



Independent Study IN IDAHO

LibS 416

Library Services to Rural Areas

Independent Study in Idaho
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The University of Idaho in statewide cooperation with
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Study Guide

Independent

Study IN IDAHO

PO Box 443225

Moscow ID 83844-3225

Self-paced study. Anytime. Anywhere!

Library Science 416 Library Services to Rural Areas

University of Idaho
1 Semester-Hour Credit

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WR: 5/04
1 – LibS 416

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Independent Study in Idaho

This course is offered by the University of Idaho.


Library Services to Rural Areas

1 Semester-Hour Credit: UI

Welcome!

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 information about 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 registration information, 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.



Turn to the **Appendix** now. Familiarize yourself with the information in the *Registration* section, student responsibilities in *Academic Integrity*, and the necessary forms. If there is anything you do not understand, please contact the ISI office for clarification before starting your course.

Course Description

Explore the administration and programming of rural public libraries, including historical and social context, financing and governance, staffing, and programming for the community.

Prerequisites

Recommended Preparation: LibS 425 (Organization and Management of Small Libraries).

Course Materials

Required Course Materials

- This course requires access to the Internet in order to read articles in electronic journals and to access other Web sites needed for completing written assignments. There are no textbooks for this course.

Independent Study in Idaho course materials are available for purchase at the University of Idaho Bookstore. Visit the UI Bookstore's Web site, <http://www.uidahobookstore.com>, select *Textbook, Independent Study* for a list of course materials. You may order online, by telephone, (208) 885-7334, or by e-mail to uiboooks@uidaho.edu.

Independent Study in Idaho courses are updated and revised periodically. Ordering course materials from the UI Bookstore at the time of registration allows you to purchase the correct edition(s) of textbooks, study guides, and supplemental materials. If purchasing textbooks from another source, refer to the ISBN(s) for the textbook(s) listed for this course to ensure that you obtain the correct edition(s). If you have questions regarding the course materials you have ordered and received, contact the UI Bookstore.

Course Introduction

This course focuses on rural areas of the United States. It looks at the characteristics and problems of those areas and what library services can do to address those problems.

The demographics of the United States are changing, and rural populations are changing too. This course looks at the unique needs and problems of rural library users and examines the role of the library in rural areas. Since library service is an aspect of rural development, the issues facing rural libraries are related to the issues facing rural areas in general.

Important questions include, Who are the library's partners in rural development? How can rural libraries solve staffing problems and provide professional and continuing education for library staff? What are sources of funding, including grants and partnerships? How does the library relate to other community agencies? How can rural libraries enter the information age? What kinds of outreach activities are appropriate for rural libraries?

Course Objectives

To gain an understanding of the nature and context of rural America.

To gain an understanding of the role of libraries in a rural setting.

To engage in research, analysis, and problem-solving on the issues facing rural libraries.

Lessons

Overview

Each lesson includes the following components:

- reading assignment
- introductory lecture
- written assignment

Students should complete all assigned reading and use the concepts learned in the reading for each lesson and previous lessons in completing the written assignment.

Study Hints

- Complete all assigned readings.
- 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.)



See the **Appendix** at the back of this study guide for essential *ISI policies on submitting lessons to your instructor*. See the letters 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*.

Exam

Overview

- You must wait for grades and comments on lessons prior to taking each subsequent exam.
- For your instructor's exam guidelines, refer to the letters sent in your registration packet and the *Exam Information* sections in this study guide.

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

Choosing a Proctor/Scheduling Exams

All exams require a proctor unless an exam is self-administered.



See the **Appendix** for guidelines on *how to choose a proctor and schedule exams*.

Self-Administered Exams



See the **Appendix** for important information on *self-administered exams*.

Grading

The final course grade will be based upon the following considerations.

Each assignment is worth 16 percent of the final grade; the exam is worth 20 percent of the final grade. The lessons and exam are graded based on the thoroughness, completeness, thoughtfulness, and command of course concepts that they demonstrate.

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

Mary K. Bolin is the developer and instructor for this course. She is Professor and Chair of the Technical Services Department at the University of Nebraska-Lincoln Libraries. Professor Bolin has taught courses through Independent Study in Idaho since 1988.

Contacting Your Instructor

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



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

Assignment Submission Log

Lesson	Reading	Written Assignment	Date Submitted
1	Articles: rural libraries	Survey/Interview	_____
2	Articles: staffing	Job description/ interview questions	_____
3	Articles: outreach	Written reading response	_____
4	Articles: funding	Grant proposal	_____
5	Articles: Internet	5-page final paper	_____
It is time to make arrangements with your proctor to take the Final Exam.			

Lesson 1

Rural Areas and Rural Libraries

Lesson Objectives

- To gain a basic understanding of rural areas.
- To learn the characteristics and problems of rural libraries.

Reading Assignments

All articles (except the current year) from the journal *Rural Libraries* can be found at <http://eagle.clarion.edu/~grads/csrl/rural.htm>. No fees or passwords are required to access these articles.

Cox, Jamie Suzane. "Services Offered in Rural Libraries in Nebraska." *Rural Libraries* 13, no. 1 (1993): 13-34.

Marien, Michael. "Infoglut, Democracy, and Sustainability: Futures for the Small Public Library." *Rural Libraries* 14, no. 1 (1994): 11-24.

Jaugstetter, Michael. "Knowledge of Rural Characteristics: Key to Rural Library Service." *Rural Libraries* 3, no. 1 (1983): 1-11.

Lecture

Rural Areas

The U.S. Census Bureau defines a rural area as one with fewer than 2,500 people. An alternate definition is an area of fewer than 25,000 people that is not near a metropolitan area. While the use of "rural" varies, it is generally understood to imply a sparse population, remote from cities and services, traditionally relying on a farm economy, and facing limited employment opportunities and difficulty providing health care and education. At the same time, rural communities are traditionally seen as strong ones, with close ties of family and friendship, a strong work ethic, and a commitment to help and support community members.

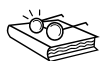
The issues for rural libraries, as part of these rural communities, include funding and staffing; outreach efforts including delivery of materials, literacy programs, and general rural and community development efforts, partnerships, and collaboration; and the use of technology.

Please refer to the following table, "Profile of Rural Public Libraries in the United States" (<http://eagle.clarion.edu/~grads/csrl/rurlibstats.htm>).

Public libraries serving populations <2,500	Public libraries serving populations <25,000
Of the 9,046 public libraries in the United States, 29% (2,634) serve populations up to 2,499.	Of the 9,046 public libraries in the United States, 79% (7,158) serve populations up to 24,999.
42% (991) of the libraries serving populations of <1000 are open 10-19 hours/week. 41% (1,643) of the libraries serving populations of 1,000-2,499 are open 20-29 hours/week.	36% (1,328) of the libraries serving populations of 2,500-4,999 are open 30-39 hours/week. 32% (1,471) of the libraries serving populations of 5,000-9,999 are open 40-49 hours/week.

	30% (1,725) of the libraries serving populations of 10,000-24,999 are open 50-59 hours/week.
The total operating income is \$31,487.	The total operating income is \$173,185.
There are fewer than one (.6%) paid FTE librarian for each library.	There are 2 paid FTE librarians for each library.
6% of the paid FTE librarians have an ALA/MLS degree.	23% of the paid FTE librarians have an ALA/MLS degree.
There are 11,128 books/serial volumes, and 29 serial subscriptions.	There are 26,959 books/serial volumes, and 73 serial subscriptions.
The total circulation is 10,477 items.	The total circulation is 48,104 items.
On an annual basis, there were 2,885 reference transactions.	On an annual basis, there were 5,293 reference transactions.
78% of the libraries have access to the Internet.	89% of the libraries have access to the Internet.
Of the total number of libraries, 59% have access to electronic services.	Of the total number of libraries, 72% have access to electronic services.

Written Assignment



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 letters sent in your registration packet for your instructor's contact information and requirements: **how to format and submit lessons, number of lessons you may submit at one time, and lesson guidelines.**

1. Background information on yourself:

Why are you interested in rural librarianship?

Describe any experience you have as a librarian or media specialist.

Do you have other experience or education in areas such as community development, health care, teaching, extension, rural sociology, or any other related area?

What do you hope to learn from this course?

2. Identify a rural library in your area and contact the library director or other staff member. Conduct a brief in-person or telephone interview.

General questions:

Characteristics of the library and community (population, area served, size of collection, library hours, outreach services, services for special groups, etc.)?

Staffing (how many staff members, how many hours worked, educational background, years of experience)?

Funding (source of funds, grant projects, cooperative projects, rural development partnerships)?

In future lessons, this library will be used as your target library, and you will refer back to the information you gathered in this lesson.