRARY AS AGENT

42. When your library's personnel and collection are not adequate to meet the user's need for a *subject search, screening aid, or an alerting service*, does your library act as his direct agent to obtain such service for the user in contrast to referring him to outside service?

NO [1] [2] [3]

YES [1] [2] [3]

Specify types of direct-agent service _____

III. ANSWER SERVICES

SPECIFIC INFORMATION

43. If a user asks a "simple fact"* question, does your library provide him with an answer instead of sending him to the material that may contain the information he needs?

NO [1] [2] [3]

YES [1] [2] [3]

Does your library also answer questions that involve "multiple facts"*?

NO [1] [2] [3]

YES [1] [2] [3]

Does your library also provide "complex fact"* answers?

NO [1] [2] [3]

YES [1] [2] [3]

Are "state-of-the-art"* reviews also prepared on request?

NO [1] [2] [3] YES [1] [2] [3]

*NOTE "Simple fact" questions are defined as those requiring a single answer that may be found in one reference tool such as a directory, atlas, handbook, etc., although the librarian may have to look in more than one such tool before the answer is found.

"Multiple fact" questions involve answers compiled from **more than one source** where the various parts of the answer are brought together for the user.

"Complex fact" questions utilize **various sources** from which conflicting facts and opinions are compiled, compared, and contrasted.

"State-of-the-art" require a **synthesis of all information** into a unified essay, frequently involving critical judgment and sometimes translation.

REQUESTS WHEN USER IS NOT PRESENT

44. Can the user request the answer services provided by your library when he is *away* from your library?

NO [1] [2] [3]

YES [1] [2] [3]

Can requests be made by phone?

NO [1] [2] [3]

YES [1] [2] [3]

Is there any restriction as to subject matter of request?

NO [1] [2] [3]

YES [1] [2] [3]

Specify _____

Is there a limit on the number of requests per call?

NO [1] [2] [3]

YES [1] [2] [3]

Specify _____

LIBRARY AS AGENT

45. When your library's own collection and personnel are *not* adequate to provide a user with *specific pieces of information*, will it act as his *direct agent* to obtain the information, in contrast to merely referring him to an outside resource?

NO [1] [2] [3]



YES [1] [2] [3]

Specify *types* of service _____

Does your library maintain a file of community resources or consultants?

NO [1] [2] [3]

YES [1] [2] [3]

ADVISORY SERVICES

46. Does your library provide advisory services to patrons? (e.g., evaluation of encyclopedias; appraisal of rare books)

YES [1] [2] [3]



NO [1] [2] [3]

Will your library act as a *direct agent* in obtaining these services?

YES [1] [2] [3]

NO [1] [2] [3]

Specify particular services _____

IV. USER INSTRUCTION AND EDUCATIONAL PROGRAMS

INFORMAL INSTRUCTION

47. Does your library offer the user, upon request, instruction in the general use of information resources other than card or book catalogs?
NO [1] [2] [3] YES [1] [2] [3]
- Does your instruction cover non-print media?
NO [1] [2] [3] YES [1] [2] [3]
- Does your instruction cover use of machines and equipment for non-print media?
NO [1] [2] [3] YES [1] [2] [3]
48. Does your library provide instruction on resources in specific subject areas?
NO [1] [2] [3] YES [1] [2] [3]
- Is such instruction also given for specific projects undertaken by the user?
NO [1] [2] [3] YES [1] [2] [3]
Specify _____

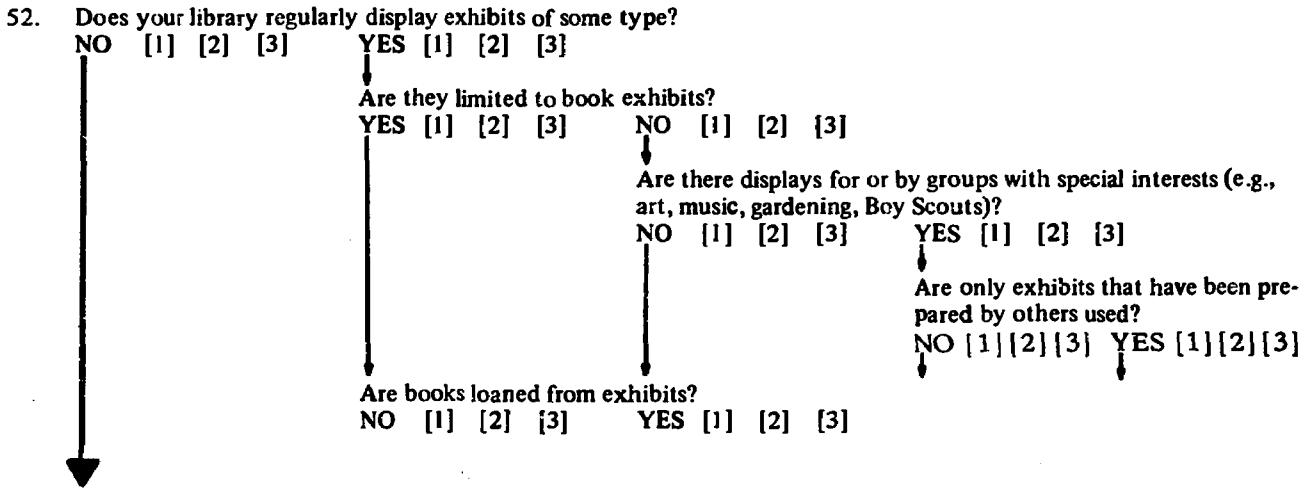
FORMAL INSTRUCTION

49. Does your library give any *formal* courses in the optimal use of information resources? (Formal courses include regularly scheduled sessions.)
NO [1] [2] [3] YES [1] [2] [3]
- Are formal courses limited to orientation programs?
YES [1] [2] [3] NO [1] [2] [3]
Specify _____

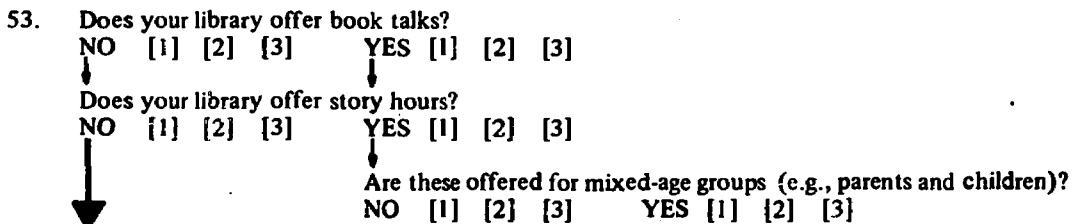
DIRECTIONAL SERVICES

50. Are there pamphlets of maps describing the general layout of the library?
NO [1] [2] [3] YES [1] [2] [3]
- Are these displayed so as to be accessible at entry points?
NO [1] [2] [3] YES [1] [2] [3]
- Are there directional signs for the user?
NO [1] [2] [3] YES [1] [2] [3]
51. Are the library personnel who deal with the user identified visibly by name and title?
NO [1] [2] [3] YES [1] [2] [3]
- Does the library also provide the user with a list of the services provided by these staff members?
NO [1] [2] [3] YES [1] [2] [3]

EXHIBITS



GROUP PROGRAMS



54. Does your library provide recreational programs?
 NO [1] [2] [3] YES [1] [2] [3]

↓

Do you have:

	YES	NO
field trips	_____	_____
film programs	_____	_____
fine arts programs	_____	_____
games and crafts	_____	_____
reading clubs	_____	_____
social functions	_____	_____
discussion groups	_____	_____
other (specify)	_____	_____

↓

PROGRAM PLANNING SERVICES

55. Does your library provide program planning advisory services?
 NO [1] [2] [3] YES [1] [2] [3]

Are special program planning workshops ever offered for organization leaders and/or representatives?
 NO [1] [2] [3] YES [1] [2] [3]

Does your library provide a list of community resources or a speakers' bureau?
 NO [1] [2] [3] YES [1] [2] [3]

Will your library act as a direct agent in obtaining speakers for organizations?
 NO [1] [2] [3] YES [1] [2] [3]

INSTRUCTION SERVICES

56. Does your library provide any tutorial services in addition to guidance in the use of library materials and information resources?
 NO [1] [2] [3] YES [1] [2] [3]

Do you provide special training sessions for generally administered examinations (e.g., civil service, college boards, etc.)?
 NO [1] [2] [3] YES [1] [2] [3]

Does the library provide service to improve reading skill?
 NO [1] [2] [3] YES [1] [2] [3]

Does your library provide a literacy program on a regular basis?
 NO [1] [2] [3] YES [1] [2] [3]

Is a remedial reading program provided?
 NO [1] [2] [3] YES [1] [2] [3]
 Specify any limitations of eligibility charges, etc. _____

Is a speed reading and comprehension improvement program offered?
 NO [1] [2] [3] YES [1] [2] [3]
 Specify any limitations of eligibility charges, etc. _____

Is instruction offered in the library?
 NO [1] [2] [3] YES [1] [2] [3]

Specify other tutorial services _____

57. Does your library offer any vocational guidance services?

NO [1] [2] [3]

YES [1] [2] [3]



Do you provide informal *counseling services*?

NO [1] [2] [3]

YES [1] [2] [3]

Does the library provide occasional vocational guidance *speakers*?

NO [1] [2] [3]

YES [1] [2] [3]

Does the library provide regular *classes* on career choices?

NO [1] [2] [3]

YES [1] [2] [3]

58. Does your library sponsor adult education or job training courses?

NO [1] [2] [3]

YES [1] [2] [3]



Does the library act as a job placement agent for those who have completed these courses?

NO [1] [2] [3]

YES [1] [2] [3]

ORGANIZATION OF USER'S LIBRARY

59. Does your library staff assist the user in organizing and maintaining his working or personal files and collections?

NO [1] [2] [3]

YES [1] [2] [3]



Do you design classification systems which are tailor-made for the user's collection?

NO [1] [2] [3]

YES [1] [2] [3]

V. WHERE WITHAL

WORK SPACE

60. Does your library provide work space for users?
NO [1] [2] [3] YES [1] [2] [3]
- ↓
- Is space provided for work or study activities that *do not* entail the use of library materials?
YES [1] [2] [3] NO [1] [2] [3]
61. May the users temporarily store library materials within the library for later use?
YES [1] [2] [3] NO [1] [2] [3]
62. Are areas for group work by users provided?
NO [1] [2] [3] YES [1] [2] [3]
- ↓
- May typing be done in any of these areas?
NO [1] [2] [3] YES [1] [2] [3]
- ↓
- May users have conferences or discussions in these areas?
NO [1] [2] [3] YES [1] [2] [3]
- ↓
- Are these areas available only to *organized* groups?
NO [1] [2] [3] YES [1] [2] [3]
- ↓
- May these areas be reserved in advance for use?
NO [1] [2] [3] YES [1] [2] [3]
- ↓
- Are lounge areas available for working?
NO [1] [2] [3] YES [1] [2] [3]
63. Are semi-isolated or isolated work spaces available for individual users?
NO [1] [2] [3] YES [1] [2] [3]
- ↓
- Are desk carrels available?
NO [1] [2] [3] YES [1] [2] [3]
- ↓
- Can these be reserved on a temporary basis?
YES [1] [2] [3] NO [1] [2] [3]
- ↓
- Are enclosed carrels available?
NO [1] [2] [3] YES [1] [2] [3]
- ↓
- Can these be reserved on a temporary basis?
NO [1] [2] [3] YES [1] [2] [3]
- ↓
- Are typing rooms available?
NO [1] [2] [3] YES [1] [2] [3]

AUDIO-VISUAL

64. Does your library provide viewing and auditioning space for individuals or small groups for use of non-print media forms and requisite equipment?

NO [1] [2] [3] YES [1] [2] [3]

↓

May these be reserved in advance of use?
 NO [1] [2] [3] YES [1] [2] [3]
 Specify length of advance notice _____

↓

May these facilities be used without library supervision beyond initial instruction?
 YES [1] [2] [3] NO [1] [2] [3]
 Specify restrictions _____

↓

Are there facilities for viewing films and filmstrips?
 NO [1] [2] [3] YES [1] [2] [3]

↓

Are these available for group use only?
 NO [1] [2] [3] YES [1] [2] [3]

↓

Are there facilities for listening to records?
 NO [1] [2] [3] YES [1] [2] [3]

↓

Are these for individual use only?
 NO [1] [2] [3] YES [1] [2] [3]

↓

Are there provisions for playing tapes?
 NO [1] [2] [3] YES [1] [2] [3]

↓

Are these for individual use only?
 NO [1] [2] [3] YES [1] [2] [3]

↓

Are there facilities for the use of micro-forms?
 NO [1] [2] [3] YES [1] [2] [3]

Skip to Question 67

65. Can audio-visual equipment be borrowed for use outside the institution?

NO [1] [2] [3] YES [1] [2] [3]

↓

Specify which: _____ cameras
 _____ filmstrip previewers
 _____ slide previewers
 _____ micro-form readers
 _____ projectors
 _____ tape recorders
 _____ cassette tape recorders
 _____ record players
 _____ others (Specify)

66. Does your library provide work space and facilities for the production of *graphic or visual* materials?

NO [1] [2] [3]

YES [1] [2] [3]

Will the library prepare the materials for the user?

NO [1] [2] [3]

YES [1] [2] [3]

Specify what materials will be prepared: _____

Specify what materials the *user* can prepare: _____

AREAS FOR SPECIAL GROUPS

67. Are areas designated for certain user groups?

NO [1] [2] [3]

YES [1] [2] [3]

↓
Is/are there:

separate rooms or alcoves for specific subjects? _____

NO

YES

a special adult area separated from others? _____

a young adult area? _____

a children's area? _____

↓
Does this include a special area for story hours? _____

WORKING ACCESSORIES

68. Are telephones available for general use in the library?

NO [1] [2] [3]

YES [1] [2] [3]

↓
May the user make free local calls?

NO [1] [2] [3]

YES [1] [2] [3]

69. In addition to call slips, are stationery supplies available (e.g., paper, pencils)?

NO [1] [2] [3]

YES [1] [2] [3]

↓
Are these supplies free?

NO [1] [2] [3]

YES [1] [2] [3]

Specify kind of supplies: _____

EDITING SERVICES

70. Does your library provide assistance if a user needs editorial help with a paper, report, or manuscript for publication?
NO [1] [2] [3] YES [1] [2] [3]
- Is this limited to help with bibliographic format?
YES [1] [2] [3] NO [1] [2] [3]
- Do you also assist the user in correcting spelling, punctuation, and grammar?
NO [1] [2] [3] YES [1] [2] [3]
- Do you also edit for accuracy, brevity, and clarity?
NO [1] [2] [3] YES [1] [2] [3]

PARKING AND TRANSPORTATION

71. Is off-street parking provided?
NO [1] [2] [3] YES [1] [2] [3]
- Is it free?
NO [1] [2] [3] YES [1] [2] [3]
- Is it adjacent to the building?
NO [1] [2] [3] YES [1] [2] [3]
72. Does your library provide transportation to and from the library for users?
NO [1] [2] [3] YES [1] [2] [3]
- Is this service limited to a particular user group?
NO [1] [2] [3] YES [1] [2] [3]
- Specify _____

- May patrons be picked up at home?
NO [1] [2] [3] YES [1] [2] [3]
- Is there a fee?
NO [1] [2] [3] YES [1] [2] [3]

BABYSITTING

73. Does your library provide a babysitting service so that parents can attend a library sponsored activity?
NO [1] [2] [3] YES [1] [2] [3]

VI. USER RELATIONS

PUBLICITY

74. Does the library display posters outside the library (e.g., stores, motels, elsewhere in institution, community centers)?
NO [1] [2] [3] YES [1] [2] [3]
↓
Do the posters give information concerning regular hours and services?
NO [1] [2] [3] YES [1] [2] [3]
↓
Are posters used to announce special services or programs?
NO [1] [2] [3] YES [1] [2] [3]
↓
Are posters used to alert the user to special interest collections (e.g., air pollution, marketing, politics)?
NO [1] [2] [3] YES [1] [2] [3]
75. Does your library regularly contribute articles or advertisements to the local newspapers or the publications of other institutions?
NO [1] [2] [3] YES [1] [2] [3]
76. Does your library have regular publication designed for its users?
NO [1] [2] [3] YES [1] [2] [3]
↓
Specify _____

↓
Are literary contributions accepted from users?
NO [1] [2] [3] YES [1] [2] [3]
77. Does your library provide the local radio stations with spot announcements?
NO [1] [2] [3] YES [1] [2] [3]
↓
Are they used to announce regular hours and services?
NO [1] [2] [3] YES [1] [2] [3]
↓
Are they used to announce special services?
NO [1] [2] [3] YES [1] [2] [3]
↓
Are they used to alert the user to special interest collections?
NO [1] [2] [3] YES [1] [2] [3]
78. Does your library provide similar spot announcements for TV?
NO [1] [2] [3] YES [1] [2] [3]
79. Does the library do special programs for radio or TV?
NO [1] [2] [3] YES [1] [2] [3]
↓
Are these done on a regular basis?
NO [1] [2] [3] YES [1] [2] [3]
↓
Specify _____

REVIEW OF POLICY

80. Do you provide the opportunity for users to review service policies?

NO [1] [2] [3]

YES [1] [2] [3]

Is this limited to a review of your *selection* policy?

YES [1] [2] [3]

NO [1] [2] [3]

Specify review procedures

Specify status of users

Does the library solicit opinions from all user groups?

NO [1] [2] [3]

YES [1] [2] [3]

Specify procedure _____

81. Are there any other user services which your library provides that have not been adequately covered in this questionnaire?

NO [1] [2] [3]

YES [1] [2] [3]

Please describe your policies regarding these services including any limitations or restrictions.

VII. SPECIAL USER GROUPS

82. Please check (✓) any groups which are provided services not adequately covered in the questionnaire. Your policies concerning these special services and limitations on the services can be described in the boxes. List any groups not included under "Other".

I.	LIBRARY'S INSTITUTIONAL GROUP Administration and Management <input type="checkbox"/> Research Groups <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<div style="border: 1px solid black; height: 30px; width: 100%;"></div>
II.	EDUCATION GROUPS Faculty <input type="checkbox"/> Graduate Students <input type="checkbox"/> Undergraduate (college) <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<div style="border: 1px solid black; height: 30px; width: 100%;"></div>
III.	AGE GROUPS Children (pre-school) <input type="checkbox"/> Children (grades K-6) <input type="checkbox"/> Young Adults (grade 7 +) <input type="checkbox"/> Senior Citizens <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<div style="border: 1px solid black; height: 30px; width: 100%;"></div>
IV.	SOCIAL AND WELFARE GROUPS Civic and Club Groups <input type="checkbox"/> Handicapped <input type="checkbox"/> Illiterates <input type="checkbox"/> Non-English Speaking <input type="checkbox"/> Disadvantaged <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<div style="border: 1px solid black; height: 30px; width: 100%;"></div>
V.	OCCUPATIONAL GROUPS Unskilled Laborers <input type="checkbox"/> Blue Collar Workers <input type="checkbox"/> Industry <input type="checkbox"/> Commerce <input type="checkbox"/> Government <input type="checkbox"/> Professions <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<div style="border: 1px solid black; height: 30px; width: 100%;"></div>
VI.	INSTITUTIONAL GROUPS Hospitals <input type="checkbox"/> Prisons <input type="checkbox"/> Churches <input type="checkbox"/> Schools <input type="checkbox"/> Recreational Agencies <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<div style="border: 1px solid black; height: 30px; width: 100%;"></div>
VII.	OTHER GROUPS SERVED _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<div style="border: 1px solid black; height: 30px; width: 100%;"></div>