



# *Independent Study* IN IDAHO

**Library Science 425/525**

*Organization and Management of Small Libraries*

**Independent Study in Idaho  
University of Idaho North Campus Center  
645 W. Pullman Road, Suite 203  
PO Box 443225  
Moscow, ID 83844-3225**

**Local: (208) 885-6641  
Toll-free: (877) 464-3246  
Fax: (208) 885-5738  
*indepst@uidaho.edu*  
<http://www.uidaho.edu/isi>**

**The University of Idaho in statewide cooperation with  
Boise State University — Idaho State University  
Lewis-Clark State College**

# Study Guide

*Independent*

*Study* IN IDAHO

PO Box 443225

Moscow ID 83844-3225

*Self-paced study. Anytime. Anywhere!*

**Library Science 425/525**  
**Organization and Management of Small Libraries**

University of Idaho  
4 Semester-Hour Credits

**Prepared by:**

Mary Bolin

Professor and Chair, Technical Services

University of Nebraska—Lincoln Libraries

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## Table of Contents

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Welcome! .....	1
Course Description.....	1
Prerequisites.....	1
Course Materials .....	1
Additional Course Requirements .....	2
Course Introduction .....	2
Course Objectives .....	2
Lessons.....	3
Exams.....	3
Grading .....	4
About the Course Developer.....	4
Contacting Your Instructor .....	4
Disability Support Services.....	4
Assignment Submission Log .....	5
<b>Lesson 1:</b> Mission.....	7
<b>Lesson 2:</b> Community Study .....	10
<b>Lesson 3:</b> Library Standards and Evaluation .....	12
<b>Lesson 4:</b> Planning .....	18
<b>Lesson 5:</b> Governance .....	21
<b>Lesson 6:</b> Administration .....	24
<b>Lesson 7:</b> Finance and Budget.....	28
<b>Lesson 8:</b> Data Collection .....	32
<b>Lesson 9:</b> Human Resources Management.....	35
Exam 1 Information .....	37
<b>Exam 1 (Self-Administered).....</b>	<b>38</b>
<b>Lesson 10:</b> Library Service to Communities .....	39
<b>Lesson 11:</b> Marketing and Public Relations .....	41
<b>Lesson 12:</b> Collection Development and Management .....	43
<b>Lesson 13:</b> Cooperative Library Systems and Professional Organizations .....	47
<b>Lesson 14:</b> Technical Services and Automation.....	49
<b>Lesson 15:</b> The Library Building.....	52
<b>Lesson 16:</b> Graduate Project.....	56
Final Exam Information .....	57
<b>Final Exam (Self-Administered) .....</b>	<b>58</b>
<b>Appendix and Forms Table of Contents .....</b>	<b>i</b>
Appendix: Independent Study in Idaho Policies and Procedures .....	iii
<b>See the Appendix for information on registration, lessons/exams, instructor contact, etc.</b>	
Forms for Independent Study in Idaho	

# Independent Study in Idaho

## This course is offered by the University of Idaho.

### Organization and Management of Small Libraries

4 Semester Credits-UI

#### Welcome!

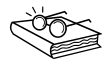
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Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Before beginning this course, read the information provided below, including course description, prerequisites, required materials, course objectives, and your instructor's requirements regarding lessons, exams, and grading.

**Important!** As you read this section, you will see the following icon:



Use this icon to direct yourself to the **Appendix** in the back of this study guide for essential Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course. You are responsible for understanding and following ISI policies and procedures. If there is anything on these pages you do not understand, please contact the ISI office for clarification before starting your course.



Turn to the **Appendix** now. Familiarize yourself with the information in the *Registration* section, student responsibilities in *Academic Integrity*, and the necessary forms.

#### Course Description

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Organization and management of small libraries. Research project and paper required for graduate credit.

#### Prerequisites

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Instructor permission required for LibS 525.

#### Course Materials

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##### Recommended Course Materials

This course has no required textbooks. Instead, each lesson has a list of **recommended readings** and **useful Web sites**. Students should read at least two items from this list in each lesson.

Recommended below are some standard texts that cover much of the material presented in this course. The lessons offer specific recommendations from Weingand and *Information Power*, but it is not necessary to use these books to complete the course. They are merely examples of good sources of information. Both these texts have gone through a number of editions. Older editions of these books are still useful and can be used for this course.

- American Association of School Librarians. Association for Educational Communications and Technology. *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998. Still in print. ISBN: 0-8389-3470-6
- Sager, Donald J. *Managing the Public Library*. 2nd ed. Boston: G.K. Hall, 1989. ISBN: 0-8161-1899-X (paperback edition)
- Sager, Donald J. *Small Libraries: Organization and Operation*. 3rd ed. Ft. Atkinson: Highsmith Press, 2000. These two books by Sager are out of print, but copies are available from used book Web sites and in many libraries.

- Weingand, Darlene. *Administration of the Small Public Library*. 4th ed. Chicago: American Library Association, 2001. Still in print, with regular new editions. ISBN: 0-8389-0794-6

There are two books written in the 1980s that have been very influential and that are still quite valuable despite their age.

- McClure, Charles C., et al. *Planning and Role Setting for Public Libraries: a Manual of Options and Procedures*. Chicago: American Library Association, 1987.
- Palmour, V.E., M.C. Bellasai, N.V. De Wath. *A Planning Process for Public Libraries*. Chicago: American Library Association, 1980.

The Palmour book, listed above, is currently out of print. A number of excerpts appear in this study guide, and the book should also be available in many public libraries as well as through interlibrary loan. Moreover, the influence of the McClure and Palmour books is seen on the many Web sites that have information on planning, standards, evaluation, and so on. Those Web sites will be cited in relevant parts of the course and can be a good substitute for Palmour or McClure.

Libraries are increasingly computerized and there is more and more useful and interesting information available on the Web. There are some sites that will be recommended many times throughout the course, because they are comprehensive and extremely helpful. These sites may prove invaluable in completing assignments or understanding some of the concepts presented. Students may use the recommended Web sources when completing assignments as long as they cite these sources. Use any citation style, as long as it is used consistently. There are many Web sites that have examples and guidelines about citation, such as the OWL at Purdue: <http://owl.english.purdue.edu/owl/>, which is an online writing lab.

## **Additional Course Requirements**

Access to the Internet is necessary to complete this course.

## **Course Introduction**

Management is the art of getting things done, through processes and people. Libraries need good managers to make the most of their resources and to serve users. Small libraries need managers who are dedicated and versatile, aware of the needs and characteristics of their communities, dedicated to the principles of library service, and comfortable with technology. This course covers the fundamentals of management, tailored to the library environment. Students will consider and analyze real-life situations, practice writing library policies, and learn about planning for technology, hiring and evaluating staff, and other fundamental management topics. Students will be expected to read relevant professional literature and submit written assignments that deal with the concepts taught in each lesson.

## **Course Objectives**

- This course will familiarize students with some basic values and principles of librarianship and some fundamentals of management.
- Students will learn about resources available to assist library managers.
- The course will help students take a practical and creative approach to library management.
- Students will be prepared for jobs in school and public libraries, particularly for small libraries where they are the only employee.

Specific course objectives include development of the following:

- An understanding of the mission of libraries and the ability to express that mission
- The ability to gather appropriate data to help formulate policies
- The ability to create goals, objectives, and policies for your library or library type

- An understanding of the processes that are part of library services to a community
- The ability to evaluate a library's collection, services, and operations.

## Lessons

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### Overview

Each lesson includes the following components:

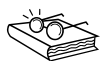
- Lesson objectives
- Reading assignment
- Lecture
- Written assignment, project, or activity

### Study Hints

- Complete all assigned readings.
- Think about the ways in which the readings and assignments apply to a library situation with which you are familiar.
- Set a schedule allowing for completion of the course one month prior to your desired deadline. (An *Assignment Submission Log* is provided for this purpose.)

This course consists of 15 lessons (16 lessons for graduate credit) and two examinations. The examinations follow lessons 9 and 15 (and 16 for the graduate student). The lessons are divided into four general areas: lessons 1–5 deal with the mission, status, and expectations of libraries; lessons 6–9 deal with management and management issues; lessons 10–11 deal with the service aspects of libraries; lessons 12–15 explore resource selection, acquisition, processing, and housing of collections.

Students in the graduate level of the course, Library Science 525, must complete the reading response that is part of every lesson. The graduate level of the course also includes a graduate project, which is a term paper or in-depth library case study that is submitted after all the other 15 lessons are completed and before the final exam.



See the **Appendix** at the back of this study guide for essential *ISI policies on submitting lessons to your instructor*. See your *Course and Instructor Information Letter* sent in your registration packet for *your instructor's requirements: how to format and submit lessons; number of lessons you may submit at one time, and lesson guidelines*.

## Exams

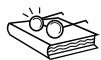
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### Overview

- There are two exams: Exam 1 after Lesson 9 and the Final Exam (Exam 2) after Lesson 15 (Lesson 16 for graduate students).
- The exams are **self-administered** and open-book, with no time limit.
- For specific instructions and information concerning exams, please see the *Exam Information* section for each exam. (See the **Table of Contents** for the location of each *Exam Information* section.)
- Exams are located in this study guide following the *Exam Information* pages.
- Exam 1 should be submitted to your instructor **after** lessons 1–9 are completed, and you have received grades and comments on these lessons from your instructor.
- The Final Exam (Exam 2) should be submitted to your instructor **after** lessons 10–15 are completed, and you have received grades and comments on these lessons from your instructor.
- Exams are weighted exactly like other assignments, i.e., each lesson or assignment is worth 1/17 of the total grade.

- Exam 1 tests concepts from the first half of the course; the Final Exam covers the entire course, with particular attention to lessons 10–15.
- Exams contain only essay questions.
- Submit all lessons preceding each exam prior to taking the exam.
- **You must wait for grades and comments on lessons prior to taking each subsequent exam.**

### Self-Administered Exams



See the **Appendix** and your **registration letter** for important information on *self-administered exams*.

See *Grading* for specific information on exams, points, and percentages.

### Grading

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The course grade will be based upon the following considerations:

All assignments and exams have the same weight. There are 15 assignments and two exams, so each is worth about 6 percent of the grade. Graduate students: graduate project is worth 20 percent of the grade. For graduate students, the remaining assignments and tests are each worth about 4.7 percent.

Assignments and essay exams should be written in complete sentences, with attention to spelling and grammar. Grades for assignments are based on how well the student reflects understanding of course concepts (e.g., standards or budgeting), and on whether the assignment shows a thoughtful and analytical approach that applies course concepts to real-life situations. A grade of “A” is given to assignments that are well-written, reflective, and appropriately detailed.

The final course grade is issued after **all** lessons and exams have been graded.



See the **Appendix** for information about *confidentiality of student grades, course completion and time considerations*, and *requesting a transcript*.

### About the Course Developer

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Mary K. Bolin is Professor and Chair of Technical Services at the University of Nebraska-Lincoln Libraries. She was a faculty member in the library at the University of Idaho for seventeen years before returning in 2004 to her home state. She has taught this course since 1988, and teaches two other regular courses and two short summer courses for Independent Study in Idaho.

### Contacting Your Instructor

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You will receive *course and instructor contact information* in your registration packet.



See the **Appendix** for detailed information on *contacting your instructor*.

### Disability Support Services

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See the **Appendix** for *information on Disability Support Services (DSS)*.

### Assignment Submission Log

<b>Lesson</b>	<b>Chapter</b>	<b>Written Assignment</b>	<b>Date Submitted</b>
1	Mission	Questions 1–7 (mission statement activity); Question 8 for graduate credit	
2	Community Study	Questions 1–5 (community study activity); Question 6 for graduate credit	
3	Library Standards and Evaluation	Questions 1–5 (standards); Question 6 for graduate credit	
4	Planning	Questions 1–5 (goal-setting activity); Question 6 for graduate credit	
5	Governance	Questions 1–9 (school-community library activity); Question 10 for graduate credit	
6	Administration	Questions 1–5 (administration) ; Question 6 for graduate credit	
7	Finance and Budget	Questions 1–5 (budgeting activity); Question 6 for graduate credit	
8	Data Collection	Question 1–6 (per capita and data for planning activity); Question 7 for graduate credit	
9	Human Resources Management	Question 1–7 (job description activity); Questions 8 and 9 for graduate credit	
It is now time to take Exam 1. See <i>Exam 1 Information</i> and <i>Exam 1 (Self-Administered)</i>			
10	Library Service to Communities	Question 1–6 (service presentation activity); Question 7 for graduate credit	
11	Marketing and Public Relations	Questions 1–7 (marketing activity); Question 8 for graduate credit	
12	Collection Development and Management	Questions 1–5 (collection development policy activity); Question 6 for graduate credit	
13	Cooperative Library Systems and Professional Organizations	Questions 1–5 (cooperative systems) ; Questions 6 and 7 for graduate credit	

<b>Lesson</b>	<b>Chapter</b>	<b>Written Assignment</b>	<b>Date Submitted</b>
<b>14</b>	<b>Technical Services and Automation</b>	<b>Questions 1–6 (automation activity); Question 7 for graduate credit</b>	
<b>15</b>	<b>The Library Building</b>	<b>Questions 1–8 (facilities activity) ; Question 9 for graduate credit</b>	
<b>16</b>	<b>Graduate Project</b>	<b>Term paper or Case study</b>	
<b>It is now time to take the Final Exam. See <i>Final Exam Information</i> and <i>Final Exam (Self-Administered)</i></b>			

# Lesson 1

## Mission

### Lesson Objectives

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- To become familiar with the roles and missions of libraries in contemporary society
- To let the instructor know what resources are available to you, the student, as you complete this course

### Reading Assignment

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Recommended readings and useful Web sites. Read two items from this list.

The “Managing Small and One-Person Libraries” sites are bibliographies. There are articles, books, and Web sites listed. Choose a reading selection from those lists and/or the chapters from *Information Power*, Weingand, or any other similar text or article that you find useful.

- American Library Association. Chapter 1 in *Information Power*. Available online at <http://www.ala.org/ala/aasl/aaslproftools/informationpower/informationpower.htm>.
- Weingand, pages 1–11.
- “Managing Small and One-Person Libraries: Suggested Readings.” <http://www.arrowhead.lib.mn.us/renewal/managingbib1.htm>
- “Managing Small & One-Person Libraries: Training Resources.” <http://www.arrowhead.lib.mn.us/renewal/managing.htm>

### Lecture

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We are all acquainted with libraries as important and familiar fixtures of our communities. Why do we have libraries? What is their mission? Libraries grow out of the culture that they are part of. They reflect that culture and they help shape it. Public libraries in the U.S. are a product of the late nineteenth century. They were one solution to the need for adult education for new immigrant groups. Public libraries came from the same American Victorian outlook as the Chautauqua movement and similar phenomena. School libraries are part of the system of education that also developed in the nineteenth century. School and public libraries were created in part to deal with social changes and with an information explosion that was as challenging as those of the 1960s or the flood of information that accompanied the development of the Internet. The mission of libraries includes recording, preserving, and organizing information, as well as providing guidance for citizens in using information and understanding the cultural record. Palmour (1980:53) says, “Historically, libraries have provided communities with: culture, education, information, recreation. Looked at in another way, a public library provides a community with: information services, materials, programming, out-of-library services.”

McClure (1987) cites eight roles for public libraries. In defining its mission, a public library can choose one or more of these roles. The eight roles are:

- Community activities center
- Community information center
- Formal education support center
- Independent learning center
- Popular materials library
- Preschoolers’ door to learning
- Reference library
- Research center

The school library also has a choice of role and mission, and might also choose some of the roles listed above, in addition to others more suitable to the student and teacher clientele it serves. *Information Power*, a publication of the American Association of School Librarians (AASL) (1998) lists several roles for the school librarian or media specialist. They are:

- Teacher
- Instructional partner
- Information specialist
- Program administrator

*Information Power* also describes the mission of the school library, which includes providing

- intellectual access to information;
- physical access to information;
- learning experiences that encourage students and others to become discriminating consumers and skilled creators of information;
- leadership, collaboration, and assistance to teachers and others, resources and activities that contribute to lifelong learning;
- a program that functions as the information center of the school; and
- resources and activities for learning that represent a diversity of experiences, opinions, and social and cultural perspectives, and to support the concept that intellectual freedom and access to information are prerequisite to effective and responsible citizenship in a democracy (<http://www.ala.org/ala/aasl/aaslproftools/informationpower/informationpower.htm>).

Written library mission statements need not be lengthy, nor do they need to address specific policy or procedural matters. They summarize the role(s) appropriate to the library and the clientele served, and include mention of the educational, recreational, and information needs of different user groups.

## **Written Assignment**

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Please read the **Appendix** in the back of this study guide for essential Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course. You are responsible for understanding and following ISI policies and procedures. If there is anything on these pages you do not understand, contact the ISI office for clarification. Before starting the written assignment for Lesson 1, **see the letter in your registration packet** for your instructor's requirements: **how to format and submit lessons, number of lessons you may submit at one time, and lesson guidelines.**

Answer the following questions.

1. What readings did you choose for this lesson? Briefly note whether they were helpful and, if so, how.
2. Do you now work in a library? In what capacity? (Volunteer work included)
3. Is there a particular library type that you will focus on in this course?
4. Do you have access to the professional literature of librarianship, in print or electronically? (Important journals in librarianship include *Library Journal*, *American Libraries*, and *School Library Journal*, among others.)

5. Which of the eight possible roles for public libraries listed above seem most appropriate to you? Give reasons for your choices.
6. How do McClure's eight roles for public libraries compare with the roles of school libraries and school librarians listed in *Information Power*?
7. Write a mission statement for your focus library type. Sample mission statements are found at <http://www.sols.org/links/clearinghouse/strategicdev/resources/missions.htm> and <http://www.sldirectory.com/libsf/resf/studies.html>.

For Graduate Credit:

8. From a paper or electronic source, find and read a journal article or book chapter that deals with any of the issues raised in this lesson. You may use an article from the "recommended reading" for this lesson, but it must be in addition to the two selections you have already read for this lesson. Write a brief summary and reading response (2–3 pages).