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## STANDARDS FOR LIBRARY DEMONSTRATIONS, TRAINING PROGRAMS OUTLINED AT WASHINGTON MEETING

Problems involved in establishing adequate library service in areas without libraries or with inadequate service were discussed at a library conference held in Washington, D. C., June 13-15.

The three-day meeting, called by Commissioner of Education Earl J. McGrath, was attended by members of three committees of the A.L.A. Library Extension Division and specialists in education and sociology. (A complete list of participants is attached.)

Early in the discussions the group decided that extension of library service to unserved areas could best be achieved through demonstrations of adequate library service. It was felt that the problem could not be solved on a national basis without the assistance of the Public Library Service Demonstration Bill, now pending before the Congress, which provides Federal funds to the States for the demonstration of library service in areas without such service or with inadequate library facilities.

The extent of the program to be launched after passage of the Library Demonstration Bill was pointed out. It is estimated that for the first year of the five-year program, \$5 million of Federal funds, plus an additional \$2½ million in matching State money, will be available for demonstrating library service. The first year's program would require approximately 600 professional librarians and 800 clerical workers.

Over the five-year period, it is estimated that 1500 persons would be needed to demonstrate library service under provisions of the bill.

On the basis of these needs it was felt that standards for the demonstrations should be established and plans for a training program for demonstration workers be made.

Preliminary discussion at the conference centered around the following considerations in setting up standards for library demonstrations:

1. Definition of inadequate library service.
2. Should there be variable standards? Absolute and proportionate?
3. How to determine types of demonstrations. Should there be priorities?
4. How to plan preliminarily for demonstrations.
5. What is library service?
6. What percents of the budget should be required for different items?



7. Must there be an evaluation item?
8. State and local participation in demonstration programs.
9. Advisory councils or boards needed? Lay and governmental?
10. Length of the demonstration?
11. Minimum size of demonstrations?
12. State agency standards?

The following points were considered in discussion of training programs for demonstration workers:

1. What types of training?
2. Where held? Recruiting?
3. Content of course? Large units of organization. Objectives of demonstrations. Methods of setting up demonstrations. Evaluation principles and techniques. Public relations procedures. Rural sociology and implications. Adult education. Visual aids. Relations with other agencies. Book selection. Developing training programs in regions. School relations. Service to children and youth.
4. Training of non-professional workers.
5. Length of training period.
6. Teaching staff. Specialists in areas involved; librarians with extension experience, etc.
7. Should credit be allowed for the course?

After discussing the above topics in a general meeting, the conferees met in two groups on the second day to consider specific problems and to make recommendations on both standards and training programs.

In a general meeting the last day of the conference, each group presented a preliminary report of its deliberations, the reports to serve as a guide to future planning for demonstrations and training courses.

The first section of the Standards Committee report was "What are minimum services?" In defining minimum services, the committee reaffirmed A.L.A. standards given in Post-War Standards for Public Libraries. It was also agreed to establish proportionately lower standards under two general conditions: (1) In areas which could not reach the minimum standards without Federal aid; and (2) in areas where the program could move from proportionately lower standards to A.L.A. standards in a given period.

Minimum service for demonstrations in such areas was further defined to include: Two professional librarians and three non-professional staff members, accounting for 60% of the budget; books and library materials -- 20%; and other items -- 20%. Capital costs during the first year were divided as follows: Books -- \$11,000; furniture and equipment -- \$4,000; bookmobile -- \$5,000.



The Standards Committee report emphasized that the legal basis for every demonstration must be clearly stated or practical plans for achieving a legal goal be outlined. It was considered important that local governmental units participate in library demonstration programs from early stages, so that community interest could be developed for continuing the program on the same level of service, or better, after the demonstration period is over.

Other demonstration standards developed by the group are:

1. Length of the demonstration should be not less than one year or more than five years.
2. Size of the demonstration unit. Priority should be given to population units of 25,000-100,000.
3. Financing demonstrations. No demonstration should be started on less than 80¢ per capita for a 25,000-population unit. The state or local governmental unit should provide some funds from the beginning in order to build support for the program.
4. Personnel. The librarians selected must be professional librarians.

The committee will work further to develop standards for the State library agency.

General objectives of demonstrations were outlined in another part of the committee report. It was stressed that each demonstration should be aimed at a "major deficiency" or "increased efficiency". Also that a goal for each demonstration be defined and plans for the program be made specific. It was suggested that areas selected for demonstrations be those where the demonstration unit would likely be continued by local support.

Library demonstrations were defined to be "samples of good library service provided a community for a period of time sufficient to show the citizens:

- (1) How books, magazines, films, and other library materials can be made available to the entire community at low cost;
- (2) why trained librarians are essential to good library service just as trained teachers are essential to good schools;
- (3) how public libraries are controlled by citizens themselves through library boards;
- (4) how public library service can be permanently theirs through tax support, spread over a large enough area to keep the cost reasonably low; and
- (5) to show taxpayers just what the cost of library service to the community will be."

"Inadequate library service" was defined as that which falls below A.L.A. standards.



The Training Committee prefaced its report by emphasizing that it was set up to serve as an advisory committee to the U. S. Office of Education on training of personnel for library demonstration units in areas not now served or in those areas having inadequate public library service, particularly in rural areas.

The report listed four types of training believed necessary:

- (1) To include state library demonstration directors and leaders and State library extension agency heads. This training would probably be accomplished on a national level, with perhaps three conferences for geographical proximity.
- (2) Seven regional institutes, for professional personnel administering the various demonstrations within the States in the region. Regions previously designated by the A.L.A. would be used when practical.
- (3) An institute or workshop at the State level for clerical workers, including bookmobile drivers.
- (4) Area meetings within the State for library board members and lay groups.

Time, place, and staff personnel for types (1) and (2) training programs will be determined by the U. S. Office of Education. For types (3) and (4) these items will be left to the discretion of the States working in cooperation with the Office of Education.

In discussing types of demonstrations, Paul Howard, Director of the A.L.A. Washington Office, summarized the general types of demonstrations which States had indicated they would carry on. They were:

1. The State library agency would operate the program over the entire state; i.e., regional branch demonstrations. New Mexico, Connecticut, Vermont were given as states planning or using this type of demonstration.
2. Demonstration funds would be used to supplement library service where the service is inadequate; e.g., to set up audio-visual centers. Rhode Island was cited as a state planning this type of program.
3. Funds would be used to set up a county or regional library, a completely new organization set up under a library board.
4. Existing libraries would contract to extend service over greater areas.
5. Small demonstrations over the state.



Primary considerations in planning the training programs were discussed. Dr. Homer Kempfer, Specialist in Adult Education, U. S. Office of Education, urged that in setting up the training program heavy emphasis be placed on a broad program of community education. He suggested that demonstration workers be given thorough training in adult education and community activities so that they might integrate themselves into the total picture of community activity. This, he pointed out, would give the library demonstrations stronger local support.

Other considerations were: (1) Program is primarily for rural areas, although may be set up in urban library centers; (2) integration of rural and urban social problems; and (3) library service to adults, children and youth through public libraries.

Certain objectives of the training programs were also established: To plan an orientation in the philosophy of community activities; to study geographic, sociological and economic elements in the community; to develop an awareness of community agencies and to integrate library programs with them. It was also agreed that it was important for demonstration workers to have a knowledge of State, county, and municipal governmental bodies, including sources of revenue, budgeting, control, and laws; to become familiar with reporting problems, and to study techniques of public relations.

Other objectives were: To understand the functions of management as applied to libraries; to impart a basic philosophy of librarianship; to develop a positive zeal for library extension; to acquire skill in techniques in use of library materials, including audio-visual materials; to acquire a skill in working with people in relation to books and reading; and to familiarize library board members and lay groups with their responsibility for library development.

In determining areas of study for the training programs, it was believed that instruction would fall into three broad categories, although not with clear-cut lines for any training group or at any definite time in the training program. The categories were: Philosophy of librarianship, general theory of administration as applied to libraries, and techniques necessary to achieve program objectives.

The training program for clerical personnel was established to include both preliminary group instruction in a workshop session and individual field assignment for observation and practice. Clerical procedures, including accounting, telephoning, etc., were outlined for general clerical workers. It was emphasized that this group should also be given instruction in the organization of the library to give them a view of the relation of the library to the community and governmental unit as well as their own position within the library.

The use of training films was included as part of the instruction in the best clerical procedures.

Maintenance procedures, including bookmobile and janitorial work, were given as part of the in-service training for clerical workers. This part of the course includes instruction by automobile mechanics and public safety officers.

The training program for lay groups would be directed primarily at library board members and citizens groups. Training films would be used with this group also when practicable.



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Aspects of orientation of lay groups discussed by the committee included: (1) Use of publicity for community leaders in demonstration areas; (2) use of simple terminology for lay groups; (3) inclusion of local political and governmental leaders in lay training; and (4) emphasis on local basis of library support.

Length of the course was established for each type of training group. One week was set for training state directors and leaders and heads of State library agencies. For the second group -- State demonstration workers (professional) -- two to six weeks; for clerical workers -- three days' workshop, two days' observation; and for lay groups -- one-day institutes.

It was planned to start the training programs as soon as possible after passage of the Public Library Service Demonstration Bill (S. 130-H.R. 874, H.R.1411).

The committee recommended that the entire \$150,000 provided by the bill for training programs be used for instructional staff and facilities. (Expenses of demonstration workers would be paid from regular demonstration grants.)

In conclusion, the training group discussed evaluation of the demonstration program. Dr. Robert E. Galloway from the Division of Farm Population and Rural Life, U. S. Department of Agriculture, pointed out that a time series survey should be established in each demonstration in order to check the progress of the unit. He urged that evaluation should be done by scientifically trained researchers if arrangements can be made with the State University or State Agricultural College for their research staff to do the job. The State Agency and administrators of the demonstrations should be given instruction on need for procedures, methods of survey, and reporting, the report stated.

Some consideration was also given to the need to integrate the demonstration programs with that of library schools including recruiting and cooperation between the Training and Recruitment Committees of the A.L.A. Library Extension Division.

A complete, preliminary report of the Planning, Standards, and Planning Committees' recommendations will be prepared for distribution and discussion at the A.L.A. regional conferences this year.

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List of Participants in Library Conference, June 13-15  
Federal Security Building  
Washington, D. C.

Training Committee, A.L.A. Library Extension Division

- Mrs. Lois Rainer Green, Director, Public Library Service Division,  
Montgomery 5, Alabama
- Miss Harriet E. Howe, Director, College of Librarianship,  
University of Denver, Colorado
- Miss Juanima Wells, Librarian, Bexar County Library, San  
Antonio, Texas
- Miss Mary E. Wright, Extension Librarian, Public Library,  
Kingsport, Tennessee
- Miss L. Marion Moshier, Public Library Supervisor, Division  
of Library Extension, New York State Library, Albany, N. Y.,  
Chairman

Standards Committee, A.L.A. Library Extension Division

- Miss Mildred W. Sandoe, State Library Organizer, State Library,  
Columbus, Ohio
- Mrs. Carma Zimmerman, State Librarian, Olympia, Washington
- Mrs. Loleta D. Fyan, State Librarian, State Office Building,  
Lansing 13, Michigan, Chairman

Others attending:

- Miss Nora E. Beust, Specialist, School and Children's Libraries,  
U. S. Office of Education, Washington, D. C.
- Ralph M. Dunbar, Chief, Service to Libraries Section, U. S.  
Office of Education, Washington, D. C.
- Miss Clara Fielder, Publicity Assistant, A.L.A. Washington  
Office, Washington, D. C.
- Dr. Robert E. Galloway, Division of Farm Population and Rural  
Life, U. S. Department of Agriculture, Washington, D. C.
- Miss C. Ernestine Grafton, Head, Extension Division, State  
Library, Richmond, Virginia, Chairman, Planning Committee,  
A.L.A. Library Extension Division
- Paul Howard, Director, A.L.A. Washington Office, Washington, D. C.
- Dr. Homer Kempfer, Specialist in Adult Education, U. S. Office of  
Education, Washington, D. C.
- Willard O. Mishoff, Specialist, College and Research Libraries,  
U. S. Office of Education, Washington, D. C.
- Miss Helen A. Ridgway, Chief Public Library Specialist,  
American Library Association, Chicago, Illinois
- Miss Katheryn Sullivan, Bibliographer of Librarianship, U. S.  
Office of Education, Washington, D. C.