This modular curriculum on state librarianship is designed to be used as a basis for a full-length library science course, instructional segments of several courses, continuing education courses, or workshops. The 20 curriculum modules cover the many facets of state libraries and their activities—history, functions, social and political environment, laws and legislation, collections, management, budgeting, evaluation, and services to the legislature and state agencies. In addition, there is emphasis on the special role and responsibility of state libraries as coordinators of interlibrary cooperation, networking, library development, continuing education, consulting, planning, and institutional and special library services. Each module includes a lecture, content outline, ancillary learning activities, and additional material for expanding the lecture. Lists of possible target audiences, objectives, and basic and supportive readings are also provided for each module. A separate bibliography related to each module is attached.
STATE LIBRARIANSHIP: MODULAR CURRICULUM

Jane Robbins and Anne Powell
STATE LIBRARIANSHIP: MODULAR CURRICULUM

by Jane Robbins and Anne Powell

During the spring of 1976, twelve (12) students from seven western states accredited library schools gathered in Cheyenne at the Wyoming State Library to participate in an experimental course of instruction devoted to State Librarianship. The course was a 10 week program sponsored by the U.S. Office of Education under the Higher Education Act, Title II-B and was entitled Institute for the Education of Prospective State Library Agency Professional Personnel (fondly referred to as EPSLAPP).

This modular curriculum is based upon the most salient of the over 150 hours of classroom instruction which were the core of the Institute program. (Participants also spent the month of May 1976 as interns in various types of libraries throughout the State of Wyoming.) Twenty instructors, including state librarians, library educators, network directors, and staff members of the Wyoming State Library, developed and presented the classroom component of the Institute.

Curriculum Purpose:

This curriculum has been developed because it was determined by the Institute Director, Jane Robbins, that there has been too little attention focused toward State Library Agencies in graduate library school programs and other library instructional courses. Because the role of state library agencies has become increasingly important over the past thirty (30) years and because evidence indicates that this importance, especially in areas of leadership and planning, will not diminish, it is essential that librarians receive some form of instruction devoted to State Librarianship.

Hopefully the State Librarianship Modular Curriculum will be useful to library educators in several contexts:

1.) As the basis of a quarter or semester length course or seminar in library schools devoted to state librarianship. It could be utilized either in the basic library school program or in the sixth year certificate program;

2.) As the basis for instructional sessions ranging from 50 minutes to 2 hours in other library school courses (e.g., the Library as a Social Organization or Library Administration, etc.); and

3.) As the basis for continuing education/staff development programs primarily for library trustees, and state library agency personnel, but also for personnel from any type of library.

Curriculum Design and Use:

The curriculum is organized into 20 learning units or modules concerned
with state librarianship. (See the Table of Contents, for the module list.) Each module includes:
1.) A 50 to 60 minute lecture session. (See Content Outline: Part IV of each module).
2.) Several Ancillary Activities. (Part V of each module). Each activity is expected to utilize approximately 30 minutes; and
3.) Additional Considerations (Part VI of each module), which are suggestions to extend the lecture portion of the module by approximately 30 minutes for use in longer, semester-oriented curricula.

Each module also includes:
1.) Target audiences for the module. (Part I of each module). The library school course titles are those used by the Journal of Education for Librarianship in its annual directory issue. A special course in State Librarianship is assumed and is not repeated for each module;
2.) Objectives to be accomplished. (Part II of each module).
3.) Basic Readings (Part III); and,
4.) Supportive Readings (Part VII).

It is believed that this curriculum has sufficient flexibility to be useful in 50 minutes, 1½ hour and 3 hour (by using 2 modules together) instructional sessions. For a semester length, seminar curriculum which will meet in 15, 3 hour sessions it is suggested that instructors may wish to utilize more of the ancillary activities which are given in Part V of each module. Emphasis on the following five (5) modules is also encouraged for the semester seminar curriculum:
2.) HISTORICAL APPROACH;
7.) STATE LEVEL LEGISLATIVE PROCESSES RELATED TO LIBRARY PROGRAMS;
12.) NETWORKING;
FEDERAL LIBRARY LAW;
FEDERAL LEVEL LEGISLATIVE PROCESSES RELATED TO LIBRARY PROGRAMS;

The modules might also be used to design mini-courses of approximately 10 days in length and/or 2 to 5 day workshops by combining the modules into the following 5 areas of concern:
1.) The Legislative Environment and the State Library Agency. (Modules 3, 6, 7, 8 and 9).
2.) The History and Functions of State Library Agencies. (Modules 1, 2, 3, 18 and 19).

(The above 10 modules are suggested as a useful base for a mini-course or 10 day workshop on State Librarianship).

4.) **State Library Role in Interlibrary Cooperation and Networking.**
(Modules 11 and 12).

(Modules 11 and 12 might well be combined with the modules listed under Key State Library responsibilities for a longer curriculum).

5.) **The State Library and its Relationship to Other State Agencies.**
(Modules 16 and 17).

It is also believed that this curriculum is conducive to a variety of instructional approaches, i.e. lecture, lecture/discussion and/or experiential. Instructors using this curriculum will obviously want to use those instructional approaches with which they are familiar and comfortable. Additionally, it is believed that the curriculum, because it is the product of only one experimental instructional course given in an Institute context, is in a state of development. It is not presumed to be the best curriculum for teaching a course in State Librarianship; nor are the component modules considered to be the best approach to the topics focusing on State Librarianship which might be used in other library school courses and/or continuing education and staff development programs. The curriculum is offered only as a guide in the development of course and/or instructional session(s) for those who wish to teach in the area of State Librarianship; obviously, the basic approach and style will vary among instructors and target audiences.

**Basic Materials:**

In preparing oneself for instruction in the area of State Librarianship there are a small number of materials which are considered essential. These same materials might be used as required texts for a full course devoted to State Librarianship, but in any case, parts of them would be basic reading for many of the individual modules. The essential materials are:

3. **Monyenny, Phillip. Library Functions of the States.** Chicago: American Library Association, 1966. *(This volume is out of print, but is available from University Microfilms, order #0P65856).*
Additionally, the state plan for your state may well be a basic text for your instructional approach; however, some state plans are more exemplary than others, especially with respect to specific programs; for example, the Washington State Library's plan for service to state institutions is exemplary. Therefore while the instructor will undoubtedly want to concentrate on the activities of his/her own state, other state's activities should be an integral part of the instruction.


A relatively comprehensive bibliography accompanies this curriculum so that additional materials will be easily identifiable for instructors who wish to utilize more or different materials to accompany the modules.

It is hoped that this State Librarianship Modular Curriculum will be of use to library school instructors and other continuing education and staff development personnel. Suggestions; corrections, criticisms etc. should be sent to Jane Robbins, c/o Wyoming State Library, Cheyenne, WY 82002.
| 1. The Phenomena of State Library Agencies |
| 2. Historical Approach to the Development of State Librarianship |
| 3. Social & Political Environment of State Library Agencies |
| 4. Functions of State Library Agencies |
| 5. Legislative Process: General considerations |
| 6. State Level Legislative Processes Related to Library Programs |
| 7. Federal Level Legislative Processes Related to Library Programs |
| 8. State Library Laws |
| 10. Planning Responsibilities & Techniques |
| 11. State Library Collections and Interlibrary Cooperation/Coordination |
| 12. Networking |
| 13. Library Development - Responsibilities and Techniques |
| 14. Continuing Education - Responsibilities and Techniques |
| 15. Consulting - Responsibilities and Techniques |
| 16. Services to State Institutions and Special Clients |
| 17. Services to Legislatures & State Agencies |
| 18. Management of the State Library Agency |
| 19. Budgeting and Fiscal Concerns at the State Level |
| 20. Evaluation/The Future |
STATE LIBRARIANSHIP CURRICULUM MODULE 1

TOPIC: THE PHENOMENA OF STATE LIBRARY AGENCIES

I. Target Audiences:

1. Library School Courses: a) Introduction to Librarianship; b) Library Organization and Administration (general, public and special); c) The Library as a Social Organization.
2. Workshops, etc., for: a) Trustees; b) State Library Agency personnel; c) Library personnel from all types of libraries.

II. Objectives:

1. Acquaint participants with the existence of state library agencies.
2. Acquaint participants, at an introductory level, with the context for development of state library agencies; i.e., socio-political forces in the states.
3. Acquaint participants, at an introductory level, with the functions performed by state library agencies.

III. Basic Readings:

IV. Content Outline:

1. Social, political and economic forces which effected the development of state library agencies:
   A. Needs of state government
   B. Needs of the people
   C. Local dollars and the Carnegie Approach
   D. Uniqueness of the states: locus of the state library agency in state government organization. Emphasize your state.

2. Functions of state library agencies (simple overview)
   A. Leadership
   B. Planning & Evaluation
   C. Development and Consultation
   D. Federal and State Aid programs to public and other tax-supported libraries
   E. Services to Public, School, Institution and state agency libraries
   F. Research & Statistics
   G. Related activities, e.g. law, legislative reference, historical research, archives.
   H. Other (include role in national, regional networks, etc.)
V. Ancillary Activities:

1. ACCESS tape: **State Libraries.** (3/4" color cassette video tape, 20 minutes in length).+
2. See discussion question b.---Ask participants to put functions of state library agencies in priority order. Tabulate answers by priority. Urge participants to defend their choices.
3. Discussion questions:
   a. What should be the minimum qualifications for a person who assumes the role of state librarian?
   b. Is it possible to give priorities to the various functions of state library agencies?
4. If possible invite State Librarian or someone who has worked for a state library agency to attend or give class.

VI. Additional Considerations for Semester Curriculum:

1. Emphasize the role of state library agencies in the establishment, promotion and support of public libraries—especially emphasize the role of state library agencies in securing and maintaining state aid to public libraries: Emphasize the growth of responsibility to include all types of libraries.

VII. Supportive Readings (items starred are basic for semester curriculum):


+ Available from: ACCESS, Graduate School of Librarianship, University of Denver, Denver, Colo. 80210
STATE LIBRARIANSHIP CURRICULUM MODULE 2

TOPIC: HISTORICAL APPROACH TO THE DEVELOPMENT OF STATE LIBRARIANSHIP

I. Target Audiences:

   2. Workshops, etc., for: None; except possible special interest groups.

II. Objective(s):

1. To develop in participants an understanding of the effects historical trends have had on the development of the characteristics of today's state library agencies.

III. Basic Readings:

3. Bowker Annual, 1975, p. 130-134. (On LSCA. Use most recent Annual available)
4. Bowker Annual, 1975, p. 47-52. (On NCLIS. Use most recent Annual available)
IV. Content Outline:

1. Early History of State Libraries
   A. How created
   B. Original purposes
   C. Who worked in them
   D. Location in State Government

2. Progressive movement of the 1880's
   A. Restore the good old days
   B. Movement to city manager government and lay boards

3. Library extension movement - the "library faith"
   A. Certification
   B. Standards


5. NCLIS and the future (brief introduction)
V. Ancillary Activities:

1. Discussion questions:
   a. What are the characteristics of your state which you believe have influenced the development of its state library agency?
   b. Is any kind of book better than none?

2. Role Play: The role play is for 6 individuals. The parts are for one person from the state library agency and 5 interested citizens, 3 men and 2 women. Role Play follows on p. 2.4-2.5.

VI. Additional Considerations for Semester Curriculum:

1. Further emphasize the role of the state library agency in public library establishment and development. Especially emphasize Garceau's concept of the library "faith".


VII. Supportive Readings (item(s) starred are basic for semester curriculum):

1. Garceau, op. cit., p. 50-52, 141-149.


Library Faith Role Play

(Role play to accompany State Librarianship Curriculum Module 2: HISTORICAL APPROACH TO THE DEVELOPMENT OF STATE LIBRARIANSHIP)

Purpose of role play:

The purpose of this role play is to stimulate discussion about the effect Garceau's concept of the library faith had in the library extension movement from the late 1800's through the passage of the 1956 Library Services Act and beyond.

Setting:

1919 in Joetta, Iowa. The library extension movement is just developing an enthusiastic following. Five people from the Joetta area have formed a somewhat loosely structured library board to determine if they can bring some sort of library service to Joetta. They have invited Miss Tobias to attend this meeting so that they can get help in developing a plan to bring about community support for their hope of library service.

Roles:

1. Miss Hannah Tobias - Librarian of the Iowa Traveling Library Commission. 45 years of age. Originally a school teacher in Des Moines, she has lived in Iowa all her life. She has been Librarian at the Commission for the past ten years, is a vital force in library extension throughout the state, and a true believer in the "library faith."

2. Mr. Chester Norton - Banker. 53 years of age. Chester is originally from Massachusetts. He came to Joetta 20 years ago to begin its first bank. He has the largest personal library in town and, provided that a fitting (i.e. Carnegiesque) building could be provided, his library (largely composed of philosophical and religious tracts) will be donated to the community library. He asks very practical questions about; location for the library, the quality of construction, costs, etc.

3. Mr. Caleb Brown - prominent farmer. 30 years of age. Mr. Brown is second generation in the Joetta area. He is very concerned that the growing town of Joetta is attracting persons of less than decorous character to the area. He sincerely believes that good reading will settle down the rabble.

4. Dr. Reuben Fernworthy. 71 years of age. Retired botany professor from New Jersey. He has lived in Joetta for 6 years - always as a retired individual. The other people on this library "board" do


not know Reuben too well, but assume that he is of the same opinion as they are, i.e. books are good for you. Actually, Reuben thinks books are fun as well as useful and he has been writing a series of "racey" novels published under a pseudonym since his retirement. As the board meeting goes on Reuben realizes that Amy is his best hope for agreeing with him that libraries can be more than the shapers of moral fiber.

5. Mrs. Susan Natures. Wife of the local Episcopal Vicar. 42 years of age. She is a rabid admirer of Mr. Norton and often wishes her husband showed such good sound business sense. She generally agrees with anything Mr. Norton suggests. She also tries to get his approval for the ideas she has by tacking onto the end of her sentences; "Don't you agree, Chester?" or similar phrases. She is a believer in the "books are good for you" philosophy. She has lived in Joetta for 20 years, coming from Indiana in 1899.

6. Miss Amy Evans. Local elementary school teacher. A native of Joetta. 29 years of age. Amy has not decided what she believes about the value of a public library in Joetta. She asks questions which focus on the purpose(s) of the library. As the board meeting continues Amy comes to recognize that Reuben's view of libraries as fun as well as educational is closest to her own opinion.
STATE LIBRARIANSHIP CURRICULUM MODULE 3

TOPIC: SOCIAL AND POLITICAL ENVIRONMENT OF STATE LIBRARY AGENCIES

I. Target Audiences:

1. Library School Courses: a) The Library as a Social Organization.
2. Workshops, etc., for: a) State Library Agency personnel; b) Trustees; c) Library personnel from all types of libraries.

II. Objectives:

1. Acquaint participants with social factors which influence the behavior of state library agencies in a state or community.
2. Acquaint participants with the political pressures and factors accompanying the current organizational patterns of state library agencies.

III. Basic Readings:

IV. Content Outline:

1. Social Environment - Factors which influence State and Public Library Agencies
   A. Socioeconomic factors
      1) Education/Literacy level
      2) Economic climate
      3) Cultural climate
   B. Geographic factors
   C. Emotional factors

2. Political Environment
   A. Library support (including attitudes of groups, eg. local legislators, toward library support)
      1) Local
      2) State
      3) Federal
      4) Library Associations
   B. Legislative policy
      1) Legal status of state and public libraries
      2) Standards
      3) Relationship to legislature and governor
      4) Relationship in government structure (i.e. under governor & board, education dept., recreation dept., etc.)
      5) Role of library associations
V. Ancillary Activities:

1. Discussion question(s):
   a. How have the social and political environments regarding libraries changed in the last five (ten) years in your state? Other states? Nationally?
   b. Has the legislature/state library board in your state changed their policies to allow for cooperation/coordination between libraries?
   c. What role has your State Library Association played in providing support for state library programs, funding etc.?

   a. Go to table 1 "Population of the State, urban and rural: 1870-1970." Discuss effects of population growth on the social/political environment affecting the role of the state library.
   b. Go to Table 32 - "Summary of Social Characteristics for urban places of 10,000 or more." Discuss effects of the distribution of the factors listed in the table on the role of the state library agency.

VI. Additional Considerations for Semester Curriculum:

1. Focus on status of State Library as response to growing need for cooperation and coordination of library resources, and the leadership role of the state library agency.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):


STATE LIBRARIANSHIP CURRICULUM MODULE 4

TOPIC: FUNCTIONS OF STATE LIBRARY AGENCIES

I. Target Audiences:
   1. Library School Courses: a) Library Organization and Administration (public); b) Introduction to Librarianship; c) possibly Information Systems and Networks.
   2. Workshops, etc., for: a) State Library Agency personnel; b) Library personnel from all types of libraries; c) Trustees.

II. Objectives:
   1. Acquaint participants, on a general level, with the functions performed by state library agencies.
   2. Acquaint participants with patterns of current state library agency service.

III. Basic Readings:
IV. Content Outline:

1. Internal responsibilities of state library agencies
   A. Collection
      1) State and local history & resources
      2) State-based authors
      3) State documents
      4) Legal publications
      5) Archives/Records Management
      6) Imprints from state publishers
   B. Services
      1) Reference, ILL
      2) Bibliographic Services
      3) Public Relations
      4) General Circulation

2. External responsibilities of state library agencies
   A. Statewide Library Development
      1) Leadership
      2) Cooperative services
      3) Coordination of above services
      4) Access to networks, etc., based out-of-state
      5) Consultant services
      6) Responsibility to legislature for development of statewide systems
      7) Continuing education
      8) Research
   B. Financial responsibilities
      1) Channeling of state aid to public libraries
      2) Channeling of federal aid to public, school, institution libraries (LSCA, HEA, ESEA, Manpower, etc.)
   C. Resource development
      1) Supplementary collection
      2) Union catalogs
      3) Direction for public and other libraries
   D. Services to state government
      1) Legislative reference service
      2) Bill drafting, etc.
      3) Government publications collection
      4) History collection
      5) Legal collection
   E. Institutional Service
      1) Channeling funds
      2) Providing materials
      3) Consultant services
V. Ancillary Activities:

1. Discussion Questions:
   a. What should the state library agency's role be in development of library service: supplemental or leadership? Why? Would it be different in different states?
2. Divide class into sections of 5 participants. Have them choose, or choose for them, different state library functions. Have them write a rough draft goal and objectives statement for that function.
3. Discuss Persistent Issues (sheet follows on p. 4.4).

VI. Additional Considerations for Semester Curriculum:

1. Focus on statewide development of libraries - such activities as: different kinds of consultant services, coordination of services statewide, state library agency role in coordination of services.
2. Alternate possibility: introductory explanation of LSCA and its functions in various states.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

Persistent Issues In The Development
Of State Library Agencies

by William Summers

1. Conflict between role as a service to state government and responsibility for library development.

2. Political vs. professional in staff selection.

3. Conflict between Historical Services and Library Development.

4. Conflict over administrative arrangements (appeared early and persists).

5. State Library and Equalization of Library Service across the state.

6. Search for larger units
   A. Standards
   B. Certification of personnel
   C. Systems

7. Conflicts between: large public libraries and state agencies, rural and urban situations, academic and state agencies.

8. Allocation of Federal funds to support state agency activities as opposed to grants to local libraries.

9. State responsibilities vs. Federal and/or local responsibilities.

10. Formula vs. project allocations of funds.

11. State operated library systems.
TOPIC: LEGISLATIVE PROCESS: GENERAL CONSIDERATIONS

I. Target Audiences:

1. Library School Courses: a) The library as a Social Organization; b) Library Organization and Administration (especially public); c) Special Literatures and Materials (documents); d) Introduction to Librarianship.
2. Workshops, etc., for: a) Library trustees; b) State Library Agency personnel; c) Library personnel from all types of libraries.

II. Objectives:

1. To introduce participants to the most important factors affecting the development and passage of legislation.
2. To acquaint participants with the general process through which legislation passes.

III. Basic Readings:

IV. Content Outline:

1. Factors affecting the development and passage of legislation.
   A. Historical environment: general and specific
   B. Present socio/political/economic environment: general and specific. The effects of fads and trends
   C. Legislators as individuals
   D. Other

2. Legislative process
   A. Sources of legislation
   B. Forms of legislative action
   C. Committees
   D. Hearings
   E. Reports
   F. Vetoes
   G. Laws, etc.

3. The importance of:
   A. Being informed and up-to-date
   B. Being visible
   C. Grass roots support: letters, etc.
   D. Lobbying
   E. Other

4. The role of the ALA Washington Office and legislation committees of State Library Associations.
V. Ancillary Activities:

1. Invite a State or Federal legislator to speak to the group.
2. Trace action on legislation of importance to libraries at either the state or federal level; eg. a state aid bill, or LSCA and amendments.
3. Discussion Questions:
   a. Is the decision --to which committee a bill is to be assigned-- an important part of the legislative process? Why or why not?
4. Write a letter to a state or federal legislator about a current library program (Letters to Politicians: Do's and Don'ts, p. 5.4).

VI. Additional Considerations for Semester Curriculum:

1. Emphasize details of the current socio/political/economic environment at both the federal and state levels, which affect the development and/or passage of library legislation.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

LETTERS TO POLITICIANS: DO'S AND DON'TS

by Joseph Shubert

Do:

Address person properly
Write legibly
Be brief: Have others read it before final typing
Give essential information
Use your own stationery
Use your own words
Know something special about your legislator
Write to express thanks as well as to ask for something
Include local material

Don't:

Send form letter
Be righteous
Apologize
Threaten
Be vague
Send carbons of letters to someone else to that person
Hide your real self
Say someone told you to write
STATE LIBRARIANSHIP CURRICULUM MODULE 6

TOPIC: STATE LEVEL LEGISLATIVE PROCESSES RELATED TO LIBRARY PROGRAMS

I. Target Audiences:

1. Library School Courses: a) The Library as a Social Organization; b) Library Organization and Administration (especially public); c) Special Literatures and Materials (documents); d) Introduction to Librarianship.

2. Workshops, etc., for: a) Library trustees; b) State Library Agency personnel; c) Library personnel from all types of libraries.

II. Objectives:

1. To introduce participants to the factors which are presently affecting the legislative process in your state.

2. To introduce participants to key legislative activities which can be undertaken at the state level for the benefit of library concerns.

III. Basic Readings:

1. Most states publish a legislative handbook which identifies legislators, the legislative process, committees etc. These handbooks are usually available free from the Office of the Secretary of State or similar state officials. This handbook should be a basic reading assignment for the module.


IV. Content Outline:

1. Factors affecting the development and/or passage of legislation in your state.
   A. Historical environment: general and specific
   B. Present socio/political/economic environment
   C. The states legislators - are there identifiable library supporters?
   D. Other

2. Legislative process
   A. Sources of legislation for library concerns
   B. Forms of legislative action
   C. Committees

3. Governor's Conference
   A. In your state: report on how it worked or plans for its implementation.
   B. In other states, eg. West Virginia, Texas

4. The State Library Association's Legislative Committee
   A. Membership
   B. Activities
   C. If such a committee does not exist, discuss why not and how one should be created.
V. Ancillary Activities:

1. If you did not do so to accompany Module 5, invite a state legislator, particularly an active supporter (or non-supporter if you prefer) of library programs, to address the class; or, invite a librarian who has been active on the State Library Associations Legislative Committee to address the class.

2. If you did not do so to accompany Module 5, write a letter about a current library concern to a state legislator. Refer to Letter to Politicians: Dos and Don'ts, p. 54.

3. Role Play: Joint Appropriations Committee Meeting, p. 64-66.

VI. Additional Considerations for Semester Curriculum:

1. Discuss in further detail the present socio/economic/political environment in your state as it affects the development and passage of library legislation.

2. Concentrate on the make-up of the state's legislative branch.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):


State Joint Appropriations Committee Role Play

(Role play to accompany State Librarianship Curriculum Module 6: STATE LEVEL LEGISLATIVE PROCESSES RELATED TO LIBRARY PROGRAMS)

Note: Before this role play is performed, participants are to be encouraged to develop an understanding of the generalized state legislative process.

Purpose of role play:

To stimulate interest in the state legislative process as it relates to library programs so that participants will be enticed to remain up-to-date on state legislation related to library concerns.

Setting:

Committee meeting room, State Legislature.

Roles:

2. June Hitchcock - Republican, Senate Co-chairperson.
3. Diemer Curry - Republican, Senate.
4. Orin Proffit - Independent, Senate.
5. Alice ZumBrunnen - Democrat, House.

Action:

The topic of discussion should be the attached State Aid to County Libraries Bill. (p.6.5-6.6). For discussion purposes this bill would cost the state approximately $100,000 per annum; however, the discussion should focus on the appropriateness or lack thereof of state aid to public county library systems. Those generally in favor of such aid are the democrats, those against are the republicans and the independent should play the devil's advocate.

At the completion of the role play, the instructor should make clear that all pros and cons of state aid have been discussed.
AN ACT to create S. 18-309.1 through 18-309.6 relating to county library systems; providing for supplemental aid to such systems; and prohibiting decreases in tax levies for systems receiving aid.

Be It Enacted by the Legislature of the State of

Section 1. S. 18-309.1 through 18-309.6 are created to read:

18-309.1. Citation of act: This act shall be known and may be cited as the "State Aid for County Library Systems Act".

18-309.2. Definitions. As used in this act:

a) "County library system" means the main county library and its branches of each county within the state;

b) "State aid" means the appropriation of funds in the state treasury to county library systems;

c) "Population" means the number of inhabitants of the county as determined by the latest federal or state agency census.

18-309.3. State aid authorized.

a) Each county whose library system which does not receive a minimum operating budget of six dollars ($6.00) per capita of the population of the county from county tax appropriations for the fiscal year commencing July 1, 1977, may apply for state aid and certify that fact to the State Treasurer not later than August 31 of each year, provided that:

i) the county is levying the full two (2) mills for library support as authorized in S. 18-309; or

ii) the county is levying the maximum mill levy allowable under Article , Section of the Constitution.

b) The board of any county library qualifying for state aid under this act shall submit an application certifying such qualification to the State Treasurer on forms provided by his office.

18-309.4. Same; amount.

a) Immediately upon receipt of each application, the State Treasurer shall compute the state aid allowable to each applicant, which shall be fifteen ($15) cents on each dollar of the difference between the county tax appropriation and the minimum operating budget requirement as established by S. 18-309.3. The State Treasurer shall remit to the board of directors of each eligible county library system the state aid allowed under this act upon request of the board.

18-309.5. Use of funds.

a) The state aid funds received by a county library system shall be used for:

i) The purchase of needed library materials, of all kinds, as determined by the board of directors of the system;

ii) The purchase of equipment necessary for the creation of more modern library services, using the newer media, as determined by the board of directors of the system;
iii) The hiring of needed trained personnel, as authorized by the board of directors of the system.

b) State aid shall not be expended for capital expenditures pertaining to the operation and maintenance of buildings and grounds.

18-309.6. Decrease in mill levy prohibited. The county commissioners of any county in which the county library system is the recipient of state aid shall not decrease the tax levy for that system below the levy made for the year in which the county library system received state aid.

Section 2. This act shall be effective ninety (90) days after adjournment of the session of the legislature at which it was enacted.
STATE LIBRARIANSHIP CURRICULUM MODULE 7

TOPIC: FEDERAL LEVEL LEGISLATIVE PROCESSES RELATED TO LIBRARY PROGRAMS

I. Target Audiences:

1. Library School Courses: a) The Library as a Social Organization; b) Library Organization and Administration (especially public); c) Special Literatures and Materials (documents); d) Introduction to Librarianship.
2. Workshops, etc., for: a) Library trustees; b) State Library Agency personnel; c) Library personnel from all types of libraries.

II. Objectives:

1. To introduce participants to the factors which are presently affecting the legislative process at the federal level.
2. To introduce participants to key legislative activities which can be undertaken at the federal level for the benefit of library concerns.

III. Basic Readings:

V. Content Outline:

1. Factors affecting the development and/or passage of legislation at the federal level.
   A. Historical environment - general, and specific to library concerns.
   B. Present socio-economic/political environment
   C. The representatives and senators - focus on library supporters, eg. Claiborne Pell, John Brademas, etc.

2. Legislative process
   A. Sources of legislation for library concerns
   B. Forms of legislative action
   C. The key committees in the House and Senate related to library legislation. Include also information on the Appropriations Committees.

3. Legislative Day in Washington (held during National Library Week in 1975 and 1976); its importance and process.

4. The American Library Association activities
   A. Role of the legislation committee
   B. Role of ALA officers in supporting library legislation
   C. Role of the Washington Office.
V. Ancillary Activities:

1. If you did not do so to accompany either Module 5 or 6, write a letter about a current library concern to a federal legislator. Refer to Letters to Politicians: Do's and Don'ts, p. 5.4.
2. Roleplay: Hearing before the House Subcommittee on Select Education on Extension of the Library Services and Construction Act. (Attached p. 7.4-7.5.)

VI. Additional Considerations for Semester Curriculum:

1. Develop in greater detail the content of the ALA Federal Legislative policy.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

Congressional Hearing Role Play

(9 characters: 6 men and 3 women)

(Role play to accompany State Librarianship Curriculum Module 7: FEDERAL LEVEL LEGISLATIVE PROCESSES RELATED TO LIBRARY PROGRAMS)

Note: Before this role play is performed all characters should read:  
1) U.S. Congress. House. 94th Congress, 2nd session.  
   Hearings before the House Subcommittee on Select Education to  
2) Congressional Record, v.122, no.20 (Tuesday, February 17, 1976)  
3) Further, participants should be encouraged to read about the characters  
   which they are to play prior to the role play in order to discover  
   the participants general political philosophy and, if possible,  
   their attitudes toward federal library legislation.

This role play will require considerable preparation on the part of  
the characters. The person playing Mr. Brademas' role needs to be  
an experienced role player and a good leader.

Purpose of role play:

The purpose of this role play is to stimulate interest in the  
federal legislative process as it relates to library programs, so  
that participants will be enticed to remain up-to-date on federal  
legislation related to library concerns.

Setting:

Washington, D.C. U.S. House. Congressional Hearing Room,  

Roles:

1. John Brademas - Democrat, Indiana. Chairman, House Subcommittee  
on Select Education.
2. Alphonzo Bell - Republican, California. Member of Subcommittee.
3. Shirley Chisholm - Democrat of New York. Member of Subcommittee.
4. Tim L. Hall - Illinois, Democrat. Member of Subcommittee.
5. Patsy Mink - Democrat of Hawaii. Member of Subcommittee.
6. Peter A. Peyser - New York, Republican. Member of Subcommittee.
7. Ed Holley - Dean, School of Librarianship. University of North  
   Carolina. Past-President, American Library Association. WITNESS.
8. **Allie Beth Martin** - Director, Tulsa City County Public Library. President, American Library Association. WITNESS.

9. **Bob Wedgeworth** - Executive Director, American Library Association. WITNESS.

To the extent possible the characters should "act" as their characters acted during the hearings and convey to the other participants the most salient information which was presented at the hearing.

At the completion of the role play all participants should engage in discussion focusing on:

1) The hearing as part of the total legislative process; and,

2) The variety of opinions and attitudes toward federal library legislation.
STATE LIBRARIANSHIP CURRICULUM MODULE 8

TOPIC: STATE LIBRARY LAWS

I. Target Audiences:

1. Library School Courses: a) The Library as a Social Organization; b) Library Organization and Administration (especially public); c) Special Literatures and Materials (documents); d) Introduction to Librarianship.
2. Workshops, etc., for: a) Library trustees; b) State Library Agency personnel; c) Library personnel from all types of libraries.

II. Objectives:

1. To develop in participants an understanding of the content of library law related to their state.
2. To acquaint participants with other patterns of state library law.

III. Basic Readings:

IV. Content Outline:

1. Present major components of the library law of your state.
   A. Law relating to the State Library Agency
   B. Law relating to public libraries
   C. Law relating to all tax-supported libraries
   D. Other legislation affecting libraries, especially those affecting the operations of the state library agency.

2. Choose laws from other states which illustrate statutes that are:
   A. Outstanding because of their
      1. clarity
      2. handling of the issue
   B. Funny
   C. Non-enforceable
V. Ancillary Activities:

Select one part of the statutes relative to the state library agency. Have participants rewrite that part so that it better reflects the intent of the state library agency and the state's librarians. State-aid statutes are suggested for this exercise.

2. Discussion Questions:
   a) Does the law indicate that your state library agency is a comprehensive state library agency? (See Monypenny, Chapter IV, p. 43-63). If not, would it be effective to change the law to make it a comprehensive agency?

VI. Additional Considerations for Semester Curriculum:

1. Emphasize in your lecture and discussion library law relative to your state library agency.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

STATE LIBRARIANSHIP CURRICULUM MODULE 9

TOPIC: FEDERAL LIBRARY LAWS/NCLIS

I. Target Audiences:

1. Library School Courses: a) The Library as a Social Organization; b) Library Organization and Administration (especially public); c) Special Literatures and Materials (documents); d) Introduction to Librarianship.

2. Workshops, etc., for: a) Library trustees; b) State Library Agency personnel; c) Library personnel from all types of libraries.

II. Objectives:

1. To develop in participants an understanding of the components of the Library Services and Construction Act.

2. To acquaint participants with other major federal library and library related legislation.

3. To develop in participants an understanding of the purpose and activities of the National Commission on Libraries and Information Science.

III. Basic Readings:


IV. Content Outline:

1. Major library laws
   A. Library Services and Construction Act (emphasize) Discuss each Title. Discuss Code of Federal Regulations.
   B. Elementary and Secondary Education Act, Title II
   C. Higher Education Act, Titles II A and B
   D. Medical Library Assistance Act
   E. Depository Library Act
   F. Others

2. Related laws of major importance
   A. State and Local Fiscal Assistance Act (PL 92-512), Revenue Sharing
   B. Comprehensive Employment and Training Act (PL 93-203 and 93-567) Also Emergency Unemployment Compensation Act (PL 92-224) and amendments
   C. Other Acts which have been used in your state for libraries, eg. Economic Opportunity Act, Housing and Community Development Act, National Endowment for the Arts and Humanities Act, etc.

3. Important processes affecting federal laws
   A. Appropriations vs. authorizations
   B. Impoundment
   C. Recession

4. NCLIS and the future (emphasize)
   A. How it came about
   B. The role of state library agencies in the future
   C. The role of NCLIS in the future of library development
V. Ancillary Activities:

1. Discussion Questions:
   a) See attached sheet p. 9.4
   b) Does the report of the National Commission, goals for action
      (Basic reading no. 3) strike a proper balance between the
      concerns of the public and the private sector?
   c) Is there sufficient concern for the problem of individual privacy
      expressed in the NCLIS report?

VI. Additional Considerations for Semester Curriculum:

1. Emphasize the importance of the content of the Code of Federal
   Regulations on the implementation of Federal Law.
2. Discuss also the role of the Bureau of Libraries and Learning
   Resources and the regional program officers.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

   Revenue Sharing. Washington, D.C.: GPO (date) (T1.1/2:97-).
   H.R. 8839 and H.R. 908 to establish a National Commission on Libraries
   and Information Science, April 15 and 17, 1969 before the subcommittee
4. Monypenny, Phillip. The Library Functions of the States. Chicago:
   American Library Association, 1966. Chapter VI "The Impact of the
   Library Services Act, p.90-104.
5. Mersel, Jules and others. An overview of the LSCA-Title I. New
Discussion Questions to accompany State Librarianship Curriculum
Module 9: FEDERAL LIBRARY LAW


1. Does the federal government have a continuing role in the support of local and state libraries?
2. Assuming that the federal government should share with local and state government in the support of libraries, what is each level's "fair share"?
3. Should federal funds be conceived of as demonstration/incentive/experimental/seed money, or as on-going operational support?
4. Assuming that the federal government should have a share in the support of local libraries, to what extent should priorities among various directions of library service be nationally determined?
5. Should federal funds to libraries be categorical, reflecting national priorities, or in block grants with maximum local determination of priority (as in revenue sharing)?
6. Should federal funds be channeled through state libraries to insure statewide planning, or directly to local libraries, thus possibly reducing administrative cost?
STATE LIBRARIANSHIP CURRICULUM MODULE 10

TOPIC: PLANNING RESPONSIBILITIES AND TECHNIQUES

I. Target Audiences:
   1. Library School Courses: a) Library Organization and Administration.
   2. Workshops, etc., for: a) Trustees; b) State Library Agency personnel; c) Library personnel from all types of libraries.

II. Objectives:
   1. Acquaint participants with the state library agency's role in statewide planning.
   2. Acquaint participants with ideas for organizing to plan.
   3. Acquaint participants, on an introductory level, with planning techniques/models.

III. Basic Readings:
IV. Content Outline:

1. Definition of planning
   A. Future
   B. Measurability
   C. Implementation
2. Motivation for planning
   A. Money
   B. Goal-orientation
   C. Purpose for agency/individual
3. How to plan planning
   A. Participation
   B. Information
4. Methodologies/Models
   A. CIP
   B. IDS (Instructional Development Systems)
   C. PERT - critical path
   D. Program Planning (PPBS, BBPS, etc.)
   E. MBO
   F. Others
5. Planning levels
   A. Strategic
   B. Operational
   C. Task

Note: don't let discussion/lecture get negatively skewed.
V. Ancillary Activities:

1. Using one of the planning models, have the participants develop a five-year plan for their individual careers. Taking these plans into consideration, have the participants develop a one-year plan. Discuss how long-range planning impacts on short-term planning.

2. Discussion Questions:
   a) Do some planning methods appear better than others for strategic vs. task level planning? Operational?
   b) What would be important things to plan? Library & personal?

VI. Additional Considerations for Semester Curriculum:

1. Focus on development of various planning models. Emphasize differences and similarities of, for example, CIPP and Program Planning Models.
2. Focus on different uses of planning models—i.e. personal, departmental, statewide, etc.
3. Focus on value of planning. Using any available plan (i.e. your state's library plan), discuss what has probably happened because the plan was developed. Would these things have happened had there not been a plan?

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

1. Any other part of Statewide Long-Range Planning for Libraries, op. cit.
STATE LIBRARIANSHIP CURRICULUM MODULE 11

TOPIC: STATE LIBRARY COLLECTIONS AND INTERLIBRARY COOPERATION/COORDINATION

I. Target Audiences:
   1. Library School Courses: a) Information Systems and Networks; b) Library Organization and Administration (public); c) Reference.
   2. Workshops, etc., for: a) State Library Agency personnel; b) Trustees; c) Library personnel from all types of libraries.

II. Objectives:
   1. Acquaint participants with collection and collection development role of state library agencies.
   2. Acquaint participants with the state library agency's role in coordination and cooperation within the state.

III. Basic Readings:
IV. Content Outline:

1. State Library Agency Collection
   A. Focus of library
      1) Library's library
      2) Act as public library
      3) No collection—funneling agency
   B. Actual collection
      1) Size
      2) Focus - inclusions, exclusions (fiction, etc.)

2. Interlibrary Coordination/Cooperation
   A. Definition of coordination/cooperation
      1) Reference/ILL - coordination and cooperation
      2) Resource sharing
      3) Expertise sharing
      4) Technical Services sharing/centralization
   B. State library role in coordination and cooperation
      1) Leadership - initiating cooperation, maintain contacts
      2) Contracting - thru and to libraries in state
      3) Middleman
      4) Administration of systems
      5) Union catalog, etc. - development, research
   C. Legal constraints/opportunities
      1) State library role in legislative change to enhance cooperation
      2) Role in explanation of legal opportunities
      3) Role as middleman to legislature/courts
V. Ancillary Activities:

1. Panel discussion with representatives (if possible) from: county library, academic library, school library, and state library agency to discuss: What is the role of the state library agency in intrastate coordination and cooperation? How should this role be changed and/or expanded?

2. Discussion Questions:
   a) Should the state library agency instigate cooperative efforts within the state if there are few or uncoordinated efforts currently? How could this be accomplished without offending some libraries/librarians?
   b) Should the state library agency collection be open to walk-in public use? If not, how does the state library agency effectively act as a library's library - i.e. know what books to order, etc.?
   c) What legal constraints/opportunities exist in your state at the present time for both intra-and interstate cooperative agreements?

VI. Additional Consideration for Semester Curriculum:

1. See discussion question b) above.
2. Focus on the difference between coordination and cooperation. Is resource sharing the major factor in either idea? Why, why not?
3. Focus on traditional cooperation and what is today considered lacking in this idea.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

STATE LIBRARIANSHIP CURRICULUM MODULE 12

TOPIC: NETWORKING

I. Target Audiences:

1. Library School Courses: a) Information Systems and Networks; b) Library Automation and Data Processing; c) Research Methods in Librarianship; d) Library Organization and Administration (public, academic, school, special). 
2. Workshops, etc., for: a) State Library Agency personnel; b) Trustees; c) Library personnel from all types of libraries.

III. Objectives:

1. Acquaint participants with the various information networks available and operating around the country.
2. Acquaint participants with information network plans for the future—both new networks and expansion of existing organizations.

III. Basic Readings:

IV. Content Outline:

1. Definition of library-oriented networks:
   A. Resources utilized, indexes, etc.
   B. Organizational designs

2. Types and functions of existing library networks:
   A. Technical Processing—e.g. OCLC, BALLOTS
   B. Reference—related
      1) Location (ILL, etc.)—e.g. OCLC, NYSILL
      2) Subject searching—e.g. SDC, IDC, METRO

3. Other kinds of networks
   A. Non profit
      1) Purpose—oriented
      2) Regional
      3) Specific subject fields
      4) Information networks
      5) Multi-purpose
   B. Commercial—same as above plus
      1) Differences in operation

4. State library role in networks:
   A. Evaluation of systems
   B. Avoid duplication within state or region
   C. Coordination of services to state agencies and libraries

5. Future of networking:
   A. Obsolescence of field; technological problems; user sophistication
   B. Nationwide coordination of networks and services
   C. Expansion of services
V. Ancillary Activities:

1. Discussion Questions:
   a) Does the development of various kinds of networks seem valid? Should libraries try to become self-sufficient, keep expanding into bigger and broader fields, or compromise between the two?
   b) What kinds of networks seem most useful to a small public library? A state library? Academic?
   c) Is there a good future for network operations? Where and how?

2. Invite a network director from your area to demonstrate what services a network offers and how these services are implemented.

VI. Additional Considerations for Semester Curriculum:

1. Focus on development of and/or demand for OCLC and related services. What have been the changes in network organizations? Is a nationwide network developing? If so, how will this impact upon individual library operations?

VII. Supportive Readings (item(s) starred are basic for semester curriculum):


2. Various articles in Interlibrary Communications and Information Networks, op. cit. (Some articles are fairly technical).


STATE LIBRARIANSHIP CURRICULUM MODULE 13

TOPIC: LIBRARY DEVELOPMENT - RESPONSIBILITIES AND TECHNIQUES

I. Target Audiences:

1. Library School Courses: a) Library Organization and Administration (public).
2. Workshops, etc., for: a) State Library Agency personnel; b) Trustees; c) Library personnel from all types of libraries.

II. Objectives:

1. Acquaint participants with the state library agency's role in statewide library development.
2. Acquaint participants with techniques for fostering statewide library development.
3. Allow participants to experience proposal writing and acquaint them with basic grantsmanship techniques.

III. Basic Readings:

IV. Content Outline:

1. Definition of Library Development
   A. Intralibrary
   B. Interlibrary
   C. Library extension movement

2. Library Development responsibilities
   A. Interlibrary development
      1) Support of local libraries and programs
      2) Organization into cooperative systems/networks
      3) Technical services support
      4) Direct state service
      5) Supplementary service from either state library, regional library, or county/local system
   B. Intralibrary development
      1) Collection
      2) Staff

3. Library development activities/styles
   A. Consultant services
   B. Grants - responsibility at local and state level
   C. Grants - techniques for writing and submitting

4. Agencies for library development
   A. State library
   B. Public library (i.e., Maryland)
   C. Regional library
   D. Agency outside state library "system"
V. Ancillary Activities:

1. Ask member of LSCA Statewide Library Advisory Council to speak to the group about what emphasis the libraries in the state place on library development; and on the focus of the Council itself in this regard. (The members of the Council should be listed at the state library agency). This person could also be in a panel discussion with a state library agency staff member and a public librarian focusing on their needs for library development.

2. Have participants prepare a draft copy of a proposal dealing with a subject either of their own choosing or as a group. Critique and discuss the draft proposals.

3. Discussion Questions:
   a) Should libraries be initiated in rural areas even if their services are extremely limited and possibly very inadequate?
   b) Should the state have the responsibility for funding local/county libraries that can't meet "minimum" standards with local resources? Why or why not?

VI. Additional Considerations for Semester Curriculum:

1. Focus on considerations inherent in discussion question b) above.

2. Focus on support (state or federal aid) currently administered by state library agencies. How is it working? Are the funded libraries becoming more comprehensive and/or self-sufficient?

3. Focus on kinds of direct state service (i.e. bookmobiles, deposit collections, state-operated branches). What is working best? What would have the most success in your state?

4. Focus on types of grant proposals submitted for services listed in 2 and 3.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):


2. "Library Development in Illinois" theme issue of Illinois Libraries 57, no. 8 (October 1975). All other articles in addition to those listed as Basic Reading 2.
STATE LIBRARIANSHIP CURRICULUM MODULE 14

TOPIC: CONTINUING EDUCATION - RESPONSIBILITIES AND TECHNIQUES

I. Target Audiences:

1. Library School Courses: a) Communication of knowledge and ideas; b) Education for Librarianship.
2. Workshops, etc., for: a) State Library Agency personnel; b) Continuing education personnel.

II. Objectives:

1. Acquaint participants with the reason and need for continuing education.
2. Acquaint participants with the Continuing Library Education Network and Exchange (CLENE).
3. Convince participants that the State Library Agency has a major responsibility in the area of continuing education.

III. Basic Readings:

IV. Content Outline:

1. The reasons continuing education needs have arisen
   A. Technological factors
   B. Economic and political factors
   C. What exactly is continuing education? Staff development?

2. Who is responsible for continuing education?
   A. Library schools
   B. Library associations
   C. State library agencies
   D. Librarians' role

3. CLENE
   A. Its development
   B. Its purpose
   C. Its components
   D. Its future

4. The role of the state library agency
   A. To professionals
   B. To practicing non-professionals
   C. To State Library staff members
   D. The continuing education officer at the State Library Agency
V. Ancillary Activities:

1. Using the module framework for this curriculum--have participants develop a module for a 1 day workshop for introducing public library trustees to the role and responsibilities of the State Library Agency in your state.

2. Discussion Questions:
   a) Should a State Library Agency hire a person whose full-time responsibility is continuing education? What factors would be involved in this decision?
   b) Should your State Library Agency become a member of CLENE?

VI. Additional Considerations for Semester Curriculum:

1. Place emphasis in lecture and discussion on CLENE--its data base, dissemination plans, etc.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):


STATE LIBRARIANSHIP CURRICULUM MODULE 15.

TOPIC: CONSULTING - RESPONSIBILITIES AND TECHNIQUES

I. Target Audiences:

1. Library School Courses: a) Library Organization and Administration (academic, school, public, special).
   2. Workshops, etc., for: a) State Library Agency personnel; b) Library personnel from all types of libraries.

II. Objectives:

1. Acquaint participants with the role of a State Library Agency consultant.
   2. Acquaint participants, at an introductory level, with consulting styles and/or techniques.

III. Basic Readings:

IV. Content Outline:

1. Definition of consulting and consultants
   A. How definition applies to libraries
   B. Change agency

2. State Library Agency consultant responsibility:
   A. To statewide library development
   B. To state library
   C. To client library
   D. To individual client

3. Consultant role
   A. Interpersonal relationships
   B. Objectivity
   C. Knowledge
   D. Flexibility
   E. Individual goals - measurable

4. Consulting techniques/styles
   A. CIPP (Context - Input - Process - Product)
   B. Individual techniques
   C. Relationship models (i.e. active listening, etc.)
V. Ancillary Activities:

1. Roleplay: State Library A-V consultant at Joetta, etc. p. 15.4-7.
2. Discuss Skills and Attributes for a Consultant (sheet attached 15.4)
3. Discussion Questions:
   a) Should the consultant suggest solutions or simply offer alternatives? In other words, should consultants strongly voice opinions about a given alternative if he/she feels it is very right/wrong?
   b) If the consultant is received negatively by the client, should he/she back out gracefully or try to accomplish his task regardless?

VI. Additional Considerations for Semester Curriculum:

1. Focus on development of consultant/client relationship - i.e. Koch article (basic reading #1), Davey article (supportive reading #3).
2. Focus on how to maintain relationship without getting involved in problem and losing objectivity.
3. Focus on development of styles and goals for consultant work.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

SKILLS & ATTRIBUTES FOR A CONSULTANT

by Phyllis Baker

Analytical
Perceptive of key issues
Tactful
Articulate
Skilled in written expression
Knowledgeable and experienced in specialty
Self-confident, knowledge of own limitations
Independent, objective spirit
Recognizes other people's self interests
Recognizes potential for growth and change in others
Flexible,
Sense of timing
Reassuring, to instill confidence in client's own capabilities
Sense of humor
Cast Iron stomach
Shoots pool
Enjoys distance driving
Enjoys living out of a suitcase
Spirit of Adventure

A Consultant is:

an exhaust valve
sounding board
ignition
accelerator
brake
radiator--taking some of the heat
shock absorber
fog lamp
catalytic converter

NOTE: A CONSULTANT IS NOT THE DRIVER.
State Library Consultant Role Play
(3 characters: 1 woman, 2 men)

(Roleplay to accompany State Librarianship Curriculum Module 15: CONSULTING RESPONSIBILITIES AND TECHNIQUES)

Purpose of roleplay:

The purpose of this role play is to stimulate discussion about the importance of consulting techniques.

Setting:

Present day in Joetta. The two meetings with the visiting consultants, N.B. Carrouthers and C.B. Schwartz, take place in the office of the audiovisual specialist, Charles A. Drake.)
April 16, 1976

Ms. Carrouthers,
Audio Visual Consultant
Iowa State Library Commission
Des Moines, Iowa

Dear Ms. Carrouthers,

At its last meeting, the Joetta Library Board of Trustees gave the audio-visual department $15,000 in uncommitted funds. The money must be expended by the close of the fiscal year.

I am interested in video-tape and would like your assistance in exploring all the possibilities of utilizing video-tape in a library application. There is community pressure to commit the money to a Great Films program and cassette tape collection. As you are aware, we are member of two cooperative film circuits which I feel are meeting the demands quite effectively for film materials.

I would like to meet with you as soon as possible on this matter. Could you stop in Joetta a few hours on May 14th? I can meet with you any time that day.

Sincerely,

Charles A. Drake
Audio-Visual Specialist
Joetta Community Library
Charles Arthur Drake
Audio-Visual Specialist

- see page 22 of "Joetta Library" for biographical description of yourself
- read library board minutes for May 5, 1975, noting comments by Mrs. Robertson
- remember that the League of Women Voters represented by Mrs. Robertson were instrumental in your hiring
- you are interested in all possible options about video tape and libraries such as buying portable video equipment for loan to public, doing programs at the local cable channel studio, producing quality video programs for the cable channel, establishing a cable TV studio in the library, etc., etc., etc.

Nancy Bella Carrouthers
Audio-Visual Consultant
Iowa State Library Commission

Born: Peoria, Illinois - September 19, 1945
Resides: Des Moines, Iowa
Marital Status: Divorced
Education: Peoria High School, 1963-67
University of Southern Illinois -- Major: Art education
MLS Kent State University -- 1969-70
Work Experience:
1967-69 - taught art in Shaker Heights, Ohio High School
1970-71 - assistant in A-V department, Denver Public Library
1972-73 - assistant TV producer KTWO, Casper, Wyoming
1973-74 - cable TV demonstration project director -- Natrona Co. Library, Casper, Wyoming
1974 - Audio-Visual Consultant, Iowa State Library Commission

- you are adamant about the value of cable TV and community access
- believe libraries should be actively involved in Cable TV systems
- there is no cable TV studio in a library in Iowa.
- the Iowa State Library would be very inclined to award additional grant support for a unique demonstration project
- you are a friend of the audio-visual equipment dealer in Mason City who always gives a "real deal" on purchasing video equipment to anyone you refer
- you have a "very close" male friend in Joetta you like to see as frequently as you can arrange your travel schedule into Joetta
- you really enjoyed your job as Cable TV project director in Natrona County, Wyoming, and would love to have such a progressive project under you that could "help" with in Iowa
- you think of yourself as "Captain Video"
The meeting with the Audiovisual Consultant from the Iowa State Library Commission was not useful; therefore Mr. Drake makes several phone calls and sets up an appointment with Charles Bently Schwartz who agrees to come to Joetta to discuss the utilization of the $15,000 in uncommitted funds for the area of audio-visual materials.

Charles Bently Schwartz

Born: Davenport, Iowa--January 15, 1937
Resides: Iowa City, Iowa
Marital Status: Married, 2 children, Director, Audio-Visual Media Center, Dept. of Education, University of Iowa
Education: Davenport High School
B.A. secondary education, Iowa State University-1945-49
major - industrial arts
MEd in educational media -1960-63, University of Missouri;
currently working on PhD in Communications at University of Iowa
Experience: 1950-57 - St. Louis, MO taught industrial arts
1958-60 - taught electronics in junior college
1963-65 - Media Center Director in Davenport Junior College
1966-70 - Media specialist A-V media center, U. of Iowa, Assistant Professor rank

- you are a good consultant, a level-headed, calm, rational person
- you are highly regarded by your colleagues in Iowa State A-V association as progressive
- good listener and able to express your objective opinion tactfully
- willing to share your knowledge
- you haven't been directly involved in community cable TV
- you read widely on audio-visual services including cable TV and discuss reading with professional colleagues
- you do know about video production and equipment, and teach classes in video techniques
- $15,000 will not support a cable TV studio; it would cover initial basic equipment of the cheapest quality--would not cover operating costs
- bring out possibilities of video in libraries other than cable TV studio
- bring out fact that supplementary funding may be available from State Library, businesses, industry depending on type of project chosen

Keys to Remember:

- you don't have to know everything about a topic to be a consultant; you can research and report back
- focus on goals and objectives for a project
- you work with the client
STATE LIBRARIANSHIP CURRICULUM MODULE 16

TOPIC: SERVICES TO STATE INSTITUTIONS AND SPECIAL CLIENTS

I. Target Audiences:

1. Library School Courses: a) The Library as a Social Organization.
2. Workshops, etc.: a) State Library Agency personnel; b) Special or Institutional library personnel; c) Library personnel from all types of libraries.

II. Objectives:

1. Acquaint participants with the special needs of the institutionalized, and how these needs impact on state and public library service.
2. Acquaint participants with the needs of and services to special clients (i.e. the mentally and/or physically handicapped) in public and state libraries.

III. Basic Readings:

3. Ibid, encourage students to read at least one additional article written about a client group of their choice.
IV. Content Outline:

1. Institutional service and definition
   A. Types of institutions and their populations
      1) Correctional - includes juvenile corrections & detention
      2) Mental Health
      3) Health care - homes and hospitals
      4) Mentally handicapped
      5) Physically handicapped
      6) Aged
      7) Child care
   B. Special Services of the state-library to these institutions
      1) Consultant
      2) Funding - federal and state
      3) Materials, equipment
      4) Supplementary

2. Special clients - not in institutions
   A. Types - As above and including also other special client groups such as non-English speaking, urban-rural poor, blue collar, etc.
   B. Services through public libraries or direct from state
      1) State, consultants
      2) Funding - federal, state
      3) Materials, equipment
      4) Supplementary
V. Auxiliary Activities:

1. Visit at least one library in an institution or public library that offers special services. Discuss services that should/could exist in these places.

2. Discussion Questions:
   a) What differences in consultant training are necessary for services to different types of institutions? (i.e. mental health vs. correctional; or mentally handicapped vs. juvenile detention).
   b) What services should be the responsibility of the individual institution or library, the state, or the federal government?
   c) Is there a difference in the degree of responsibility at the state library level between, for example, institutionalized persons and rural non-library service area residents?

VI. Additional Considerations for Semester Curriculum:

1. Focus on federal support to certain programs. (i.e. LSCA blind and visually handicapped). What provisions should be made for special services to other clients?
2. Expand upon discussion question a).
3. Discuss what the participants feel is the role of the state library agency in services to institutions and special clients in your state.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

STATE LIBRARIANSHIP CURRICULUM MODULE 17

TOPIC: SERVICES TO LEGISLATURES AND STATE AGENCIES

I. Target Audiences:

1. Library School Courses: a) Library Organization and Administration (special); b) Reference; c) Special Literatures and Materials (documents, etc.).
2. Workshops, etc., for: a) Trustees; b) State Library Agency personnel; c) Legislators, state agency personnel.

II. Objectives:

1. Acquaint participants with the role/purpose of a legislative reference service.
2. Acquaint participants with the general needs of state agencies and how these needs are/not met by State Library Agencies.

III. Basic Readings:

IV. Content Outline:

1. Legislative reference and related services
   A. Functions
      1) Legislative histories
      2) Bill drafting
      3) Bill preparation (research)
      4) Reference and information services
   B. Organization
      1) Location (within or outside state library)
      2) Staffing
      3) Collection
      4) Automation

2. State agencies - service and coordination
   A. Types of state agencies
      1) Public service
      2) Internal (government) service, e.g., budgeting, purchasing, etc.
      3) Operations, e.g., transportation, maintenance, etc.
   B. Services offered
      1) To departmental libraries
      2) To departments without internal libraries
      3) Cooperation/coordination of agency resources
V. Ancillary Activities:

1. Have groups of participants pick a topic currently under discussion by your state legislature. Using handbooks from the legislative service office (or equivalent): a) compile some basic research on the original bill: include such things as definitions of terms, possible overlapping legislation, etc.; b) try writing a preliminary draft of a bill; what is the format, internal references, etc.

2. Try to compile a short legislative history of an agency/organization function in your state (maybe a state library agency function).

3. If possible invite 2 state legislators and/or a state agency person who uses library facilities to talk to the group.

VI. Additional Considerations for Semester Curriculum:

1. Referring to Casey recommendations (Chapter VII, p. 56-62 of basic reading #1), analyze the services offered and/or needed in your state. How many of these recommendations have validity in your state, considering the support and functions of the state library agency?

VII. Supportive Readings (item(s) starred are basic for semester curriculum):


* When published this item should replace Casey, Basic reading no. 1, as basic reading.
STATE LIBRARIANSHIP CURRICULUM MODULE 18

TOPIC: MANAGEMENT OF THE STATE LIBRARY AGENCY

I. Target Audiences:

1. Library School Courses: a) Library Organization and Administration (general and special).
2. Workshops, etc., for: a) Trustees; b) State Library Agency Personnel; c) State personnel working with the State Library Agency; d) Library personnel from all types of libraries.

II. Objectives:

1. To acquaint participants, at an introductory level, with the most prevalent contemporary management philosophies and the factors which have influenced their development and use.
2. To provide an opportunity for participants to explore their own management beliefs and behavior.
3. To acquaint students with state government processes such as personnel, travel, etc. which set managerial parameters at the state level.

III. Basic Readings:

IV. Content Outline:

1. Capsule review of the development of the study of organizations
   A. Bureaucracy-Weber
   B. Scientific management - Taylor
   C. Human relations school - Maslow, McGregor, Likert
   D. Systems approach - organization theory
   E. Organizational development
   F. Contingency approach - Fiedler

2. Management Styles
   A. Authoritarian
   B. Consultative
   C. Participative
   D. Other aspects of leadership: positions, tasks, etc

3. Management styles and personnel management
   A. The leader and the employee
   B. The supervisor and the employee
   C. The workgroup and the employee
   D. Professionals as personnel managers

4. Recent developments in librarianship
   A. MRAP
   B. Staff development
   C. Performance evaluation
V. Ancillary Activities:


2. Discussion Questions:
   a) Does the management style of a library director set the style of management throughout the library's management structure, i.e., is it possible for various styles of management to co-exist productively throughout the library?
   b) Under what conditions does a participatory management style appear to be most effective?

VI. Additional Considerations for Semester Curriculum:

1. Concentrate on activities and lectures which engage participants in exploring their personal beliefs and behaviors regarding management. Encourage participants to analyze their past experiences in organizations in light of what they have learned about contemporary management philosophies/styles.

VII. Supportive Readings (items starred are basic for semester curriculum):

TOPIC: BUDGETING AND FISCAL CONCERNS AT THE STATE LEVEL

I. Target Audiences:

1. Library School Courses: a) Library Organization and Administration (general and special).
2. Workshops, etc.: a) State Library Agency personnel; b) State Library Trustees; c) State Agency personnel.

II. Objectives:

1. To acquaint participants at the most introductory level with various types of budgeting processes and the factors which have influenced their development and use.
2. To acquaint participants with unique problems of state level budgeting and to identify for the participants the many areas of fiscal concern at the state level.

III. Basic Readings:

IV. Content Outline:

1. The State Budgeting Process
   A. The process
      1) Executive role
      2) Legislative role
      3) Specific agency role
      4) Citizen input or interpretation of citizen desires by 1-3 above.
   B. Types of budget funds
      1) General funds, trust funds, federal funds
      2) Budget vs. cash - authorization vs. appropriation
      3) Federal funds and A95
   C. Fiscal Activities at the State Level
      1) Budget preparation and/or review
      2) Budget approval
      3) Pre- and/or post-auditing (executive and legislative levels)
      4) Accounting (reviewing application of resources)
      5) Purchasing systems

2. The History and Philosophy of budgeting
   A. Historical factors
   B. Social/economic/and political factors
   C. Philosophical approaches

3. Types of budgeting processes
   A. Lump Sum
   B. Line item / object of expenditure
   C. Performance budgeting
   D. PPBS
   E. Zero-based budgets

4. Analysis of a state library's budget document
   A. Distribution of funds across programs
   B. Distribution of funds - state and federal
V. Ancillary Activities:

1. Invite for presentations or discussion one or more of the following: state level Executive Department fiscal officials, eg. state comptroller and/or, state budget officials, purchasing officers, etc.
2. Case study (Attached, p. 18.4-18.23.) Case study developed by Wayne Johnson, Chief of Business Services, Wyoming State Library, Archives and Historical Department.
3. Discussion Questions:
   a) What types of controls should the state library exercise over grants of federal funds to local libraries?
   b) How much information should be communicated to local libraries concerning the state library's budget?

VI. Additional Considerations for Semester Curriculum:

1. Emphasize understanding the content of your state's state library budget document. Determine what type of budget process it was created under. Determine what program emphases it appears to show.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

*1. Your State's budget document for the state library agency.
BUDGETING CASE STUDY

(Problem created by Wayne Johnson, Chief of Business Services, Wyoming State Library, Archives, and Historical Department.)

In a hoped for, but surprising move the Governor of Columbia recommended and the Legislature approved full state funding for the Columbia State Library Commission. Federal funds are now to be used for:

1. The regionalization of library services; and
2. To generally improve library services throughout the state of Columbia.

Participants should work in groups of from 5 to 7 persons to re-budget the $900,64 in federal funds according to federal guidelines and their view of what will meet the above two state guidelines. Line items should be utilized in re-budgeting the funds within program packages.
THE GREAT STATE OF COLUMBIA

1. 67,500 SQUARE MILES

2. POPULATION
   a. 1950 - 1,315,765
   b. 1960 - 1,665,432
   c. 1970 - 2,453,755

3. GEOGRAPHY
   a. POWELL RIVER - NAVIGABLE
   b. ROBBINS RIVER - NAVIGABLE
   c. JOHNSON MOUNTAINS - RUGGED
   d. SOUTH OF MOUNTAINS - FERTILE
   e. NORTH OF MOUNTAINS - SEMI-ARID

4. CAPITOL - CARTER

5. EXECUTIVE BRANCH OF GOVERNMENT (ELECTED OFFICIALS)
   a. GOVERNOR
   b. LT. GOVERNOR
   c. SECRETARY OF STATE
   d. AUDITOR
   e. SUPERINTENDENT OF EDUCATION

6. LEGISLATURE
   a. SENATE - 45 MEMBERS ELECTED BY DISTRICT
   b. HOUSE - 100 MEMBERS ELECTED BY DISTRICT
**BILLY COUNTY**

1. **POPULATION** 6,222

2. **COUNTY SEAT** - JENKINS
   a. **POPULATION** - 5280.

3. **TAX SOURCES**
   a. **DRY FARMING** - WHEAT
   b. **STATE HOSPITAL**

4. **LIBRARY**
   a. **HEADQUARTERS, TWO BOOKDROPS**
   b. **BUDGET** - $23,892
   c. **STAFF**
      1. **PROFESSIONAL** 0
      2. **NONPROFESSIONAL** 3

**BONNIE COUNTY**

1. **POPULATION** - 86,806

2. **COUNTY SEAT** - WONG
   a. **POPULATION** - 74,309

3. **TAX SOURCES**
   a. **CORN**
   b. **CATTLE & HOGS**
   c. **LIGHT INDUSTRY**
   d. **STATE TEACHERS UNIVERSITY**

4. **LIBRARY**
   a. **HEADQUARTERS, TWO BRANCHES, ONE BOOKMOBILE**
   b. **BUDGET** - $477,433.
   c. **STAFF**
      1. **PROFESSIONAL** 14
      2. **NONPROFESSIONAL** 22

**BRADEAN COUNTY**

1. **POPULATION** - 5327

2. **COUNTY SEAT** - JANACE
   a. **POPULATION** - 4211

3. **TAX SOURCES**
   a. **LUMBER**
   b. **DRY FARMING** - WHEAT
   c. **LIGHT INDUSTRY**

4. **LIBRARY**
   a. **HEADQUARTERS**
   b. **BUDGET** - $21,308.00
   c. **STAFF**
      1. **PROFESSIONAL** 0
      2. **NONPROFESSIONAL** 2.5
CALEB COUNTY

1. POPULATION - 9311
2. COUNTY SEAT - VERA
   a. POPULATION - 6001

3. TAX SOURCES
   a. LIGHT INDUSTRY
   b. DRY FARMING - WHEAT

4. LIBRARY
   a. HEADQUARTERS, ONE BOOK VAN
   b. BUDGET - $38,082.00
   c. STAFF
     1. PROFESSIONAL 1
     2. NONPROFESSIONAL 2

DARAMUS COUNTY

1. POPULATION - 88
2. COUNTY SEAT - MARY SUE
   a. POPULATION - 47,319

3. TAX SOURCES
   a. WHEAT
   b. LUMBER
   c. LIGHT INDUSTRY
   d. MAXIMUM SECURITY PRISON/MEN

4. LIBRARY
   a. HEADQUARTERS, FOUR BOOKMOBILES
   b. BUDGET - $442,229.00
   c. STAFF
     1. PROFESSIONAL 14
     2. NONPROFESSIONAL 30

DAVID COUNTY

1. POPULATION - 82,899
2. COUNTY SEAT - COPLON
   a. POPULATION - 44,444

3. TAX SOURCES
   a. I.B.M. PLANT
   b. WHEAT
   c. LUMBER
   d. WOMEN'S PRISON

4. LIBRARY
   a. HEADQUARTERS, THREE BRANCHES, TWO BOOKMOBILES
   b. BUDGET - $497,394.00
   c. STAFF
     1. PROFESSIONAL 17
     2. NONPROFESSIONAL 32
1. **POPULATION** - 91,919

2. **COUNTY SEAT** - KNOWLTON
   a. POPULATION - 22,439

3. **TAX SOURCES**
   a. LIGHT INDUSTRY
   b. WHEAT

4. **LIBRARY**
   a. HEADQUARTERS, TWO BOOKMOBILES
   b. BUDGET - $388,817.00
   c. STAFF
     1. PROFESSIONAL 7
     2. NONPROFESSIONAL 15

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**DIG COUNTY**

1. **POPULATION** 822,901

2. **COUNTY SEAT** - CHINN
   a. POPULATION - 722,346

3. **TAX SOURCES**
   a. HEAVY INDUSTRY
   b. LIGHT INDUSTRY
   c. WHEAT
   d. TRANSPORTATION
   e. MINIMUM SECURITY PRISON/MEN

4. **LIBRARY**
   a. HEADQUARTERS, ELEVEN BRANCHES, FOUR BOOKMOBILES
   b. BUDGET - $4,739,944.00
   c. STAFF
     1. PROFESSIONAL 62
     2. NONPROFESSIONAL 107

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**ELAINE COUNTY**

1. **POPULATION** - 4311

2. **COUNTY SEAT** - ANDERSON
   a. POPULATION - 2501

3. **TAX SOURCES**
   a. LUMBER
   b. DRY FARMING - WHEAT

4. **LIBRARY**
   a. HEADQUARTERS
   b. BUDGET - $17,244.00
   c. STAFF
     1. PROFESSIONAL 0
     2. NONPROFESSIONAL 2
JONATHAN COUNTY

1. POPULATION - 852,903

2. COUNTY SEAT - BETZ-ZALL
   a. POPULATION - 729,332

3. TAX SOURCES
   a. STEEL
   b. TRANSPORTATION
   c. WHEAT

4. LIBRARY
   a. HEADQUARTERS, FIVE BRANCHES
   b. BUDGET - $5,330,643.00
   c. STAFF
      1. PROFESSIONAL 44
      2. NON PROFESSIONAL 60

MITCHELL, COUNTY

1. POPULATION - 144,743

2. COUNTY SEAT - CARTER (STATE CAPITOL)
   a. POPULATION - 101,766

3. TAX SOURCES
   a. GOVERNMENT - STATE & FEDERAL
   b. UNIVERSITY
   c. WHEAT
   d. LUMBER

4. LIBRARY
   a. HEADQUARTERS, FOUR BRANCHES, TWO BOOKMOBILES
   b. BUDGET - $694,766.00
   c. STAFF
      1. PROFESSIONAL 21
      2. NONPROFESSIONAL 40

NALL COUNTY

1. POPULATION - 4321

2. COUNTY SEAT - KATHLEEN
   a. POPULATION - 3555

3. TAX SOURCES
   a. LUMBER
   b. TOURISTS
   c. ART COLONY

4. LIBRARY
   a. HEADQUARTERS
   b. BUDGET - $29,167.00
   c. STAFF
      1. PROFESSIONAL 1
      2. NONPROFESSIONAL 2
THOMPSON COUNTY

1. POPULATION - 79,799
2. COUNTY SEAT - MARK
   a. POPULATION - 61,393
3. TAX SOURCES:
   a. LIGHT INDUSTRY
   b. TRUCK FARMING
   c. CATTLE & HOGS
   d. CORN
4. LIBRARY
   a. HEADQUARTERS, TWO BOOKMOBILES
   b. BUDGET - $331,166.00
   c. STAFF
      1. PROFESSIONAL 6
      2. NONPROFESSIONAL 17

VAUGHAN COUNTY

1. POPULATION - 92,011
2. COUNTY SEAT - STEPHANIE
   a. POPULATION - 44,311
3. TAX SOURCES
   a. AGRICULTURE
   b. LIGHT INDUSTRY
   c. A.&M. UNIVERSITY
4. LIBRARY
   a. HEADQUARTERS, THREE BOOKMOBILES
   b. BUDGET - $392,887.00
   c. STAFF
      1. PROFESSIONAL 9
      2. NONPROFESSIONAL 22

WILBERT COUNTY

1. POPULATION - 81,841
2. COUNTY SEAT - JO
   a. POPULATION - 12,001
3. TAX SOURCES
   a. CATTLE & HOGS
   b. CORN
   c. TRUCK FARMING
4. LIBRARY
   a. HEADQUARTERS, FOUR BOOKMOBILES
   b. BUDGET - $374,832.00
   c. STAFF
      1. PROFESSIONAL 10
      2. NONPROFESSIONAL 24
THE COLUMBIA STATE LIBRARY COMMISSION

The Columbia State Library Commission is part of the Executive Branch of the State Government.

It is governed by a Board of Commissioners. The Board has twelve members appointed by the Governor on the following basis:

1. Director of the University Library (Ex Officio)
2. Member elected by the Columbia Library Association (four years)
3. Appointed member of the House
4. Appointed member of the Senate
5. Eight Members appointed by the Governor by District

Members serve four years. Four members must be women. The Board has no political affiliation criteria.

The Board meets quarterly in Carter. Its concerns are policy and meeting the needs of the citizens of Columbia. The Director is the appointed executive of the Board. This person is answerable to them. The rest of the staff is appointed by the Director with no Board approval needed.
EXECUTIVE & BUSINESS OFFICE

A. DIRECTORATE

1. RESPONSIBLE FOR ALL PROGRAMS OF THE STATE LIBRARY COMMISSION
2. THE CONTACT POINT WITH THE BOARD, THE EXECUTIVE, LEGISLATIVE, & JUDICIAL BRANCHES OF GOVERNMENT.
3. RESPONSIBLE FOR THE COMMISSION BUDGET SUBMISSION TO THE BOARD, THE GOVERNOR AND THE LEGISLATURE.
4. THE FOCAL POINT FOR COLUMBIA LIBRARIES STATEWIDE, REGIONALLY, & NATIONALLY.

LIBRARY DEVELOPMENT OFFICE

A. OFFICE

1. COORDINATION WITH OTHER AREAS OF THE COMMISSION
2. SUPERVISION OF STAFF OF THE PROGRAM AREAS
B. ADULT & FICTION - STATEWIDE CONSULTING AND ADVISE, WORKSHOPS
C. YOUNG ADULT - STATEWIDE CONSULTING AND ADVISE, WORKSHOPS
D. CHILDREN - STATEWIDE CONSULTING AND ADVISE, WORKSHOPS
E. ADMINISTRATION & CONSTRUCTION - STATEWIDE CONSULTING AND ADVISE, WORKSHOPS

90
LIBRARY SERVICES OFFICE

A. OFFICE
   1. COORDINATION WITH THE OTHER AREAS OF THE COMMISSION
   2. SUPERVISION OF PROGRAM AREAS

B. INTER-LIBRARY LOAD, MATERIALS
   1. FURNISH MATERIALS FROM THE COMMISSION COLLECTION TO ALL LIBRARIES OF THE STATE
   2. RESPONSIBLE FOR STATEWIDE UNION CATALOGS:
      a. MONOGRAPHS IN ALL LIBRARIES (MANUAL SYSTEM)
      b. UNION LIST OF SERIALS (DATA BASE ON COMPUTER WITH BOUND PRINTOUT)
   3. SWITCHING POINT FOR INTERSTATE I.L.L. REQUESTS, BOTH OUTGOING & INCOMING

C. INTER-LIBRARY LOAN, REFERENCE
   1. RESPONSIBLE FOR REFERENCE BACKUP FOR ALL LIBRARIES OF THE STATE
   2. REFERENCE SERVICE FOR STATE AGENCIES

D. REGIONAL DOCUMENT DEPOSITORY/STATE DOCUMENT DEPOSITORY
   1. PROCESSING & MAINTAINANCE OF GOVERNMENT PUBLICATIONS
   2. WALK IN PATRON DOCUMENT REFERENCE
   3. STATEWIDE DOCUMENT REFERENCE
   4. FEDERAL REGIONAL DEPOSITORY DUTIES

E. STATE LIBRARY COLLECTION
   1. SELECTION OF ALL MATERIALS FOR THE STATE LIBRARY COMMISSION COLLECTION
   2. CIRCULATION OF THE COLLECTION
   3. WALK IN PATRON REFERENCE
TECHNICAL SERVICES OFFICE

A. OFFICE
   1. COORDINATION WITH OTHER AREAS OF THE COMMISSION
   2. SUPERVISION OF PROGRAM AREAS

B. ACQUISITIONS
   1. ORDERING ALL MATERIALS
   2. RECEIVING ALL MATERIALS
   3. CENTRAL MAILROOM FOR THE COMMISSION

C. PROCESSING
   1. QUALITY CHECK OF INCOMING MATERIALS
   2. PROCESS THE MATERIALS FOR SHELVING & CIRCULATION

D. CATALOGING
   1. ORIGINAL CATALOGING OF ALL MATERIALS THAT INFORMATION IS NOT SUPPLIED BY VARIOUS MEANS
   2. FILING & DROPPING CARDS IN THE PUBLIC CATALOG
   3. RESPONSIBLE FOR THE SHELF LIST, AUTHORITY FILES, ETC.

E. CARD PROCESSING
   1. GENERATION OF CATALOG CARDS FROM INFORMATION SUPPLIED BY VARIOUS METHODS

INSTITUTIONS/BLIND & PHYSICALLY HANDICAPED OFFICE

A. OFFICE
   1. COORDINATION WITH OTHER AREAS OF THE COMMISSION
   2. SUPERVISION OF PROGRAM AREAS

B. TALKING BOOKS
   1. RESPONSIBLE FOR THE CIRCULATION OF RECORDS, TAPES, ETC., ORDERED BY THE QUALIFIED CITIZENS OF THE STATE DIRECTLY TO THE COMMISSION

C. MATERIALS PRODUCTION
   1. RESPONSIBLE FOR THE RECORDING OF MATERIALS REQUESTED BY BLIND PATRONS
   2. RESPONSIBLE FOR THE RECORDING OF MATERIALS:
      a. BY CITIZENS OF COLUMBIA
      b. ABOUT COLUMBIA
## COLUMBIA STATE LIBRARY COMMISSION

**BUDGET**

**FISCAL YEAR 1977**

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<th>DIST. CODE</th>
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### COMPENSATION

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<tr>
<th>LINE ITEM</th>
<th>AMOUNT</th>
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<tbody>
<tr>
<td>101 SALARIES</td>
<td>713,500.</td>
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<tr>
<td>102 BENEFITS</td>
<td>107,024.</td>
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<td><strong>TOTAL</strong></td>
<td>820,524.</td>
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### OPERATIONS

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<tr>
<td>201 COMMUNICATIONS</td>
<td>51,000.</td>
</tr>
<tr>
<td>202 TRAVEL</td>
<td>78,300.</td>
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<tr>
<td>203 MEMBERSHIPS</td>
<td>16,200.</td>
</tr>
<tr>
<td>204 PRINTING</td>
<td>18,200.</td>
</tr>
<tr>
<td>205 POSTAGE/SHIPPING</td>
<td>14,000.</td>
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<td>206 DATA SERVICES</td>
<td>13,500.</td>
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<td>191,200.</td>
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### SUPPLIES

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<th>LINE ITEM</th>
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<tr>
<td>301 OFFICE SUPPLIES</td>
<td>26,400.</td>
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### INVENTORY PURCHASE

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<tr>
<td>401 BOOKS</td>
<td>209,000.</td>
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<tr>
<td>402 SPECIAL EQUIPMENT (LIBRARY)</td>
<td>15,000.</td>
</tr>
<tr>
<td>403 AUDIO-VISUAL/PHOTOGRAPHY</td>
<td>42,970.</td>
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<tr>
<td>404 OFFICE FURNITURE/EQUIP.</td>
<td>6,570.</td>
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<td><strong>TOTAL</strong></td>
<td>273,720.</td>
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### PASS THROUGH

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<tr>
<th>LINE ITEM</th>
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<tr>
<td>706 GRANTS TO LOCAL GOVERNMENTS</td>
<td>292,070.</td>
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<td><strong>TOTAL</strong></td>
<td>292,070.</td>
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### PROFESSIONAL

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<th>LINE ITEM</th>
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<tr>
<td>804 CONSULTANTS</td>
<td>2,900.</td>
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<td><strong>TOTAL</strong></td>
<td>2,900.</td>
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### OTHER

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<th>LINE ITEM</th>
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<td>999 MISC.</td>
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<td>3,850.</td>
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### GRAND TOTAL

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<td>1,610,664.</td>
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### MEANS OF FINANCING

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ACCOUNT 001

EXECUTIVE & BUSINESS OFFICES

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**GRANT TOTAL**: 487,995.

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**ASSIGNMENT**

- OFFICE DIRECTOR
- ADULT & FICTION CONSULTANT
- YOUNG ADULT CONSULTANT
- CHILDREN'S CONSULTANT
- ADMIN. & CONSTRUCTION CONSULTANT
- OFFICE
- A/P & Y.A.
- CHILD & ADMIN/CONST.
## ACCOUNT 003

**LIBRARY SERVICES OFFICE**

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### OPERATIONS

| 201        | COMMUNICATIONS                     | 40,000.  |
| 202        | TRAVEL                             | 6,000.   |
| 203        | MEMBERSHIPS                        | 14,000.  |
| 204        | PRINTING                           | 15,000.  |
| 205        | POSTAGE/SHIPPING                   | 7,500.   |
| 206        | DATA SERVICES                      | 3,500.   |
| TOTAL      |                                    | 72,000.  |

### SUPPLIES

| 301        | OFFICE SUPPLIES                    | 2,000.   |
| TOTAL      |                                    | 2,000.   |

### INVENTORY PURCHASE

| 401        | BOOKS                              | 150,000. |
| 402        | SPECIAL EQUIPMENT (LIBRARY)        | 15,000.  |
| 403        | AUDIO-VISUAL/PHOTOGRAPHY           | 5,000.   |
| TOTAL      |                                    | 170,000. |

### PROFESSIONAL

| 804        | CONSULTANT                         | 600.     |
| TOTAL      |                                    | 600.     |

### OTHER

| 999        | MISC.                              | 700.     |
| TOTAL      |                                    | 700.     |

**GRAND TOTAL**

498,012.
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**TOTAL:** 219,750.

**ACCOUNT 004**

**TECHNICAL SERVICES OFFICE**

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#### GRAND TOTALS

|           |            | 93,270 | 133,000| 226,270  |

#### STAFF

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ERIC
STATE LIBRARIANSHIP CURRICULUM MODULE 20

TOPIC: EVALUATION/ THE FUTURE

I. Target Audiences:

1. Library School Courses: a) Library Organization and Administration; b) Book Selection and Acquisitions; c) Research Methods in Librarianship; d) Introduction to Librarianship; e) The Library as a Social Organization.

2. Workshops, etc. a) Book Selection, Acquisition, Collection Development for all types of libraries; b) Library Trustees; c) Library administrators for all types of libraries; d) State Library Agency professional personnel.

II. Objectives:

1. To acquaint participants with the purposes and value of evaluation.
2. To introduce participants to some evaluation techniques which have value for state libraries.
3. To introduce participants to one model for evaluation (CIPP) widely used in State Libraries.
4. To engage participants in a discussion of the possible futures for state library agencies.

III. Basic Readings:

IV. **Content Outline:**

1. **Definitions of evaluation.**
2. **Purposes of evaluation.**
   - A. Search for alternatives
   - B. Provision of corrective feedback while program is in operation
   - C. Aid in wise decision making
   - D. Budget support
3. **Responsibilities of evaluators, administrators and initiators of programs.**
4. **The politics of the evaluation.**
5. **Evaluation models**
   - A. CIFF (Context, Input, Process and Product)
   - B. Formative
   - C. Summative
6. **Examples of evaluation in librarianship**
   - A. Evaluating collections
   - B. Evaluating library training programs
   - C. Performance Measures for Public Libraries
V. Ancillary Activities:


2. Discussion questions: a) Will State Libraries or regional cooperating organizations be the leaders in developing a national library program? b) Under what conditions might a State Library choose not to evaluate some/one of its programs? c) How much does it "cost" to evaluate a State Library program?

VI. Additional Considerations for Semester Curriculum:

1. Concentrate in this final session on the future of the State Library Agency. Discuss role of NCLIS, LC, regional cooperative organizations and state librarians in fostering the role State Libraries will play in the future.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):


STATE LIBRARIANSHIP BIBLIOGRAPHY:
TO ACCOMPANY STATE LIBRARIANSHIP
MODULAR CURRICULUM

by
Jane Robbins and Anne Powell
Institute for the Education of Prospective
State Library Agency Professional
Personnel (U.S.C.E., H.E.A. Title II-B)
April-June 1976
Introduction

This State Librarianship Bibliography has been compiled with input from over 35 state library agency personnel, library consultants, educators and students. It has been arranged so as to be easily used to accompany the State Librarianship Modular Curriculum which was a major outcome of the U.S.O.E., H.E.A. Title II-B Institute for the Education of Prospective State Library Agency Professional Personnel held at the Wyoming State Library (Cheyenne) from April 5 through June 11, 1976.

In the process of preparing for and conducting the Institute the authors examined and/or used over 500 curriculum support items; the over 200 items which appear in this bibliography are considered to be the most useful for conducting educational sessions focused upon State Librarianship. Of course, when one teaches in this area, he/she will most probably want to emphasize his/her own state and region. The bibliography does not include, except in cases where the items are exemplary examples, items referring to individual states.
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    B 20.1
THE PHENOMENA OF STATE LIBRARY AGENCIES

ACCESS tape on State Libraries. (3/4 inch color, video cassette tape). This tape is available from ACCESS, Graduate School of Librarianship, University of Denver, Denver CO 80210.


HISTORICAL APPROACH TO THE DEVELOPMENT OF STATE LIBRARIANSHIP


See also other bulletins for further summary plans (FS5.3:58°17).
SOCIAL & POLITICAL ENVIRONMENT OF STATE LIBRARY AGENCIES


FUNCTIONS OF STATE LIBRARY AGENCIES

See issues of the ASLA (Association of State Library Agencies)
President's Newsletter, 1967 to date.

Angoff, Allan. Public Relations for Libraries; Essays in Communications
Techniques. Westport, CN: Greenwood, 1973. See especially article by

Association of State Library Agencies. Standards Revision Committee.
Standards for Library Functions at the State Level. Chicago: ALA

Leigh, Robert D. "Functions of the State Library in Research, Field Studies


(Xerox University Microfilms, order #OP65856, attn. Lynn Burkhardt,
specify xerography or microfilm).


St. Angelo, D., A. Hartsfield and H. Goldstein. State Library Policy.


Simpson, Donald B., comp. and editor. The State Library Agencies: A Survey

Trezza, A.F. and Halchi, A. "Role of Local and State Governments," Library

(FS5.215:15010).
LEGISLATIVE PROCESS: GENERAL CONSIDERATIONS


STATE LEVEL LEGISLATIVE PROCESSES RELATED TO LIBRARY PROGRAMS


See also issues of ALA Washington Newsletter, January 1966 to date.


STATE LIBRARY LAWS


Martin, Allie Beth. "Current Practice in the Distribution of State Aid" (A Chapter reproduced from *State Aid and the Establishment of Large Unit Libraries*) (1948) (Mimeographed paper available from Association of State Library Agencies).


FEDERAL LIBRARY LAWS/NCLIS


LSCA-Laws, Statutes, etc. Hearings prior to those devoted to the Library Services Act of 1956.

Senate Hearings:

- Senate Report No. 94-2367.

P.L. 94-670. An act to amend Library Services Act in order to extend for 5 years... Approved August 31, 1970.

P.L. 90-260. An act to amend the Library Services Act in order to increase amount of assistance under such act and to extend such assistance to nonrural areas. Approved February 11, 1964.
- Senate Report 89-592.

P.L. 91-600. An act to Amend the Library Services and Construction Act... Approved December 30, 1970.
- Senate Report No. 91-1162.

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P.L. 93-380. Education amendments of 1974 (LSCA now specifies that the basic state plan must set forth criteria to be used...to serve areas of high concentrations of persons of limited English-speaking ability).

LSCA amendments for 1976
House Report 94-817 on 4R11233.

"Memos to the National Commission on Libraries and Information Science:
A Library Journal Mini-symposium," Library Journal 100:2107-14
(November 15, 1975).


O'Halloran, C. "Sacred Cow No. 2: I for one wish that there were no federal program for libraries," American Libraries 6:290-2 (May 1975).


U.S. Executive Office of the President. Office of Management and Budget.

U.S. Laws, Statutes, etc. United States Code, Title 45: Part 130, p.382-394.


STATE LIBRARY COLLECTIONS AND INTERLIBRARY COOPERATION/COORDINATION


"State and Local History: The State's Responsibility for Collection and Care". (Mimeographed paper available from Association of State Library Agencies).

NETWORKING


CONTINUING EDUCATION-RESPONSIBILITIES AND TECHNIQUES


CONSULTING-RESPONSIBILITIES AND TECHNIQUES


SERVICES TO STATE INSTITUTIONS AND SPECIAL CLIENTS


---

Establishing Indian Library Service, Rosemary Christensen, Guide #1.
Establishing Indian Library Service, Hannis Smith, Guide #2.
Staffing for Indian Library Service, Margaret Wood, Guide #3.
Alternatives to Classification, Laura Wittstock and John Wolthusen, #4.
Urban Indian Library Services, Marie Jones and Edith Casaday, #5.
Promoting Indian Library Use, Charles T. Townley, #7.
Generating Information in Indian Libraries, Charles T. Townley, #8:
Assessing Indian Needs, Elizabeth Whiteman Runs Him; #9.
Materials Selection, Rosemary Christensen, #10.
In-Service Training, Lotsee Smith, #11.


"Relationship and Responsibilities of the State Library Agency to State Institutions" (Mimeographed paper available from the Association of State Library Agencies Chicago: 1969).


SERVICES TO LEGISLATURES & STATE AGENCIES


Trenholm, Virginia Cole, editor. Wyoming Blue Book volumes 1, 2, 3. Wyoming State Archives and Historical Department, 1974. (Use Blue Book for the state most relevant to your audience).
MANAGEMENT OF THE STATE LIBRARY AGENCY


BUDGETING AND FISCAL CONCERNS AT THE STATE LEVEL


EVALUATION/ THE FUTURE


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