

Jessica Eakin. Services Available to Young Adults in Eastern Iowa Public Libraries: A Survey. A Master's paper for the M.S. in L.S. degree. November 2003. 76 pages.  
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This study reports the results of questionnaire survey of young adult services for twenty-one Eastern Iowa public libraries. Responding libraries were categorized as either in an urbanized area, an urban cluster, or in a rural setting using 2000 Census data. Survey responses were analyzed for an overall profile of young adult services and also for urban and rural differences in availability of services for young adults. A follow-up unobtrusive visit to fourteen of the libraries followed to develop a more complete picture of the services available to young adults.

The overall performance of Eastern Iowa libraries was promising with two-thirds of the libraries ranking "good," "very good," or "outstanding" for the number of overall services for young adults provided. Results did not demonstrate large differences in services provided between rural and urban libraries, but did show variability among individual libraries. Library visits further confirmed variability between individual libraries, not only in services provided but also in how those services were defined.

Headings:

Young adults' libraries – Iowa

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Libraries and teenagers

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Library surveys

SERVICES AVAILABLE TO YOUNG ADULTS IN EASTERN IOWA PUBLIC  
LIBRARIES: A SURVEY

by  
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## Introduction

According to the 1995 National Center for Education Statistics *Services and Resources for Children and Young Adults in Public Libraries* survey, the percentage of libraries that employ young adult librarians has not changed since the late 1980's (3). In 1990 the American Library Association (ALA) prepared a pamphlet for the Second White House Conference on Library and Information Services stating that 50 percent of youth in the United States are at risk, and that more than half of the students in the United States leave school without the knowledge base to find and hold a good job (Jones, 71). In this same pamphlet, the ALA stated that there is also a large disparity, not only across the country but also within states, in the quality of library services available to young people (Jones, 71). However, to date, surveys of young adult services within a single state have not been conducted. It is important to examine the extent of these disparities within a state. When approaching problems such as the need for young adult services, it is easier to begin in a small area than at a national level, as people, including librarians need to be educated about the value of young adult services. For these reasons, this research study focuses on a smaller geographic region, Eastern Iowa. This study asks, "What is the state of young adult services in rural and urban areas of Eastern Iowa?"

Iowa prides itself on its education (Ruenzel, 36). According to the National Education Association (NEA), Iowa students consistently rank as one of the top states in the country in math, science and reading (<http://www.nea.org/publiced/goodnews/ia01.html>). Iowa's high level of reading proficiency leads one to wonder what resources are available for young adults in Iowa public libraries, especially since the research suggests that young adults mainly use the

library for academic reasons (Rapp, 5). It is also important to investigate the disparities in available resources between urban and rural areas.

This research study will examine these possible urban and rural differences between public libraries in Eastern Iowa. In addition, this research study will examine the following elements of young adult service: the definition of young adult, the number of young adult specialists, availability of materials, availability of programs, the estimated number of young adults served by the library in a week, educational levels, and physical layout elements. The information from this study will then be used to create a more complete picture of services available to young adults in Eastern Iowa.

### **History of Young Adult Service**

Young adult services in public libraries dates back to the beginning of the twentieth century when Anne Carroll Moore of the New York Public Library chose Mabel Williams to focus on serving older children. Williams said of Moore that "...she felt that all her work was lost if they (older children) just dropped. She was the one who thought of it, because I don't think anyone else had thought of having a special work of that kind" (Campbell, 16). Of course at the time Williams was working to keep children interested in the library as they got older, as there was no literature for young adults. The role of the young adult librarian then was to help children make the transition from the children's section to the adult section of the library (Campbell, 11-12). It was Williams who created a browsing collection for teens (Campbell 16-17). Williams also published the first reader's advisory lists for young adults in 1929. It included titles specific for recreational reading, unlike the classics and textbooks students were reading in schools

(Carter, xii). And in 1930 a group within the ALA created the first “Books for Young People,” a list that continues today, except with the new name, “Best Books for Young Adults” (Carter, xii).

The first library areas dedicated specifically to young adults were created during the 1920s. The best example of a young adult room from this period was the Stevenson Room in the Cleveland Public Library. Its purpose was to keep teenagers out of the adult section of the library, however, the Stevenson Room was seen as a breakthrough in young adult services (Carter, xii). The Stevenson Room was designed for fourteen to twenty-one year olds, included trained staff, and a collection of adult books developed with the interests of young adult readers in mind (Carter, xii).

The creation of young adult services was not without its difficulties. In order to gain interest in the program Williams had to go into public schools and form collaborations with schools, and she also had to gain support from branch libraries (Campbell, 8, 10). Another challenge was the fact that many young people left school in eighth grade to begin working. In the same way as there is a challenge to reach “at-risk” teens today, there was an effort at the conception of youth services to meet the needs of youth who had no choice but to leave the educational system. Programming services were created to aid these children.

At the time, Williams had also to consider another large patron group within young adults—immigrants. Although, the media and resources available today were not available to immigrant children, Williams was conscious that immigrant children did have certain needs that other children did not, such as the fact that some children were living in extreme poverty. Williams was able to provide additional resources these

children could not find at home to help them become more successful at school (Campbell, 8).

Probably the best known figure in the formation of young adult librarianship is Margaret Edwards. Her book *The Fair Garden and the Swarm of Beasts: The Library and the Young Adult* (first published in 1969, seven years after her retirement), has become a guiding piece of literature for young adult practitioners around the country. Edwards began her work in 1932 at the Pratt Library in Baltimore, where the library director Joseph Wheeler hired Edwards. Wheeler, like Edwards, was a book lover, who enthusiastically promoted books and reading (Carter, xvii). Like Edwards, Wheeler believed that books could change lives and that the library should provide “cradle-to-grave service” (Edwards, 93-4). It was the like beliefs of Edwards and Wheeler that provided Edwards with the opportunity to focus on service to young adults.

Edwards began her library career just as the population of young adults was growing. Unlike Williams, who was challenged to reach youth who had left school, Edwards faced what could be considered the first generation of today’s teenager. America was beginning to shift from an agrarian society to an industrialized society, which meant more jobs that required more education and training (Carter, xvii). It was also a time of economic depression with high unemployment, and not as many people were needed to join the labor force. More and more teens, thus, had time for higher levels of education and training. Edwards saw that her patron base was in the schools, and so she worked tirelessly to collaborate with area schools to bring students into the library. For Edwards, the library was “not only a social institution, but also a civilizing one” (Carter, xv).

Margaret Edwards saw books as being able to influence readers. These influences included enhancing one's life, to affecting social change. However, Edwards thought that in order for books to influence the lives of teens, there needed to be dedicated, trained professionals. In practice and philosophy, Edwards believed that young adult librarians should be well read. In training her assistants, Edwards required that each assistant read books from the young adult section. Each assistant would then be interviewed on the books they read. Assistants were expected to know more than just a book's characters and plot, they were also expected to understand how each book contributed to the maturation of teens and how the book could be presented to teens (Campbell, 34). As Edwards says,

There are on our shelves thousands of books that fight prejudice, overpopulation, inhuman prisons, injustice, mistreatment of children, and all the other evils of society. If we librarians feel social responsibility, books are our weapons. Our social obligation is to read these books and see that society reads them. (104).

Another part of Edwards' mission was to introduce teens to books that could change their mind (Carter, xvi). Also crucial to Edwards' philosophy was the idea of individual librarianship.

(Librarians) should attempt through books to take each individual, whatever his reading level, and develop him to his full potential as a reader, widening his interests and deepening his understanding until he came to know that he was a member of one race—the human race—and a citizen of one plant—the earth (68).

Part of Edwards' idea of individual librarianship was individual space. Edwards believed that young adults should be given their own space in the library, but that that space should not be a separate room (Carter, xiv). Although Edwards believed young adults

should be treated as individuals and seen as a unique group, she still saw her role as transitioning young adults into the adult section of the library and associated with the adult collection.

Although Margaret Edwards is still widely read by practitioners today, one must keep in mind that Edwards' philosophy was shaped by her time. When Edwards was a librarian, only one book had been published that was considered to be specifically for young adults; this was Maureen Daly's *Seventeenth Summer* (1942). Young adult books began to be published in the late 1960's, beginning with S.E. Hinton's *The Outsiders* in 1967 (Carter, xxv). As Edwards retired in 1962 before the advent of the young book, her views were colored by this. During her time, the young adult collection consisted of adult books that were unlike the classics that were required to be read in school. Throughout her life, even in later reprints of *The Fair Garden and the Swarm of Beasts*, Edwards remained skeptical of the quality and worth of young adult literature (Campbell, 46). In fact, when Edwards was asked to recommend books for young adults, the only young adult novel she listed was *Seventeenth Summer* (Campbell, 46).

Young adult services peaked in the 1960's and by the time the end of the 1970's it had begun to relapse (Campbell, 30-1). A lack of research available to support the need for young adult service and staff is the reason most frequently cited for the decline of the specialty (Higgins, 382). A number of people began to question the large amount of money that was being spent on young adult services. In 1976 the Executive Director of the ALA even said that "... libraries might better focus on 'young people who are ready to use our (library) services' rather than beat the bushes to roundup a few more" (Campbell, 31). Strangely enough, it was in the 1970's just as the momentum for youth

services in public libraries was beginning to decline, that the young adult novel began to gain popularity (Jones, 281). This trend appears to have continued in 1993, when there was a large increase in the number of young adult books and books and articles concerning young adult literature being published (Jones, 281). However, it was also true that in budget crunches, young adult services were the first to be cut (Jones, 281). One must keep in mind that during the 1970's the country was facing an economic downturn, and many libraries were also losing funding (Fischer).

### **Literature Review**

Despite the increase in young adult publications, and the economic boom of the 1990's, the picture of young adult services in public libraries today is not as promising. According to the 1995 National Center for Education Statistics *Services and Resources for Children and Young Adults in Public Libraries* survey, the percentage of libraries that employ young adult librarians has not changed since the late 1980's. Even though a quarter of the public library patrons are young adults (3). The 1995 National Center for Education Statistics survey found that only 11 percent of the libraries in the country have a young adult librarian (iii). This information becomes more troubling when taking census figures into account. According to the U.S. Census Bureau, by the year 2010 there will be more teenagers in the country than ever before (Jones, 2002, 21). And according to the U.S. Department of Education, by the year 2009, there will be an additional 1.3 million high school students (YALSA & Jones, 21).

In 1990 the American Library Association (ALA) prepared a pamphlet for the Second White House Conference on Library and Information Services stating that 50 percent of youth in the United States are at risk, and that more than half of the students in

the United States leave school without the knowledge base to find and hold a good job (Jones, 71). Skills identified as keys to success for youths were: “the ability to listen, speak, and write effectively; the ability to use modern technology to locate information; the desire to become lifelong learners; respect for the rights and dignity of all people; and the self-confidence to believe they can create a better world” (Bishop & Bauer, 36). The pamphlet also outlined the role libraries and librarians can play in helping create successful young people/ Activities advocated included providing: instruction, access to information and resources, and a supportive atmosphere with good role models (Bishop & Bauer, 36).

Young adults are a unique and dynamic group. Each generation of young adults faces different problems and issues. Young adults are a varied group within themselves. In libraries, the young adult is usually described as being between the ages of 12 and 18. Between these ages there is great variability in experience, education, and development. Adolescence can be divided into three stages, early (ages 11-14), middle (ages 15-16), and late (ages 17-18) (Jones, 30-1). During each stage of development, adolescents have different social, psychological, and physical needs. Understanding adolescent development is important in being able to provide adequate services to young adults. “Knowledge of adolescent development enables the librarian to focus on services, programs, and material selection appropriate for the clientele served” (Rapp, 8).

In *Connecting Young Adults and Libraries*, Patrick Jones adapted some milestones of adolescence from the book *Adolescence* by Elizabeth Fenwick and Dr. Tony Smith. In Jones adaptation, the milestones for the different stages of adolescence are as follows:

**Milestones of Early Adolescence:** concern about appearance increases; independence from family becomes

more important; rebellious/defiant behaviors may appear; importance of friends increases; peer group dominates; ego dominates viewing of all issues” (30).

**Milestones of Middle Adolescence:** Becomes less self-absorbed; makes own decisions; experiments with self image; takes risks and seeks new experiences; develops a sense of values and morality; begins making lasting relationships; becomes sexually aware; increases intellectual awareness; interests and skills mature; seeks out ‘adventures’ (31).

**Milestones of Late Adolescence:** views worlds idealistically; becomes involved with world outside home and school; sets goals; relationships stabilize; sees adults as ‘equals’; seeks to establish independence firmly (31).

Besides the hormonal and psychological changes occurring during adolescence, the brain is also in the process of changing. Until age 11 or 12 brain cells form new neuronal connections. After age 11 or 12, during adolescence, the brain begins pruning these connections (Restak, 72). Experience and learning help determine which connections are strengthened and which ones are pruned. This pruning helps create a more efficient brain (Restak, 72). Not all areas of the brain develop at the same time. Areas, such as the limbic areas that are associated with emotions, mature before the areas that are involved in judgment, organization, and reasoning (Restak, 73). This asynchronous maturation of different areas of the brain may account for some of the behaviors typically associated with teens: quick and unexpected emotional changes, impulsiveness, and a disregard for consequences (Restak, 73).

Adolescence is an important part of development. It is a time, when “we learn to understand the world around us other people, social rules, and abstract ideas, when we develop abiding beliefs about how the world functions” (Restak, 71). If Margaret Edward was correct, that books have the power to shape society and people’s thinking, then libraries, books, and reading all play an important role in the lives of developing

adolescents. In her article, “Whose Community? Where is the “YA” in YA Literature,” Gail Gauthier tries to address the influence of reading on teens. She says simply, “We like to use reading to try to understand ourselves” (70). This statement may be obvious to readers, however, this statement is frightening when one thinks of the lack of guidance for young adults in libraries, as books may be able to play a powerful role in the social development of young adults.

Drawing from reading and writing theories, Gauthier forms a compelling argument about the power of reading. Gauthier extends Robert Daly’s anthropological concept of “*communitas*” to reading. *Communitas*, as described by Daly, is a “sense of comradeship among equals to which liminality [transition] is supposed to lead and from which identification of self with communal culture derives” (Gauthier, 71). In the process of reading a novel if the reader understands what they are reading and assimilation occurs with the reader sharing an understanding with the writer, the reader becomes part of *communitas* (Gauthier, 70-1). This is an interesting concept, especially when one thinks about the relationship between writers of young adult literature and the reader. Unlike adults who read books written by adults and are joining a *communitas* of peers, young adults are joining a *communitas* of adults, as the majority of young adult books are written by adults. So for young adults the question is “Where is the sense of community in *communitas*?” (Gauthier, 71). If young adults are identifying with a communal culture, it is a culture that young adults are lead to by adults (Gauthier, 72). As Patrick Jones says, “Librarians who serve young adults don’t just develop collections; they help in the vital process of developing young people to become lifelong learners and competent, caring adults” (2002, 5).

Young adult liminal states have implications not only for reading, but also for factors, positive and negative, that teens are exposed to day-to-day. Due to growing concern about “at-risk” teens, the Carnegie Council on Adolescent Development and The Search Institute have begun focusing on youth development, or “the process through which adolescents actively seek, and are assisted, to meet their basic needs and build their individual assets or competencies” (<http://www.nydic.org/nydic/devdef.html>). The Search Institute has developed a list of assets for positive youth development. In total forty assets are identified, divided into eight groups: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity (YALSA & Jones, 22). Surveys by The Search Institute have shown that the more assets that are present in ones life, “...the more positive and successful their development” (<http://www.search-institute.org/assets/importance.html>) The fewer assets present in one’s life, the greater the possibility that the youth will engage in risky behaviors such as violence, drug use, and unsafe sex (<http://www.search-institute.org/assets/importance.html>). According to the Search Institute,

The reality is that the average young person surveyed in the United States experiences only 18 of the 40 assets. Overall, 62% of young people surveyed have fewer than 20 of the 40 assets. In short, the majority of young people in this country--from all walks of life--are lacking in sufficient developmental assets needed for healthy development. These statistics, as well as the role assets play in predicting both positive and negative outcomes for youth, underscore the importance of the developmental asset framework and its application (<http://www.search-institute.org/assets/importance.html>).

One of the least owned of all the forty assets is reading for pleasure, a troubling statistic for libraries and teens (YALSA & Jones, 23). If one agrees with Gauthier that reading can be a powerful influence, then the statistic about reading for pleasure becomes even more troubling.

One of the key elements to building assets are relationships (YALSA & Jones, 23). These relationships can be as simple as customer service. The relationships teens form with their teachers and librarians can help create and maintain positive assets for teens, keeping them away from negative influences. Teens look to librarians for suggestions when locating information and for book recommendations, a role that should not be taken lightly.

The question is no longer merely asking what a young adult finds in a school or public library when entering it, but also what happens to that young adult as a result of checking out a book, participating in a book discussion group, spending time as a student assistant, or learning how to locate information on the Internet (YALSA & Jones, 5).

Despite all of the reasons for serving young adults, providing services to young adults, or hiring a young adult librarian is not a reality or even a priority in most libraries in the United States. Libraries often cite lack of funding for the lack of a young adult librarian or the provision of young adult services. As Patrick Jones says, “If a library can afford to open its doors and pay its bills, it has the resources to serve young adults. The problem is not a lack of resources, but a lack of placing young adults as a priority” (71).

Another part of the reluctance to serve young adults or to place them as a priority, comes from sets of contradictions that exist between libraries, librarians, and young adults. As Patrick Jones says, “...in many libraries, especially public libraries, young

adults are not served—they are tolerated” (5). This “tolerance” in large part comes from the stereotypes librarians hold about young adults. Librarians think that young adults are:

1) loud and obnoxious; 2) full of energy; 3) rushed; 4) disorganized; 5) emotional; 6) flip and disrespectful; 7) unpredictable; 8) physical/sexual; 9) concerned with ‘hip;’ 10) care only about appearance; 11) tuned into non-print; 12) travel in packs; 13) destructive; 14) dangerous; 15) weird looking; 16) smart-alecks; 17) pressured; 18) not interested in libraries (Jones, 27).

It is belief in stereotypes such as the above mentioned that perpetuates the lack of commitment in service to young adults.

The reasons for not serving young adults do not stem from legitimate justifications, but rather are based on feelings, opinions, and misconceptions. Often when libraries and librarians look at young adult services they see only negatives, even if they are aware of the benefits libraries can have on young adults as they develop. If libraries and librarians need more reasons for serving young adults than just being a positive life altering influence, they should look to research conducted by Barbara Will Razzano. In her study, Razzano found that there is an 85 percent correlation between childhood and adolescent library use (113). More importantly, she found that if a user were attracted to the library as an adolescent his/her use of the library as an adult would be at a level equal to his/her use of the library as a child (114). These results are important to the future of libraries. If libraries want to continue to find community, state and national support, they must work to attract library users, and that means attracting and supporting the interests of young adults.

Not only is there a lack of young adult librarians and young adult services across the nations, there is an economic disparity even within states and counties. In the

American Library Association (ALA) pamphlet prepared in 1990 for the Second White House Conference on Library and Information Services, the ALA stated that there is a large disparity, not only across the country but also within states, in the quality of library services available to young people (Jones, 71). In the 1995 survey, *Services and Resources for Children and Young Adults in Public Libraries* by the National Center for Educational Statistics, the results showed a great difference between urban, suburban, and rural areas, with the most drastic difference occurring between urban and rural areas (47). Rural areas reported offering fewer services than their urban and suburban counterparts (47). Libraries in urban and suburban areas were more likely to have a larger library and some kind of young adult or youth services. These factors may be symptomatic of economic disparity.

Within the past twenty years there has been an increase in the amount of literature written about young adult services. However, relative to other aspects of public library service, little has been written about young adult services. The literature that does exist pertaining to young adult services tends to focus on the history of young adult services, programming, evaluation of programs and services, and “how-to” articles describing the “best” way to organize and manage a young adult department (Winston & Paone, 45). There are very few surveys or examples of original research focusing on young adult services. Among the existing surveys all but one are broad national surveys. The two most notable national surveys are the National Center for Educational Statistics’ 1995 *Services and Resources for Children and Young Adults in Public Libraries* and Michael Cart’s 1998 “Young Adult Library Service Redux?—Some Preliminary Findings.”

In 1995, the young adult services of 800 libraries across the country were surveyed regarding patronage, library operation, and resources available to young adults. The survey found that during an average week during the fall of 1993, sixty percent of the library patrons were youth and twenty-three percent of those youth were young adults (2). Yet, the findings of the survey found that the percentage of libraries that have either a young adult librarian or a youth services librarian has not changed since the previous survey conducted in the late 1980s. Eleven percent of the libraries surveyed employed a young adult librarian and twenty-four percent a youth services librarian (9). Good news from the survey was that most libraries do provide a collection of materials for young adults, with only eleven percent of the libraries surveyed having no young adult materials at all (iv).

A difference in the services provided was found between rural and urban and suburban libraries. Rural libraries were found to offer fewer services to youth overall (47). Libraries that employed a youth services specialist or young adult librarian were more likely to offer more services to young adults (47). Among these services affected by urban and rural distinctions and whether or not a library employed a youth services specialist were: advisory lists, programming, homework assistance, presentations and workshops, and computer information services (47). One service that did not appear to be dependent upon these variables was homework assistance. Only twelve percent of the libraries surveyed offered homework assistance to young adult patrons (47).

Librarians' perceptions of the external and internal barriers to young adult library use were also investigated in the 1995 *Services and Resources for Children and Young Adults in Public Libraries* survey. In identifying external factors, seventy-four percent of

librarians believed competition from other activities were the main reason for low young adult usage (53). Lack of interest and lack of knowledge of library services were the next most frequent reasons cited by librarians for low young adult usage (56). In addition to external barriers, internal barriers to increasing resources and services for young adults were identified by librarians. The two most common internal barriers were insufficient library staff and insufficient services (56).

The focus of Michael Cart's 1998 survey, "Young Adult Library Service Redux?—Some Preliminary Findings," was the libraries' definition of young adults, the number of librarians and staff serving young adults, and the services provided to young adults. Fifty of the largest public libraries in the United States were surveyed, with forty of the fifty libraries returning completed surveys (392). Cart found that sixty-five percent of the libraries surveyed reported offering a formal young adult service that was coordinated by a distinct unit of library organization (393). However, only thirty percent of those respondents employed a young adult services coordinator, which typically left the responsibility to a youth services coordinator who organized young adult and children's services (393). In addition, only half of the library respondents defined young adult as ages 12 to 18, the definition YALSA (Young Adult Library Services Association) and the U.S. Department of Education have adopted. The other half had a range of definitions which were based on either age or grade level (393). Despite the differences in service delivery and definitions, Cart did find an overall trend toward expansion of young adult services in the large urban libraries surveyed (393).

Another analysis of young adult resources in US public libraries is a PhD dissertation by Phyllis Jean Dansby Fisher at the University of Texas at Austin in 1992.

In her dissertation, Fisher surveyed public libraries in thirty-eight of the country's largest standard metropolitan statistical areas. This dissertation focused on services available to young adults and their relationship to library organization, funding and budgeting. The results of this dissertation supported the results of other national studies, showing that among libraries there is a wide range of available services (234). However, Fischer found that there was a "...very encouraging actuality disclosed a highly favorable profile of young adult library services personnel" (234). This result may be due to the sampling population chosen for the survey. As was seen in the 1995 *Services and Resources for Children and Young Adults in Public Libraries* survey, the more urban a library is the more likely it is to provide services to young adults and to employ young adult personnel (47). Fisher also was able to show with statistical significance a correlation between young adult services and the financial organization of the library (92). Again, this result may have been due to the survey's sample population.

Only one research study has focused on the public libraries within a state, Mark Winston's and Kimberly Lione Paone's "Reference and Information Services for Young Adults: A Research Study of Public Libraries in New Jersey" (2001). Although this study focused specifically on reference services, the survey did provide results consistent with national surveys. Fifty-three percent of respondents reported having no young adult librarian (48). Fewer than thirty-three percent of libraries reported offering homework assistance or tutoring (50).

One area of research that is still lacking is the measurement of young adult user satisfaction. However, Susan E. Higgins' PhD dissertation, "A Study of the Effectiveness of Public Library Services to Young Adults," documents young adult's user satisfaction.

Her results are promising to young adult advocates. In her study, Higgins surveyed young adults at two public libraries, one that employed a young adult specialist and one that employed only generalist librarians. She found that the young adult librarian had an effect on patron satisfaction beyond collection development. According to Higgins, a young adult specialist librarian positively affects: user satisfaction by providing a sense of welcome to young adults; the use of interlibrary loan by young adults; the greater the awareness of hotline information (pamphlets with information regarding 24 hour hotlines about problems such as divorce, AIDS, pregnancy, suicide, rape, etc.); the greater likelihood that youth will take advantage of young adult programming; the provision of popular materials (videos, music, etc) and topics (horror, science fiction, glamour, etc); provision of reading advisory lists; and satisfaction with the young adult designated area (127-130).

From Susan E. Higgins' preliminary research on the effectiveness of young adult services on young adult patrons, there appears to be compelling reasons to support hiring a young adult librarian. And although, more research needs to be conducted to confirm her findings, it is still important to investigate what resources are currently available to young adults, not only in select libraries across the nation, but within an individual state. Only one of the surveys of young adult services attempted to distinguish between urban and rural libraries, and the results of that line of investigation showed large correlations between availability of services and urban and rural libraries (Nation Center for Education Statistics, 47). These disparities need to be further investigated, as "at-risk" teens do not only live in urban areas. One could argue that teens in rural areas may be at an even greater risk because they do not have the same number of youth community

organizations to turn to, making libraries one of the only community places for teens. For rural communities, the library is also one of the only places outside of school that provides information to teens. With the Internet, that statement is changing, but the library still plays a role in helping teens learn to use and understand the Internet.

Similar to Winston and Paone's study, the current study focus on young adult services within a single state, Iowa. However, this study narrows the geographic area even further to Eastern Iowa. Iowa prides itself on its education (Ruenzel, 36). Looking at accolades that the National Education Association (NEA) lists for the state of Iowa it is no wonder that they are proud (<http://www.nea.org/publiced/goodnews/ia01.html>). Iowa students appear to be strong in math, science and reading, consistently ranking as one of the top states in the country (<http://www.nea.org/publiced/goodnews/ia01.html>).

According to *The Nation's Report Card: Reading 2002*, fourth graders in Iowa rank sixth in the nation for reading proficiency (41). Eighth graders did not participate in the National Assessment of Educational Progress (NAEP) reading assessment. Instead eighth graders took the Iowa Test of Basic Skills (ITBS) and eleventh graders took the Iowa Tests of Educational Development (ITED) to meet the testing requirements for the No Child Left Behind State Report Card. This makes comparing Iowa eighth and eleventh graders reading levels to the remainder of the nation difficult. However, Iowa's *State Report Card for No Child Left Behind* does contain information on reading proficiency levels from 1993 to 2002 for fourth, eighth, and eleventh graders. Scores from two consecutive school years were used to describe annual achievement changes (7).

In 2001-2002, 75.9 percent of fourth graders performed at proficient levels on the ITBS, which is higher than any of the other years since 1993. In 2001-2003, 69.3 percent

of eighth graders performed at a proficient levels on the ITBS (16). This result is very good, although since 1993 the level of proficiency has decreased yearly, from 73.5 percent in 1993-1995 to 69.3 in 2001-2003 (16). However, eleventh graders reading proficiency levels have remained relatively stable since 1993 with only slight fluctuations (23). In 2002 the level of proficiency was 77 percent on the ITED (23). Unfortunately, proficiency levels cannot be directly compared for fourth, eighth, and eleventh grades, as “the corresponding descriptions of performance are not exactly the same from grade to grade” (8).

Although Iowa does have a high level of reading proficiency statewide, the decline in the level of reading proficiency for eighth graders is troublesome. As young adults mainly use the library for academic reasons, it is important to see what resources in Iowa’s public libraries are available for adolescents (Rapp, 5). It is also important to investigate the disparities in available resources between urban and rural areas.

In addition to examining the urban/rural differences in young adult services, this survey will also examine many of the same elements that were investigated in the national surveys. Among the elements examined in this study are how young adults are defined, the number of young adult librarians, estimated number and percentage of young adults served, physical layouts of the young adult area, and the availability of materials and programs. Unlike past surveys that tended to focus of large public libraries, this survey will concentrate on Eastern Iowa, where the largest city is only 120,000 people. The aim of this survey is to develop a picture of young adult services that is representative of areas of the United States that are not near large metropolitan areas or their suburbs.

## **Methodology**

### Sampling Frame

The final list of thirty-two libraries was chosen by the library's location and whether or not the library maintained a website. Distance from Iowa City was also a consideration in order to visit the libraries they could not be too far away.

### Questionnaire

The Academic Affairs Institutional Review Board at the University of North Carolina, Chapel Hill reviewed and approved the questionnaire and cover letter used in this study (Appendix A and B). Upon approval, the cover letter and questionnaire, with a self-addressed stamped envelope for returning the survey were mailed to thirty-two public libraries in Eastern Iowa. In those libraries where a contact name could be ascertained, questionnaires were addressed to a specific person. All other surveys were addressed to "Young Adult or Children's Services." On the survey, the recipient was instructed to give it to the person in the library who is most knowledgeable of young adult services. A second cover letter and additional copies of the original cover letter and survey were mailed to libraries that did not respond by the designated date.

The questionnaire consists of nineteen questions and is four pages in length (see Appendix B). The estimated time of completion is twenty minutes. The questions tried to get at the internal structure of the library's young adult service by asking questions concerning staff employed, door counts, borrowing percentages, placement of young adult materials, and how the library serves young adults. Respondents were queried as to asked what materials were available for young adults and their perceived usage. They

were asked for their perceptions of the reasons why young adults do not use the library, and what factors within the library prohibit changes in young adult service. The survey questions were based on questions used in the 1995 National Center for Education Statistics *Services and Resources for Children and Young Adults in Public Libraries* survey (122-124).

### **Survey Results and Data Analysis**

A total of twenty-one surveys were returned, making the response rate 65.9 percent. Three of the surveys returned were from urbanized area libraries ten were from urban cluster libraries and eight were from rural area libraries (see definitions of these areas below). The data was first analyzed for frequency. Next, the data was analyzed for urban/rural differences in services provided. Finally, each library was assigned an overall numerical ranking for the availability of services to young adults. These numerical rankings were then given overall equivalent rankings of “outstanding,” “very good,” “good,” moderate,” “fair,” or “poor” service availability.

#### Urban Rural Distinction

The 2000 U.S. Census Bureau redefined urban and rural. According to the 2000 U.S. Census Glossary, in order for an area to be categorized as urban, it must have “a cluster of one or more block groups or census blocks each of which has a population density of at least 1,000 people per square mile at the time, and surrounding block groups and census blocks each of which has a population density of at least 500 people per square mile at the time” (<http://www.census.gov/geo/www/tiger/glossry2.pdf>). The U.S.

Census further distinguishes between urban areas by classifying urban areas as either urbanized areas or urban clusters. Urban clusters are densely settled areas that has at least 2,500 people, but less than 50,000 people. An urbanized area is a densely settled area that has at least 50,000 people (<http://www.census.gov/geo/www/tiger/glossry2.pdf>). Rural areas are defined as any area outside of a urbanized area or urban cluster.

Of the responding libraries, two were located in urbanized areas. Because of the more stringent density requirements of the 2000 Census, some areas that were once urbanized areas or urban clusters were reclassified as rural. Two cities whose libraries were surveyed fit into this category. Although, both cities have large populations and are located outside on urbanized areas, they are classified as rural due to the density requirements of the classification. Ten of the responding libraries are classified as urban clusters, with the remaining five libraries classified as rural. Due to the density requirements, not only are large populations not considered urban, small populations are considered urban clusters.

**Table 1**

**2000 U.S. Census Population and Urban/Rural Distinctions**

<b>2000 U.S. Census Populations</b>	<b>2000 U.S. Census Urban/Rural Distinction</b>
120,758	Urbanized Area
98,359	Urbanized Area
68,747	Urbanized Area
26,839	Urban Cluster
22,697	Urban Cluster
11,427	Urban Cluster
10,715	Urban Cluster
6,692	Urban Cluster

5,494	Urban Cluster
5,257	Urban Cluster
4,035	Urban Cluster
3,332	Urban Cluster
2,829	Urban Cluster
31,275	Rural
26,294	Rural
15,123	Rural
9,509	Rural
5,367	Rural
1,393	Rural
1091	Rural
489	Rural

Populations and urban/rural distinctions of the twenty-one responding libraries.

## **Questionnaire Results**

### **Question 1: Position Title**

Of the twenty people who completed the survey and responded to the question about their position title five were Library Directors, four were called Children's Librarians, two were called Youth Services Librarians, two were called Young Adult Librarians and one each was named Head of Adult Services, Programming Services Manager, Assistant Librarian, Assistant Director/Teen Librarian, Teen Librarian/Internet Services, and Assistant/Teen Coordinator. The two surveys completed by Young Adult Librarians were both from rural area community libraries. However, these rural areas were the two rural areas that were recently reclassified as rural, although they have large populations, 31,275 and 26,294.

### **Question 2: Number of Profession, Paraprofessionals and Volunteers**

Responses to this question were difficult to tabulate or analyze, as the responses to the questions were confusing with numbers of librarians not adding up correctly. Confusion was most likely created by the presentation of the question on the page.

Confusion was probably also created as there are a number of library employees who split their time between departments, making question 2 difficult to answer.

### **Question 3: Library Definition of Young Adult**

Eight libraries defined young adults as ages 12 to 18, the same as the YALSA (Young Adult Library Services Association) definition. Among other definitions of young adult were ages 14 to 20, 12 to 19, 10 to 15, 16 to 18, 13 to 17, and 12 to 17. Two libraries defined young adult by grades 6 to 12. There was no difference in the definitions of young adults between urbanized areas, urban clusters, and rural area community libraries.

### **Questions 4: Door Counts and Percentage of Young Adults**

All libraries except two were able to provide an estimate of the number of people who enter the library in a given week in the fall of 2003, however, only twelve libraries were able to estimate how many of those people were young adults. In the 1995 *Services and Resources for Children and Young Adults in Public Libraries* survey twenty-three percent of patrons entering libraries were young adults during the fall of 1993 (2).

**Table 2**  
**Estimated Entrances of Young Adults in One Week**

<b>Door Count-All Ages</b>	<b>Number of Young Adults</b>
933	93 (10%)
100	25 (25%)
8400	672 (8%)
4800	240 (5%)

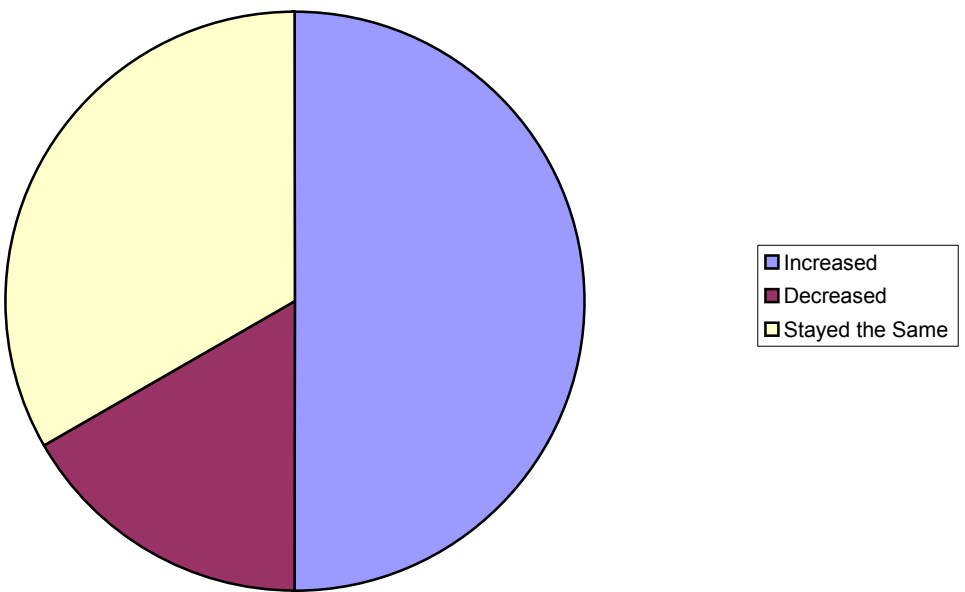
1500	300 (20%)
550	225 (50%)
300	99 (33%)
350	105 (30%)
1000	100 (10%)
450	68 (15%)
445	36 (8%)
946	95 (10%)
50	13 (25%)

Number of people estimated to have entered the library during one week in the fall of 2003, the percentage and number of those patrons that were estimated to be young adults.

*Change in Young Adult Use in the Past 5 Years*

**Figure 1**

**Change in YA Public Library Entrance Over the Past Five Years**



Of the eighteen respondents, nine (50%) reported an increase over the past five years, three (16.7%) reported a decrease over the past five years and six (33.3%) reported that young adult entrance into the library had stayed the same over the past five years. Five (55.6%) of the urban cluster libraries that responded reported an increase in young adult library use over the past five years. Two (22.2%) of the urban cluster libraries reported that young adult usage had stayed the same, and two (22.2%) reported a decrease in use. Four (50%) of rural libraries reported an increase, One (12.5%) library reported a decrease in young adult use, while three (37.5%) reported that young adult use stayed the same over the past five years. Only one urbanized area library responded to this question; it reported that young adult use had stayed the same over the past five years.

#### **Question 5: Percentage of borrowers as defined by each library**

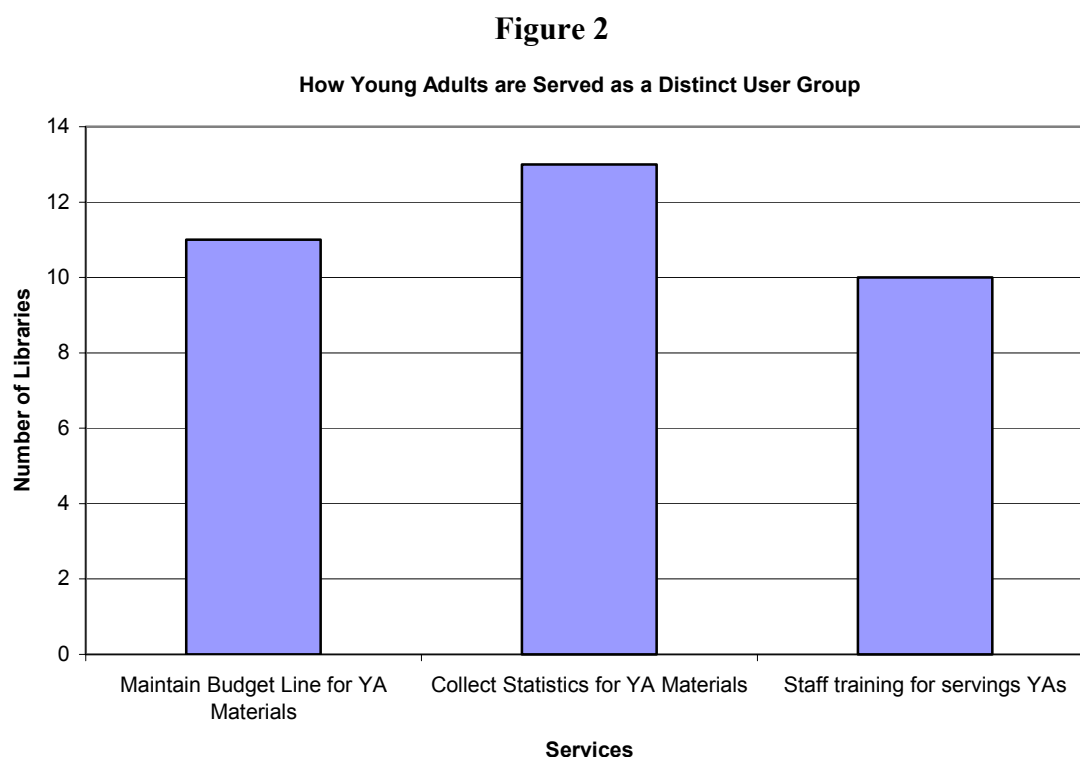
Only six of the responding libraries responded to question five. Of the six respondents only three maintained distinct statistics on young adult and children. The other three libraries combined young adult and children. Both of the libraries that kept distinct statistics were small libraries that did not employ a young adult librarian.

#### **Question 6: Placement of Young Adult Materials in the Library**

Twenty of the twenty-one respondents reported having either a separate area or separate room for young adult materials. The one urban cluster library that did not have a distinct area shelved young adult materials in the adult section of the library. One urbanized area library reporting having a single shelf for young adult books and materials. Many of the libraries indicated that although fiction materials were shelved in a

separate area or room, nonfiction materials were shelved with adult nonfiction books. The survey did not ask for this distinction so the number of libraries that have nonfiction books for young adults is not available.

### Question 7: How the Library Serves Young Adults as a Distinct User Group



Eleven of the twenty libraries that responded to question seven maintain separate budget lines for collecting young adult materials. Thirteen of the twenty responding libraries report collecting statistics on the circulation of young adult materials. Ten of the seventeen responding libraries report training for library staff on serving young adults. Among the libraries that maintain budget lines for young adult materials, three were libraries in urbanized areas, three were rural area libraries, and five were urban cluster

area libraries. One urbanized area library, seven urban cluster libraries, and five rural libraries collect circulation statistics on young adult materials. Of the ten libraries that reported training staff on serving young adults, one library was from an urbanized area, five were from urban cluster areas, and four were from rural area libraries.

### **Question 8: Administrative Importance Ranking to Populations Served**

**Table 3**  
**Administrative Importance Ranking of Services**

<b>User Group</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>
<b>Adult</b>	10	6	1	0
<b>Children</b>	7	9	0	0
<b>Aged</b>	0	0	5	10
<b>Young Adult</b>	0	1	9	5

Reported order of ranking the library administration assigns to each population served.

Several respondents wrote that each patron group was treated equally and so either no rankings were assigned, or ranking were used more than once. In cases where rankings were used more than once for a category, all of that library's rankings were disregarded. Adult and children's services were ranked first most often with services for the aged and young adults most often ranking either third or fourth. Most often young adult services was ranked third and aged services ranked fourth. There were only two exceptions to that generalization one library ranking adult services as third, and one ranked young adult services second.

### **Question 9: Services Available to Young Adults and Their Usage**

**Table 4**  
**Availability and Usage of Young Adult Services and Resources**

<b>Service</b>	<b>Available</b>	<b>Limited Availability</b>	<b>Not Available</b>	<b>Heavy Usage</b>	<b>Moderate Usage</b>	<b>Light Usage</b>
Reader's Advisory	12	2	6	0	6	5
Reference	17	3	0	3	9	3

Assistance							
Interlibrary Loan	20	0	0		2	6	8
Reading Lists, Bibliographies, Pathfinders	9	8	3		1	2	10
Books (Fiction & Nonfiction)	21	0	0		5	11	0
Periodicals	19	2	0		6	8	2
Presentations & Workshops on Topics of Interest to Teens	6	8	6		1	8	3
YA Book or Film Discussion Groups	1	3	17		1	1	1
Summer Reading Program	15	2	4		5	4	4
YA Advisory Board	8	0	12		3	2	1
Study Space	15	3	3		3	7	5
Homework Assistance Programs	3	1	17		0	0	2
Tutoring	0	2	19		0	0	2
College Information	11	8	2		1	6	8
Career Information	11	9	1		1	4	11
Drug/Alcohol/Sex Information	16	5	0		0	9	7
Other Language Materials	5	10	6		2	3	6
Multicultural Materials	9	12	0		1	5	9
Computer Information Services	13	5	1		5	5	2
CD-ROM Software	10	3	7		3	2	6
Personal Computers	19	1	1		10	5	0
Computer Software	9	4	6		3	3	3
Audio Recordings	20	1	0		3	5	8
Video Recordings	19	1	1		9	5	1

Availability and usage rankings of young adult library services. All twenty-one libraries responded to question 9. Some respondents chose not to respond to all parts of question 9. Five responding libraries did not complete usage information section of question 9. For categories where “Not Available” was selected, no usage level was selected.

**Table 5**  
**Urban/Rural Availability of Services to Young Adults**

Service	Urbanized Area	Urban Cluster	Rural
	<b>n=3 unless otherwise noted</b>	n=10	n=8
Reader's Advisory	1 (50%)	6 (60%)	7 (88%)
Reference Assistance	2 (100%)	10 (100%)	8 (100%)
Interlibrary Loan	2 (100%)	10 (100%)	8 (100%)
Reading Lists	1 (100%)	8 (80%)	7 (88%)
Books (Fiction & Nonfiction)	3 (100%)	10 (100%)	8 (100%)
Periodicals	3 (100%)	10 (100%)	8 (100%)
Presentations & Workshops on Topic of Interest to Teens	1 (50%)	4 (40%)	7 (88%)
YA Book or Film Discussion Groups	1 (33%)	2 (20%)	1 (13%)
Summer Reading Program	3 (100%)	8 (80%)	6 (75%)
YA Advisory Board	1 (33%)	3 (30%)	4 (50%)
Study Space	3 (100%)	9 (90%)	7 (88%)
Homework Assistance	1 (33%)	1 (10%)	2 (25%)
Tutoring	0 (0%)	1 (10%)	1 (13%)
College Information	3 (100%)	9 (90%)	7 (88%)
Career Information	3 (100%)	10 (100%)	7 (88%)
Drug/Alcohol/Sex Information	3 (100%)	10 (100%)	8 (100%)
Other Language Materials	3 (100%)	8 (80%)	4 (50%)
Multicultural	3	10	7

Materials	(100%)	(100%)	(88%)
Computer Information Services	3 (100%)	9 (90%)	6 (75%)
CD-ROM Software	0 (0%)	6 (60%)	7 (88%)
Personal Computers	3 (100%)	10 (100%)	7 (88%)
Computer Software	2 (66%)	5 (50%)	4 (50%)
Audio Recordings	3 (100%)	10 (100%)	8 (100%)
Video Recordings	3 (100%)	9 (90%)	8 (100%)

Availability of young adult services in urbanized area, urban cluster, and rural area public libraries.

#### *Reader's Advisory*

Reader's advisory service was available or limitedly available at fourteen libraries and not available at six of the libraries. No libraries reported heavy usage. Six libraries reported moderate usage and five libraries reported light usage of the young adult reader's advisory services. One urbanized library offered reader's advisory services to young adults. Sixty percent of urbanized cluster libraries and eighty-eight of rural libraries offer reader's advisory services.

#### *Reference Assistance*

All twenty libraries reported that they offer some level of reference assistance. Three libraries reported heavy usage, three libraries reported light usage, and nine libraries reported moderate usage. Two of the three urbanized libraries responded on reference assistance availability; both provided reference assistance to young adults.

*Interlibrary Loan*

All twenty libraries (one hundred percent of responding urbanized areas libraries, urban cluster libraries, and rural libraries) reported offering interlibrary loan services. Two libraries reported heavy usage, six libraries reported moderate usage, and eight libraries reported light usage of these interlibrary loan services. The two libraries that reported heavy usage were rural area libraries.

*Books (Fiction and Nonfiction)*

All twenty-one libraries reported having fiction and nonfiction books for young adults. Five libraries reported heavy book usage and eleven reported moderate usage of young adult books.

*Periodicals*

All twenty-one libraries reported having some availability of periodicals (19 available, two limited availability). Six libraries reported heavy usage, eight libraries reported moderate usage, and two libraries reported light usage of periodicals by young adults.

*Presentations and Workshops on Topics of Interest to Teens*

Six libraries reported offering presentations and workshops of topics of interest to teens. Eight libraries reported offering these workshops with limited availability, and five libraries do not offer presentations and workshops on topics of interest to teens. Only one library reported heavy workshop usage. Eight libraries reported moderate usage and three libraries reported light usage of available presentations and workshops. Eighty-eight percent of rural libraries offered presentations and workshops on topic of interest to teens in comparison to forty percent of urban cluster libraries, and fifty percent (or one) urbanized library.

*Young Adult Book or Film Discussion Groups*

One urbanized library offered a young adult discussion group. Three of the eighteen libraries have book or film discussion groups for young adults of limited availability, while the other seventeen libraries do not offer these discussion groups. Two libraries reported that the local schools offer discussion groups of this nature. Of the four libraries that offer these discussion groups one reported heavy usage, one reported moderate usage, one reported light usage, and one did not complete the usage assessment section. Thirty-three percent of urbanized area libraries, twenty percent of urban cluster libraries, and thirteen percent of rural libraries have a young adult book or film discussion group.

*Summer Reading Program*

Seventeen of the libraries reported that they offer a summer reading program (15 available, two limited availability). Four libraries do not offer a summer reading program. Five libraries reported heavy usage of their summer reading programs, four reported moderate usage and four reported light usage. One hundred percent of urbanized area libraries, eighty percent of urban cluster libraries, and seventy-five percent of rural libraries offer a summer reading program for young adults.

*Young Adult Advisory Board*

Eight libraries have a young adult advisory board; twelve libraries do not. One library reported that they were in the process of creating an advisory board. Of the five libraries with young adult advisory boards, three reported heavy usage, two reported moderate usage, and one reported light usage.

*Study Space*

Study space is either available or limitedly available in eighteen libraries and not available in two libraries. Three libraries reported heavy usage of study space, seven libraries reported moderate usage, and five libraries reported light usage. One hundred percent of urbanized libraries, ninety percent of urban cluster libraries, and eighty-eight percent of rural libraries offer study space in their libraries.

*Homework Assistance Programs*

Four libraries reported that they offer some homework assistance, while the other seventeen libraries reported not having homework assistance available. Only two libraries reported light usage of available homework assistance. Thirty-three percent of urbanized libraries, ten percent of urban cluster libraries, and twenty-five percent of rural libraries offer homework assistance programs.

*Tutoring*

Tutoring was limitedly available in two libraries and not available in the other nineteen of the libraries. The usage in those two libraries was considered to be light. No urbanized area libraries offer tutoring services. Ten percent of urban cluster libraries and thirteen percent of rural libraries do offer tutoring services.

*College Information*

College information is available or limitedly available in nineteen libraries and not available in two of the libraries. College information was reported as being used heavily in one library, moderately in six libraries, and lightly used in eight libraries. One hundred percent of urbanized area libraries, ninety percent of urban cluster libraries, and eight-eight percent of rural libraries have college information for young adults.

*Career Information*

Twenty libraries have career information either available or limitedly available to young adults. One rural library reported not offering any career information. Career information was reported to be heavily used in one library, moderately used in four libraries, and lightly used in eleven libraries.

*Drug/Alcohol/Sex Information*

Information about drugs, alcohol, and sex was either available or limitedly available in all twenty-one libraries. Of those libraries, nine reported moderate use and seven libraries reported light use.

*Other Language Materials*

Five libraries report offering materials in other languages, ten libraries have other language materials limitedly available, and six libraries do not offer materials in other languages. Two libraries reported heavy usage of these materials. Three reported moderate usage, and six reported light usage. The percentage of homes where a language other than English is spoken in the two cities that reported heavy usage of these materials are 39 and 2.6 percent, according to the 2000 U.S. Census data.

**Table 6****Percentage of Population Where Language Other Than English is Spoken at Home**

<b>U.S. Census Population</b>	<b>U.S. Census Urban/Rural Distinction</b>	<b>Language Other than English Spoken at Home</b>
120,758	Urbanized Area	5.7
68,747	Urbanized Area	8.3
98,359	Urbanized Area	6.5
26,839	Urban Cluster	3.4
22,697	Urban Cluster	11.6
11,427	Urban Cluster	2.6

10,715	Urban Cluster	4.9
6,692	Urban Cluster	4.2
5,494	Urban Cluster	5.8
5,257	Urban Cluster	3.3
4,035	Urban Cluster	2.2
3,332	Urban Cluster	39.0
2,829	Urban Cluster	4.2
31,275	Rural	5.3
26,294	Rural	3.5
15,123	Rural	11.6
9,509	Rural	6.3
5,367	Rural	5.4
1,393	Rural	6.3
1,091	Rural	2.8
489	Rural	4.8

One hundred percent of the urbanized area libraries, eighty-percent of the urban cluster libraries offer materials in other languages and fifty percent of rural libraries offer materials in other languages. Among the libraries that do not offer any young adult materials in foreign languages the percentage of households that speak a language other than English at home is as follows: 3.5 %, 5.4%, 2.2%, 5.8%, 4.8%, and 2.8%.

#### *Multicultural Materials*

Seventeen libraries reported having multicultural materials either available or limitedly available. One library reported that these materials were heavily used, four reported that they were moderately used, and nine reported that they were lightly used. One hundred percent of urbanized area libraries and urban cluster libraries reported offering multicultural materials. Of the rural area libraries, eighty-eight percent reported having multicultural materials.

*Computer Information Sessions*

Computer information sessions were either available or limitedly available at eighteen libraries, and one library reported no availability. Four libraries reported heavy usage of computer information sessions. Five libraries reported moderate usage of computer information sessions, and two libraries reported light usage. One library reported that the only type of computer information session offered was an Internet skills class. Rural libraries were least likely to offer computer information sessions with only 75% of those libraries offering this service.

*CD-ROM Software*

CD-ROM software was reported as being available or limitedly available at thirteen libraries and not available at seven libraries. Three libraries reported heavy usage, two libraries reported moderate usage, and six libraries reported light usage of CD-ROM materials by young adults.

*Personal Computers*

Computers are available or limitedly available to young adults for personal use in twenty libraries. One rural library reported not having computers available for personal use. Ten libraries reported heavy usage, and five libraries reported moderate usage of these computers.

*Computer Software*

Nine libraries reported having computer software for independent use available, in three libraries it is limitedly available, and in five libraries computer software for independent use is not available. Three libraries reported heavy usage, moderate usage, and light usage of computer software. Sixty-six of urbanized libraries reported offering

computer software and fifty percent of urban cluster and rural libraries also offered this service.

#### *Audio Recordings*

All twenty-one libraries reported that they offer audio recordings. Three of these libraries reported heavy usage, five libraries reported moderate usage, and eight libraries reported light usage. This portion of the survey did not specify whether the holdings were musical recordings or audio recording of books.

#### *Video Recordings*

All, but one of the twenty-one responding libraries reported that videos are available. Video recordings are heavily used in nine libraries, moderately used in five libraries, and lightly used in one library. The library that did not have video recording available was an urban cluster library.

#### Question 10: Library Conducted Cooperative Activities with Local Schools (public, private, or home) Specifically for Young Adults During the Past 12 Months

**Table 7**  
**Frequency of Cooperative Activities with Local Schools**

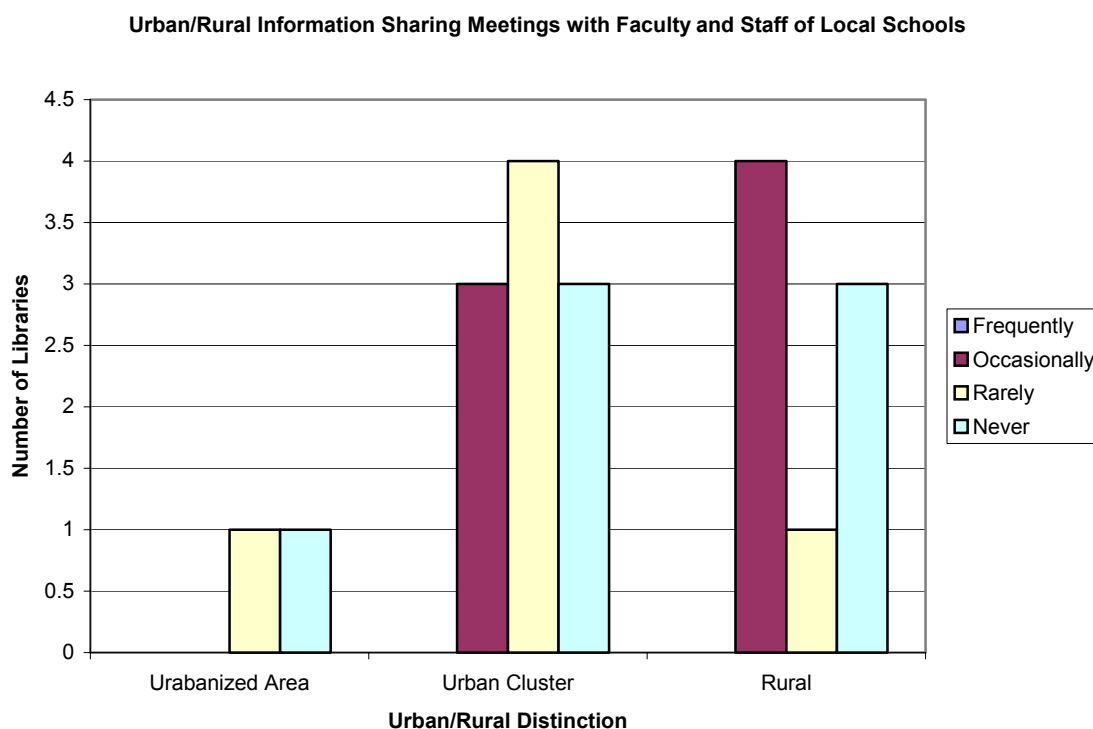
Frequency	Information Sharing with Faculty & Staff	Resource Sharing- Interlibrary Loan	Automation Projects/Shared Online	Class Visits to the Library	Librarian Visits to Schools
Frequently	0	3	1	4	1
Occasionally	7	3	4	7	10
Rarely	4	8	3	5	5
Never	9	3	12	4	3

Number of libraries and the frequency that they conduct cooperative activities with local schools. Twenty libraries responded to this question, however, some respondents chose not to answer all aspects of the question.

### *Information Sharing Meetings with Faculty and Staff*

Seven libraries reported occasionally sharing information with the faculty and staff of local schools, four libraries reported sharing information rarely, and nine reported never sharing information. Rural area libraries and urban cluster libraries were most likely to report that they occasionally participate in information sharing sessions with local school faculty and staff.

**Figure 3**

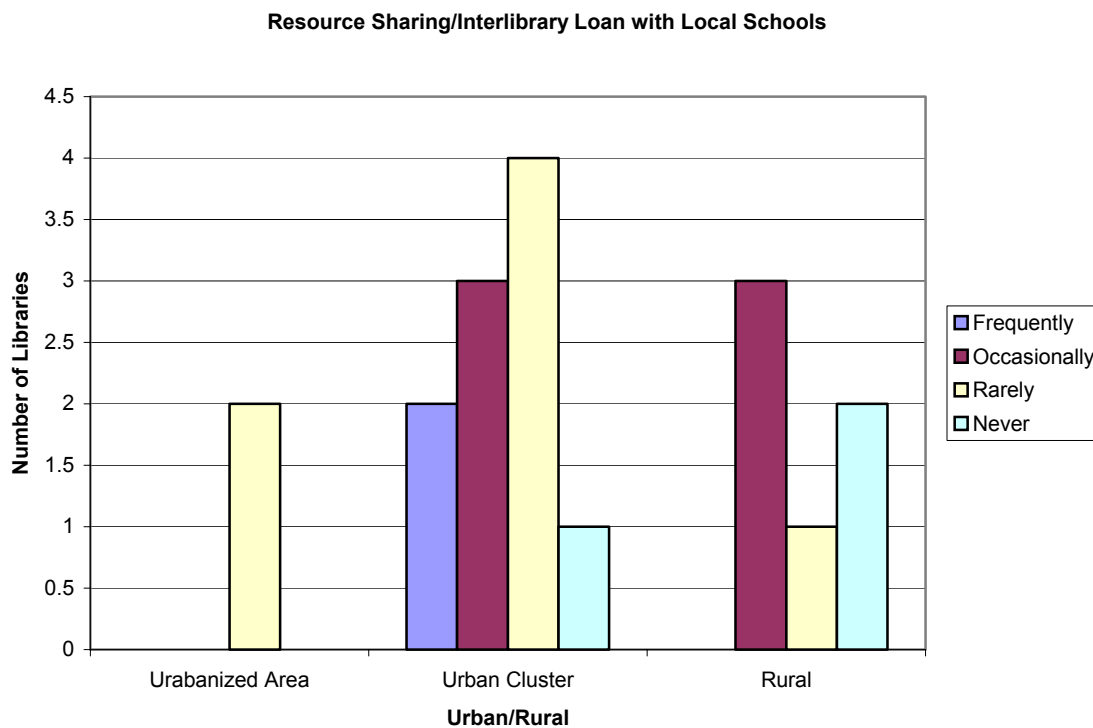


The frequency with which urbanized area (n=2), urban cluster(10), and rural area (8) libraries participate in information sharing meeting with the faculty and staff of local schools.

*Resource Sharing-Interlibrary Loan*

Two libraries frequently and three libraries occasionally share resources or providing interlibrary loan services with local schools. Eight libraries reported rarely providing this service and three reported never sharing resources with local schools. The two responding urbanized libraries reported rarely sharing resources with local schools. Urban cluster libraries are the most likely to share resources and provide an interlibrary loan service with local schools. Two urban cluster libraries report that they provide this service frequently and three responded that they provide this service occasionally. Three rural area respondents answered that they provide this service occasionally. Four urban cluster libraries and two rural area libraries reported rarely providing this service. One urban cluster library and two rural area libraries reported that they never provide interlibrary loan services with local schools.

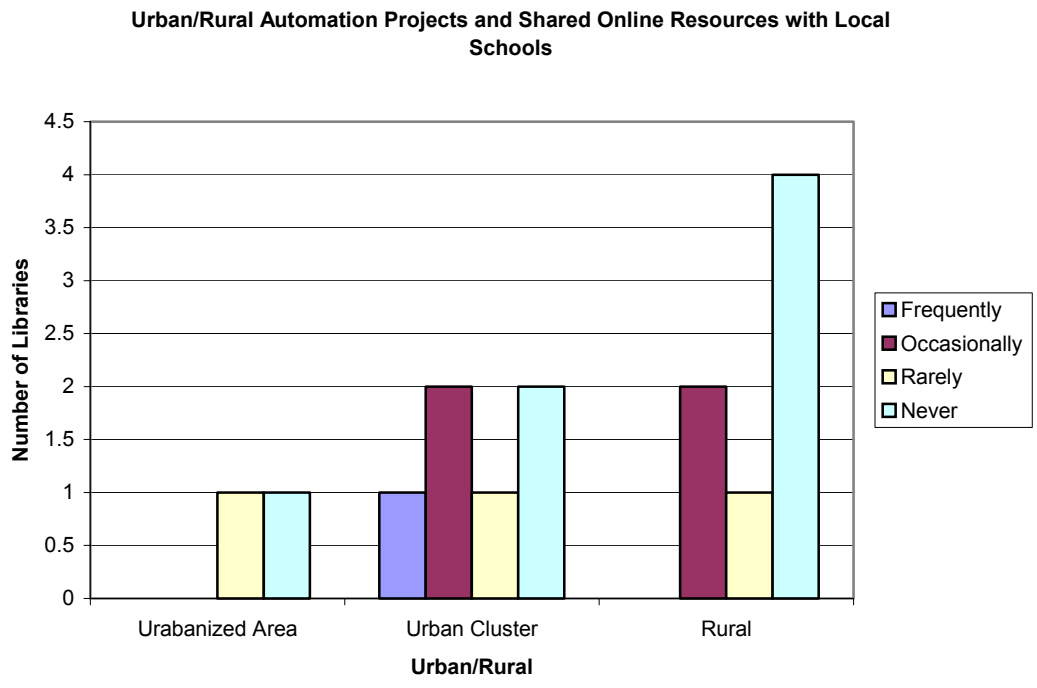
Figure 4



#### *Automation Projects/Shared Online*

The majority of the libraries, twelve, never have automation projects or share online resources, three libraries rarely provide this service, four occasionally have automation projects, and one library frequently has automation projects and shares resources online. Of these libraries only urban cluster and rural libraries report frequently or occasionally providing automation projects or online resources with local schools.

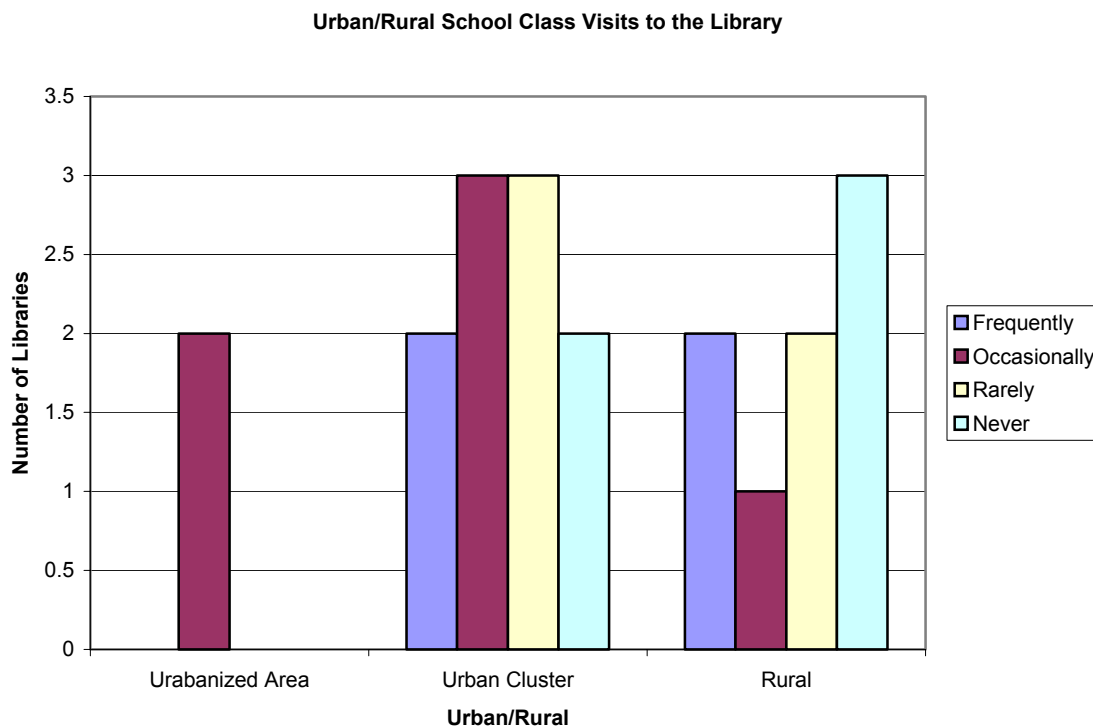
**Figure 5**



*Class Visits to the Library*

Eleven libraries have frequent or occasional class visits to the library and nine libraries rarely or never have classes visit the library.

Figure 6

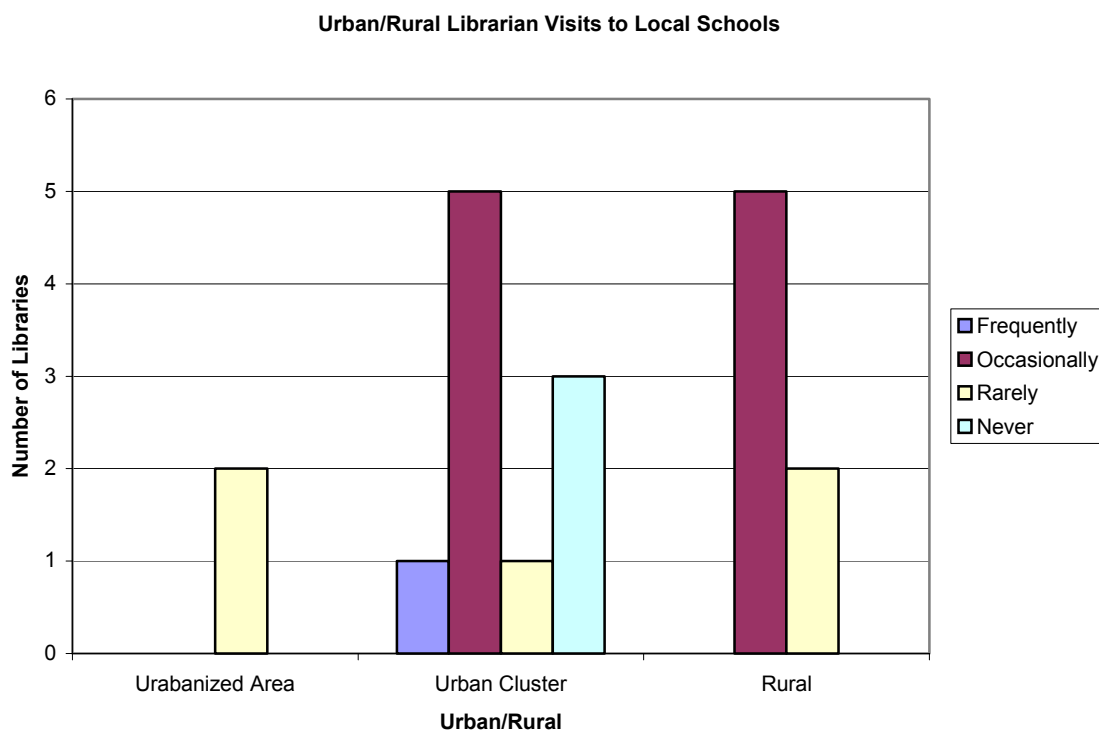


Classes from local schools visit libraries in all of the geographic regions.

#### *Librarian Visits to Schools*

Ten libraries occasionally visit schools, and one library frequently visits local schools. One respondent noted on the survey that a librarian attends the monthly book club at the High School. Five libraries reported rarely visiting schools, and three libraries reported never visiting schools.

Figure 7



Urbanized area librarians report rarely visiting local schools, whereas five urban cluster and five rural area libraries both report visiting local schools occasionally. One urban cluster reported frequently visiting schools. Two rural libraries and one urban cluster libraries reported rarely visiting schools, and the only three libraries that reported never visiting local schools were urban cluster libraries.

Question 11: Reasons Librarians Perceive Young Adults Do Not Use the Library

**Table 8**  
**Perceived Reasons Why YAs Do Not Use the Public Library**

Perception of Influence	Lack of Transportation	Competition from Other Activities	Neighborhood Safety	Lack of School Assignments	Lack of Interest in library services, resources, and programs	Lack of Knowledge of library services
Primarily of Reason	0	7	0	0	1	1

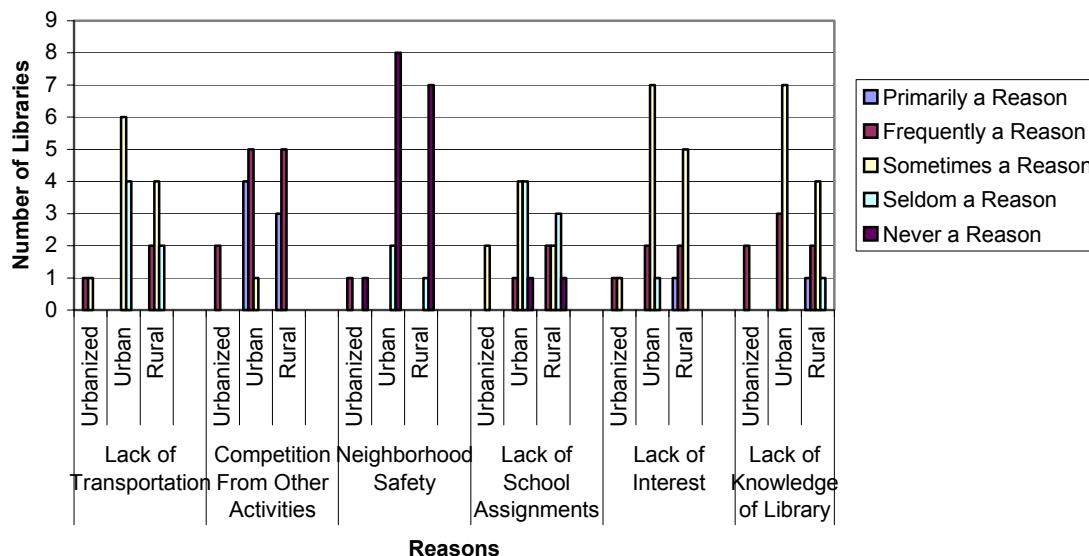
Frequently a Reason	3	12	1	3	5	7
Sometimes a Reason	11	1	0	8	13	11
Seldom a Reason	6	0	3	7	1	1
Never a Reason	0	0	16	2	0	0

Number of libraries' perception for why young adults do not use the community library more. Nineteen libraries responded to this question.

The most common perceived reason why young adults do not use the community library more is competition from other activities. In the 1995 *Services and Resources for Children and Young Adults in Public Libraries* survey seventy-four percent of libraries believed that competition for other activities were the main reason for low young adult usage (53). Lack of interest and lack of knowledge of library services were the next most frequent reasons cited by librarians for low young adult usage (56). The second most commonly perceived reasons were the lack of young adult interest in library services, resources, and programs, and the lack of knowledge of library services. Neighborhood safety was never a primary reason, although one urbanized area library did report neighborhood safety as a frequent reason why young adults do not use the library. Three other libraries reported safety as seldom a reason. Lack of transportation and lack of school assignments were rarely selected as a reason for non-use by young adults.

Figure 8

## Urban/Rural Perceived Reasons Why YAs Do Not Use the Public Library



Lack of transportation, although perceived as a slight reason for young adults in urbanized areas, was perceived as a much greater issue in urban cluster and rural libraries. Competition from other activities was perceived as a major reason why young adults do not use the public library more. Neighborhood safety was only seen as frequently a reason by one library in an urbanized area; otherwise, it was never a reason. Lack of school assignments was sometimes an issue. Rural libraries, however, thought it was more frequently as issue than urbanized libraries and urban cluster libraries. Both lack of interest and lack of knowledge were perceived as being either sometimes or frequently a reason for young adult non-use in all geographic areas.

Question 12: Extent Internal Factors Are Barriers Increasing Young Adult Services and Resources

**Table 9**  
**Extent of Internal Factors as Barriers to Increasing YA Services**

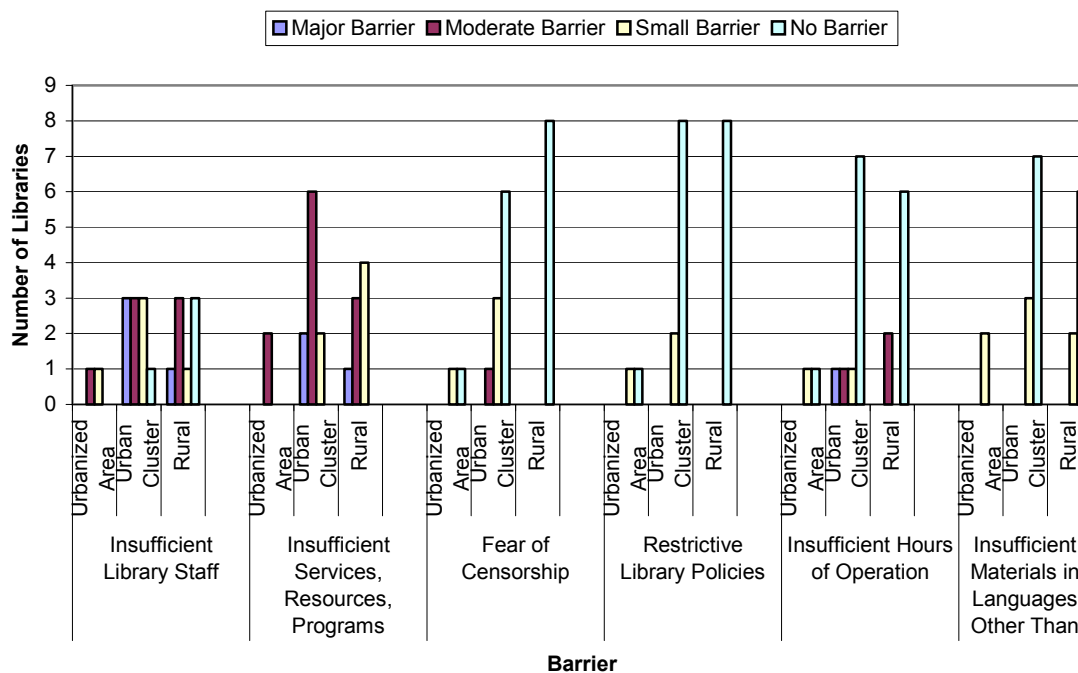
Extent of Barrier	Insufficient Staff	Insufficient Services, Resources, Programs	Fear of Censorship	Restrictive Library Policies	Insufficient Hours of Operation	Insufficient Materials in Other Languages
Major Barrier	4	2	0	0	1	0
Moderate Barrier	7	9	1	0	3	0
Small Barrier	5	5	4	3	2	7
No Barrier	3	3	14	16	13	12

Extent to which internal factors are a barrier to increasing young adult services and resources. Eighteen libraries responded to this question.

Fear of censorship, restrictive library policies, insufficient hours of operation, and insufficient materials in other languages were most often reported as being not barriers to increasing young adult services and resources. Insufficient staff was the most likely to be reported as a major or moderate barrier. Insufficient services, resources, and programs, were the next most common internal barrier to increasing young adult services and resources reported. In the 1995 *Services and Resources for Children and Young Adults in Public Libraries* survey also reported insufficient library staff and insufficient services as the most common internal barrier to increasing young adult services and resources (56).

Figure 9

## Urban/Rural Extent of Internal Factors as Barriers to Increasing YA Services



The two major barriers for libraries in all geographic settings were insufficient library staff and insufficient services and resources. However, fewer rural libraries reported insufficient library staff as a barrier than was true of other geographic groups. Rural libraries also reported insufficient services and resources to be a small barrier more often than any other group. Fear of censorship was not reported as a barrier by all rural libraries, most urban cluster libraries, and one urbanized area library. Insufficient hours of operation were reported as being a major or moderate barrier by urban cluster and rural area libraries. Insufficient library materials in other languages was reported by libraries in all geographic areas as being either a small barrier or not a barrier.

### Question 13: Highest Earned Degree by Survey Respondent

The responses to question thirteen varied. The highest earned degree was a Masters in Library Science held by six of the respondents. Eight respondents' highest degree earned was a BA. Three respondents' highest degrees were AA degrees. For two respondents, the highest earned degree was a high school diploma with some college course work short of a degree. Two respondents did not answer this question. There was no difference in responses by geographic area. Three of the responding librarians with MLS degrees were from rural area libraries, two were from urban cluster area libraries, and one was from an urbanized library. Of the six respondents with BAs, one was from an urbanized area library, two were from rural area libraries and five were from urban cluster libraries. The two respondents with AA degrees were from urban cluster area libraries, and one respondent with a high school diploma was from an urban cluster area library, the other was from a rural area library.

Question 14: Number of Young Adult Service School Courses Completed

Twelve respondents reported having taken a school course in young adult service. It is difficult to tell how many courses people took, as some people replied in number of credit hours instead of number of courses. However, eight respondents have not taken any school course in young adult service. All of the respondents that have not taken a school course in young adult service are from urban cluster area libraries and rural area libraries.

Question 15&16: Number of Courses on Young Adult Behavior, Development, and Education, Date of Training, and Place of Training

Eight respondents reported having taken a course on young adult behavior, development, and education. Of these respondents, three took the course while attaining an education degree. Sixteen respondents reported having taken part in young adult

training. All of the respondents' training occurred within the past year. The majority of this training occurred during library in-service. The second most common place of training was at a state conference

Question 17 &18 : Professional Organization Membership and Journals Regularly Read

Only four respondents reported being members of YALSA. Of these respondents one was the Head of Adult Services, one was a half-time Teen Librarian, and the other was a Young Adult Librarian. Eleven respondents reported that they did not belong to any professional organization. Although the question did not specifically ask only for young adult professional organizations, but any professional organization, this still may have been a point of confusion and may account for the large number of library staff that do not belong to a professional organization.

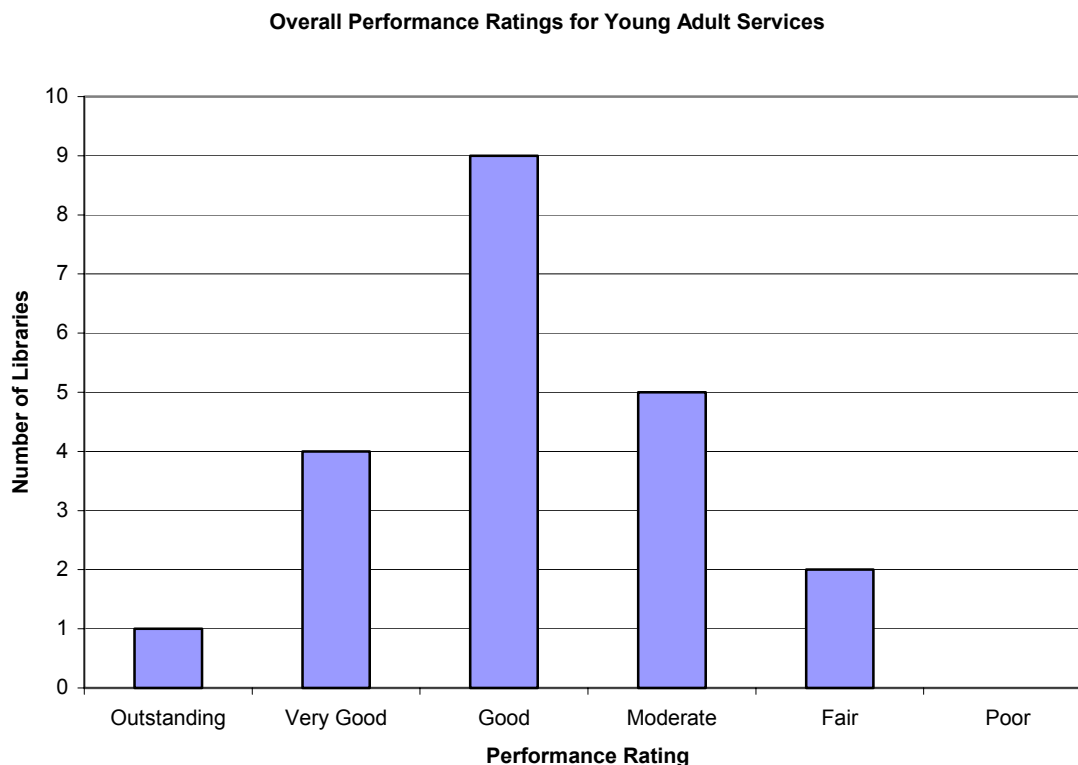
Among the journals respondents reported reading regularly were *Library Journal*, *VOYA*, *Kliatt*, *Booklist*, *American Libraries*, *School Library Journal*, *Public Libraries*, *Youth Services*, *Computers in Libraries*, *Unabashed Librarian*, *ALAN Review*, and *Hornbook*. Only three respondents did not read any journals regularly.

**Analysis of Unit Performance**

Each respondent was given an overall performance score for the services offered to young adults. The services measured were from question nine on the survey. Parts a-x of question nine were used in calculating an overall performance score. Responses of two (limited availability) or three (available) were both counted as one point for each lettered part of question nine making the total possible points a library could receive twenty-four. The scores were then reflected in the following performance scale assignments:

- Score: 22-24 = Outstanding Service Availability
- Score: 20-21 = Very Good Service Availability
- Score: 18-19 = Good Service Availability
- Score: 16-17 = Moderate Service Availability
- Score: 14-15 = Fair Service Availability
- Score: under 14 = Poor Service Availability

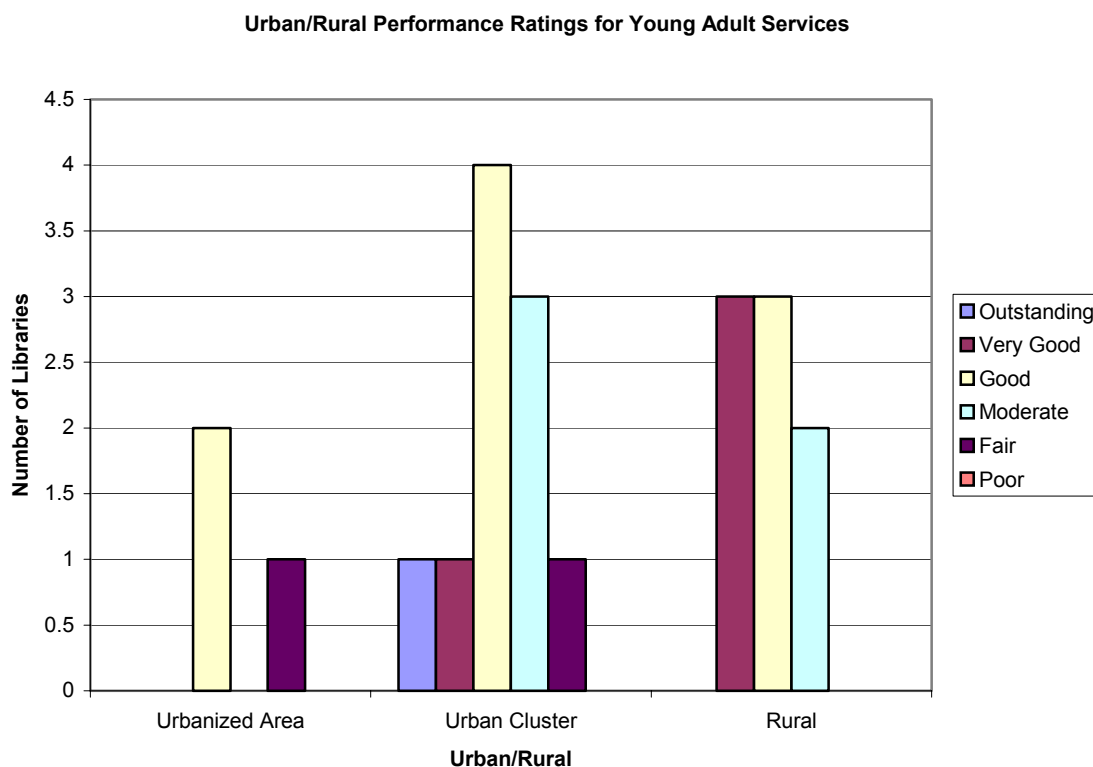
**Figure 10**



Most libraries in Eastern Iowa had an overall performance rating of “good,” meaning out of the twenty-four services available to young adults included in the survey, each library offered between 18 and 19 of those services. Only one library provided outstanding service, providing twenty-three of the twenty-four young adult services. Four libraries providing “very good” services with between twenty and twenty-one of the twenty-four surveyed services. Five libraries provided a “moderate” level of service

providing only sixteen to seventeen of the services surveyed. Two libraries scored a performance rating of “fair.” However, it is important to note when looking at these results that not all of the libraries who responded to the survey responded to every lettered part of question nine. Nonresponses were treated the same as responses of “not available” in formulating the performance ratings. Whether or not the library intended a nonresponse to mean not available or did not answer the question for some other reason is hard to tell from the survey.

**Figure 11**



Approximately sixty percent (11) of urbanized area libraries, urban cluster libraries, and rural libraries had performance ratings of good or better. None of the rural libraries had a score of fair. A higher percentage of libraries in urban cluster and rural areas had outstanding or very good performance ratings for the services they provide to

young adults. However, this is most likely a result of the small number of urbanized area libraries that responded to the survey, as well as the fact that only a small number of this category exist in Eastern Iowa. A larger sample of urbanized area libraries would need to be surveyed before any definite conclusions could be drawn. Overall, there did not appear to be dramatic differences in performance ratings based on geographic designation.

### **Library Visits**

Of the twenty-one libraries that returned surveys fourteen were visited. Visits to all libraries were planned, however, due to the late return of numerous surveys, it was not possible to visit all the libraries. The purpose of the library visit was to observe the different young adult areas in Eastern Iowa's public libraries. Seventeen items were observed during library visits: signage, location of young adult materials, areas surrounding the young adult area, the seclusion and privacy of the area, displays of local pride, popular videos available, popular music available, computer availability, multiple copies of books, paperback or hardcover, organization of young adult materials, comfortable seating, "drawing card" to bring young adults into the area, shelving conditions, attractiveness of young adult materials, and advisory list and handout availability. Observations from these library visits will be discussed in the discussion that follows.

### **Discussion**

The overall survey results show a promising picture of young adult services in Eastern Iowa. In assigning an overall performance rating of services offered to young

adults in Eastern Iowa libraries two-thirds of responding libraries were rated “good,” “very good,” or “outstanding.” When analyzing the data in terms of geographic designation there was no drastic difference in the services provided. Unlike the results of the 1995 National Center for Education Statistics *Services and Resources for Children and Young Adults in Public Libraries* survey, dramatic differences between urban and rural area services were not seen in this study.

In the 1995 National Center for Educational Statistics survey, rural libraries were found to offer fewer services to youth (47). The same was true of libraries that did not employ a young adult librarian (47). These differences were not seen in this study. In fact, a higher percentage of rural libraries offered some services for young adults including advisory boards, reader’s advisory, and presentations and workshops on topics of interest to teens. The only two libraries that employed a young adult librarian were both rural area libraries. Of the three half-time teen librarians, one was from an urbanized area library, one was from an urban cluster area library, and one was from a rural area library. In the 1995 national survey libraries that employed a young adult services specialist were more likely to have advisory lists, programming, homework assistance, presentations and workshops, and computer information services (47). This could be true in Eastern Iowa as well. Perhaps a reason why a higher percentage of rural area libraries offered the services listed above is because two rural libraries employ a young adult librarian, and one employs a teen librarian.

Also as in the 1995 national survey homework assistance and tutoring were services lacking in all geographic area libraries, with only one urbanized area library, one urban cluster area library, and two rural area libraries (not the rural libraries that employ

young adult librarians) offer homework assistance, meaning only nineteen percent of responding libraries offering homework assistance. This is only slightly higher than the result of the 1995 survey which found that only twelve percent of the libraries that were surveyed offered homework assistance to young adult patrons (47).

The librarians' perceptions of the external and internal barriers to young adult library use in this current study and the 1995 *Services and Resources for Children and Young Adults in Public Libraries* survey were very similar. The most common external barrier to young adult library use in both surveys was competition from other activities. Seventy-four percent of libraries in the 1995 survey cited competition from other activities as the main reason for low library usage. In the current study approximately fifty-five percent reported other activities as a primary reason and another thirty-nine percent reported other activities as a frequent reason. The second most common reasons given in the current study and the 1995 study were lack of interest and lack of knowledge of library services. Lack of school assignments and lack of transportation were reported as the third most common reasons why young adults do not use the library. Urban cluster area libraries and rural area libraries most often reported lack of transportation as sometimes a reason why young adults do not use the public library. This is not surprising as many of the libraries in urban cluster and rural areas do not only serve the community where they are located, but sometimes they also serve the surrounding county.

Although many libraries believed that a major external barrier to young adult use in the library was lack of interest or knowledge, surprisingly little communication occurs between the library and the local schools. Even at the inception of young adult libraries the very first young adult librarians looked to the schools in order to get more young

adults into the library. In Eastern Iowa, there does not appear to be a strong partnership between schools and the public libraries. Only seven libraries reported occasionally meeting with the staff and faculty in local schools. Only six libraries reported sharing resources with local schools. Five libraries reported sharing online resources or automation projects with local schools. Also only eleven libraries reported having classes visit the library or having a librarian visit local schools, and of those eleven libraries the vast majority only do these things occasionally.

If public libraries are aware of a major reason why young adults do not use the library, why are not more libraries promoting their resources and services to young adults? Libraries also reported that competition from other activities is the most common reason why young adults do not use the library. If this is known, then again, why are librarians not working more frequently with the schools to get part of the time young adults do have? And why are libraries not creating programs that compete for that time? Perhaps Patrick Jones is correct when he says that many public libraries do not serve young adults, they tolerate young adults (Jones, 5).

The most common internal barriers to expanding young adult services and resources in the 1995 survey and the current survey were insufficient library staff and insufficient services. However, one respondent made an excellent point which was that another internal barrier to expanding young adult services is the lack of a separate budget for young adult materials in some libraries. Only half of the responding libraries maintained a separate budget for young adults. As this respondent said, many times the young adult budget is lumped together with the children's or adult materials budget. This makes it difficult for the young adult area to be expanded, because each dollar that goes

to purchasing young adult materials is seen as subtracting from either the children's or adult budget. Taking away from these other areas may be difficult for some libraries, especially since the majority of responding libraries ranked adult and children's services as one or two in order of importance.

Statistics are a method which libraries could use to justify the purchasing of young adult materials. Only thirteen libraries reported collecting statistics on the circulation of library materials, however, only three libraries were able to estimate what percentage of their borrowers were young adults. This statistic is revealing of how young adults are viewed in many libraries. Although all except one library have a separate section, room, area, or shelf, for young adult materials, young adults are still statistically lumped together with adults or children in many libraries and are not seen as a distinct user group. Fifty percent of the libraries that responded reported an increase in the number of young adults in their library over the past five years. If this type of growth is occurring in many of the libraries in Eastern Iowa then it is important that statistics be kept on this user group to document the growth and use as a basis to argue for more resources.

The unobtrusive observations done of fourteen of the twenty-one libraries that responded to the survey were interesting as they pointed areas of the survey that perhaps should have been clarified. One question that should have been expanded upon in the survey was the definition of separate young adult area or room. Great variance from library to library occurred in the types of young adult areas and how "separate" was defined. A common practice of creating a separate young adult area was by placing all of the young adult books in the last row or rows of either the adult or juvenile fiction

sections of the library. The libraries that created a separate young adult area in this manner did a good job of including things within the area, such as displays or bulletin boards or handouts, within or at the end of the rows. This raises the question of what is necessary for a young adult area to be defined as an area for young adults? Some libraries' young adult area was only a section of book shelves with young adult books. In other libraries a young adult library area included seating areas, displays, magazines, and computers, all in one contiguous space. How libraries want and are able to create young adult "areas" is a decision for individual libraries, but it is perhaps something that should have been clarified within the survey.

Other items that could be clarified in future surveys are the types of materials available to young adults. For example all of the libraries reported having books for young adults, but in some libraries the majority of those books were series books and paperback books, whereas in other libraries books consisted of hardcover books, paperback books, series, nonfiction books, and award winning books. The same is true for videos and audio recordings. Some libraries offered audio books of young adult books that were in the young adult section, whereas others offered audio books in the adult section only which young adults could use. Some libraries offered popular music recordings and some did not. Of the libraries that offered video recordings some had popular teen movies and some had mainly older adult movies. Also, all libraries reported having periodicals, however, some libraries had periodicals of specific interest to teens and some had a general collection of magazines that appealed to a more general audience with a few titles teens might read regularly. These distinctions are useful, as young adults typically look for popular materials.

One element examined in the unobtrusive library visits was how easy it was to discern where the young adult section was upon entering the library. In the majority of the libraries visited there was no obvious signage for young adult materials that could be seen upon entry into the library. In two libraries there was a directory one could look at upon entering. Two libraries had signs visible upon entry, whereas in all the others one had to wonder around or ask the location of the young adult area. The areas which required wondering to find were marked (typically on the rows' ends), but the signage was not visible from a distance. On the one hand without obvious signage, the young adult area is difficult to find and may frustrate some patrons. However, on the other hand perhaps it is preferable to young adults that attention not be drawn to them or the area where young adult materials are kept.

What the results of this study mostly demonstrating was not a categorical difference between the young adult areas of libraries, but a difference between individual libraries' young adults areas. This result is a good indication of young adult services in Eastern Iowa libraries. It indicates that there is not a disparity of resources to the youth of Eastern Iowa, and that young adults throughout Eastern Iowa are receiving relatively the same services with little variation. This result also suggests that libraries in Iowa might be considered either all well supported or conversely all equally unsupported. Despite these encouraging results, the results do still indicate room for improvement.

Very few libraries offer homework assistance. This is a troubling statistic as one of the main functions of the library, especially for older young adults is a place to do homework. One would imagine that it would be helpful to offer an organized homework assistance within the library for those students who see the library as a place to do

homework. Another place for improvement is better communication between libraries and teens. One way to facilitate this communication would be by creating an advisory board, or working more with the local schools. Programming and discussion groups are other ways of improving communication and bringing more people to the library.

What the differences between individual libraries also suggest is the need for libraries to look at their own communities. Libraries should look at the young adults within their community and find ways to make their services fit their community. One of the first steps is by taking evaluative measures, such as the ones in this survey, that ask librarians to look at how often services are utilized. Of course, before relying solely on these measures, libraries should be in tune with their patrons. To determine this requires not only usage statistics, but also observation. Libraries also need to explore why certain services are being used and why others are not. This should be a major concern and should be the focus of future research projects.

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Appendix A

October 1, 2003

Dear Colleague:

I am writing to ask you to participate in a research study that examines the current state of youth services in Iowa's public libraries. As a resident of Iowa, I realize the positive reputation education has in the state of Iowa, and the large role the library plays in providing this first class education for young adults. In the past, most surveys of young adult services have been national surveys, but in order for young adult services to remain a strong and viable service that supports the state of Iowa's education, we must begin to collect data locally. I hope that you will consider taking a few minutes to participate in this study.

The data from this survey will be used in partial fulfillment of my requirements for the Masters of Library Science degree from the University of North Carolina at Chapel Hill. This study has received approval by the University of North Carolina at Chapel Hill's Institutional Review Board, and no risks to respondents are anticipated. Your participation is completely voluntary, and you may refuse to answer any item on the survey. Return of this survey will be taken as indication of your consent to participate in this study.

All information you provide will be completely confidential. Responses will be aggregated and no information identifiably specific to you or your institution will be included in the results of this survey. All identifying information such as names or addresses will be removed from any questionnaires and will be replaced with numbers for only my use. If you have any questions regarding this research, you may contact me at [jceakin@email.unc.edu](mailto:jceakin@email.unc.edu) or (319) 331-9158, or my faculty advisor, Dr. Evelyn Daniel at [daniel@ils.unc.edu](mailto:daniel@ils.unc.edu), or (919) 962-8062.

The Academic Affairs Institutional Review Board (AA-IRB) at the University of North Carolina at Chapel Hill has approved this study. If you have any questions about your rights as a research participant in this study, please contact the AA-IRB at 919-962-7761 or at [aa-irb@unc.edu](mailto:aa-irb@unc.edu).

If you would like the results of this survey, please fill out the bottom of this letter. You may either return this slip in the enclosed envelope with the questionnaire, or mail it to the designated address. A self-addressed, stamped envelope has been included for your convenience.

I understand your time is valuable. I hope you will help in this study to investigate the state of young adult library services in Iowa. Please return the questionnaire by Monday October 20<sup>th</sup>. Thank you in advance for your time and participation.

Sincerely,

Jessica C. Eakin

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Please send me the results of your study.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Appendix B

This survey is to be completed by the young adult specialist or the librarian most knowledgeable about services for young adults in your library. Please respond for services and resources provided for young adults as your library defines them. This survey should only take approximately 20 minutes.

1. Please enter your position title. \_\_\_\_\_

2.

a. How many professional librarians are employed in your library?

Specialists	Total Number	Young Adult Specialists	Youth Services
(a) Full-time	_____	_____	
(b) Part-time	_____	_____	

b. How many paraprofessionals are employed in your library?

Specialists	Total Number	Young Adult Specialists	Youth Services
(a) Full-time	_____	_____	
(b) Part-time	_____	_____	

c. How many volunteers volunteer at your library? \_\_\_\_\_

3. How does your library define young adults? Ages: \_\_\_\_\_ years old to \_\_\_\_\_ years old.

4.

a. Please estimate the number of **persons** (of all ages) who entered your library in a typical week (not a unusually busy or slow week) during 2003. (Please use door counts, if available, rather than circulation information.) Persons per week \_\_\_\_\_

b. Approximately what percentage of these persons were young adults? \_\_\_\_\_

c. Compared to five years ago, has the number of young adults using your library: (Circle One)

Increased?                      Decreased?                      Stayed the Same?

5. Please enter the percentage of **borrowers**, as defined by your library, registered at this library

(a) Adult	_____
(b) Young Adults	_____
(c) Children	_____

6. Does your library maintain a distinct young adult collection of books and materials?

a. Yes, in a separate young adult room or area.....1

- b. Yes, shelved with the adult collection.....2  
 c. Yes, shelved with the children's collection.....3  
 d. No.....4  
 e. Other, please explain

7. Which of the following does your library do to serve young adults as a distinct user group (Circle one in each row)

Yes No

- a. Maintains budget lines for young adult materials.....  
     1      2  
 b. Collects statistics on young adult materials' circulation.....  
     1      2  
 c. Trains library staff who deal with the public on serving young adults.....  
     1      2  
 d. Other, please  
 specify \_\_\_\_\_

8. In your opinion, what is the order of ranking that your administration assigns to the services listed below. Use 1-5, with 1 representing the most important.

- (a) Adult services \_\_\_\_\_  
 (b) Children's services \_\_\_\_\_  
 (c) Services to the aged \_\_\_\_\_  
 (d) Young Adult services \_\_\_\_\_  
 (f) Other, please specify \_\_\_\_\_

9. Please indicate the availability to young adults and the usage of the following services and resources by young adults in your library. For limited availability, indicate usage during available hours.

Usage	Availability			
	Moderate Usage	Heavy Usage	Not Available	Limited Availability
a. Reader's advisory.....	1	2	3	1
	2	3		
b. Reference assistance.....	1	2	3	1
	2	3		
c. Inter-library loan.....	1	2	3	1
	2	3		
d. Reading lists/bibliographies/				

pathfinders.....	1	2	3	1
2	3			
e. Books (fiction & non-fiction).....	1	2	3	1
2	3			
f. Periodicals.....	1	2	3	1
2	3			
g. Presentations and workshops on topic of interest to teenagers.....	1	2	3	1
2	3			
h. YA book/film discussion groups...	1	2	3	1
2	3			
i. Summer reading program.....	1	2	3	1
2	3			
j. YA advisory board.....	1	2	3	1
2	3			
k. Study space.....	1	2	3	1
2	3			
l. Homework assistance programs (hotlines/centers/tutors).....	1	2	3	1
2	3			
m. Tutoring.....	1	2	3	1
2	3			
n. College information.....	1	2	3	1
2	3			
o. Career information.....	1	2	3	1
2	3			
p. Drug/alcohol/sex information.....	1	2	3	1
2	3			
q. Materials in languages other than English.....	1	2	3	1
2	3			

r. Multicultural materials.....	1	2	3	1
2		3		
s. Computer Information Services.....	1	2	3	1
2		3		
t. CD-ROM software.....	1	2	3	1
2		3		
u. Personal computers for independent use.....	1	2	3	1
2		3		
v. Computer software for independent use.....	1	2	3	1
2		3		
w. Audio recordings.....	1	2	3	1
2		3		
x. Video recordings/films.....	1	2	3	1
2		3		
y. Other _____	1	2	3	1
2		3		
z. Other _____	1	2	3	1
2		3		

**10.** During the last 12 months, how often did your library conduct cooperative activities with local schools (public, private, or home) specifically for young adults?

	Never	Rarely	Occasionally
Frequently			
a. Information sharing meetings with faculty and staff.....	1	2	3
4			
b. Resource sharing (interlibrary loan).....	1	2	3
4			
c. Automation projects/shared online resources.....	1	2	3
4			

d. Class visits from schools.....	1	2	3
4			
e. Visits from public librarians to schools...	1	2	3
4			
f. Other _____	1	2	3
4			

**11. What do you perceive to be the reasons that some young adults in your community do not use the public library?**

	Frequently a reason	Primarily a reason	Never a reason	Seldom a reason	Sometimes a reason
a. Lack of transportation.....	1	2	3		
4	5				
b. Competition from other activities.....	1	2	3		
4	5				
c. Neighborhood safety.....	1	2	3		
4	5				
d. Lack of school assignments requiring library services.....	1	2	3		
4	5				
e. Lack of interest in library services, resources, programs.....	1	2	3		
4	5				
f. Lack of knowledge about library services.....	1	2	3		
4	5				
g. Other, please specify _____					
_____					

**12. To what extent are the internal factors listed below barriers to your library's increasing services and resources for young adults?**

	No	Small	Moderate	Major		
Barrier	Barrier				Barrier	Barrier

a. Insufficient library staff.....	1	2
3                    4		
b. Insufficient services, resources, programs.....	1	2
3                    4		
c. Fear of censorship.....	1	2
3                    4		
d. Restrictive library policies.....	1	2
3                    4		
e. Insufficient hours of operation.....	1	2
3                    4		
f. Insufficient materials in languages other than English.....	1	2
3                    4		
g. Other, please specify _____		

—

**13.** What is your highest **earned** degree?

\_\_\_\_\_

**14.** How many library school courses in young adult service have you completed?

\_\_\_\_\_

**15.** How many courses have you complete related to adolescent behavior, development, or education?

\_\_\_\_\_

**16.**

**a.**What is the date of your most recent young adult training?

\_\_\_\_\_

**b.**What is the source of your most recent young adult training (library school course, professional organization course, library in-service, etc.)? \_\_\_\_\_

**17.** To what young adult professional organizations do you belong (include, national, state and local organizations)?

\_\_\_\_\_

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18. What professional journals do you read regularly?

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19. What is the total population of the community your library serves?

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Thank you for your time and cooperation. Please return this survey in the attached envelope by **October 25th**:

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*If you have any questions please email Jessica Eakin at [jceakin@email.unc.edu](mailto:jceakin@email.unc.edu)*