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ABSTRACT

One of the weakest areas of professional preparation and professional in-service training and development is that of community development education. Each year, many professionally trained recruits go into the field of library service with only the most rudimentary notion of, and training for community, group, and power-structure analyses. Library educational services, historically, have given little formal attention to any training for the "floating" community librarian nor to developing the ability to use the methods of community development education for the broad informational and educational purposes of actual and potential patrons in the community neighborhoods. Four models of community communication services are the "outreach project" for reaching users outside of the main building, community involvement, community work beyond regular library hours and the role of the independent information specialist who works outside of the confines of institutional support. The role of the professional person is to stimulate the articulation of community needs and interests and involve citizens in decision-making processes, for which a major method is provided. The appendix contains a number of measurements and a bibliography of pertinent references. (AB)

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FLOATING LIBRARIANS IN THE COMMUNITY

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TABLE OF CONTENTS

		Page
	Introduction	1
I.	The Floating Librarian	
	Oliver Kirkpatrick	8
	John Phillip Immroth	12
	Elizabeth McCombs	21
	John A. Axam	24
	Eric R. Holmes	27
	Patricia Schuman	31
	Katherine Weibel	38
	Andrew Armitage	41
II.	Community Analysis and Development	
	Decision-Making	57
	Methods for Linking Neighborhoods	67
	Librarians in the Community	71
	Structure and Organization	83
	Study and Development	94
	Communicative Bases	107
	Program Development	122
III.	Library-Community Enterprise in Simulation	
	Assumptions, Hypotheses, Roles	143
	Description of the On-Line Model and Computerized Accounts	170
IV.	Appendix	
	Various Evaluation Instruments	213
	Bibliographies	242, 247

INTRODUCTION

The individual presentations made at the Institute on the Floating Librarian may, taken together, stand as a base-line for further professional development in interpersonal communications. The Institute on the Floating Librarian in the Emerging Community was held July 13-31, 1970 at the Graduate School of Library and Information Science, University of Pittsburgh. The Institute was funded under a grant from the U. S. Office of Education, Title II-B, Higher Education Act of 1965, P.L. 89-329 as amended.

When library services are examined with the aid of communications models, their set of principles and methods, one of the weakest areas of professional preparation, and professional in-service training and development is that of community development education. Each year, many professionally trained recruits go into the field of library service with only the most rudimentary notion of, and training for community, group, and power-structure analyses especially in the emerging community. This is compounded by the fact that library educational services, historically, have given little formal attention to any training for the "floating" community librarian nor to developing the ability to use the methods of community development education for the broad informational and educational purposes of actual and potential patrons in the community neighborhoods.

Even though librarians have had two major "in-service" training programs--the American Heritage, and Library-Community Projects developed with foundation support--survey reports and "laments" in the literature continue to show that librarians are not deeply involved in their communities and especially the emerging ones. The Training Needs of Librarians Doing Adult Education Work (ALA, 1955) have seldom been fully realized in library education and there is little evidence of much creative activity in actual library communities.

In much library-community relations, there is a tendency to "rush into ill-conceived publicity programs" rather than give the community and its groups enough time to become aware of, and informed about deep community concerns and to discuss their purposes and interests in relation to program development. Librarians need training in community, group and power-structure characteristics and dynamics in order to overcome insecurity, lack of ability and the constant inclination to sell the patron publicity programs rather than to understand people's needs and interests as the

basis for any community development enterprise contrived for the educational and informational enterprise. Librarians need also to become aware of resources other than books, such as media and wide community referral, which may meet people's needs to better advantage than printed materials.

There exists in most libraries today adult services' situations where neither the supervisor nor any of the professional staff have received formal training in community development education. While general courses in mass media communication and the social foundations of library science have been taught in library school curriculums for many years, the actual interpersonal, group and community methods of analysis and development have been largely obtained by professional personnel through an intuitive understanding of their role on the job. Consequently, adult services librarians do not generally serve the community as catalysts in order to promote the identification of group interests and problems, the use of demonstrations and other educational strategies for citizen involvement, nor muster liaison with a wide range of community resources and understand that funding for library service is a commitment of the total community.

The floating librarian is an old concept made new and relevant to librarianship by the activities of many younger members of the librarians' profession. Behind the rhetoric of activism it appears that several young librarian leaders are beginning to apply some of the principles and methods developed by the American Library Association in its American Heritage and Library-Community Projects. Ignored by the profession, these leaders have applied their talents and high creative potential to the overwhelming problem of trying to humanize librarians.

The Institute on the Floating Librarian was an outgrowth of the curriculum in interpersonal communication at the Graduate School of Library and Information Science, University of Pittsburgh. This program in human communication has been an opportunity for young professional librarians to experiment, and inductively to develop principles and methods which are viable in today's communities for today's people. Out of the activists ferment, the intellectual creativity of these people, the sparkling and challenging dialogs and group confrontations sessions have emerged the new professional specializations of the community worker and the floating librarian.

The proceedings of the Institute are divided into three major sections: Community and Floating Librarians, Community

Analysis and Development, the Library-Community Enterprise. The section on the Floating Librarian constitutes the beginnings of professional dialog and discussion about the role and significance of the librarian in the community. No one, least of all the participants and staff of the Institute, expects this section or any section of these proceedings for that matter to be completed, or even completeable at this moment.

The first section seems to indicate the emergence of possibly four models of community communication services for librarians. The first model is that of the "outreach project" which reverses the tendency of many library programs which expect patrons to come to the main or branch building for service. Of course, the concept of library extension is not a new method in the profession. But librarians have experimented with a considerable variety of techniques, such as storefront libraries, drugstore collections, reading stations, book vans. In most instances, these outreach projects have distributed types of ephemeral and audiovisual materials that until a few years ago were not included in library collections. In addition, the staffing of such projects have included indigenous people who are more attuned to the social mores of the neighborhoods.

The second model of the community librarian includes the type of community involvement which was pioneered by the American Library Association through its projects funded by the Fund for Adult Education: principally the American Heritage Project and the Library-Community Project. The institutional stance included in this model is grounded in the historical objectives and standards of the profession. Community development education is based on the premise that the community is the matrix of a liberal education for all citizens. In other words, the involvement of citizens is a major educational method whose purpose is to create such a climate of community life wherein continuous learning of all people will occur.

The third model is that of the community librarian whose role is not curtailed by regular hours within the library. The schedule of this community worker is so freed that he can work to meet the emerging needs and interests of people in the community when and where these occur. The role of the community worker is catalytic. Exerting information leadership, he labors with those who work for changes that will better all those citizens who are psychological disadvantaged. This means all community people, black and white, poor and rich; for as Brock Chisholm says, "There are no problems which do not exist, except in the minds of people."

The final model is truly one of the floating librarian whose purpose is to meet the informational needs of his client groups. The floating librarian is an independent information specialist who works outside the confines of institutional support. This type of specialist serves and is supported by those persons and groups who have need of kinetic information--information whose meaning is relevant to their conditions and their concerns. This role may include the concept of advocacy as well as the concept of the ombudsman. In any event, this professional person is adept at ferreting out information where it lies hidden in any agency institution, or the most "public" of the libraries.

The second section of the proceedings of the Institute considers those findings of the social professions which appear to be relevant to the concerns of "floating" community librarians, however defined, whether in terms of the models identified above or others which may emerge from future experimentation. The principles and methods are not definitive. The selection was made consistent with the developing models of the librarian's role in the community. Further development waits upon the profession itself and, in particular, a codification of the literature of public service in libraries of all types.

Whichever model of his role, or combination of them, a librarian chooses to use in guiding his activity in the community, the profession has long held certain social objectives. The community is considered to be a market place of ideas and a learning center where the citizen may explore divergent avenues of social change. The role of the professional person is to stimulate the articulation of community needs and interests and involve as many citizens as possible in relevant and orderly decision-making processes.

The community is the matrix of a liberal education for all who participate in its affairs. Librarians have held to a concept of a liberal education. But it is a concept without substance, an effete individualism which often shrinks from rubbing shoulders with the "unwashed masses". As one Institute participant put the matter, librarians have got to join the human race and become involved with the concerns and interest of an actual community.

The third section of the Institue proceedings carries the development of the processes of interpersonal and human communication one step further into the instructional and research enterprises. It is of course possible to undertake research and provide instruction in on-going situations. Indeed, in the past, much library education has confined itself to the perpetuation of routines that are peculiar to one or more libraries. But it is the mark of sophistication when the gatekeeping and professional

entry points, ie., the library schools, can teach the principles and applications, which are appropriate to a wide range of community situations.

The role of the practicing librarian in human communication suffers from a lack of understanding and application of a theoretical base. Research in library interpersonal communication posits three communicative contexts: dyad counseling, group dynamics and community development. The outreach librarian, the community worker and the floating librarian must of course be sensitized to and employ the skills necessary in each context. However, the librarian cannot ignore his information function, ie., making knowledge kinetic for human beings in each communicative context. When this function is scaled (normally and ordinally) into data supply, information assistance, decision-making, action involvement, the resulting matrix yields a taxonomy of encounter situations. The library-community simulation employs this communications taxonomy for instructional and experimental research purposes.

The major method presented in the third section is that of simulating the total community environment in which the professional principles of communication can be studied and applied. Out of the endeavor in communications research has grown a pattern of theory and experimental control uniquely designed to provide communications librarians and others with the knowledges, attitudes, and skills needed for in-service training programs for their community-worker staff members. Basic to the educational design is a simulated learning environment which has both off-line and on-line instructional components in order to help participants understand the relation of single-purpose "advocacy" programs to the support and funding of total library service in the community. The simulated environment is based on cold-start demographic data from two actual counties (Westmoreland and Allegheny) and includes basic data from the U. S. Census which is continuously updated for each of the townships. Land use, industrial, business, public, private, educational and informational is also available in an on-line data matrix.

The library-community dynamics game exists in a set of protocols and simulations, or case studies for individual and group involvement, for the various actual components of community enterprise for which relationships are posited by a professional situation-producing theory of communications. For example, simulations for the area of agency include those for county council, state and federal library and other funding agencies. In the area of the patron or recipient of the activity, protocols

and simulations are available for neighborhood citizens' groups, activist groups, and library liaison (satellite) committees, as well as trustee involvement, interaction and education for community change through the library agency.

The appendix contains a number of measurement instruments as well as a bibliography of references pertinent to an understanding of the role of a community worker. The general purpose of the measurement instruments was to provide the data necessary to determine changes not only in the group as a whole the usual pattern of evaluation, but also in individual participants. In order to provide effective learning environments it is necessary to know when and why changes occur in knowledges, attitudes and skills.

It is hoped that this publication will help to initiate a new era in librarianship, one in which librarians will become more humane through involvement in helping the community emerge as a learning environment for all citizens. The final purpose of this publication depends upon you, the activist reader, for its realization. There is probably no other field in the profession so badly in need of discussion as human communication. It is hoped that, as a result of this publication and the work in interpersonal communication at the Graduate School of Library and Information Science, University of Pittsburgh, dialog and action will occur among members of the librarians' profession.

SECTION I

Page

Community and Floating Librarians

Oliver Kirkpatrick	8
John Phillip Immroth	12
Elizabeth McCombs	21
John A. Axam	24
Eric R. Holmes	27
Patricia Schuman	31
Katherine Weibel	38
Andrew Armitage	41

THE FLOATING LIBRARIAN

Oliver Kirkpatrick

There is no course in how to become a truly effective community librarian in either a black or white underprivileged community, that is taught anywhere. But a course does exist --it is a self teaching course. It is serious self examination, on a confirming daily basis, to discover who you really are. To know who one really is, one must be always listening with the third ear not only to one's self but to every human being with whom one comes in contact. John Ciardi recently in a speech at the Conference of Catholic librarians said that all one's life is a preparation for the act of speaking to another. And before librarians can effectively work in black communities, they must have spent years making this preparation.

Even Dr. Kenneth Clark, the doyen of black sociologists must have been taken by surprise when about five or so years ago, "Black is beautiful" exploded in America. No one of the experts had expected or speculated on its appearance. Here was something which the experts with their professional tools could not discover. A new life style, an identity which had been lurking there suddenly surfaced. The black man was almost instantaneously a different being from the one the white man, or even the black man himself had thought he was.

What I am saying is, is that the formal and conventional tools for finding out who people are, scratch really only the surface. We each have to make the discovery of who the other human being really is. And the only way to do this is to make contact with people, looking, listening, and to make sure that we are really seeing and hearing. The librarian is effective only to the degree that his quality as a human being will allow him to think and act humanely.

Lip service is not enough. It is not enough to be against discrimination and the evils it breeds. To be against it but not to act, is traitorous in these times, traitorous to the best interests of all America, black and white. You're of

course, all familiar with VISTA slogan, "If you're not part of the solution, you're part of the problem." Part of the contribution of each one of us is to act, to make continuing gestures in the cause of our common humanity--to extend not only a hand in friendship, but also a heart. Your own heritage will be less than it can be, if it is not enriched by the recognition of the significant and widespread contributions which the Negro has made to it.

Bill Buckley Jr., that very rational, civilized racist who attempts to hide his racism under a cloud of stylized rhetoric was quick to embrace the findings of a California anthropoligist, also adept at disguising his racism by an appearance of objective, dispassionate-reasonableness, findings which he said proved the Negro to be inferior. The claim has long been made that the merest drop of black blood renders the individual who possesses it inferior. The claim is also advanced that any evidence of brilliance is the result of having white blood. The more white blood, the greater the chance of superior intellectual performance.

You can't have your cake and eat it. Either black blood is in fact so inferior that it will pollute completely, as these persons maintain on the one hand, or it is not. The fantasies of racism would be amusing if its results were not so tragic. These fantasies to one degree or another are the heritage of white Americans. It is subconsciously there, and often surfaces under pressure. But it can be purged, purged by conscious and unremitting effort, by a continuous digging into the core of one's being, by facing up forthrightly to the dark discoveries which one will make, and exorcising the ever ready devils of bigotry by an effort of will.

This is the challenge which faces white librarians, one which they will have to successfully face before they can make the contributions which they must make among the excluded in our society if there is to be salvation for us as librarians. I recommend to you as a catalyst and a spur to the examination of conscience a book edited by Frank W. Hale Jr. The Cry for Freedom (c. 1969 H. J. Barnes & Co. $10.00)

Effective service to non-white minorities requires commitment, total commitment to the examination of self. All the missionary zeal in the world, no matter how well intentioned, is futile unless this zeal is accompanied by absolute honesty with oneself. If you propose to be the salvation of black people don't go near them; until you can go and ask "What can I do

to help?" and mean it absolutely. And if you can, you will probably be pleasantly surprised at the discovery that you yourself will be helped in the experience of helping, and enjoy the fruits of self realization and self revelation in the very act of participating in the very human adventure of loving your neighbor as yourself.

Few of us are privileged to know the wonder and grandeur of the possibilities within each of us. The barriers to this knowledge are ourselves. The corruptions in our social environment are dedicated to preventing any confrontation of ourselves. Discovering oneself is such a joyously explosive force, such an on-going experience, once one has embarked on the voyage of discovering the unknown and endless continents which reside in our true selves. To miss the experience is a tragedy which should be avoided at all costs.

We librarians as a whole have been the most remiss of all professionals in modifying our role to meet the demands of a rapidly changing society. We are so hooked on books that we keep our noses buried in them rather than raising our heads to look around at the people we are supposed to serve and seeking imaginatively for fresh avenues of dynamic service to people. By and large we are unprepared for this both as librarians and as human beings. And it seems to me we have no choice, if we are to survive, except to go to meet the people where they are in the streets and in their communities.

It will need courage to face ourselves, and challenge in ourselves the myths by which we have been accustomed to live. It is not easy. But then nothing worthwhile is very easy to achieve. As someone said "a professional human being is one who knows he can fail but not let that deter him from continuing to try, for when one stops trying one is dead. When you feel uncertain just keep in mind that you have a goal, a goal to help someone."

Which brings me back to the preparation of the librarian as a human being to serve our black communities. I cannot accept the cant of protesting that one is colour blind. To my mind the variety among people is one of the delights of the human race. To say that one is colour blind is to deny the equality of human beings, of those whose colour differs from ours. We must see people as they are and love them for what they are, and above all for who they are. For there are unlovable black people as well as white people.

We must examine not only those acts of which we are consciously aware, but even more important those of our reactions which have been conditioned, those to which our responses are subconscious, almost instinctual. These are not inborn, but are the result of the same kind of conditioning to which Pavlov subjected his animals. And these are the most dangerous of all. These are the mythologies of our time. Mythology historically has been created and used to still the fear of the unknown, to put to sleep the goblins which inhabit, and incidentally inhibit, our minds. We must re-condition ourselves and replace the old inhuman conditioned responses with our original and genuinely human responses which reflect true man. As Marshall McLuhan has it in his book Counterblast:

> The speed of information movement in the global village means that every human action or event involves everybody in the village in the consequences of every event. The new human settlement in terms of the contracted global village has to take into account the new factor of total involvement of each of us in the lives and actions of all. In the age of electricity and automation, the globe becomes a community of continuous learning, a single campus of continuous learning, a single campus in which everybody, irrespective of age, is involved in learning a living.
>
> In the global village of continuous learning and of total participation in the human dialogue, the problem of settlement is to extend consciousness itself and to maximize the opportunities of learning. The problems of settlement in the earlier mechanical age, which many seem to suppose are still with us, were utterly different. Then the problem was to act as far as possible without involving oneself in the lives of others. The industrial age gave us a kind of theatre of the absurd, in which people trained themselves to act without reacting, priding themselves on their powers of detachment and non-involvement. Ours is the Age of Implosion, of inclusive consciousness and deep personal involvement.

There it is, the problem of our contemporary situation, to extend consciousness itself and to maximize the opportunities of learning. There is no escaping it. And there is little time to be lost. The job of self examination and self evaluation, and the will to change ourselves now must be embarked on at once. For if we do not face up to the demands being made upon us, that we do become living organisms in our communities, effectively equipped to meet those demands both as librarians and as human beings, we will become superfluous and be quickly consigned to that outer darkness which is the graveyard of the ineffective.

THE IDENTITY CRISIS IN LIBRARYLAND

John Phillip Immroth

Although "Community Resources and Identification" is the topic assigned to me this morning, our previous speakers and discussions have caused me to change the content of my remarks at a daily--if not hourly rate--with a desire to be truly relevant. It is my sincere conviction that in this so-call Age of Aquarius, we in libraryland--to use the library activists' synonym for the less desirable terms of librarianship or library science--are facing an increasingly severe identity crisis.

Are we librarians or information scientists, or information agents or communications librarians, or even floating librarians? In fact I wonder how many of you participants, some of whom have come a good distance, really know what a floating librarian is? The slide behind me of a lion's head (taken from a recent record cover) may be compared to our traditional concept of the library. On first glance this is just a lion's head--it seems to be nothing else. But let us further observe and examine this picture--just as we must observe and examine the traditional concept of the library. Notice the number of faces, the girl's legs, breasts, etc. If you study this slide long enough the obvious lion's head simply disappears. The illusion is destroyed. What you can now see may not be as pleasant as the previous facade, just as a careful analysis and examination of the traditional library will reveal an unhappy, unpleasant picture.

Last year here in Pittsburgh we issued the National Call for Library Reform. As one of the principle authors of this statement, let me quote from it:

> Our time for commitment to action is at hand. Our call is directed to librarians, library educators, library students, and library workers. We are losing our public because we are indifferent to their needs, and we are losing the dignity of our positions. Our responsibility is to return to the basic meaning of library service. The times are changing; we MUST change with them. Unless

we respond to the challenge of our times, we will become useless. Our only present solution is to mobilize, organize, and:

> Accept our moral responsibility to commit ourselves to social and political issues such as war, poverty, and racism.
>
> Commit ourselves to the restructure of the American Library Association into a democratic and vital organization.
>
> Commit ourselves to reform the structure and content of library education.
>
> Commit ourselves to take action in support of librarians in cases where job security and professional integrity are threatened.
>
> Commit ourselves to the community's participation in determining the services which are relevant to it.
>
> Commit ourselves to the restructure of library administration and insure that library workers have a voice in decisions that affect them.
>
> Commit ourselves to the formation of a national union of library workers.
>
> Finally, Reaffirm our total commitment to library service and to every individual's right to free access to information.

Noble and righteous as this statement may be, it is merely a collection of words. It does not represent action. On July 3rd of this year in Detroit at the annual ALA frustration circus, the establishment-entrenched ALA Council in its consummate wisdom reversed the action of the majority of the ALA membership attending the previous day's membership meeting by amending a plank of the Dix Mix ACONDA report to maintain the ALA neutrality position. We only asked that ALA be allowed to consider taking a stand on current critical issues. Council neatly slapped our wrists. The membership of ALA could not be trusted even to vote on a Viet Nam resolution. Vietnam Nam is not library related; poverty is not library related; racism is not library related; repression and the deliberate polarization of this country by the political mouth-piece of the present federal administration is

not library related. In short, life and living are not library related.

Let me turn from my own rhetoric to another statement from Detroit. In her inaugural address, Mr. Lillian Bradshaw our new esteemed president of ALA, made the following comments. "No longer can we think and plan within the framework of cautious conservatism nor will the ways of traditional liberalism continue to be sufficient. Our response as librarians must be built upon a renovating prospection directly related to the decade ahead. Libraries and librarians have a responsibility to make sure that every citizen becomes fully aware of the major issues of our time." This last sentence is a landmark statement. Let it be cast in bronze! Let it be carved in stone! This should be the basic goal of librarians--not simply floating librarians--but all librarians.

The elected establishment of ALA has publicly advocated library advocacy. But again these are simply words--not action--words which sadly were followed by these: "This means that we must preserve our institutional independence and give the public confidence that we will present all sides. Librarians should take positions as individuals, but as a collection of librarians we must take stands only on issues that directly affect our institutional freedom." Mrs. Bradshaw knows she cannot differ with the ALA council. She also knows that ALA is a library association --not a librarian's association. She is not concerned, the majority of the ALA council is not concerned, with a stand by a collection of librarians--but rather with a stand by a collection of libraries.

Perhaps libraries should not take stands just as academic institutions do not take stands but rather the faculties take stands. Let the professional librarians or libraries take stands! Neutrality only placates the power structure and continues to deny the disenfranchised the access to information and resources. Neutrality may satisfy our present 10 to 20% of the public but it ignores the remaining 80 to 90%. In fact our present public does not want or need dissemination of information--they're happy with traditional in-house displays of materials or well designed bulletin boards. Librarians must take stands on issues if we are to reach our potential public--if we are to reach our communities. I mean resource/information stands--not simple, easy, arm-chair liberal verbal stands.

On last Monday Dr. Penland referred to the present use and practice of intellectual freedom as "an effete and sophisticated concept with little relevance to most of the people's lives." If I may reenforce his comments on the present practice and un-

derstanding of intellectual freedom with the practice of preserving sophisticated literary "dirty" books. We may well a.. what are library schools doing about intellectual freedom? According to Simmons Professor Kenneth Kister, who introduced the first separate course on intellectual freedom in 1968, library schools are not doing what they should.

> That professional library education has failed heretofore to prepare librarians for understanding intellectual freedom and the body of theory underlying its principles requires little elaboration here. Suffice it to say that library educators have tended to equate teaching intellectual freedom with waving around the Library Bill of Rights and other treasured documents, expecting students to develop an unshakable dedicati . to noble principles as a result of this process. This well-meaning but shallow, glad-handing approach to teaching intellectual freedom does not work, and, clearly, it never has. Especially today, when students are actively participating in civil rights causes and seriously questioning the academic community's hierarchical, anti-democratic power structure, this kind of teaching is as intellectually insulting and debilitating as forced memorization of the Anglo-American cataloging rules or required burbling over Helen Haines and the I-love-books line. Perhaps the kindest observation which can be made about the traditional approach to teaching intellectual freedom is that it has been irrelevant.

Further in the light of Mrs. Bradshaw's one glowing statement, let me quote Dr. Penland's definition of intellectual freedom:

> Intellectual freedom is communication, library and information science. Too often, it is a passive not an active professional way of life. For example, librarians should build collections and provide services in areas of community controversy first, and then if there is money and time, perhaps one could add uch "luxury" areas as the humanities etc. Collection building and program services developed by the principles of selection and intellectual freedom are poor substitutes for the dynamic leadership of a profession dedicated to providing access to one copy (at least) of everything 'published" and to programming in areas of community problems.

Although it may seem strange to some of you, the ALA's own Director of the Office for Intellectual Freedom, Mrs. Judith Krug stated in the January 1970 issue of American Libraries:

> In our definition, intellectual freedom means that materials selection is conducted with the principles of the Library Bill of Rights in mind. The catalog should accurately and objectively describe the materials available, the reference service provided according to what the librarian thinks he should need and desire--and right on down the line of professional duties and responsibilities. If this all sounds as though our primary responsibility to intellectual freedom is to be a superb librarian--well, it should, because that's exactly what it does mean.

This definition may be expanded by the following statements made by Mrs. Krug in a library school colloquium address:

> I think that in general, we can say intellectual freedom is the right of any person to think what he pleases on any subject, to express his point of view orally or graphically, publicly or privately, as he deems appropriate. The concomitant of such freedom is access to all information and ideas through whatever media of communication have been utilized. In other words, a man must have something to think about, generally in terms of other men's thinking, prior to coming to his own opinions and decisions.

This is not the simple defense of the right to read dirty books, this series of definitions give us a basic goal of libraries, the dissemination of information. I must point out that this means an active participation as opposed to our present basically passive or neutral participation. If libraries and if librarians are going to survive, we must assume this advocacy role. We must to quote Mrs. Bradshaw again, "make sure that every citizen becomes aware of the major issues of our time."

Before we can identify community resources, before we can even identify our community, we must face our own identity crisis. Tim Stevens compared libraries as buildings to banks last week. Physical buildings stand as symbols of power over the people--not power to the people. I have little hope for immediate change and improvement within the traditional library and its librarians. I doubt that our present imposing structures could physically accomodate the entire community even if we could persuade the entire

community to take advantage of our services. I also see little immediate hope for special programs and special funds to solve the problem. I submit that the immediate solution is not the library and its present programs but rather the immediate solution is you, the floating librarian or urban information agent.

In order to take this stand I am obliged to define the undefinable, the floating librarian. James Welbourne has defined the opposite of the floating librarian as the "sinking librarian (i.e. the librarian in the field who feels himself slowly drowning in a bureaucratic cesspool".) Perhaps the first recent use of this name floating librarian may be found in Mary Lee Bundy's Challenge Paper for the Congress for Change in June 1969:

> Floating librarians would in effect be put on detached service from the library. Another prototype is the information specialist assigned to the research team. The floating librarian could be hired by the client group. But he might also organize to perform his services on a paying basis as does the lawyer in private practice. One advantage of working for himself or for a client group would be that he could more effectively place demands on libraries and other information services to which his clients have rightful claims, being deliberately troublesome when a library did not readily supply services or information to which he as representing his client is entitled.

If I may extend Dr. Bundy's concept, I would point out that the floating librarian, the professional private information agent need not be paid. You can give your services and expertise to needy groups. Even if you can't do this while you are on duty in the library, you can give some of your own time to such community groups that need information and information awareness. You don't need programs and funds for this. You can make your professional training and knowledge directly relevant. You can personally assume the advocacy role. You can commit yourself to change.

If I may briefly return to my assigned topic "Community Resources and Identification, " directly related to the modern concept of librarian advocacy and intellectual freedom as defined by Dr. Penland and Judy Krug, is the traditional concept of materials selection versus censorship. The standard approach to this concept may be found in Lester Asheim's classic article "Not Censorship, But Selection." His argument is summarized in the following statement. "The major characteristic which makes for the all-important difference seems to me to be this: that

the selector's approach is positive, while that of the censor is negative." He admits that the usual standards of selection are subjective as the following three quotations show.

> One of our standards, for example, is the presumed intent of the author and the sincerity of his purpose. This is a valid standard, certainly, but only a subjective judgement can be reached concerning it.
>
> Literary excellence is a second criterion to which most librarians would subscribe, but again these judgements are subjective, although more precise indicators can be established to test literary quality.
>
> Still another criterion for selection is the presumed effect upon the reader, and here again we have only our subjective reaction. . .That we know nothing about reading effects, really, that no solid studies exist that show that there have been harmful effects from reading is not much help to us when we try to combat censorship.

These three standards are all concerned with the individual worth and merit of material to be selected. Does the librarian select materials on merit or potential use? In fact, is the librarian qualified to determine either merit or use? By careful analysis of professional reviews the librarian may be qualified to determine merit along the subjective lines pointed out by Asheim. Also by careful analysis of the library's users and potential users, the librarian may be qulaified to determine use. A strong materials selection policy and an ongoing community study as described by Dr. Penland may be one of the best answers.

Mrs. Krug describes the guidelines for such a policy in relation to four basic elements: "1) service policy; 2) environmental characteristics; 3) collection specifications; and 4) current selection needs." She describes the service policy as referring "to those user groups which the library serves, the relative priorities assigned to the various library activities in which these patrons engage, and the nature of the service to be rendered by the collection." In writing this statement she points out that the institutional objectives must be isolated as well as the user groups, the relative size of each and the purpose that each group has in using the library. "Environmental characteristics refer to aspects of the user population, the institution, or the external environment that could or should influence the nature of the collection." Perhaps the most detailed section of this materials selection policy is the collection specifica-

tions. Mrs. Krug describes this section as:

> Collection specification refers to subject areas of concern, the nature of the material desired in each, and the quality or degree of coverage--all with respect to the ultimate collection objective. The major portion of the total library collection results from the uses the patrons make of the materials. The data gathered to determine service policy and environmental characteristics will show, in large measure, what the library requires.

Her fourth basic element of the materials selection policy is current selection needs which "refer to the difference between collection specification and the present collection." It should be pointed out that such a policy would need to be continuously revised and is really a materials selection and community study program. In my opinion, such a policy with its basic emphasis on the user is superior to selection based on subjective merit. In fact I feel that the use of such a program is one way the librarian can practice Intellectual Freedom objectively. As Mrs. Krug says, "A strong collection and intellectual freedom go hand in hand. It is less likely that problems will arise if the collection reflects the logical, coherent, and explicit statement from which it grows."

In a more esoteric vein but in a frighteningly meaningful sense for the modern librarian are Ranganathan's Five Laws of Library Science:

1. Books are for use.
2. Every reader his book.
3. Every book its reader.
4. Save the time of the reader.
5. A library is a growing organism.

To meet these simple philosophical goals demands advocacy. You must go beyond the traditional in-house reference books of the library. You must do referrals on a professional basis--not the typically clerical basis of present library referrals. Saying "Have you looked in the card catalog" is like saying "Have you stuck your head in the latrine this morning?" In the library you must make sure that the information transfer process has been successful. If you can't stay with the user, you must have a follow-up. Second if you refer the user to an agency outside the library, this too must be done in a professional fashion just as Aaron Sacks pointed out on Wednesday.

Don't just refer a person to city hall, or a department, or agency, but refer the person to a person in the department or agency who can and will give the desired information. And finally follow-up with the user is necessary to be sure that the desired information transfer occurred. This is a simple description of the professional referral process--such as used by doctors and lawyers. A true information agent is a professional librarian--a paper clip counter is not. Use your professional expertise and talents instead of abusing and ignoring them. Get involved!

CARNEGIE LIBRARY OF PITTSBURGH
PROJECT OUTREACH

Elizabeth McCombs

The Project Outreach program has been in operation for a period of two years. Funded by the Richard K. Mellon Foundation for two years, its program was set up by a Coordinator with the help of an Advisory Board. The Coordinator, a professional librarian, had worked in the pilot area for many years and was therefore familiar with the community, its people and its problems. The members of the Advisory Committee were selected mainly from the community, either because they worked for the agencies which were active in the area or because they were residents of the target area.

The goal was to reach both non-library users and non-readers with the aid of a small minibus stocked with books which were relevant to the needs and interests of the community. The original plan was to use one professional librarian with library aides and part-time neighborhood workers. In addition to this, several young people from the Urban Youth Action center in the Hill District (the target area) volunteered and were assigned to work with the van. The van took the books directly into the neighborhoods. With the aid of book related programs an attempt was made to introduce all age levels to books that could have some meaning in their lives. Young people have been excited about some of the books they have found on the book bus and they have enjoyed the special programs which have been held for them. It is the purpose of Project Outreach to present programs which will make the public aware of the library as a source of materials and as an integral and necessary part of the community. The staff believes that the programs have been a means of arousing an interest in books among the residents of the area serviced.

The traditional programs have been used with some variation. Informal story hours have been held, outdoors on steps, playgrounds or even park benches. Outdoor movies have been shown and the staff has read aloud to the children, either individually

or in groups. The staff also discovered that frequently by just letting a child read to them, the child was encouraged. This helped the child gain more confidence in his ability to read. The young people from the UYA center working with the van have made and produced puppet shows. Puppet shows have proved very popular with the young and middle age group of children.

One of the most successful affairs was a fashion show presented by the author of a book on grooming "for girls of all color". Local girls were selected to model the fashions brought to the city by the author, Elsie Archer. Her book was given in paperback form to every girl who attended the show. For the boys and young adult men, a film showing of the Orange Blossom Classic (a football game between Morgan State College and Florida A & M) was most enthusiastically received. The film was loaned by the Coca Cola company who have been generous in donating black history comic books to Project Outreach for distribution to the children and young people.

Elderly people who have found it impossible to make the trip to the branch library have been able to use this sidewalk service. The van now gives special servide to two senior citizens apartments--one in the Hill District and another in a different section of the city. Many people have been amazed to learn about the kind of materials that are available throught the public libraries. The staff has been able to seek out and find many of the elderly who qualify for talking books. These people have been registered for talking book services and may even have the van deliver and pick up their books, if they so desire instead of using the mails.

Employment has been given to people in the community on the Project Outreach van. At the beginning of the program six neighborhood women were employed on a part-time basis. Later, when most of them had left for more gainful employment. it was decided to employ younger people on a full time basis. This has not only given the girls full time employment (it has actually removed one girl from the welfare roll) but it has also inspired another girl to enroll in evening classes at the Community College. The use of young teenagers from the Urban Youth Action center has furnished employment for them and is giving them some direction in planning their own futures. A young high school girl who began as a UYA employee during the summer was kept on the staff as a part-time worker when school began. At the present there is a CEP trainee who will be placed on the regular staff at the completion of her training period. She too, has become inspired to work towards her college degree.

It is believed that the library image has been improved by the operation of the van. The staff has been friendly and eager to help. The people have been made aware of the wealth of material that can be found and have been introduced to some of the library procedures. Word of the van spread to other areas of the city and requests have been received for an extension of its services to other sections. Last summer by going on a six day a week basis the project was able to extend its services to the South Oakland area of the city. This is a predominately white neighborhood and despite the all-black staff it has been most enthusiastically received.

On June 16, 1970 another phase of Project Outreach began with the opening of a reading center. This center is located in the Hill District at a point that is a great distance from the branch. It is actually a small community library with a collection geared to the needs of the community and an all-purpose room that can be used by programs or meetings. The community may use the meeting room, free of charge. The center occupies the first floor of two buildings owned by a young black man. He and his men did the redecorating and the place has been very brightly decorated. It is an informal, pleasant place for reading and browsing and the response of the community has far exceeded the expectations of the Coordinator. It is encouraging to note that here, in an area that has been showing a steady decline in the use of the branch library, Project Outreach has been able to engender an interest in books. The response of the public to this service tells the story of its true value. It is possible too, that it is pointing the way to a new kind of library servide in the inner city.

THE COMMUNITY LIBRARIAN

John A. Axam

It is almost impossible to come up with a prototype for underprivileged communities. These communities are perhaps more divergent than any other of the communities that constitute our American society.

Unfortunately many people have built stereotypes of the underprivileged community. Perhaps at the onset these stereotypes should be dissipated. Most of the underprivileged are white rather than non-white, most live in rural and suburban rather than urban areas, all have a cultural background. True most have been deprived of the culture of the white Anglo-Saxon Protestant society which happens at the present to be the dominant society. But then the WASP society has been deprived, for the most part, of the varying cultures of the underprivileged. Perhaps all Americans are culturally deprived.

Immigrants from Europe and Asia have brought much of their cultural heritage and traditions with them. The cultural heritage of the black man was completely stripped from him when he was so brutally torn away from his native land and deposited in a strange and inimical country because even after he attained legal status as a citizen he was not generally allowed to fully participate in the cultural flow of the dominant society. He has developed a culture of his own.

Librarians must not fail to realize even though a particular community is designated as underprivileged, the economic and educational levels of the residents will vary greatly. The economic range may go from persons who are welfare recipients to those who can be considered middle-middle to upper-middle class. Persons with post-graduate degrees and persons who have not completed elementary school may live within a stones throw of each other, and in fact may live in the same dwelling. Most of the inhabitants of an area designated as underprivileged will, however, be either educationally, vocationally or economically below the national norm.

As in the case in many privileged communities the people residing in disadvantaged areas receive vastly more of their information through auditory or visual channels than through the

printed word. The number of people, for instance, that acquires a major portion of their information by listening constantly to radio talk-shows and to all news programs is probably far larger than most people suspect. Although the underprivileged use it primarily for entertainment purposes, television also has its impact as an information access source. The information that travels by word-of-mouth from individual to individual is also of quantitative significance.

Newspapers, including the ethnic publications, the weekly neighborhood newspapers, and newspapers with religious or political orientation, are widely read by the underprivileged. Magazines with special emphasis on religious or ethnic news and features are also read by large numbers of persons. By comparison books fall far, far behind all of the above mentioned vehicles of information access in the underprivileged community.

Librarians in underprivileged communities should take particular note of the places that the community residents use to gather, impart or exchange information. Such places as barber shops, beauty parlors, laundromats, bars and churches where all kinds of information flows freely should not be overlooked or minimized.

Young adults get quite a lot of information at school though not necessarily from the classroom. Reams of information is exchanged on the street corners, in the recreation centers and churches and at numerous social gatherings. Children and Young Adults both receive a great deal of information from listening to parents and other relatives around the home. Information of an international, national, and local nature as well as information dealing with events of the specific community flows from all of these sources.

Community Services Librarian

The first thing that must be examined as far as the community services librarian is concerned is his motivation. It is vitally important that this person not be a part of the missionary or "lady bountiful" syndrome but have a sincere desire to help the underprivileged because they are his fellow human beings.

A person with a missionary attitude is likely to descend upon the community with preconceived ideas about giving the community what she knows it needs. The person who is interested

in the community because it is made up of fellow human beings is apt first to find out what the community really needs and then will make every effort to fill those needs. The educational preparation of the community services librarian should include extensive courses in psychology, sociology and group dynamics, library school courses in adult education in the library, audio-visual materials in the library, and public relations should be among the required courses.

The Community Services Librarian should be developed as a specialist in library service. This person should be freed from administrative and supervisory routines. Complete involvement with the community is a necessity. This person should actually become involved in as many community organizations and activities as is possible. Participation is necessary in whatever the community happens to be doing whether it is library related or not. When the opportunity arises, the community services librarian will be on the spot ready to involve the appropriate library resources in the community venture.

By becoming an actual and integral part of the community the librarian will become so attuned to the needs and desires of the community that he will be able to transmit or act upon them with assurance and with a minimum lapse of time. One of the most important tasks of the community services librarian is to dovetail the library's objective with the specific needs of the community. The two library objectives that have the most relevance to the underprivileged community are education and information.

Community services librarians should repeatedly emphasize the library's role in adult education. Libraries have a responsibility towards raising the educational level of the clientele that it serves. This is as true for its undereducated clientele as for its clientele with more formal education. At the very least the library can provide materials that can be used by the undereducated in order to advance themselves vocationally, culturally, and economically. Space for holding basic education classes should also be provided by libraries.

Closely allied with education as an objective of the library is information dissemination. There is an overwhelming need for information of varying types in disadvantaged areas. A great many of these informational needs are not met simply because people do not know where to turn for the answers. Libraries that meet a major portion of the information and referral needs would be a boon to any disadvantaged community.

CHARACTERISTICS OF THE DEVELOPING COMMUNITY AND THE ROLE OF THE LIBRARIAN

Eric R. Holmes

I have been asked to discuss some of the "characteristics" of the developing community, (vis-a-vis the Black Community) and the role of the library. Since I am not a librarian, I can only allude to the role of that profession from a layman's point of view. The devising of a more relevant library to the community to which it serves must come from the people who make up the American library profession.

As for the "characteristics" of the Black Community - for I am a Black man and would talk only of my own community - I can only surmise what you would find of use in the redefining the role of the neighborhood library. It is sometimes hard to distinguish what the white community does or does not recognize as characteristics of my community. In essence, however, there is no difference between the Black community, a Jewish community or an Anglo-Saxon Protestant community. The word "community" transcends a broad range of traits, characteristic of any modern day cluster of people.

Now had the invitation meant for me to discuss what distinguished my community from less colorful life styles, the original request should have been, "to discuss what it means to be Black in the Black community." It has been said time and again that the "feeling" of being Black in America can not be sympathetically felt. This is true. The vicarious ability of man will always exclude the essence of the day-to-day reality of American Blackness. This is why conscience Black men and women have a deep initial negative feeling about an open request such as "what it means to be Black".

I suppose that is why I was asked to discuss the "Characteristics of the Emerging Community." Some Black men and women must respond to this type of request in disguise for one reason that is pertinent to what I will say in this article.

Obviously some staff members of the neighborhood library system are in the midst of reassessing the relevance and/or importance of the community library to the community it serves. Crucial to any worthwhile change, the library or any other community service institution might undertake toward community relevance is the validity of inputs such as those being asked of me here and now. Until I am in a better position to make my own value judgement or the efforts of the library to change, I will consent to discuss my community.

A community, like a man, is the sum total of his experiences. The Black community has had a great many "experiences" that reflect the "characteristics" far more realistically than by mere observation. The history of conditions can dictate needs.

What I call recent history of the Black community begins in 1957, when, in New Orleans, Louisiana, the Southern Christian Leadership Conference (S.C.L.C.) was organized under Rev. Dr. Martin Luther King, Jr. During that same year, the "Black Nationalist" movement increased in popularity in the Black community.

Two entirely different means gained headway, representing two distinct approaches to the direction of the Black community. Black Nationalism stressed the identity of the 'self', the community and the people, while S.C.L.C. emphasized a functional version of accumulation: the stressing of limited means toward the objective within the framework allowed.

The so-called liberal news media responded somewhat differently to these two social phenomenons. (The rapid rate of development in the Black community can only be described as a 'phenomenon' when compared to any hypothetical example of social change based on the history of other "communities.") S.C.L.C.'s program was viewed as a struggle to overcome that southern mentality with its malpractices and unfit attitudes toward "Negroes." The Black Nationalist, on the other hand, was a threat to order and the status quo, (of the country), something like the difference between the North and South.

By 1960, the fruits of efforts of these and other Black oriented organizations, government agencies, the soft white liberal organizations, and the radical left began to emerge very slowly at first, in the form of developing Black Autonomy. Because of the news media, from 1960--till the spring of 1968 the white liberal or now called "soft white"[1] emerged as a dominant force and allied to "racial equality" based on the programs fostered

by S.C.L.C. programs.

Although the Student Non-Violent Coordinating Committee (SNCC) emerged in 1960 as one of the first organizations reflective of this time of bi-racial cooperation, the zenith of this age was not to come till the creation of the Office of Economic Opportunity (OEO) in 1964. OEO offered what I refer to as the "soft white"[1] and the Black professional a major medium to use a wide variety of professional expertise. From its creation, OEO, through the process of lateral movement, was able to provide psoitions to "concerned" people at a professional scale equal to non-government levels: hence being liberal, profitable.

This period ended most notability at the beginning of the Poor People's Campaign in the Spring of 1968. For eight years Blacks and whites had worked toward a then common set of goals. Until 1968, the Black community which had always been viewed as moderate, began to show definite signs of changing attitudes, particularly toward white people.

Using the popular "left, middle, right" political scale, the Black community was certainly moderate up to this point in history. Till the true emergence of Black identity the Black community was just to the left of middle of the road. This refers to the composite attitude of the community as a whole. At this middle position the Black Community certainly earned the label of moderate. This attitude reflected politically and showed the Black man as part of that "silent majority" of consent.

During the rapidly changing early 1960's, the white liberal aided the development of Black leadership thus hastening the developing of automony. The white liberal was not preparing for what he might have recognized as his ultimate contribution. The "soft white" failed the movement if he was neither prepared to modify his objectives--a result of the new perspective, new gains had created, or to painlessly allow himself to be replaced in the movement by someone capable of being relevant.

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[1]"Soft whites" by a definition created during the recent Stokes mayority campaign in Cleveland: "white, middle-class (income between $10-$20,000) characterized by his now recognized romantic involvement with the Civil Rights Movement of the 1960's - now withdrawn from open involvement, and often apathetic.

The rapid rate of development of change in the Black community can only be described as a tremendous social phenomenon when compared to any hypothetical example of social change based on the history of any other community. The Black community in the course of thirteen years through the process of emerging autonomy relied less and less on the situations that have allowed others to determine the values, life styles or destiny of the community.

Hence, traditional values are giving way to real and relevent approaches and ideals when and where they are found to be in conflict with the nature of the people. What is good for the Black community is what is needed. The contributions of Black institutions in the direction of the Black community is determined not by any one individual or group of individuals, but by the diversity of that which is offered. Each community member is beginning to receive the necessary inputs and resource assessability to:

1. determine his perspective in society, and in his own community.

2. develop an ability to determine his own set of objectives and goals for himself and as a contributor and component of the Black community.

3. determine what means he or she wishes to use in fulfilling those objectives.

The role of community service institutions are clear. Community organizations when they are not in the hands of the people to which they serve, must on their own initiative, begin to be relevent. Once traditional service is provided, the developing community demands emphasize certain areas that will provide the tools by which members of the community can carry on the process of change: evaluation, setting of objectives, and enacting means. The library must begin to be relevant in other than "traditional" areas of community service. The library must begin to cater to the 'times' that are part of the on-going process of development for both the community and the nation.

There are a host of hastening agents to be made accessible or more accessible to students in a wide variety of fields. Recognizing these needs is the job of the community people working in the neighborhood library branch. This person must be given the resources to respond to community needs as he or she recognizes the interest. Other means will come from within the library profession as the committment begins to develop means of its own. The question is then one of honesty and committment.

THE FLOATING LIBRARIAN

Patricia Schuman

Staughton Lynd has said: "A profession is not just something a person does, but something he believes in doing." The floating librarian is, by definition and of necessity. . .someone who believes in what she is doing. She is an advocate. . .which involves not just working for the community, but with the community.

To date we have spent a majority of our resources to "serve" underprivileged communities, it has been at an insidious cost. Service has meant we have done things for people. If we had done things with people, we would have had to share power with them. . . . . Saul Alinsky has said: "Served people tend to be compromised people."

Power, or the lack of it, is one of the key factors we must understand in the dynamics of the underprivileged community. We must also understand that as long as we are librarians working for an institution, the library, we are somewhat mortgaged to the power order. There is a built in conflict between where our bread and butter comes from and where and how we can be most effective.

What is power in a community? Who has the capacity to make their interests felt in decision-making? If we understand this, it also must be clear that change is by definition a threat to the arrangement of interest groups in the power order. No one gives up a preferred position without some resistence, not even librarians.

Working as an acquisitions librarian in a community college, I received countless requests from community groups, such as a drug addiction center, a "free" university in a housing project and other like groups for our discarded books. These requests came from a borough served by one of the largest and most progressive public library systems.

A look at almost any community group, or any of the anti-poverty agencies, will show that they all attempt to set up their

own libraries. Sometimes they call them information centers. But this is an indication of another key to their problems--information.

Power and information, information and power, lack of information is a lack of power. Community groups setting up their own libraries, even in areas where there are such things as community coordinators, deposit collections, etc., these are symptoms of two things: 1) we are not meeting some very specific needs; 2) community groups realize that information is power. They intend to get power, with or without us. For example, one of the most important positions in the black panther movement is their minister of information.

Community groups are not organized to demand service from existing libraries. We are not social workers, not psychologists, nor psychiatrists. We are librarians, information specialists. In order to work with people to obtain access to information, we must understand their needs, their goals, their motivation. We must be able to diagnose their information needs and prescribe for them. We are not social scientists, but we must understand social science, its applicability and influence on the community and on ourselves.

Most studies which have been made attempt to find what is wrong with the community, not what is wrong with the establishment, the power order. And yet it is that very power order which must be changed. Major social and economic changes occur only when those who are at the bottom of the status ladder get enough power to move it. We must remember always that by virtue of our institutional affiliation, we are part of the power structure just as educators are. It is very difficult for people who are part of the power order not to be preoccupied with how it operates. It is very difficult to be creative and to experiment with alternatives and to accept or even promulgate change.

There is a dominant mythology and ritual which have been set up to preserve the power order. We have all been victims of them, and we cannot help but have been influenced. We place value on our own culture, with the consequent devaluation of others.

We accept the American dream. Victims of poverty have only themselves to blame. Those who get ahead are wiser, cleverer or more industrious. Anyone who seeks power is immoral. Conflict is dangerous. We must begin to be objective about these two myths and realize that they are a means of manipulation. Power is not immoral, neither is it moral. It is a fact. How it is achieved and used is the question.

There are two means to achieve power, and power is the antidote to apathy, to poverty. One means is through the political, or intergrative process. The other is through conflict, often in the streets. The power order of any community tries to work through integrative techniques such as involvement, participation and earned leadership roles. This helps to avoid conflict because the power order still controls the system. It offers punishment and rewards, the major methods of social control.

If those outside the power order truly wish to challenge it, they must work through conflict, at odds with, not through the power structure. Conflict can be destructive, dangerous, even violent. But it can also be constructive. All confrontation is not physical. Beneath every form of protest lies the issue of exclusion from the process by which decisions are made. If we are to begin to understand change, reform and even revolution, we cannot do so with a discipline and concepts employed to understand stability and equilibrium.

Once the librarian begins to understand, he has made a first step. He cannot become part of the underprivileged community, any more than a teacher can become his own student, although he may himself be part of other, underprivileged communities. Librarians are second class professionals in most eyes. Women are second class citizens. The middle class is powerless in many ways. The student is second class. The black is second class. Professional or not, we must begin to see the oppression of the power order, the manipulation in all of our lives. Only then can we begin to realize its extent in the underprivileged community.

How do we fight the established order? Once we realize the interest the community and the librarian must have in its change, information can be our weapon. But appropriate information is often not found in our libraries. Government information can supply many tools with which to fight. We know that public budgets and the like are written with the ignorance of the public in mind. Master plans are drawn by and for experts. Laws are passed to be read by lawyers.

The librarian should get himself or his library on every available government mailing list. Many publications are available free. Many agencies, and governmental libraries send out announcements, acquisitions lists, etc. Write to politicians, who can often get informational publications free. Otherwise you will be charged for them. Lack of money is too often an excuse. You should be getting and reading thoroughly and clipping

all local newspapers for announcements of hearings, studies, bills pending, etc.

For federal publications, make sure you get U.S.G.P.O price lists, the Monthly Catalog of Government Publications, the checklist of selected government publications and selected lists of state publications. Get yourselves on the mailing lists of issuing agencies, such as the Office of Education. The same holds for state agencies, particularly departments of education, state libraries, etc. In cities, find out who your local councilman or other representative is. Get on his mailing list. Ask for the information as soon as its printed. Get the welfare regulations, the building codes, the health codes, etc.

Get on the mailing list for educational organizations and private foundations with an interest in social problems. They often publish useful publications. Few community libraries in the city have copies of the Bundy report for the community. Write for gifts. Plead poverty. Flatter them with the importance of their information. Get the Ford Foundation, the Center for Democratic Studies, the Center for Urban Education to send you their publications and the acquisitions lists of their libraries. If they need the materials for their studies, your community needs them even more in order to check their veracity, to refute and dispute, to fight back if necessary.

Check the Encylopedia of Associations. Get yourself on the mailing list for their publications, or at least the publication lists of associations interested in occupations which affect your community. What standards are set up by the Association of Social Workers, or for that matter the American Library Association? What can they be called upon to provide? What manuals for legal aide have been printed for lawyers? Can your community also use them? In addition, associations are an excellent source of information such as how to fix your car from an automotive association to career information for medical technicians, lists of schools, financial aid, bibliographies etc. Much of this is free.

Set up information contacts and checkpoints in the community. Gather every piece of printed information, down to leaflets on the street. Be aware of graffiti on subways, busses, etc. They often are indicators of the mood of the community. To set up checkpoints, it is necessary to identify subgroups within the community, from the entire spectrum of the community life. We always have students, college, high school, elementary. Then there are parents, welfare mothers, working mothers, housewives.

There are the militants. Identify and contact each group. There are the professionals, ie those mortgaged to the power order and those in conflict with it. There are the elderly (who, by the way, often have time to write letters to politicians.) There are always the middle class, at least by community standards. There are the blue collar, the white collar, the indigent, the welfare recipients, the street gangs, the movement people. They are all there. They are all sources and users of information.

Some of these people realize their need. Others do not. In any case, you must first build up trust before you can either collect or provide information. You can do this only by understanding, and then by plunging in. There are no simple answers. You only learn by doing.

Librarians can use new kinds of informational materials, audiovisual aids, programmed texts, self study aids. Obtain copies of civil services tests, aptitude tests, how to do it books. Show films. Invite known figures to speak. There are always ways to get people in. Having a rock concert. Show a travelogue for the golden agers. Offer a course in how to take civil service tests. These are gimmicks, but such gimmicks get people in by motivating them to participate.

Find meeting space for community groups, any community group. If it can't be in your library, find a place anyway and let them know the librarian was responsible. Find out what other library resources are in your community, or near it. Notice, I do not say accessible. In the city of New York we have some of the greatest library resources in the world. Many are not easily accessible. If available at all; Columbia University Libraries, New York Public's Research Libraries, the Municipal Reference Libraries, numerous legal and reference libraries, the libraries of the City University (even students of the latter find it difficult to use libraries other than that of the institution they attend), all of these are public, tax supported institutions if not directly, then indirectly. This is also the case with Columbia, which enjoys many tax advantages.

Learn what these libraries offer. Find out how you and your community can get access to them. If you find out it is difficult, help the community to organize to fight for access. Why can't the Harlem Community use either Columbia or City College's Libraries? If your community has started a drug addiction center, organize them to demand that the public library provide a deposit collection of relevant books. Despite what might seem a reasonable policy of not buying medical books, they may be needed here and policies must be changed. You are the librarian, privy to

the inner workings of a library. You should know what can be done and how.

If you have money, don't duplicate the resources of large resource libraries. Instead, offer training to the community in how to use them. Involve the community in your selection. A white librarian may be able to purchase a collection on black history. But the librarian should not, without help and guidance. There is too much being published. Too much is not available from commercial sources, and can only be found in that bookstore in Harlem.

Communicate with other libraries and librarians. A lot is happening that you don't read about in the journals. People who are doing things are often too busy to write. Go to local community meetings, local and national library meetings. If you need library projects done, and can't do it all by yourself, there are probably other librarians around anxious to volunteer their skills.

To get a plug in here: I am the coordinator for a group called the Social Responsibilities Round Table. It is a national group with local affiliates. The national is affiliated with A.L.A., but the locals have only to affiliate with SRRT. Members don't have to be ALA members. We have groups all over the country working on local issues and applying their library skills to them. I had an article in Library Journal (5/15/69) describing activities of the N.Y. group. At the latest count, we had one thousand national members and over thirty affiliate groups. These members work in, around and despite their institutions. Some groups have a membership of ten, others of over one hundred. Their emphasis is action. If you need advice, help or workers, or commiseration, its a good place to go.

This brings to mind another source of information. The national SRRT is working on an alternative "Books in Print". When it is completed, the job will be easier. But right now, there is a wealth of literature coming from the underground press, the movement, the third world. This literature is not published by regular trade sources. Identify groups and contact them. Subscribe to underground newspapers and magazines and check their adds carefully.

Once you have all these pieces of information, make them available, organize them, use them. How? There are many ways. The most interesting I've heard and seen is the idea of action bibliographies. The annotated listing of sources of information are juxtaposed so that they make a point. It would be

very enlightening, for example, for most people to see the figures on welfare juxtaposed against those on the Vietnam war.

Films are another way. Make your own films, or better, involve some local teenagers. Bill Miles has developed a program which he calls, "Channel of Soul". Take some courses in community dynamics and organization, if only to understand how the power order views the community, and offer some courses yourself in information utilization and retrieval in your library. Be familiar enough with the community to aid them, and yourself in identifying and using information.

Finally, become an advocate. If you're impartial, you don't belong in the underprivileged community. As long as there are groups which do not have power, librarians must be partial to those who do not. By continuing to deal impartially with the issues, librarians enforce the racism, the oppression and poverty which plague us. And that, after all, is why we are here.

THE FLOATING LIBRARIAN

Katherine Weibel

In an attempt to respond to the visibly worsening crises in our cities some libraries and librarians have developed programs to meet what they see to be the needs of the "disadvantaged." As in the case with any other of the specialized urban crisis programs, the label "disadvantaged" has been synonymous with Black, but now includes Puerto Rican, Mexican American, poor white, or anyone else trapped in the city with an income level around the going poverty rate.

Public libraries (and it has been almost solely public libraries) have responded to the cities' poor by taking books into the streets, by buying Black, by reaching out with deposit collections, programs, and people, by using federal funds to pour staff and materials into demonstration projects, and by trying to be flexible. In some few cases libraries have joined in the community control game (and it is a just game because no real power has ever changed hands), by turning over collections to a community, by creating advisory boards, and by putting non-professional community workers in charge of their branches. All too often, however, libraries have ignored the obvious.

Like almost everyone else in the poverty business, particularly the part-time poverty business, the few libraries which have outreach programs are "bandaids" on a society so sick that the urban poor are but one of its more visible symptoms. We are all disadvantaged. Culturally we are isolated. We refuse to know one another, much less accept our differences. Physically too, we isolate ourselves in ghettos, be they high rise, manicured, rat infested, levittown, or "ticky tac". Economically we are at the mercy of a system primarily concerned with profits. Utility, food, and shelter bills eat up all our paychecks; paychecks which are for the most part dependant upon corporate profits.

Nothing guarantees that any of us, skilled or unskilled, literate or illiterate, can enter or stay in this system. For example, more and more engineers and other skilled professionals are finding this out. In the political realm, once we cast our vote (if we do) we, the people, have little left to add to the decisions, domestic or international, which are made for us.

Millions loudly say no more war, lower taxes or better schools. But we get more war, higher taxes and a lower education budget. We are polluted, overpopulated, polarized, racist, materialistic, violent, at once oppressor and oppressed, starved and glutton. We are a sick people. We do not even know what we need to know to begin to make the decisions which effect us all.

We know that "Ford has a better idea", that "Bayer works better". But we don't know how old the food we buy is, because the date put on it for our protection is coded so that we can not read it. We haven't seen the master plans for our cities. We don't know who is on the park board, or how they got there. Many of us don't even know what we don't know.

Needless to say the library, largest free public supplier of information, doesn't really know either. Or, if they do they sure aren't telling you and me. Knowledge is power. Information or the lack of it then is at once a problem and a key to problem solving. Information is essential to any transfer of power or the retention of power. It is only through a transfer of power that any meaningful change for the better will take place.

If the library cares to participate in the attempt to create a better world (particularly for those labeled disadvantaged) it must expand its role as an information agent. It must enter the life of the community it serves, not for public relations, increased circulation, higher budgets or guilt; but because it has something people need and it wants them to get it. The library must become sensitive to the needs of the community. Just as the good reference librarian helps the client articulate what he wants the librarian must listen to the issues concerning the community and help people articulate their information needs. Then the library must produce.

The library, however, is an institution and an institution not particularly known for the accessibility of readily usable information. An individual librarian, a floating librarian as it were, on the other hand does not necessarily wear the library institution around his or her neck. She has the opportunity to ally herself with the community, not for the library's sake but for the community's sake. There is no reason whatsoever that the person trained in information skills (the librarian) need be attached to the library institution. The information specialist could be easily attached to another community serving agency or better yet, a community-owned and operated enterprise such as a Community Design Center. A librarian freed from the library

institution does not owe his or her allegiance to that institution but rather to the people he works for.

It could be such a librarian's function to help crystalize needs, to synthesize specific information needs, to gather information (not build collections), to make that information readily available to those who need it, to "see" information, to raise a community's consciousness about their information deprivation, and to help local library institutions raise their consciousness. But why outside the library? Because you can not work for God and Mammon. Either you are with me or you are against me. Unfortunatly it as a very rare person who does not feel some obligation to his paycheck. On the other hand, it is an extremely rare employer who does not hold his employee accountable to him. Community information service and the floating librarian should be accountable to the community not the library institution.

Supposedly as librarians, we are in the information business. The library is one of the largest public suppliers of information. There are all kinds of profit-making suppliers of information, how to cure headaches, what kind of car to buy, etc. The media, the newspaper, no matter what it is is in the information business, but in the profit-making information. But the library on the other hand is an information cooperative and any issue of concern to their community can be used to bring that community together if the information, which is power, is available to those who need to know.

People rarely go to the library when they want information because the library has abdicated its information function. Here is where the concept of the floating librarian comes in, or has potential. The floating librarian has librarian credentials and supposedly knows how to use the information tools. But she has nothing to do with an institution. She has the advantage of working only for a community and its interests.

THE FLOATING LIBRARIAN: A SUMMARY OF EXPERIENCE WITH SOME PERSONAL OBSERVATIONS ON THE FUTURE OF THE LIBRARY

Andrew Armitage

The role of the librarian in information dissemination has been traditionally performed within the boundaries of an identifiable institution called the public library, the school library, the college library, etc. The librarian within such an institution has been more or less permanently fixed within the physical boundaries of the library serving the information needs of the public from a specific location within a building. An emphasis on the physical placement of the information agents of the library may not seem important until one examines the role they play in meeting the total information needs of a given community.

Traditionally, the information agents of the library, specifically entitled "reference librarians," are passive receptors of the inquiries of their public. Similar to information services maintained by the telephone companies, some social welfare agencies and the occassional newspaper library, reference librarians do not begin to function within an information model until a question is imputed into the information system. Therefore, to begin the operation of this model of information dissemination one must either visit the library in person, address the library with a mail inquiry, or make use of the telephone reference services provided. It is clear that the model is prestructured to function only upon the stimulus of a limited variety of known inquiry patterns.

The output, or information dissemination function of the reference librarian is achieved through a similarly limited spectrum. The information sources utilized in libraries consist almost totally of pre-packaged, monographic, buckram bound objects called "reference books." No matter how much stress is placed during the library education experience on reference interviews, alternative information sources and utilizing the entire community for information, the pattern of information service encountered in today's reference room seems to have remained similar to information services of the 1930's - finding the answer to the question from the proper reference tool.

The traditional information model in our libraries can be viewed, therefore, as a static, one-way reception station dealing in pre-digested information. Limited physically by an "edifice complex," the library offers information service not to the entire community but only to that sector of the community that is motivated to use an information source of which they have a pre-awareness. Further, the location of the central library of most large public library systems is usually to be found in white middle-class neighborhoods. It is not surprising or profound to point out the preponderance of the library's clients who come from the middle-class sector of the urban community. However, it is surprising to review the literature of information dissemination in libraries, especially the inner-city library, and discover the absence of concern for new approaches to information gathering and service and for the relevance of information in changing the lifestyles of inner-city residents.

It seems of minor importance in this report to analyze the failure of the library to meet the information needs of American society. It is even less important to attempt to fix accountability for past directions that have led the library into a nearly indefensible position as a publicly supported institution purporting to offer equal services to all residents in any given area. It is probably sufficient to note that the library in twentieth century America has been a regressive institution with a curious vision of its function in society. The objectives and goals of the library formulated during the late nineteenth century have not been met, as the library has limited its actual public services. The library, especially the public library, had become by mid-century an institution offering "in-house" information service, a collection of circulating materials, a thin veneer of adult education programs, some children's story hours and book talks, and little else.

The library during the past several decades has lacked imagination, innovation, and impact. Its relevance to the majority of its community is dubious, due to a nearly complete lack of comprehension of the real informational and recreational needs of large numbers of people who in turn are unaware of any relevance the library has or could have in their daily lives.

During the past several years a great deal of self-criticism of the role of the librarian in the information process has been published in the literature of librarianship. While much of this commentary on the informational role of the library and its relation to the "disadvantaged" sectors of urban society has been justified, a few of the commentators have offered suggestions for new functions for librarians in their handling and dissemination of information. Those

few new information programs that have been attempted in such cities as Brooklyn, Hartford, and Baltimore have not seemed particulary innovative and have utilized traditional approaches. Such projects as the "High John" in Prince Georges County, Maryland, the "Community Coordinator" project in the Brooklyn Public Library, "Project Leap" in Buffalo, New York and similar programs in Muncie, Indiana and Venice, California have not provided the startling new departures in models for radical change in formulating new roles for librarians.

For this author, the first indication of the possibility of an entirely new concept of information service appeared in the form of a "Challenge Paper" written by Dr. Mary Lee Bundy for the "Congress for Change," a gathering of young librarians, library school students, and dissident critics of the contemporary library, held in Washington, D. C., in the summer of 1969. Bundy formulated in her paper a concept of the librarian as an information agent, operating not in the traditional library, but as a "floating librarian," working in the community, with both community agencies and with individual citizens in an attempt to serve the informational needs of people who either did not have access to library services or who were not familiar with library usage and library resources. The non-institutional based librarian, in Bundy's view, could bring information to the non-library-oriented individual or to community groups in need of information services. He could thereby serve as an information channel between the library and its resources, and those in need of information but either not inclined to use the public library or unable to get the information needed through the present reference services of the existing libraries.

The concepts presented by Bundy were the basis of several enthusiastic and protracted discussion during the "Congress". Many of the participants had experience in working in disadvantaged inner-city library units. Almost all were greatly interested in finding for themselves new roles as librarians, roles which would seem more relevant to the actual needs of large numbers of urban dwellers who could profit greatly from free access to certain types of information. I took away from the Washington meeting new ideas about the power of information to change the economic, social and political position of what was called by the University of Maryland sociologist, Annie Reid, the "inarticulate mass." I left with a curiousity shared by other delegates about the possibility of implementing the idea of the "floating librarian" and exploring the parameters of what seemed to be a broadened concept of the relationship between the library and its resources, the public and their information needs, and the librarian and his inherent abilities to produce information in response to articulated needs.

At the beginning of the fall term, 1969, I enrolled in L. S. 294 at the Graduate School of Library and Information Sciences, University of Pittsburgh. This course must certainly be the first concrete step in the history of library education to explore a radical departure from the traditions and accepted services of the library in its information role. As such, it called for a "brave new world" attitude on the part of both instructor and students. The students were given free license to take the concept of the "floating librarian" or information agent and "do their own thing" through independent field work.

As a departure from this report, it has come to my attention that several library schools will be introducing similar programs of exploration and study during the coming academic year. One library school, the School of Library and Information Sciences, University of Maryland, is offering a course in the spring term of 1970 led by Annie Reid and Joseph Donahue which will explore alternate sources of information in urban areas, the librarian's role in the utilization of such sources, and their interpretation to urban residents.

In attempting to approach the problem of operating experimentally as a "floating librarian" for a three month period I first found it necessary to examine models outside the library profession that had similar aspects to my own concepts of what an information agent could be and how he could function. The first and most obvious prototype of the traveling information agent is the "county agent" concept. The similarities between the agricultural information agent and what I envisaged as the library information agent are many. The county agent living and working in the community has traditionally maintained close contacts with both formal agricultural groups such as 4-H, Future Farmers of America, agricultural cooperatives, farm unions, and with individual farmers on a one-to-one basis. The county agent takes his expertise and packaged information to the individual, rather than the individual utilizing a central physical location for information and assistance. However, the county agent has worked with a homogenous clientele with similar informational needs. The clients of the information agent would not share such homogeneity in their needs for information. The function of the "floating librarian" would therefore be complicated by the myriad of problems which he would encounter in attempting to serve a heterogenous urban public.

Closer to my concept of the services that could be offered by the "floating librarian" is the everyday functioning of the social welfare case worker and the "new breed" of social workers - the community organizers. Many aspects of the case worker's job could be translated into the role of the information agent. These would include primary contacts with clients in their enviornment rather than within

a fixed Agency, a caseload of information problems which would be worked upon until completed, and a close familiarity with the community and its unique problems.

The community organizer, new in the field of social welfare, has emerged as more of an advocate for the disadvantaged urban resident than the traditional case worker. The community organizer takes a more direct role in assisting individuals in the formation of action groups, solving commonly shared problems through joint action, and "fighting along with the community" in the everyday struggles of the ghetto resident in overcoming municipal bureaucracy, police problems, landlord abuses, and the various ramifications of urban renewal, job training, housing, and race relations. It was within the functioning of the community organizer that I began to find indications of how a library information agent could effectively function in what would often be an alien and hostile clientele environment.

Finally, in examining models that might have relevance in the formulation of the role of the "floating librarian" I turned to the examples provided by the emergence of information officers in a variety of "radical" organizations. Through reading various publications of such organizations as the Black Panthers, the Rainbow Coalition, Students for a Democratic Society, and the Peace and Freedom Party, and from primary contacts with individual members of such groups, I began to perceive the existence of a primitive information network that has been established by these organizations in meeting the needs of their membership and even more important, in their relations with their communities or special interest groups they seek to speak for and to serve. Since the fall term I have discovered an even more relevant example of this type of information agent. An organization in New York consisting of young Puerto Rican activists called the Young Lords has among its officers an information specialist, untrained and lacking in formal education, but who has been able to secure information necessary to the Puerto Rican community in its struggles for equal opportunities and a more economically secure position in society.

A last group of field workers who offered some guidance in thinking through the role of the library information agent was VISTA (Volunteers in Service to America). This domestic group, similar to the Peace Corps, works with disadvantaged groups primarly in urban situations. A number of librarians have left their professions to join VISTA and it was from these individuals that I received some reinforcement for my ideas of the possible roles a librarian could assume in bringing information into a community through non-traditional means. Ex-librarian VISTA workers in Gary, Indiana have been able to

assist the black community in formulating a concept of their informational needs and articulating those needs to the local public library. They have also acted as information agents in securing from the public library information badly needed in the ghetto and presentting it to their constituency in such a way that it could be understood and utilized.

In attempting to translate my concepts of the "floating librarian" into direct experimentation in the Pittsburgh community, I had to deal with several immediate problems. First, no long-range project could be undertaken due to time limitations imposed by working within the framework of a three-month course. Second, the question arose of whether to work with one group, or explore all possibilities, examining and sampling what could be done with different types of groups and individuals.

Next was the problem of gaining entry to community groups, discovering routes that would enable the information agent to be able to talk with individuals and gain some understanding of information needs, and overcoming whatever suspicions and hostilities that might exist.

Fourth was the question of exploring funding possibilities so that I might have some idea of the eventual feasibility of the library information agent securing a means of payment enabling him to continue his work over a protracted period of time. The practicality of the entire concept of the "floating librarian" is questionable if the problem of funding cannot be solved.

Finally, I felt that I had to spend some time exploring the problems of access to information sources. The problem here was not a question of entering the local public library, utilizing the resources and translating information back to the client. Instead, the question I faced was one of access to such information as county tax records, municipal assessments, city council minutes, information housing, landlords, heating infractions and codes, legal counseling and court records, draft information, sewer and sanitary information, garbage and refuse information, job opportunities, state, county, and municipal documents not ordinarily held by libraries and a myriad of other sources that would help solve the "bread and butter" question and needs which I was sure would be posed by individuals and community groups.

These five problems and my experience and observations about each can best be related by taking them individually. First, however, I should comment that I had worked with various action groups in Pittsburgh during the past two years. My contacts with community

groups in the area of civil rights, the peace movement, reform politics, and draft counseling were fairly well established and I was able to begin to talk to individuals and organizations without having to overcome a period of introduction and adjustment.

TERM OF THE PROJECTS AND GROUPS CONTACTED

In approaching this first problem I decided not to attempt to formulate any long term information project for any single group or organization. I felt that it would be far more beneficial to explore and discuss possible information roles and information needs with as many individuals and groups in the field as possible so as to get a greater understanding of existing problems as possible. Any immediate information needs that could be solved would be assessed and whatever action feasible would be taken.

I began by approaching the organizations in Pittsburgh with which I was most familiar and which had the greatest contact with other organizations in the areas of concern outlined above. This was the Peace and Freedom Center, a central organization attempting to coordinate a variety of peace activities and civil rights actions. Established in 1961, the center operates on a miniscule budget provided through contributions of its 6,000 name mailing list and from funds collected from various activities such as film programs, lectures, demonstrations, and newsletters. Loosely organized, the Center has a Council of twenty-four, of which I was a member. The Center is supported by a heterogenous group of interested citizens including academics, union members, social workers, housewives, students, clergy members, etc.

During the term of the course I conducted a number of interviews with various individuals within the Center and conducted several open discussions with Center representatives to explore the informational needs of the organization, its attitudes toward existing information sources such as the Carnegie Library of Pittsburgh, and the University of Pittsburgh libraries, and the possibilities of organizing an information program through the expertise of a "floating librarian."

I discovered that the informational needs of the Peace and Freedom Center were of such great variety and importance to the operation of the Center that a full-time information agent would have more than enough to occupy his time. Among these needs we were able to identify the following possible projects:

1. Assembling sources of information on the peace movement, new left politics, civil rights, etc. These sources would include the entire scope of the so-called "underground press" and were not generally available in local libraries. I assisted in formulating a simple program for the acquistion of such materials and suggested various means and methods of extracting information from these sources so that the members of the Center could be kept informed of various activities and actions around the country and "tie-in" their programs and activities with national projects. This type of service is a traditional "in-house" information service and needs only the guidance and direction of someone familiar with standard indexing and organizing techniques.

2. Assembling information on union activities in the Pittsburgh area. Pittsburgh is a highly unionized city. The various union locals collect and maintain information files that are of great interest to such organizations as the Peace and Freedon Center, the Black Construction Coalition, Forever Action Together, and local VISTA and CAP workers. Information from union locals is difficult to get due to poor relations between the unions and local activist groups. In exploring this problem I discovered that the unions were far more amenable than we had supposed to giving information on numbers of members, numbers of black members, contracts, etc.

3. Assembling information on local stores breaking the NFW Grape Boycott. Closely related to the union issue were the needs of the local organizer of the National Grape Boycott of National Farm Workers. Information on the sale of grapes in local grocery outlets was needed. I assisted in gathering this information. However, this aspect of my explorations could have been accomplished without the training and resources of a librarian.

4. Assembling information on films and sources for film rentals. In planning the year's programs film titles, annotations, sources and rental prices were necessary. This information is widely scattered and, due to the type of films used by the Center, difficult to locate. I assisted in identifying the sources for films and helped in building contacts and files of distributors of films, especially underground film information.

5. Assembling legal information concerning demonstrations leafleting, picketing, bail bonds, etc. The growing tide of militant activities on the part of many action groups has caused an "information gap" concerning legal rights in a variety of situations. The Legal Aid Society of Pittsburgh seemed to be of little assistance to members of the Center, and the Pittsburgh A. C. L. U. has a very heavy case load. I assisted in finding alternate sources of information and discussed the possibilities of gaining access to copies of city statutes, bail information, police regulations, etc.

6. Assembling information for specific issues in which the Center was involved. During the months I worked with the Center, a number of civil rights issues, union issues, and other activist related situations engaged the interest and activity of the membership. In every case I identified for the Center what information might be necessary and what sources existed to meet the demands of the individual situation. In almost all cases the services of a full-time information agent would have been required to collect, assemble, and produce the information product. In most situations I could only advise and explore such sources from my own academic interests in further defining the role of the "floating librarian."

It would seem unorthodox to many observers of this experiment to select such an organization as the Peace and Freedom Center as a "trial balloon" for the non-institutional-based librarian. However, I selected the Center for several hopefully legitimate reasons. First, the question of expediting familiarity with the group and the group acceptance of the worker was rapidly solved due to my past involvement in center activities. More important, however, was an articulated feeling by Center personnel that existing library services in the city had not responded to the types of "reference questions" posed by Center members. The Peace and Freedom Center, like many other organizations in either social action or social welfare areas, is informationless. The existing libraries either cannot or will not meet their specific and special needs and alternate services do not exist at this time. Finally, working with the Center enabled me to meet representatives from a variety of organizations and agencies with their own particular information needs, and provided insight into the information problems of community organizers, black action organizations, housing workers, church groups, union representatives, and various social welfare units. The degree of their information needs, both those of which they are aware and particularly those of which they become aware through dialogue with an experimental "floating librarian," surpassed the anticipations which I had carried into this project.

Halfway through this project I became aware of a particular tunnel vision that was growing as part of my explorations into information needs of non-traditional clients. This peripheral vision problem centered around my inability to expand my focus in order to gain a view of the real and potential informational needs of the individual which I earlier classed as the "inarticulate mass." Recognizing the limited group which actually utilizes the information services of any existing library facilities, I began to search for an entry into the world of "street people." Capitalizing on a contact made through the Center, I visited the Headquarters of the Community Action Project of Pittsburgh (CAP).

CAP has been a viable force in meeting the urban problems of Pittsburgh, as in many American cities. It has been particularly effective in working with blacks in Pittsburgh's several ghettos. I had hoped to be able to gain the assistance of several CAP workers in introducing me to local CAP projects and workers so that I could attempt some interviewing and observe CAP workers in the field. At first, personnel of the CAP office misunderstood the objectives of the "floating librarian" and hoped to have me organize a large collection of documents, periodicals, and other materials that lay scattered around the CAP headquarters. Once again, the stereotyped concept of the librarian and his role rose to the surface.

To digress, one of the major problems to overcome in formulating a new role for the librarian in the information process, particularly in serving the disadvantaged in new and innovative ways, is the static concept held by other professional groups, as well as the public in viewing the librarian and his possible relation to those groups' activities and problems. At no time this fall was this made more clear than during a conference at the University of Maryland on urban library service. After several hours of discussion of possible new roles for librarians in serving the information needs of the ghetto, Eliot Liebow, ghetto worker and author of an important study, Tally's Corner, stated that "I don't really know what the hell librarians can do...the only two instances of real public library service I can think of was Abe Lincoln and providing a place for winos to get warm." Liebow went on to state, much to our discouragement, "It seems that all the professions are coming toward the concept of outreach, community centers, and the like - do you have to be a librarian for that?" Needless to say, one of the major jobs that must accompany any new program for librarians must be assisted by a program of public information designed to inform our fellow professionals in other fields of our many values and of the value of information.

After several meetings with CAP personnel I was able to conduct several highly informative discussions on my concepts of the "floating librarian" and "information power." Although no specific project was attempted, I was able to gain a much clearer concept of information needs in disadvantaged sectors of the inner city and to suggest ways and means of introducing a new type of worker into agencies such as CAP.

Finally, I was able to attend several meeting of local black block organizations. Although I was in attendance only as an observer and did not participate in the debate, I was able to identify many aspects of the problems under discussion which could have utilized the assistance of an information agent for background information: economic data, statistics, legal documents, and information on the treatment of similar

problems in other cities. A major problem in organizations such as these is gaining a sense of communication and continuation. Problems which have been attacked and solved in other cities, even in other parts of Pittsburgh are not common knowledge to groups or group advisors, who then have a tendancy to go over the same ground with little benefit of success or failure elsewhere.

One last day was spent in the Homewood Brushton section of the city with a Capworker engaged in talking with members of that community who were coming in and out of the CAP office. After overcoming some of the suspicion and hostility which was evident, I was able to conduct several informative interviews on an informal basis. Among the montage of information needs I was able to identify were needs for job training information, lease information, how to complain effectively to City Hall about landlords and police problems, what department of the city government to file specific complaints with, how to ask for a reassessment of property taxes, where to get certain types of medical aid and equipment, how to locate statistics on black employment in Pittsburgh industries, work opportunities available in other cities, and how to get one's child transferred to a "good white school where she can get a good education - not this babysitting slop here in Brushton." In a summary discussion at the end of the day with several social work acquaintances I discovered that they did not know the answer to any of the questions I was able to gather or where to turn for the sources of information to answer such problems. Further, few workers or individuals I talked with during the project had heard of Information and Volunteer Services and of those who had contact with that service all had found it to be inadequate to the needs of the ghetto resident, who needs direct help rather than referral or as one worker called it, "a professional runaround."

GAINING ENTRY

One of the most immediate problems that I identified during the project was the dilemma of gaining entry into certain types of organizations and into certain neighborhoods. The librarian who wishes to work in a "floating" or outreach situation will meet with serious barriers in some situations.

First, the worker must be able to share the "ethos" of the community or the organization he selects to work with and he must work along with, even fight along with that community or agency. The question of establishing trust is of paramount importance to creating an effective role in serving the information needs of people whose contacts with libraries and librarians are either non-existent or have been less than

satisfactory. The adoption of an advocacy role is equally important, since the librarian attempting to maintain a traditional policy of neutralism will at best find many doors shut in his face in his attempts to serve whatever client group he has selected.

Second, the information agent should be able to talk the language of the group he selects to work with. The "street language" of residents of Homewood Brushton is not the patois of Squirrel Hill. The problem of the alien intruder "hell-bent on doing good" is serious and may only be soluable through careful recruitment to the profession and selective screening and advisement of individuals selecting to work in disadvantaged situations. My recent experience with the University of Maryland white students being accosted in a black section of Washington and their immediate alienation from out-reach projects leads me to believe that the problem of "gaining entry" may be overlooked and underemphasized.

FUNDING

By far the most serious obstacle in the way of the creation of a new role for librarians as information agents outside of the walls of a library will be a question of funds. In discussing this problem with agencies in Pittsburgh I have discovered that real funds to carry on current projects are extremely limited. Further, the fear of the future faces many agencies such as the Community Action Projects. The money does not seem to exist to immediately fund a project as experimental and untried as the "floating librarian" and unless the concept can be tested in actual practice it will be difficult to sell such services to organizations that are even now fighting for basic survival.

Through discussions with other librarians and library educators interested in the concept of the "floating librarian," I have come to the conclusion that there are two possible sources of funding available if we ever wish to make the "floating librarian" more than a paper concept. The first would be an application through a library school to the appropriate governmental agency for a grant sufficiently large enough to begin a two-year controlled project to recruit, train, and place several dozen "floating librarians" in actual work situations. The length of employment in an actual project would have to be of sufficient length to test the concept thoroughly. A second approach would be to interest large urban public libraries in such a project and convince the library itself to employ a "floating librarian" who would work for the library but not out of the library.

However, before the question of funding can be met there is a real necessity to explore the entire concept in a much fuller manner within the confines of a library school. Such a program has been proposed at the Graduate School of Library and Information Science, University of Maryland. This proposal would include an extensive program

within the confines of a library school. Such a program has been proposed at the Graduate School of Library and Information Science, University of Maryland. This proposal would include an extensive period of field training, classroom experience in the nature of nontraditional information sources, group work, communication training, simulation and model structures, as well as information on the economics, sociology, and psychology of the ghetto. This program, however, is far from a reality. Even so, the amount of interest engendered by the work done this fall at Pittsburgh and the intense interest among many change-oriented librarians and library educators are probably sufficient to keep the idea of the "floating librarian" alive until such a time that it can be brought to fruition.

INFORMATION SOURCES - ALTERNATIVES TO THE LIBRARY

The single most important facet of this project with the greatest impact on my own personal views of libraries and information came with the realization of the paucity of information sources and information services found in the libraries that we have so carefully built and for which we labouriously train librarians. In trying to access the information needs of many people I came to the conclusion that the library has served and will probably continue to serve the information needs of very few.

It is, of course, important that we do not overlook those few. Students, the business community, individuals in search of facts answerable from our pre-digested ready reference tools all have legitimate needs. And yet in attempting to measure the informational needs, both real and potential of an entire urban population, I find myself overwhelmed with feelings of despair, discouragement, and disgust with our present institutions. There seems to exist some type of built-in mechanism that inhibits librarians and their administrative leaders from coming to grips with the poverty of the actual services being offered. Much is heard of the information explosion, the importance of information in the daily lives of an informed citizenry, and automation and information networks. I can only question the integrity of using such phrases after coming in contact with the very real information needs of the inner city resident.

In attempting to deal with the information gap that I found quite evident among these individuals and groups I kept three important questions in mind. First, what possible sources contained the data necessary to solve the client's problem, and were those sources available in existing public library facilities? Second, were the information sources arranged in such a manner that the client could utilize them himself or were the services of a trained information agent necessary to query the information sources, collect the data,

and interpret them to the client? And finally, what was the accessibility to the information sources? Would the client be able to gain entry to the information? If not, would a professional information agent with proper credentials have any greater success? To summarize my findings based upon my interviews with individuals and groups I must address these three questions in order:

The Identification of Sources: In most cases, the sources of information necessary to meet the information needs of the types of groups and individuals contacted are not to be found in traditional libraries. As noted earlier, the questions of these clients necessitated calling upon information usually kept in federal, state, county, or municipal offices. In addition, I found that the numerous social welfare agencies in Allegheny County are rich storehouses of both recorded and oral data. Many other non-library sources were noted. In fact, the possible sources of information vital to meeting inner-city resident needs are unlimited in an urban setting.

It does not seem possible at this late date in the development of public library service to attempt to identify, collect, house, and service the many sources noted above. Instead, librarians should be trained to identify and utilize a broad array of possible data banks that exist in any major metropolitan area. The concept of the "floating librarian" should be strongly based on this one aspect of the public information process.

Efficiency of Use: Most non-library information sources identified and consulted during this project can be characterized as existing in a state of chaos. Public records offices, lacking a systematic and continuous treatment of materials by trained personnel present insurmountable obstacles to use by laymen. The "floating librarians," through experience in dealing with materials in the condition in which they can be expected to exist can act as interpretitive channels between the non-skilled client and disorganized data.

Access to Information: I met with many complaints of non-cooperation on the part of public officials in granting access to public information during this project. The "floating librarian," through official recognition and acceptance could effectively act as a sort of "informational ombudsman" to the public.

CONCLUSION

A concept of the role of the "floating librarian" has yet to emerge in the library profession. In fact, the vague images of such a librarian still exist only in the minds of a few innovative individuals in the field of library education. However, the need for an independent

information agent freed from the confines of a library building is clear and immediate. The question remains - how to begin to define this new role, train for it, and gain acceptance of what will seem to many a radical departure.

I can only hope for a continuation of exploration and experimentation in library schools which would combine a theoretical approach with field experience. These two approaches must culminate in a articulate position, which would hopefully after publication result in active steps being taken to establish and fund a first cadre of "floating librarians" in urban centers. If we are to meet the critical information gap that now exists in the American social strata, bold and imaginative plans such as the "floating librarian" must be pursued to a successful end.

SECTION II

Page

Community Study and Development

Community Decision-Making	57
Methods for Linking Neighborhoods People with City Hall	67
The Librarian in the Community	71
Community Structure and Organization	83
Community Education and Development	94
Communicative Bases	107
Program Development	122

COMMUNITY DECISION MAKING

James V. Cunningham

When I first saw the title of this Institute on the Floating Librarian, I was sort of intrigued and expected to find you wearing life jackets or swimming suits. But actually on reflection I think it is a good notion if, as I suspect, what it really means is that you are looking for a widening flexibility and openness in the librarian profession. Your concern for the concept of community is related to a newer and I would expect more open way of operating in a community. I think that this notion of looseness or openness is an important starting point for all of us who are part of large, established, and traditionally rigid organizations, whether the organization be a library system or university.

Certainly, those of us who have been in the universities these last three or four years have found a revolution under way and in my own opinion, a very healthy one. It is one which has required both looseness and openness. Those who haven't responded by being open have been jarred up considerably and in some cases they have run off looking for new professions. I think that in my own school in the last three years, we have had a turn over of about 40% in our faculty.

Our society is in a revolution of equality. There are irresistible pressures for economic, political, racial, sex, social, and age equality. All of our institutions are very much in the spotlight and on the spot in this revolution. The institutions and systems which you and I are part of have a lot of resources. We are well aware of them. Our institutions have considerable power. The heart of the problem is probably how this power and these resources will be re-distributed. We will have to develop a much more equitable way than we have in the past two hundred years, or see our organizations lose relevance and perhaps even die.

Our organizations certainly have been serving a rather limited elite in society, whether that elite is measured in terms of brains or economic situation or social status. I don't think that any institution can be scrutinized and not be found to have been serving a rather limited clientele. Now we want the resources and the power to be spread and we have a very great problem in how we are going to do this. The community is a focal point for many professionals as they try to work out how this revolution is to take place and what their role is going to be in it.

In trying to open up some conversation today about our mutual experiences and our mutual ideas, questions and viewpoints, I would like to comment on three questions: 1) What is a community? 2) How does a community operate in a decision making, that is, how does a community operate when deciding how resources are to be distributed? 3) What are some potential roles for the librarian in advancing this re-distribution, this new level of development in the community.

What is a community? The broad notion that is used in defining a community is usually a locality or a body of people which serves as some kind of mediator between the individual and the total society. Many people have dealt extensively with this matter of the community. Since you deal with books, I thought that instead of copying down definitions, I might read them right from books. Ronald Warren's Community in America is one of the few sound theoretical works we have in the area of community. He talks about the kind of community that combines social units and performs the major social functions having locality relevance. This is another way of saying that by community we mean the organization of social activities which afford people daily local access to those broad areas of activity which are necessary in day to day living. He takes a "locality" view of community that is challenged by some other authors.

Bruyn in Communities in Action presents studies of four communities. He investigates the perception which many professionals have about community, particularly those he calls community consultants or community development organizers. From them he builds this definition: "the community is an area of common activity and interest composed of public and private organizations which are interdependent in the total scheme of community life". He sees the community as a system of organizations linked together and interacting, within which individuals live and have a lot of their needs served.

He also found that the community to some is more than "a geographic area containing institutions; it is a concrete experience to be discovered by people who need to recover a sense of wholeness." You find today people who suggest we have to think of community as occupation, or an a nationality group, or racial group. They suggest the body of interests of an individual are perhaps much more tied to that kind of community than to a geographic neighborhood of six square miles or three blocks or other geographic unit. Certainly, geographic notion itself is now looked at in a more complex way.

Some of you are probably familar with Jane Jacob's famous book, Death and Life of Great American Cities. In that book she talks about levels of communities. The whole city is one level of community, and certain parts of a man's life are lived in the whole city. Other needs of his life are lived in the district community. A district is the level of community where a person goes to church, or sends his children to high school or does most of his shopping, or looks to for the neighborhood newspaper. The size of the district is related to the size of the metropolis in which it exists. A district in New York City may be 150 or 200 thousand people while a district in South Bend, Indiana might be three or four thousand people. Then Jacobs indicates a third level, a street or block community that is a very immediate, personal community in which people communicate with neighbors. We see this kind of community in certain parts of older cities especially where there is nationality or racial homogenity. We live in a time when the geographic community becomes more complicated at the same time that there are experiments and studies which go far beyond the geographic.

Now when I think of the political movement, for instance, of which I have been a part in the greater Pittsburgh area, the so called reform Democratic movement or new politics. This seems to me a community. It is a set of organizations and institutions and groups of people. They may be changing but they have enough stability that those who are part of this movement have joint interests and support each other in various ways and are jointly served by various mechanisms.

As we think about changing society, we can certainly develop strategies to utilize both the geographic and non-geographic. Within any single large institution in this society a certain kind of community exists. Certainly the notion of university community is a very old one. However, the concentration of organizational efforts in recent years has continued in the area of neighborhood community.

Ronald Warren is probably one of the most important community theorists that we have because of the extensive theoretical work he has done. He had developed the concepts of vertical and horizonal ties of community. This is a very important distinction to make when we are looking at localities as communities. By vertical ties he means the ties which go up and outside of the community. Horizonal ties are broad and spread out within the community. For example, vertical ties would be a Catholic or Methodist church in the community which has ties to a denomination

that is citywide or nationwide and even beyond that. Many of the interests and decision-making that the local neighborhood church does comes through its vertical ties. Therefore much of the control of the institution is outside the neighborhood. On the other hand, if we look at a synogogue in a Jewish neighborhood, we find that the synagogue is likely to be almost completely controlled by a board or committee and officers who are from that neighborhood and have mainly horizonal ties.

We can apply this analysis to all kinds of sections in the life or institutional arrangements of a locality. When we do this kind of analysis we generally find a trend operating. Vertical ties increase and become stronger. Horizonal ties are becoming fewer and weaker. This leads us to the inevitable conclusion that the neighborhood locality or the neighborhood community is becoming of decreasing importance for the individual and for families. This does not mean, however, that the importance of the neighborhood locality is completely disappearing nor is likely to completely disappear. It merely means that we have to understand that the relationships are different. The power equation related to the neighborhood is different and changing. But it is not a situation of despair as some writers and students feel that the neighborhood is gone and there is no longer any local neighborhood. On the contrary, the growing movement for community control puts new emphasis on the neighborhood and could reverse the trend, and increase the horizontal ties.

How does decision-making take place in the community? I would like to use an example here and in doing so chose a specific neighborhood community. We have here in Pittsburgh a well-known neighborhood of 17,000 people, Hazlewood-Glenwood, which is a steel mill area along the Monongahela River. In the slang of Pittsburgh it is known as a mill-town. There are two kinds of mill-towns: those which are independent municipalities, and those which are sections of larger municipalities. Hazlewood-Glenwood happens to be a section of the city of Pittsburgh, largely the 15th ward of the city. But when you walk down Second Avenue which is the main drag of Hazelwood-Glenwood and you talk to people you find these people refer to Hazelwood-Glenwood as "the town' or "our town", not as "the neighborhood." It is seen much more as an independent place than as a piece of the city of Pittsburgh.

If we are going to consider decision making in the city of Pittsburgh we are going to consider Hazelwood-Glenwood as the place to look at to understand decision making in the neighborhood, I think first we have to determine sources of power in Hazelwood-

Glenwood. I am interested in Hazlewood-Gleenwood because I worked there as an organizer for some time and have many relationships with people in that neighborhood, and also because it does have a branch library which is an important part of the life of that neighborhood.

As we look hard at the sources of power in Hazlewood-Glenwood we find that there are three main sources of power: economic, political, and knowledge or information. Examples of the way economic power is concentrated, or applied, or organized is the Jones & Laughlin Steel Company. J & L has a very large mill in Hazelwood and exerts tremendous power over the physical uses of land, the employment, and the condition of the air of that neighborhood.

You find also that there is a local union of the steelworkers. These are the men and women who work in the Jones & Laughlin Steel Plant. They formed an organization which is independent of the steel company and this is another power organization within Hazlewood-Glenwood. You find that the merchants of Second Avenue constitute another economic power instrument through their Chamber of Commerce.

On the political front you will find that the Democratic party is highly organized and has a great deal to say about government jobs for people from Hazelwood-Glenwood. The party has a great deal to say about public services and certain public expenditures in that neighborhood although not nearly as much this year as it had prior to the first of January. We now have an independent mayor who is not paying nearly as much attention to the Democratic organization in the wards as did the Lawrence-Barr organization which was in power from 1945 to January 1, 1970. But still it is a very important group because county political leadership gives it recognition, state democratic leadership gives it recognition and the federal congressman gives it recognition.

All these levels of government are important for essential resources that go into that neighborhood. Right now the major public work being considered for that neighborhood is a highway which will go along Second Avenue and will have tremendous effect on the life of that community. The highway is to be financed in large part by federal funds. It is to be constructed and maintained by the state. Planning for it is in part the responsibility of the city. We see here that the vertical ties of the whole neighborhood no matter how small cannot escape any level of government today.

The political party which exists in that neighborhood is organized with two committeemen elected from each small voting precinct of six or seven hundred people, neighbor to neighbor. Those committeemen every two years get together and elect a chairman, the party official from that ward. That little party organization, in my opinion, is the only thing we have left in our society which keeps the American government a federal government. Upon the independence of the local political party depends the eventual election of the Congress of the United States and the President. Federal elected officials depend upon the activities of these local political parties to register the vote and get it out. Without this independence we would have a unitarian government just as centralized as the British government. But this independent power source, politically, continues to exist right down to the neighborhood level. It is not controlled by a centralized national political office as are the British parties and those of many other nations. The local political party is important to our national life and exists with a neighborhood structure.

In Hazlewood other political instruments of importance include the nationality organizations. There are Italian-American organizations with their own programs and activities, Hungarian societies and Black Power organizations. Since the churches organize people, their organizations exert certain pressures on certain issues. They are in part political instruments. Community organizations in their neighborhood are now polarized. There is a conservative white citizens' council organization. There is a somewhat black dominated council which is much more liberal and is concerned with change and development.

In the third power area, knowledge and information, at one time the neighborhood had a neighborhood newspaper. It went out of existance for financial reasons. From time to time there have been attempts to develop other neighborhood information disseminating sheets. Formulas for doing do successfully have not been found. But when a newspaper did exist in the neighborhood it played a very important role in the life of the neighborhood and it was a cource of power in that neighborhood. There are certain radio stations today that have locality orientation but there is not one for Hazlewood-Glenwood. There could be one for an area which would include Hazlewood-Glenwood and certain other neighborhoods.

We find that today we do have radio stations that are successful and operate with only a limited community audience.

Radio stations aim at the black community or they aim at certain foreign language groups, or they aim at a limited geographic area. We have station WLOA in Braddock, for example, which takes in the steel valley community up the Monogahela River. I think it is quite feasible to look to the future of radio as a media which will remain useful for communication with a wide audience.

Television of course is a very expensive medium and generally takes in a wide sweep of the area in the commercial sense at least. We don't have locality television, but we do have educational television. Educational television of course is willing to experiment and try all kinds of things. Our educational television station here has been willing to try out locality oriented programs. It attempts very aggressively now to try to find locality issues that are of wide interest and which give very intensive news coverage. For instance, last week on WQED our educational station, during an hour of news, twenty minutes was devoted to a garbage dump problem in the Kennedy Township neighborhood. There were housewifes there, who were concerned about it, also the owner of the dump as well as city officials. The television people let them tussle with the issue on television. This medium represents the reason the educational channels are a potential power instrument for the locality and for all kinds of communities. I think that it is in this area of knowledge that the library is a potential instrument for certain kinds of generation of power.

What is the librarian's role? In Hazlewood-Glenwood, the branch library has a very fine meeting hall as part of the building. It is one of the largest meeting halls in the whole community. And for years it gathered dust. It was built fifty or sixty years ago. At some point this auditorium represented some important community facility, but it fell into disuse. Then in the sixties when the community became aware of its growing problems of deterioration and tensions, a movement of community organization began and the community organizations began to look at what resources they had. The library auditorium was resurrected. Money was spent to remodel it and modernize it. It became a somewhat important community facility. I can remember very important debates held in that auditorium with the school superintendent and with some of the community people who were not in full agreement with some of the things the school board was planning which would affect that neighborhood.

When we come down to the library as a system and as a potential force for institutional change as part of the movement of the equality revolution in a neighborhood, whether it be Hazlewood-Glenwood or any other urban neighborhood, it seems to me that the

library has access to all three kinds of power; economic, political and knowledge. Every library has a budget of some kind. Decisions have to be made as to how that budget is going to be used. It seems to me that any budget for any institution can be used in a variety of ways and therefore represents a potential instrument of change. By allocating funds in different ways a certain amount of change can be brought about. The physical facilities, the building that the library may have, or the vehicles it may use, seem to be all within the economic realm and represent resources that can be utilized to serve certain kinds of change.

Also, the library is an employer. It seems to me that the neighborhood library is in a position to begin to have neighborhood people hired for the library system. These jobs that the library has to offer from time to time represent an economic source of power, and they represent a source of change. I would suppose that Frank Reisman's notions about new careers are much more than an antipoverty movement. It is fundamentally a movement for change in America. By opening up professional jobs in all kinds of organizations, governmental and private, to groups that have been cut out of these influential kinds of professional jobs, opportunities have been created for new groups and individuals with potential who just don't have the traditional credentials. By doing this we are perhaps building an important movement for change in our society. By bringing in people with fresh ideas and talent, we are opening the way for some redistribution of power. This is certainly valid for library systems as much as it is for a public welfare department or for a board of education.

In the political area, we get into more sensitive questions and all kinds of possibilities come to my mind as a person who is involved as a political official. I can see organizations formed around a library, whether it be at the neighborhood level or city-wide level. You could have organizations formed around the library for study and research with would involve teenagers, or the aged, and which would begin to organize politically. I had a call from a constitutent in my ward the other night, a women who is a retired state employee and she was giving me the picture of the terrible difficulties that retired state employees are under because their pensions are being eaten up by inflation. She wanted to know how retired employees could be organized to put more pressure on the State Legislature and increase their pensions. There are many groups within our society who need local points from which they can organize. I wonder if the library, particulary the neighborhood library at the district neighborhood level isn't on excellent potential focal point for organizing.

As people begin to utilize the library's resources in terms of knowledge and research they now remain at that level. But, can't they move on to action, toward utilizing the research and knowledge, and become a political pressure group. I could see a group of parents sitting around a library studying a school system and getting access through the library to the new ideas on community control of the school system, finding out how to do that and then move from there to becoming an action group. I can see a library as a place that would take initiative to bring various kinds of officials of institutions and government into the community to face the community and answer questions about their stewardship of resources.

When I think about this even further, I think about the library as a center of knowledge, information and potential expertise on issues that might be the most crucial issues pressing on a neighborhood. Through the utilization of the knowledge that is available from the library the library staff itself might begin to take on somewhat of an advocacy role. For instance, the Hazlewood-Glenwood neighborhood today is faced with enormous highway issue that I mentioned. It is very likely that there will be public hearings on this issue. The location of that highway as well as the location of the exits and entrances will greatly effect that neighborhood and effect the branch library that is there. I see no reason why, when some of the churches and organizations and PTA's testify in their own particular interest and with its own expertise. It would add to the strength of that neighborhood's attempt in achieving a certain amount of self-determination and a certain amount of power, if it could have the money spent on that highway in a way that will benefit the neighborhood without causing its decline and perhaps even isolating it.

This raises the question of the librarian as a community leader beyond the immediate interests of the library itself and its own facilities and resources. We find that in many neighborhood organizations, that the local politician is often active or the minister, priest, schoolteacher, or social worker. But I do not even remember running into a neighborhood librarian. I'm sure there are neighborhood librarians who are active in their neighborhood associations but I haven't run into one. It seems to me that here is an important potential for the new role of the library as an instrument of change for its community.

The final matter I want to mention is the question of community control of the library itself. We've heard a lot about community controlled schools and I am part of a minor revolution in the Shadyside neighborhood that is centered around community

control invoiving the Democratic party. Community control also has been talked about in terms of police departments. Well, why not community controlled libraries. Maybe some of you in discussion can bring up examples where this has taken place.

Summary: There are all kinds of sophisticated methods for community control which have been developed starting with the urban renewal programs of the fifties and moving into the poverty programs in the sixties. Now the most sophisticated method is being utilized in model cities. Some cities like Oakland, California for instance have neighborhood community organizations which have achieved nearly complete veto power over the whole model city program of that community. I am sure you are aware of the strong rational that is now being made for community control. Needs become much more realistic when served by community control.

The powerlessness of a community is changed only when the community actually controls resources, when it actually holds power. Looking again at Hazlewood-Glenwood it is very easy for me to conceive of how a neighborhood library committee could gradually develop policy making power in that branch library beginning with determination about the use of the building and the hours that it is kept open. There might be conflict between the hours the library is open in terms of the needs of the staff and their desires and the needs and desires of the community. Maybe there are some communities that would like to have their libraries open from four in the afternoon until two o'clock in the morning. That might serve the neighborhood much better.

Maybe there are libraries where the basic question like the kind of informational materials that are in the library might be much different if they were community controlled. I don't know. I speculate on this, as one who is not a librarian. I am intrigued by the whole question of community control and encouraged by changes that begin to take place when neighborhood institutions which traditionally have been controlled by an outside elite, begin to put into the hands of the neighborhood people themselves. There are both elements of revolution and equality in this.

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METHODS FOR LINKING NEIGHBORHOOD PEOPLE WITH CITY HALL

James V. Cunningham

These methods are designed to show the relation between the neighborhood and city hall, but could be adapted by any institution including the relations which exist between a neighborhood and its library. Criteria for a useful method:

1. Has internal mechanisms for allowing all groups within a neighborhood the opportunity to advance their interests, and for resolving conflicts democratically. So the neighborhood goes to city hall with a united position on issues.

2. Method effective at getting decisions between city and neighborhood within a reasonable time.

3. Neighborhood spokesmen are representative of neighborhood. Have real sanction from the people. Can deliver on their end of the bargain.

4. Openness. New individuals and groups have a chance to be heard both at neighborhood and city level. New ideas given a reception.

5. Method able to be sustained over a long period of time. Body of leadership that will maintain interest in each neighborhood.

6. Method serves both for linking an individual neighborhood to city hall, and for linking several neighborhoods to city hall when there is a common problem.

Some Methods:

The Shadyside Method: each of the organizations in a neighborhood with a concern for planning sends representatives to a monthly meeting with staff of the City Planning Department, where neighborhood problems are raised and solutions sought by discussion.

Seems strong on Criteria 1, but not really tested
Limited on No. 2
Probably strong on 3.
Limited on 4.
Fairly strong on 5.
Does not meet 6.

Neighborhood City Halls (New York City): storefront branches of city hall set up with representatives of key departments like sanitation, police, recreation, and the like. Citizens and organization representatives can come in and discuss problems. Relation over time established between the city hall reps and reps of neighborhood organizations.

Weak on No. 1
No real decision making taking place
Weak on No. 3 without a permanent citizens council attached
Fairly strong on 4
Strong on 5
Weak on 6

Mayor comes to neighborhood regularly for mass meeting (Cleveland): Mayor Stokes goes periodically to a neighborhood with his entire cabinet to appear at an open public meeting where they listen to any and all complaints and answer questions as they can. Dept. heads make commitments on the spot for solving problems and supplying services.

Does nothing on No. 1
In a limited sense, strong on 2
Weak on 3
Strong on 4
Strong on 5 except that long time between meetings
Does not meet 6.

Conservation Community Council (Chicago): this is a mechanism provided by law for neighborhoods that are certified as conservation neighborhoods. The mayor appoints the council. It has about 18 members, a majority of whom must be residents. The others must have an interest in the neighborhood but do not have to be residents (e.g., businessmen, teachers, etc.) The council has absolute legal power over the plan for the neighborhood, which is developed by the city planning dept. for the conservation and renewal of the neighborhood.

Weak on 1 unless mayor appoints with great care
Strong on 2
Again, depends on appointments of mayor
Fairly strong on 4 through public hearing device
Strong on 5
Does not meet 6.

Model Cities Elected Committees (cities all over USA) in neighborhood designated by local and federal governments as model areas, the residents elect committees which have powers over planning and staff hiring for the renewal and social development plan that is developed. But final power rests with the governing body (mayor and council).

Strong on 1
Weak on 2
Can be strong on 3, but only if people organized to participate
Fairly strong if committees not in hands of clique
Weak on 5 so far
Can partially fulfill 6

Poverty Boards with Complete Autonomy (San Francisco): here the mayor gave over complete control of the poverty program to citizens. They elected boards which had complete control over the neighborhood program. They got into internal squabbles over jobs and program and accomplished little.

Proved weak on 1
Very weak on 2
Generally weak on 3, although some neighborhoods did better than others
Strong in beginning on this but became weaker as the program proceeded
Weak on 5.
Weak on 6.

Borough Planning Boards (New York City): each borough president appointed a citizens board which advised him on planning for the borough; these boards took initiative on many plans and projects. Usually got borough president's support but often could not get city to go along.

Fair on No. 1
Strong on 2
Weak on 3 unless borough president did exceptionally good job of appointing
Some strength on 4
Fairly strong on 5.
Partially fulfill 6.

Neighborhood Liaison Planning Committees: (Pittsburgh, 1963) when Cal Hamilton and Moe Coleman were in City Planning, Moe organized a series of committees around the city. Each represented a small cluster of neighborhoods and was somewhat loose in membership with people freely moving in and out. Staff of City Planning met regularly with each committee to discuss problems of the neighborhoods and possible alternative planning solutions. Were dropped when Hamilton and Coleman left the Dept.

Fairly strong on 1
Fairly strong on 2
A little weak on 3
Strong on 4
Not too strong on 5
Partially fulfill 6

Community corporation (Columbus, Ohio ECCO organization): people in a neighborhood formed a corporation open to all in neighborhood. Corporation obtained state charter. Then contracted with city to carry out poverty program, run day-care center, and recreation programs. Contracted with Health Department to operate neighborhood health programs. Also interested in contracting to control schools and other basic services.

Strong on 1
Strong on 2
Strong on 3

Fairly strong on 4
Proven strong on 5
Need additional mechanism for 6

Mayor's Neighborhood Council - each neighborhood elect one or two representatives to a city-wide mayor's council which would meet once or twice a month with the mayor. Problems of city-wide interest, or those affecting several neighborhoods, would be discussed and negotiated. (In addition, each neighborhood would still need method for taking up its individual needs with city hall.)

This method is untested but would fulfill criteria 6.

THE LIBRARIAN IN THE COMMUNITY

Adelaide Weir

As far back as 1950, the Public Library Inquiry, a study done by social scientists, indicated that the public library was then serving a relatively elite, educated minority of the population. Not only was this fact reported, but it was suggested, in effect, that this style of service continue, because this audience, indeed, is the library's public (1). It seems that, with some notable exceptions, this curtailment of service has been followed - probably unconsciously.

In contrast, however, from the beginning of public libraries in the United States, an entirely different philosphy can also be traced which has been expounded by leaders in the field and by a whole series of goals and objectives printed in various standards set forth through the years by the American Library Association(2), and carried out by the policies, practices, and programs of certain libraries. In its most recent standards for public libraries,(3) the A.L.A. states that the public library's materials are provided to:

Facilitate informal self-education of all people in the community.
Enrich and further develop the subjects on which individuals are undertaking formal education.
Meet the informational needs of all.
Support the educational, civic, and cultural activities of groups and organizations.
Encourage wholesome recreation and constructive use of leisure time.

Library services encompass:

The organization of material to make it easily accessible to potential users.
Lending procedures to ensure that materials may be used at the time and place desired by the public.
Guidance to assist the user to find what he wishes, either

in the material immediately at hand or in whatever library may posess it.

A program of public information to make its resources not only available but eagerly sought by its community.

In the last analysis, service, collections of books, the staff, and the physical environment recommended in this statement of standards have meaning only as they reach all the people. It is to be expressly understood that each principle and standard noted in the following chapters applies to all ages and all groups in the community, and that a standard is not achieved if its provisions are met for one part of the population but not for another. The library which serves only the literate who request service is failing to meet its responsibilities just as surely as the one which provides too few books or makes do with ill-trained staff.

Even a cursory reading of these statements reveals a philosophy in the stated goals diametrically opposed to the concept of the public library as serving the educated elite. One can also discern that the library's stated, expressed purpose could be summed up as an educational one. This concept, again, can be traced from the earliest development of libraries in the United States. Its most obvious manifestation has been the linking of the public library with the adult education movement in the United States. A whole literature exists on adult education and the public library.

Despite its general objectives, the urban public library most often operates in a vacuum, totally divorced from what is going on in social planning, in community organization, in the entire life of the city around it. The librarian is bound within the walls of the building and tied to traditional book-oriented chores. Providing relevant informational and educational services is virtually impossible under this situation. The library has done so good a job of keeping to itself that, according to a recent study, a few social planners, community organizers, etc., are aware of its potential values, and a recent study concludes in this regard(4) that the library is "an ongoing cultural institution which is too often overlooked and underrated as an agency for constructive social change." Before this potential is fulfilled, however, the institution itself must undergo some change--hopefully, planned change. Many libraries have already begun to take such steps - some, such as Brooklyn Public, are already "old pros," but most have just begun, or have yet to begin.

Based on the above premise that the public library should serve as a center of education and information for the entire community, the idea of connecting it with the community school seems feasible. A workshop stated in its proceedings that the community school should develop around four themes: (1) the provision of leadership in getting all people to consider the school as a resource and service center for community activities; (2) the provision of leadership to help people achieve "a sense of community," with emphasis on coordination and systematic planning by agencies responsible for improving life in the community; (3) the involvement of the school with the community's resources and activities - with the community thus becoming the laboratory for learning and living; (4) the provision by the school of leadership for educating and involving people in the activities that improve the quality of life within the community(5). In each of these four points the word "library" could easily be substituted for school. The community school concept and the community library concept are thus the same, but one key exception must be noted.

The services provided by the school and by the library, although both classify as educational services, differ vastly. As I attended board of education hearings and citizen's meetings concerning the schools in Pittsburgh, I was struck by two facts: first, the fact that school problems and politics have little in common with the public library; and second, the fact that the public library seems to have no tie-in with the mainstream of board of education activities. I am not contradicting myself with these two points. Public education comprises a major community activity; the public schools are a key community institution. The ideal public library is concerned with all community activities so that it may coordinate its functions and services with the needs and interests of the community. This fact implies the need for a "floating librarian" or a "community coordinator" or a "community librarian," to use a few of the terms applicable to this concept. No such position exists here or most places. (The Brooklyn Public Library has four Community Coordinators in its system that function in this manner.) This fact, however, does not imply the need for an administrative union of school and public library.

Such unions are usually a disaster for the adult library users involved. Adults will not come to a public library located in a school. Public librarians, furthermore, are untrained in working with teachers to supplement the curricular needs of the classes they teach. Nor can such training be defended. A library of this nature belongs in a school where it is under the direction of a specially trained librarian. This is part-

icularly true in high school, but it also applies to elementary school. Ironically, the public library has always had outstanding success in work with children of any socioeconomic level. It loses these children, however, sometime during the teen years(6).

I see this as a clear indication of the need to emphasize adult services more strongly, while still not abandoning work with children. Not all voices agree with this view. For example, two faculty members at GSLIS express opposing views: 1) the public library ought to leave all children's work to the schools where it belongs in the first place; 2) all school libraries ought to be abandoned, thus leaving children's and young adult work to the public library.

Instead of advocating either view myself, I favor a formal cooperative arrangement, such as that which exists between the Pittsburgh Public Schools and the Carnegie Library. It utilizes borrowing privileges from the entire circulating collection of the main library for all school libraries (in large blocks of books) and the centralized technical services unit of the public library, which handles the purchasing, processing, and cataloging of all book orders submitted by the school libraries. This, of course, does not affect the independent school systems of the county. Nor do any of the 29 small, independent libraries of the county have school tie-ins, according to the information that I can obtain. The system as it exists is not perfect, but from the school libraries' standpoint, it has many advantages. The school libraries in Pittsburgh are excellent traditional libraries, but they have not advanced to the status of instructional materials centers. Whether their relationship with the public library has caused this situation is a matter for conjecture at the present time. This relationship may be a contributing factor, but it does not appear to be the main cause.

Most projects that demonstrate to some extent the role of the community library date their inception from the beginning of the War on Poverty. At that time, federal funds became available through the Library Services and Construction Act, which was extended to cover poverty areas. Some public libraries, of course, have stressed work in the community, or at least offered a miscellaneous variety of programs, for years. The one that is best documented in the literature, is the case of the Brooklyn Public Library, which dates its work in this area to programs for immigrants in the early decades of this century(7). Brooklyn's earlier work, up to 1960, was structured

along more traditional library lines.

In 1961, however, Hardy Franklin was appointed Community Coordinator for Bedford-Stuyvesant. In this capacity, he acted as a field worker and liaison between the library system and numerous organizations. He attended all sorts of community meetings such as school parent groups, block clubs, political clubs, etc., and served on boards of many organizations. He interpreted the library to the community and the community to the library. In 1965 LSCA funds became available and three more Community Coordinators were appointed. They act as communicators between the library administration and the staff of the various branches. They inform the public of services available. They work actively in government-financed projects such as youth programs, aid for dependent children, basic education for adults, manpower training, etc. A spokesman for the library states, "We hope that by constantly demonstrating the link between library resources and the problems and needs of people in the community, we can encourage the use of the public library as a way of life(8).

In addition to the Community Coordinator program, Brooklyn also inaugurated four other projects in 1965: (1) an intensive program with pre-school children at day-care centers and at branch libraries; (2) a job-related book saturation project in five neighborhoods in which the unemployment rate is highest (this involved working with CEO, the Welfare Department, the Board of Education, and the NYC Labor Department in helping people use books to train for jobs); (3) a materials center and study hall, set up in a branch near an adult education center where basic education and job training are taught (study space, necessary materials, and tutoring service by professional teachers at certain hours were provided); (4) sponsorship of a series of lessons taught by post office personnel to help adults prepare for semi-skilled civil service jobs--including the provision of sample tests for home study.

Next to Brooklyn, one of the most discussed programs has been the New Haven Neighborhood Library Center, which is, according to its director, "an experimental demonstration project designed to explore new ways of bringing books and other media of communication to bear upon individual and community needs for increased skills in communication and life enrichment(9). Bloss describes it as a neighborhood center built around books and ideas rather than athletic contests. Plans for it were made by a neighborhood advisory council, composed of nonlibrary users as well as library users. Art exhibits, often by local artists, hang on the walls. Activities include supervised games, folk-singing, dance classes, reading lessons, and jazz festivals. The staff

is expected to move out into the community and to work with other agencies to determine needs - and then to know the books and materials available that relate to these needs(10).

In 1966 the National Book Committee did a survey and analysis for the OEO of special innovative services extended by public libraries to poverty neighborhoods, covering 31 communities in 19 states. The findings of this study, though now old, are relevant here. However, a re-study should be considered for next year - although money most probably is not available. The study is based on four premises(11):

1. The alienation of the two cultures of poverty and affluence and the urgent need for bridges of communication.
2. The essential contribution of books and related media, materials, and services in bridging this gap by reinforcing other community efforts and serving as arsenals of educational, vocational, and recreational help and life enrichment for the individual.
3. The inability or unwillingness of those within the poverty culture to seek out or accept the kinds of remedial library services that may be available now or in the future.
4. The limitations of personnel, facilities, and financial resources which prevent extension by the majority of urban or rural library agencies of service beyond traditional patterns.

The study's main findings are that(12):

1. Libraries have carried out these innovations unilaterally with LSCA funding.
2. With regard to organization and administration, barriers to the use of existing resources have been considered, traditional procedures waived, programs geared to supplement other agencies, and residents "consulted and served on a person-to-person basis."
3. Library-related centers use local residents, paid and volunteer, and provide in-training opportunities.
4. Multi-media materials are related to activities. Parental involvement with children's activities is a key factor.
5. Urban centers should have ground-floor, storefront spaces and serve a 3-to 8-block area.

Existing examples of innovative service show that(13):

1. The library is aware that suspicions of middle-class

institutions must be overcome.
2. When services are extended and adapted to poor neighborhoods, they are used.
3. Library workers must be trained to "meet clients in a nonjudging atmosphere" in the neighborhood.

Ten programs and projects were analyzed in detail. They revealed three patterns(14):

1. Library-sponsored, library-administered, multi-media neighborhood centers, existing as an integral part of the regular municipal library system. (The only instance of this, and where citizen participation played any part is the New Haven center.)
2. Independent library sponsorship of special extension services utilizing existing branches or resources.
3. Cooperative library participation in neighborhood centers sponsored by other agencies or as component projects of various community action programs.

I will not discuss the findings of this report in great detail, but it is a highly valuable guide for librarians planning projects or programs of their own. Here are some points that also should be considered, taken from miscellaneous places in the report:

1. "One basic problem persists: few community action agencies, public or private, think of the library as a resource and vehicle for change." (p. 5)
2. Conventional branch organization regarding circulation, processing, and materials selection must be changed.
3. Branch personnel must be stabilized; hopefully, some of the librarians will move into the neighborhood where they work, (this happened in exactly one case), and the majority of para-professionals and clerks should be recruited from the neighborhood.
4. A critical factor in library service to "disadvantaged" neighborhoods is personal acquaintance. (In Los Angeles, Baltimore, and New Haven, workers are required to meet people on the streets, knock on doors, etc.)
5. The multi-media approach is of key importance, especially the use of films.
6. Reading material that is of a suitable level of difficulty and at the same time appropriate for adults is hard to find. Guidance in literacy training is essential.
7. Mobile services, community information services, and

all types of programs that require active participation rather then passive observation are three particularly effective tools.

8. Lowest response to programs comes from teenagers.
9. A 1-4 ratio of professional to non-professional employees rather than the traditional 1-3 is most common. Use of indigenous workers is essential to success.
10. Quarters outside the library hold best promise. A service area of 3-5 blocks is optimum. Storefront-type quarters on the street level are best.

The report concludes with six recommendations, including a rather elaborate three-phase national plan for the development, encouragement, and support of library-related neighborhood centers, to be sponsored by the OEO. This has never materialized. Also included is the suggestion that state libraries should encourage systems to apply for LSCA funds for neighborhood center purposes. The most important of the six recommendations are that:

1. Since no national plan for these centers exists, municipal libraries must take the intitiative, using techniques and projects suggested in this report.
2. Litrary-related centers should have inter-agency sponsorship, with the public library a full partner in determining policy, location, and program.
3. Centers and their services should be located and administered with maximum involvement of residents in the surrounding neighborhoods in program planning and execution.

This study plainly backs a reorganization of the traditional urban library system. In place of it, I would propose the following general ten-point plan:

1. Make existing branches multi-media neighborhood library centers. The exact organization, program, materials, etc., would differ radically according to the composition of the neighborhood.

2. The branch librarian then becomes the community coordinator. This goes beyond Brooklyn's arrangement, which superimposes four community coordinators on top of the branch system. (Another term may be substituted for community coordinator.) This persons spends most of his time outside the library, but he is still branch head. He is actively involved with all community organizations, formal and informal, including the public

school. The library should actively recruit black librarians for black neighborhoods.

3. In poverty areas, or others as deemed necessary and feasible, a series of storefront centers, stocked with paperbacks, magazines, a small general reference collection, and audio-visual materials. Other facilities - study area, meeting area, etc. - should be provided according to the neighborhood - e.g., a senior citizens high-rise dwelling, a housing project, etc. Minibus services (the inner city bookmobile) should also be used along with or instead of the storefront centers and would be satellites of the respective neighborhood library centers.

4. Both the center and its satellites would be staffed exclusively by local residents and emphasis would be placed on recruiting and training the unemployed. Much of the work connected with centers can be handled by paraprofessional and clerical employees - in fact they seem to be necessary for a successful program because of the direct community contact they represent.

5. Materials selection policies will have to be extremely flexible and adaptable to local needs. In essence, this will mean the abandonment of traditional book selection policies.

6. Circulation and registration policies and procedures will have to be as flexible as possible, including little or no fines.

7. Each neighborhood library center, from its inception, should have a citizen committee working directly with it that takes an active part and has an official voice in personnel, programming, and materials selection.

8. Some sort of administrative tie-in should be worked out with the school libraries, at the library system level, along the line of the Pittsburgh set-up.

9. Every effort should be made to persuade independent libraries within a reasonable physical distance to join the system, a momentous task.

10. On the library system level there should be a planning department, including a professional planner at the head and a librarian-planner, or planners, who would work on the program level with other planning agencies in the area - assisted by representatives of various neighborhood library center citizen committees. The head planner - a new "creation" with training

in planning and librarianship - would work at the policy level with other planners.

The preceding general plan may be utopian because both physical planning and planning to meet quantitative standards are the extent of most library planning. The drawing up of such a plan, however, and its step-by-step implementation should not be impossible. Money is the only serious physical impediment - I say "physical" because the other impediments lie within the attitudes of librarians, politicians, and citizens themselves. Planning, followed by a demonstration project in one branch library area, seems to be a feasible beginning. Necessary corollaries for success include:

1. "Revamping" of tradition-oriented administration and professional staff and of the traditional administrative structure.

2. Restructuring of policies and procedures of personnel selection, professional and non-professional.

3. Increased emphasis on in-service training, both professional and non-professional.

4. Changes in library school curricula to teach the knowledge, attitudes and skills necessary for this type of service.

The time has come to scrutinize closely the personalities and attitudes of people applying for admission to library school, particularly with regard to their cognitive flexibility and their capacity to communicate with people as human beings. Likewise, libraries should scrutinize closely any person, professional or non-professional, hired for a job which requires any kind of public contact, and all those hired, along with all those already employed, should be given in-service training that emphasizes interviewing skills, community organization practice, group work skills, and plain humanity and kindness. Dr. Kenneth B. Clark (15) the prominent Black educator, testifies to the influence that Arthur Schomberg, a librarian at New York Public Library, had on him as a young boy:

> He accepted me as a human being and through this acceptance helped me to share his love of, and his excitement in the world of books. . . It was there, through Arthur Schomberg, that I first learned about the excitement inherent in the struggle with words and ideas. This is an incalculable contribution to the life of another human being. . . He

had no well-publicized program for the youth or the poor. He used himself. Instead of using labels and designations, such as the disadvantaged, the underprivileged, or the poor, he saw and accepted human beings and thereby was able to make that contact which is essential for genuine communication and understanding.

[1]Bernard Berelson, The Library's Public (N.Y.: Columbia University Press, 1949).

[2]Adelaide Weir. Standards and Objectives of Library Communication. (Research Paper) GSLIS, University of Pittsburgh, 1968.

[3]Public Library Association, Minimum Standards for Public Library Systems, 1966 (Chicago: American Library Association, 1967), pp. 9-10.

[4]National Book Committee, Neighborhood Library Centers and Services; A Study. . . for the Office of Economic Opportunity, (N.Y.: National Book Committee, 1967?), p.3.

[5]The Community School Concept. Proceedings of a Workshop in Community Education. Iowa City, Institute of Public Affairs, University of Iowa.

[6]For an example of a study that brings out this fact as well as many other important ones, see Lowell A. Martin, Baltimore Reaches Out, Library Service to the Disadvantaged, (Baltimore: Enoch Pratt Free Library, 1967); in much other library literature, also, including the previously mentioned Public Library Inquiry, this has been established as an accepted fact.

[7]For a detailed account of Brooklyn's programs over the years, see Eleanor T. Smith, "Public Library Service to the Culturally and Economically Deprived," pp. 213-240 in Kate Coplan, ed., The Library Reaches Out, (Dobbs Ferry, N.Y.: Oceana, 1965).

[8]Smith, p. 226.

[9]Meredith Bloss, "Take a Giant Step, " Library Journal, 91:323 (January 15, 1966).

[10]Meredith Bloss, "Responding to Manifest Needs," Library Journal, 89:3252-54 (September 15, 1964).

[11]National Book Committee, pp. 2-3.

[12]Ibid.,ii

[13]National Book Committee, pp. 3-4.

[14]Ibid., pp. 4-5.

[15]Kenneth B. Clark, "A Role for the Librarian in the Relevant War Against Poverty," Wilson Library Bulletin,, 50:46-47 (September, 1965).

COMMUNITY STRUCTURE AND ORGANIZATION

Community development is education, opportunity, and progress. It is the spirit of democracy. Community development is the social method used by society to help develop the material well-being of peoples. It is also used as a means of preserving or developing and enhancing democratic processes and principles.

Programs of community development will not fully succeed if the librarians' attention to community problems and interests do not also contribute to the individual's freedom to think for himself, to make his own decisions and to act on them. Library community development programs are shaped to contribute to personal dignity, personal independence and to a fuller sense of community responsibility.

Every individual reflects his community, especially the community in which he grew up. What sort of individuals, what sort of people in the future, will flow from the library community? Will they have an adequate image of their own potentiality? Will their leadership capacities be fully developed? Will they participate actively in community life wherever they go? Each library and especially each public service librarian are responsible in part for each individual in the community as well as those who flow out from the community.

Characteristics of a good community:

Community implies more than a geographic area or an aggregate of people. A community is not established by artificial political or jurisdictional boundaries. A community is a natural social unit delimited by the behavior patterns of people. In a technologically-advanced society, community is a relative term. A community is an aggregate of people tied together by relatively frequent contact and interaction. Communities are more interdependent than independent. The modern metropolitan area is a constellation of specialized communities, a community of communities, a group of people sharing a number of common interests and participating in a common life.

Several years ago Edward C. Lindeman (The Community. Association Press, 1921.) identified the objectives of an ideal community, that consciousness of kind among sharers of a common life and the degree of indentification with it on the part of members. Characteristics of a good community serve not only as individual social goals but also, as a group, as the base-line for the evaluation of library

service in community development. Irwin T. Sanders (Making Good Communities Better. University of Kentucky Press, 1953) has summarized Lindeman's objectives:

1. A strong sense of community loyalty: Community loyalty might be compared to patriotism at the national level or morale in the armed forces. Community loyalty is usually strong in those communities which are democratically organized and operated. It is strong in communities in which people know what is going on and why. Community loyalty also involves change. People do not fear or resist but actually desire change when they understand the necessity of change. One measure of the community morale is the extent to which the people accept and help direct desirable changes in the community.

2. Leaders that see the whole community: A community that has leaders who see, understand, and work for the whole community is well on the road to being a good community. Recent research and action programs have demonstrated that every community has some type or kind of leadership, and that every normal individual has leadership capabilities under certain conditions. A great many leaders are special interest leaders. They see only one segment of community life, such as the school, or the church, or the civic club, but every community, must have leaders who see the whole community, especially the relationship of their specialty to other aspects of community life. Leadership capabilities can be discovered and further developed. What is your community doing to develop leaders who see the whole community? Are librarians giving everybody a community job in relation to his capabilities? Are librarians giving young people places of responsibility in their own community?

3. A set of strong institutions and organizations: Every community is made up of basic institutions and the community, is as strong or is as weak as these institutions. They must be interlocked or intermeshed so that all of them support a common set of basic values. If, for example, we make the unfortunate mistake of suggesting that certain laws need not be obeyed, then all governmental functioning in our community, state, and nation is weakened. The underlying values become less important, and in the functioning of other institutions--the family is weaker, the church is weaker, the school is weaker.

4. A developing and stable economy: A stable and developing economy is basic in building a good community. Sound community life must be based on job opportunities, adequate payrolls, with industry diversified enough to cushion the community from the ups and downs of the business cycles. These economies must be integrated so as to produce a higher level of living for all people.

5. A collective way of solving problems: Even good communities have problems. Sometimes they appear to have more problems than apathetic ones, because they seem to recognize and face up to more.

However, they have worked out a collective way of tackling problems and in this way good communities continue to become better. Community organization and community development is a cooperative way of solving problems.

Community development refers to programs, whatever their names or sponsorship, which stress the citizens' participation in the improvement of their physical and social environment. The community development approach stresses process rather than content. Changed attitudes of people are more important than the material achievement of community projects. The scope of community development is more inclusive than adult education and as a process of improving the common life of the community it is necessarily educational.

Sociologists have long recognized that the community exerts a great influence on the development of human personality. Together with the family, it has a dominant influence on the development of attitudes, speech patterns, prejudices and points of view. The individual is essentially a product of the community. The librarian's chances of becoming a leader and a guide for community development depend upon his continuous intellectual growth and participation with others in organized community life. Communications and educational programs should become the principal medium through which this growth and development take place--an instrumentality for bringing about improved living in many ways.

A democratic society depends for its existence upon citizen participation. No better way has been found to achieve widespread and enlightened citizen participation than through involvement in studying community problems. It is here that library programing comes alive and takes on real meaning and purpose for the individual.

In order to nourish the development of a struture through which the community is to be changed, people must become discontented with existing conditions in their community. This involves the development of an image of potentiality or maturity not only among leaders but as widespread as possible among all the people. Librarians must develop the image of potentiality in terms of physical resources and in terms of the development of each of the major institutional areas. However it is the people themselves and their total potentiality which must be recruited. It is the responsibility of librariens as community leaders to help develop this discontent and to inculcate the development of an image of potentiality and maturity.

The discontent generated must be focused and channeled into organization. The library must undertake the task of studying the particular community and of understanding its problems. It involves planning in order to meet unmet needs and to develop potentiality. But it also involves an action program, a program designed step by step to develop

the potentialities in the community, as well as human and natural resources. The problems of the community are not insurmountable provided librarians have the proper organizational structure, the proper procedure, and a fundamental action program through which these specific problems can be solved.

The organizational structure should involve all the leaders in the community. There are leaders in formal positions in the various organizations in the community. However much of the leadership is what is sometimes called the informal type--that is, they do not function through formal positions of leadership--rather they are sometimes called the power behind the scene. These leaders must be identified and accepted by the librarian's organizational structure.

Each of the major subgroups, whether formal or informal, in the community, has some people in it who influence the behavior of others. These leaders must be understood and known so as to obtain their assistance in the library's development program. Sometimes the expression is heard that this community has no leadership. But what is meant is that the available leadership is not acceptable to persons making such statements. Librarians must reach out and make contact so as to bring all subgroups into the framework of community development.

The organizational structure must develop goals and methods of procedure which are acceptable to the people. The goals of a coordinating structure can be developed out of the actual needs of the community. These goals, to be understood, must provide a strong motivating force for people joining together to meet common needs and the general methods and procedures must be acceptable to the people. Some methods of meeting objectives may not be acceptable in a particular community. The methods and the general procedures to be acceptable must be worked out from the goals of the particular community. These goals must have wide acceptability, and be widely understood by all the people in order to avoid the tendency among many communities for the goals to be placed in the background. In such instances, the particular action projects become ends in themselves. This is an educational job which must be carried on continuously in every organized community.

In studying the community and in interpreting findings, the librarian must seek the aid of other individuals and groups. Advisory committees and study groups can render valuable assistance in gathering information about the community, and in helping to interpret it for program development. The librarian also utilizes community study as an educational and communications process. Such a teaching method provides opportunities for individual self-improvement, and arouses citizen interest in social action and improved community living.

The change-agent, eg. the librarian, seeks to identify and use community interests and problems for the growth and development of people in the community. Interests and problems become the motivations essential to the assembling of the who's which upon involvement begin to interact with the what's. Such is the formula for translating concerns into educational programs. Who needs to know what about this problem? A librarian can identify groups (the who's) that can use information (the what's) for a community-oriented library service program. Consequently community development involves social processes such as the following:

1. Community identity: As people become more conscious of their own community, they become more closely identified with the community area in which they live and function. They understand how their community differs from others, and also realize how similar their community is to others.

2. Meeting unmet needs or solving problems: Organized communities appear to have more problems than unorganized ones, because organized communities simply recognize more of their problems. The determination of community needs by the people themselves and the recognition of these problems is the first step in the process. These will be recognized as common problems and collective action is required to solve them.

3. Fuller social participation: People cannot develop their talents, personalities and resources, unless they participate in groups. The coordinating structure especially, provides the opportunity to expand social participation. The structure may be used to promote participation in existing organizations and programs or it may be used to create new organizational structures. One expression of this process is the fact that people who actively participate in a number of organizations are much more likely to request the services of floating librarians than those with a lower level of participation.

4. Obtaining social control: In the main, individuals and specific groups conform to community standards, ideals, and goals. It is logical to assume that a large proportion of the people will support a coordinating structure if it is their program and if it is meeting their needs and solving their problems. Effective social control, therefore, involves the development of a high degree of community loyalty or community esprit de corps.

5. Coordinating groups and activities: In almost any community several organizations attemp to carry out the same or very similar types of programs. There is a continuous need for unifying efforts: it saves time, money, and leadership resources. All the organizations in the community which are involved in promoting any program might pool their efforts and serve the community much better. Many types of community problems cannot be solved by even a whole community working alone. Some problems require the combined efforts of two or more communities as well as working with outside organizations and agencies.

6. Developing community leaders: If a community is to act, it must have leadership. Leadership by definition develops only through group situations. There is no such thing as leadership outside of a group context. Every community has some type of leadership and every normal individual has leadership capacity under certain conditions. Every community, if it is to develop and make progress, must have leaders who see the whole community. Leadership capabilities can be discovered and further developed by giving adults in a community a job in relation to their capabilities, and by giving young people places of responsibility in their own community.

Community development is a major method through which individuals, groups and agencies may work for the improvement of community life and the coordination of their own frequently disparate efforts. Community development is an appropriate starting point for any study of a library and its services. The aim of any library agency is service to its constituents.

Constituent needs are met by libraries through activities and service functions. Services help the patron relate knowledge to his environment. Material collections are built to support such services. The activities of cataloging and library organization are carried out to facilitate a service program. Buildings and equipment provide the necessary physical access.

"A service insitution, such as the library must be closely related to its constituency, to the predominant interest of local people, to their beliefs and aspirations, and to their problems. The library must know of, and work with, the organized groups and established institutions which the people maintain. It must study other sources of information and ideas and avoid unnecessary duplication of existing facilities while supplementing and filling gaps in the available intellectual resources." (Public Library Service ALA, 1956 p. 25).

Each community has many agencies and institutions organized to achieve social purposes or to give opportunity for expression of varied interests. Some of these agencies are of such fundamental importance that society gives them legal status and sanction. The library is an example of such an agency which since 1850 in American society has moved from a purely voluntary, associational type into full legal status and support.

Library agencies and their services constitute the most natural and functional coordinating structure in the community. No other agency has as broad a mandate from the people nor an influence more fundamental than library service. The recognized elements of a coordination structure constitute the essential foundation of librarianship regardless of type of library within which it is practiced.

Whether the method employed is an agency council, a community council or a fully functioning library service there are a number

of principles which must be employed in order to assure the success of any program: (1) careful study of the community, (2) careful planning of program activities in relation to resources both as to materials and leadership; (3) dynamic and aggressive execution of the plan of action with as wide participation as possible; (4) careful evaluation of each activity undertaken--why did this succeed or why was that program not a success? and, finally, (5) full use of professionally trained persons.

Considering these functions, one might ask whether all of them are not the responsibility of library service but especially of the public library as the coordinating structure for the community? This is an important question, but it does not eliminate other considerations and other areas of concern which have to be considered. If the library meets its responsibility as a coordinating structure, no interest group, nor power structure will be unduly influential in the community. The general functions and responsibilities of a coordinating structure (i.e. library service) can be listed as follows:

1. Continuous study of community interests and problems.
2. Survey of existing programs and resources and maintenance of resource files.
3. Make this information readily available by disseminating information about these programs, resources, needs and interests of people.
4. Help improve the existing programs of community agencies.
5. Secure out-of-community resources that are needed to understand and meet community needs and interests.
6. Help plan community-wide programs which will make it difficult for people to avoid thinking about solutions to their problems.

The library enjoys a unique place in the institutional structure of any community. As an agency of the people it is non-political, upholds no particular interest and subscribes to complete freedom of communication and education. Consequently, library service can the more readily work with both the power structure and the community for a better democratic way of life for all.

An interest in government is usually not lacking among the people of a community. What is lacking all too often is the knowledge of just how individuals can make their thinking known about governmental affairs and contribute to the shaping of community policy. Here is where agency communication and education can make a valuable contribution. Timely communication programs may bring individuals together for discussion sessions with government officials and leaders in the community. Communications and educational programs can then function for the improvement of the democratic

process. In addition to bringing the "feeling of participation" to a great many individuals who previously did not know how to participate, there will develop among the participants higher levels of enlightenment and skill. Better understanding can be gained of the many processes for democratic government. More participation, and more enlightened participation will result.

In studying functional operations of the community, the agency educator is concerned with ways and means by which his program can bring about improvement in community services. Although crucial problems may not be found in any particular service, citizen study and evaluation can determine areas where services need strengthening, extending, or streamlining.

Men who have exploited the natural and industrial resources of the community and who have mustered the people into productive work life usually tend to dominate the economic life and political life of the community. These men constitute the power structure, and tend to exert a pervasive influence over the entire community. (Floyd G. Hunter, Community Power Structure: A Study of Decision Makers, N.C. University Press, 1953). The tendency of the power structure is to centralize control in the following ways:

1. keep the formal associations talking about goals and objectives and involved with welfare and civic projects peripheral to fundamental problems.

2. ensure that fundamental problems are not discussed widely in mass media or in organizational meetings.

3. isolate (ignore) the professional worker from the small group in the upper reaches of power; he himself all too effectively, isolates himself from average citizen.

4. keep the underlying population, not normally members of formal organizations from having effective channels in order to voice their demands.

It should not be concluded that the relationship of the "power structure" is one of overt domination. It is usually covert and devious. It does not operate with the formality and structure of a dictatorship and without the power structure our standard of living would be so much the poorer. However, the tendency towards structure tends to increase in the absence of community endeavor. The fundamental question about the power structure is: How can social policy be determined so that it takes into account the interests of the largest number of people? And the answer is: Involve community organization in the process.

Community Organizations:

Of particular significance to the community are various associations which wield substantial influence on the affairs of the community. The agency educator must identify and work with these organizations and groups where, though such organizations are numerous, they do not reach all segments of the population. Various studies have indicated that only slightly more than half the adult population are actively associated with any type of organization. There are in general three types of community organizations:

1. Community institutions include schools, churches, social welfare agencies, business and the like -- which perform well-defined functions recognized as necessary and desirable by the community. Community institutions, because of their fixed areas of responsibility, bureaucratic organization, and established patterns of operation, make slow adjustments to changing conditions. They often accept new areas of responsibility only when forced to by public demand. Community institutions are focal points around which organizations known as satellite groups are formed, e. g. PTA, "Friends Groups".

2. Formal associations include the multiplicity of clubs, lodges, church societies, fraternities and professional associations. The formal associational structure of the community overlaps and interacts with the institutional structure as well as with the informal groups. Consequently, the associations can be used to involve institutions and informal groups in the processes of adult education and community action. Formal associations are themselves engaged in adult education. They usually have sufficient structure as well as flexibility to meet change and new needs, if their purposes are broad enough to permit active commitment to community action. Leaders who can marshall the resources of groups which involve a significant segment of the population of the community are readily identified by the power structure and the population as a whole.

3. Informal groups include the complex, unstable and infinitely varying patterns of social interaction which underlie the formal organizational structure of the community. These activist groups or "talking chains", because of their lack of well-defined structure, are difficult to involve in organized community activities. They are sometimes moved to action by the student confrontations of activists groups.

A substantial segment of the populations remains to be reached

through means other than organized groups. One approach is to identify and work through informal groups. Informal groups are more difficult to identify. They are spontaneously formed and seldom have established relations with institutional programs. The floating librarian may find that his best approach for reaching and involving these informal groups is to identify their leaders, try and get them interested, and capitalize on their influence in involving the group as a whole.

A community adhesive function is performed when associatons help institutions and communities to adjust to each other. Institutions use their systems of satellite clubs to supplement, augment, and support their programs. Satellites operate as "pseudo-primary groups" to "humanize" the institutions in the eyes of the community as a whole. Churches and many economic organizations surround themselves with associations which help to dissolve antagonisms felt by the community.

Associations operate as communications links in the chain of authority between top community leadership and the community at large. Cultural, religious and veterans organizations appear to be involved only slightly in this process while civic clubs, business and professional groups are heavily involved in the chain of communication. There are other chains of communication, however, which have great potential significance for the floating librarian. When an institution co-sponsors an activity with an association it uses the association's link to its membership.

The increased use of such associational networks is a very effective means of establishing two-way communication with significant segments of the community and of increasing the range of community participation. However, it must be kept in mind that associational networks are more likely to be effective in reaching larger segments of the population in urban than in rural areas and in smaller rather than larger urban communities. Therefore the neighborhood becomes a more viable locus of endeavor.

In any community there is likely to be a segment of the population not reached by any formal association or institution. Talking chains must be started so that it is difficult for people to avoid thinking about fundamental issues and, hopefully, begin to participate in information-gathering and educational experiences associated with those fundamental issues. The methods, content, and organization of programs used are limited by patterns of local organization and resources, both physical and human.

The community coordinating structure (i.e. library service) should seek to support and strengthen the existing organizations in the community. At no time must there develop a feeling of competition

between it and any special interest group in the community. In fact, one of the major purposes is to develop participation in special interest groups and to develop effective leaders not only for its own organization but in all other organizations in the community. Each individual citizen should be studied carefully in order to understand his or her potentiality for leadership. Many people cannot perform effectively in one leadership position but who can do so quite effectively in some other leadership role. It is the floating librarians responsibility to seek out, to train, to develop leadership capacities to the fullest degree possible in every individual in the community. The community will become stronger, the country more progressive, and the state will be more dynamic.

Community-wide organization provides one sure way in which people can come together to think, plan, and act together. It provides a total community approach to community-wide problems. It involves the individual members of the community in surveying community needs and in creating community support as a prelude to community action. In this role, it is one of democracy's surest safeguards. It operates against the small, well organized group that, conviced of the righteousness of its own cause, presumes to speak for all citizens. It provides opportunities for the most humble citizen to be a participant in making things happen in accordance with his own needs and wishes.

Community organization can be defined as something people do when they try to balance their community needs with their community resources. The people who come together for this purpose are those who live in a given area--block, neighborhood, community, or metropolitan area--and have some sense of "belonging" to that area. In return for the effort organization requires, the individuals concerned hope to create for themselves and their neighbors a better community in which to earn a living and raise a family.

COMMUNITY EDUCATION AND DEVELOPMENT

Of the two principal functions of the social library, (recreation and education), the first is relatively easy to perform. Providing people with satisfying reading for their leisure hours involves no great difficulty for the experienced librarian. It is, however, more difficult to serve social and educational needs especially when these are controversial and do not fit the neat categories of intellectual freedom which is so fashionable today. Men and women scatter here and there; the librarian has trouble reaching them, especially when their concerns are marked by the strident demands of the advocate. Each adult moves forward not only chronologically, but from role to role as he leaves childhood and becomes a worker, an adult member of a family and a voting citizen.

Community floating librarians have found the community study method invaluable not only in motivating community action but also in channelling the exuberance of activists into productive enterprises. The floating librarian values the role of the activist as an essential and necessary ingredient in the healthy life of any community. While he may upon occasion be an irritant to the majority of moderate citizens, yet without the activist the community would not be as desireable place to live.

The activist becomes involved in whatever role that can be counted upon to irritate the public's fancy. His major method is iconoclasm and his patron saint is that of Thersites of Grecian lore. Whatever proposal is made even in his own group, the activist is vociferous in denouncing it and champions a diametrically opposing position which is of course a minority position. But as discussion, or rather argument proceeds, negotiation may occur and out of the bargaining grows a new proposal.

Often the new proposal, as it begins to shape up appears to be a concession to radicalism. But as one begins to examine it more closely one finds that the substance of the proposal remains in the camp of the moderates while the dramatic externals are designed to palliate the wishes of the activist's more radical constituents. Thus the activist and the moderate complement one another, but it takes the moderate to follow through and implement the dramatic and intuitive insights of the activist.

The librarian of today must know how adult needs for knowledge are revealed. He will not find all of the adults gathered at given times into neat groups. He cannot talk with each individual in the library - too many never use the library. Indeed only a percentage of them ever attend the meetings of clubs and organizations. The librarian must look at his community in order to

identify the variety of teachable moments which make the timing of informational and educational efforts productive. "When the body is ripe, and society requires, and the self is ready to achieve certain task, the teachable moment has come. Efforts at teaching which would have been largely wasted if they had come earlier, give gratifying results when they come at the teachable moment, when the task should be learned." (Robert Havighurst. Human Development and Education. Longmans Green, 1953).

To arrive at anything like a representative list of teachable moments in any community may be a physical impossibility. Surely it will be a continuing and continuous process for the floating librarian. A start must be made somewhere. The librarian, staff, trustees and citizens can begin to study the community, identify and describe probable areas of community concern. Every citizen in the community is aware of certain inadequacies in his communal life. The community study attempts to discover these needs of the community. Usually awareness of a problem stimulates some action on the part of some group or individual in the community.

The community study, the interviews, and the sampling survey are examples of means by which problems can be delineated and objectively described. Once the areas of community concern are evident, the basic formula for identifying the educational needs can be asked: who needs to know what about this? If anyone needs to know anything, the librarian has an educational responsibility to meet it. Once the most pressing needs have been selected, the librarian, staff, trustees, and citizens can begin to explore the implications of the need and the existence, or perhaps lack of resources to meet that need. When the educational need is revealed, the teachable moment has come and individuals or groups can be motivated to learn; programs can be developed and local resources utilized.

Back in the mid 19th centrury when the social library was established, hopes ran high for it as a "the people's university." At best, the library has served the reading needs of that small proportion of the population which seeks it out. Despite any mythical expectations to the contrary, the library must succeed in becoming a library for the total educative community. As a result of the Library-Community Project, librarians have learned how to participate in community life, and a manual is available for those librarians who wish to undertake community education (Studying the Community. ALA. 1960). However, the motivation to do so has not until recently been supplied by younger members of the library profession who are in the process of explicating the role of the floating librarian.

The floating librarian is essentially a community librarian who has captured some of the enthusiasm and dynamic involvement

which has been demonstrated so effectively and for so many years by the Agricultural Extension agents. In applying their methods to the urban situation, the floating librarian is helping the library realize some of the hopes for it (now more than a century old!) as a focal point for the people's university and a learning laboratory for the entire community. The concept of a solitary individual with a book does not necessarily fit the flexibiblity of contemporary citizenship. Education is no longer a terminal activity; community life is becoming educationally saturated. All life influences can be educational and to make them increasingly effective the floating librarian has found that many educational forces in the community must be marshalled simultaneously.

Community study helps to strengthen the library as a learning laboratory for the community and in developing a wide variety of activities and experiences for citizens which are as important as the utilization of subject materials. Becoming involved in community study increases the desire of librarians to learn more about educational methods and techniques which can be applied in meeting a variety of interests. In the process the library remains no longer just an agency but becomes a method for aiding people to learn continuously and emerges as a group of services centered around a collection of materials.

The library has so often been called a multipurpose agency that one may well wonder whether this may be its essential weakness. Community study with its complexity in terms of patrons, resources and objectives has forced an awareness on librarians of the complexity of the problems. Needs for self-education are extremely hetereogenous. Varied approaches and educational techniques are needed. Great diversity may be challenging but it is nevertheless confusing. Freedom itself is bewildering and frustrating. An explicit social objective together with concrete objectives may help to heal the uncertainties of those librarians who inadvertently may have placed their reliance on a linear, not a dynamic model of communication.

In addition to the traditional informational and educational services expected from libraries, other responsibilities are added by community study. By involving an increasingly wider range of adults in community study, the librarian is determining subject areas in which the library and other community agencies can prepare "units" of program development for "curricular" study. The immediate program planning of agencies, organizations and groups shift in accordance with the progressive, cooperative identification of community problems and interests. The librarian becomes an active educator applying professional insight to community problems out where it is needed most - beyond the library walls. (Patrick R. Penland,"Helping the Public Librarian to Work as an Adult Educator." Adult Leadership. April, 1961).

If uncertainties exist in the minds of a few librarians, community development and its educational method will help them create an educative environment and meet their responsibility for actively promoting the liberal self-education of all adults. In so doing, the social objectives of the library can become more explicit. It is obvious that the task of providing resources and creating educational situations for all adults is a task beyond the ability of any single agency or institution. The basic educational problem is one of helping people see that a broadening of community involvement is more important than an increased educative load for any one agency. To the extent that librarains grow in their commitment to life-long and life-wide self-education of themselves, the library will begin to emerge as a community learning center in educational methods and techniques which can be applied in meeting a variety of interests. The library is no longer just an agency; it has become a method for aiding people to learn continuously.

With community study, librarians begin to accept the necessity for utilizing in program development not only the resources of the community but the experiences of various members in the community. People who do not readily take to "adult education" may respond better to indigenous community development projects. A community related library can promote an improved community-wide background. People learn better and faster when the knowledge sought is closely related to everyday activities in the community. This is evident in the fact that the programming of television networks is beginning to have almost almost as potent an influence on the citizen as his actual community background.

Proof of the effectiveness of community study is in the changes, real and intangible, which can take place in the library staff and staff development is an important consideration of the floating librarian. To some extent, librarians become self-conscious, looking at themselves critically and objectively. They begin to consider the community more broadly and factually, developing a sense of involvement in and responsibility for the community's problems and needs. Recognizing their liberal adult education responsibility to the community, librarians also begin the slow process of making it difficult for the majority of people to avoid thinking about the issues in the community and in the world at large. By so doing, the floating librarain may enrich and embody in human terms for all people the myth of intellectual freedom which is now in many instances only championed for the few who make noises.

An immediate learning which the community librarian finds invaluable is discussion group training. Experience in discussion groups will not only improve individual reader guidance, but it will give librarians confidence to sit down in groups and explore community problems. Of course, librarians have long recognized

the importance of identifying an individual's reason for seeking information. But with discussion group experience they begin to understand how group goals are developed and adopted by the entire group, not a strident advocating minority. In such a way the group democratically starts where its members are, not where the advocate or the librarian previously may have thought they should be. With community study, librarians also learn that thinking and discussion should lead to a desire to do something about the situation discussed and to formulate a plan for action.

In searching for a rationalization why such a study might be undertaken, librarians are led to the point where community involvement must be justified in terms of their social objectives. The challenges are so stimulating and so much is involved that it is unnecessary to accept a community development approach merely because it has proved successful elsewhere. The first steps may seem disturbing and traumatic. What is an objective? Is there a relationship between an objective and a method? What is it? These and many other questions challenge librarians and trustees to think, write out a statement of social objectives and determine methods and policies through which the library staff and citizens' group can help implement these objectives.

Once librarians have taken a thoughtful look at themselves in the light of social objectives, they find that they need the community almost more than the community needs them. Community resources increase in value as aids in finding a solution for problems. Community enterprise becomes an experience furnished with such educational elements as motivation, problems in a life situation, group thinking and other socializing procedures and the actual trying out of proposed solutions followed by evaluation. The worth of their learning has been checked against an increasing ability and skill in meeting individual and community problems.

The immediacy of the challenge makes some thinking imperative by the library trustees and staff. Before they can ask citizens to help them, librarians have to know for what reasons and between what guidelines the study is to be done. Librarians and trustees, especially those in smaller libraries, find it a revelation to have to think in terms of delegating authority to citizens groups who are invited to participate before they demand it. The purpose of having a citizens' committee is defeated if every move of the committee must, in effect, be "authorized' by the librarians or board of trustees.

The total community is also in need of orientation. Eventually and by degrees it should be involved in the total educational process which is community development. The librarian attempts to meet this need by newspaper publicity, talks before

groups, and displays and programs in or out of the library. The citizens' committee members, being themselves community leaders, can do much word-of-mouth publicity. Besides the publicity, many citizens must be directly involved in doing various phases of the study.

This involvement of people in activities associated with the library is educational by intent. It is not done simply to overcome the limitations of tax support. Such citizen involvement helps to keep the library closer to all the people. Citizens accept change more readily when they themselves have determined the need for it. The community development approach to information utilization and educational programing instead of being a mere concession to democracy is based on sound communication principles and includes the cybernetic and systems models of communication. Citizens are articulate concerning their awareness of community needs and problems. In addition, they have time to play an increasingly important role in determining study methods best suited to the community. Members of the community study committee exert leadership in the interpretation of the study findings and in the development of library service programs. Their recommendations are such that the door is opened to other agencies and organizations but especially the people to participate.

The librarian and the staff seek to relate the facts learned about the community to the kind of library service already available. They measure the job now being done against the needs discovered and plan service to citizens and the community around this combination of information. Not only are the service programs changed but the library's materials collection becomes user-oriented and access is provided to extensive local resources. Purchases are made in order to make it more adaptable to local conditions in degree of literacy, mentality and culture of the people. In addition, the services of the library are strenthened by a knowledge and use of many additional resources throughout the community.

Based upon study findings, the staff develops a confidence to take a courageous and imaginative approach. With limited staff and funds, the library may have to set priorities. Its public relations program can begin to move in the direction of making educational pursuits attractive. The image of the library it keeps before the public is one of a place where all people can educate themselves continuously. Since it is an educational institution, not merely a book and information dispensing station, the library becomes concerned about issues in addition to mere publicity for the agency. Adults have been asked not only to help identify desirable avenues for social change but also invited to help the library plan its services in that direction. The library staff and trustees do not feel that they stand alone in developing educational services

to meet needs. They can call on members of the former Citizen's Committee and many other volunteers.

Some point of reference may prove helpful to librarians who have not previously considered library and community study as a method for developing more effective community service programs. The following questions point up initial considerations in getting the community study underway: How will the facts be gathered and organized to reveal community trends? Who will identify resources and organize information about them for use? Who will interpret the facts in order to identify the educational needs? Who will be invited to develop program goals, methods and techniques to be used in satisfying the educational needs? Who will establish the goals, methods and techniques of evaluation?

Setting goals and establishing guidelines has been found to be an essential step in keeping the study within manageable proportions and moving productively. The over-all guidelines will raise questions, the answers to which will help the library promote continuing adult self-education. These questions are not of a specific, factual nature. Answers to them rest in factual information, but for the most part, they go beyond the more obvious aspects of a locality. The answers will be found as a result of the process of gathering, organizing, evaluating and interpreting the data.

The process of finding answers to questions such as there is educative both to individuals and the community as people become involved in self-study and in interpreting findings. The process of working together to identify problems, needs and resources common to the community, to create the machinery and organization which is a step toward realizing the objectives of a community study: recognizing potentialities latent in community resources, and discovering ways to realize these potentialities. In the process the library establishes itself as a leader in the community.

An outline for community study can help librarians and adult educators in carrying out their responsibilities for educational and communications program planning. A carefully planned outline suggests the kinds of information and data about the community which will be needed by the librarian and his staff. Librarians may consult the appendices to Eleanor Phinney's Five Case Studies (A.L.A., 1956) for details of an outline relevant to the library-community study. Of course, neither the content of any outline nor the list of suggested sources of information can be considered complete or adequate for all situations. In fact, portions of the general outline may not be applicable, or be of negligible importance. Variations between communities require that the general outline include a variety of information so that applications can be made of appropriate parts.

"No matter how well one is acquainted with the community in which he lives, a fresh and searching look, a reshuffling of the available facts, will bring new insights. The process of looking at the community may be regarded as taking stock, an attempt to map the present position before deciding on new destinations. Comprehensive and specific knowledge of the characteristics of the people making up the community, the circumstances under which they live, and the extent and kinds of change that are taking place will help in estimating their capabilities and their interests; it will provide clues as to both the nature and the underlying causes of their problems, and those of the community at large." Eleanor Phinney, Library Adult Education in Action, (ALA, 1956), p. 149.

The major elements of the project include a study of the library, a study of the community and the development of service programs based on the findings of the study. Studies are made of the library and the community to determine what kind of job is being done in relation to the educational goals of the library. The study involves the library staff, the trustees and a citizens committee in addition to many volunteers. Until the appearance of the community study method, librarians have not involved volunteers in the library's informational and educational enterprise, nor like Saul Alinsky have encouraged them to bridge the gap between the moderate radical of former years and the revolutionary radical of the present generation.

To determine what educational services the community lacks, as well as what resources are available, the community resources (educational, informational, recreational) will have to be located by the library and the citizens committee. Many formal adult education courses, and informal educational opportunities may already be available. A variety of materials, resources and methods are used by organizations in programming. Many organizational needs may emerge in the process as the library becomes the community's coordinating structure, such as that for better utilization of all community resources for program planning. A resource file may be needed, which will provide an index to the human, printed and audio-visual resources available in the county.

The kind of resources sought are: human consultants (about programs, unmet needs, further resources, advisory help on library adult education problems), speakers, panel members, role-players, script and publicity writers, etc.; printed materials, books, pamphlets, manuals, newspapers, reading lists, discussion guides, etc.; audio-visual materials, films, slides, film-strips, spoken and musical recordings. Related to resources is the important objective of locating groups which are organized around special interests or common purposes, or particular goals that fall within the educational function of the library. The important factors to find out about

any agency or organization as a resource are: purpose of the group; the main activities it sponsors; the outstanding members, leaders and others who have special skills and knowledges.

The functional operations of any community point out factors which influence communications and educational program design. The people of a community are usually interested in the extent and efficiency of essential community services. Local government is of interest to everyone. It speaks for and affects the entire community. It relates to the health, education, and welfare of all citizens. During recent years its activites in these areas have markedly increased. The floating librarian should continuously study local government in order that his communications and his programs may deal with timely activities. This will bring increased knowledge of government to the people, and prepare them to participate more fully in the solutions to community problems.

The economic structure determines the level of community living, the breadth and depth of community activities. It provides the means by which people meet their basic needs for food, clothing, and shelter and determines the extent to which they can go beyond that point. The economic structure of a community often produces more problems than any other segment of community life. Recent research has shown that the dominant forces in the power structure of a community are clearly centered within its economic structure. The floating librarian's job is to identify and understand the problems that exist within the economic structure of his community, and to deal with these problems through the machinery of communication and education. An atmosphere should be created in which such problems can be faced realistically and worked out democratically by community groups.

Population data helps to predict future trends. The number and kinds of people in a community influence social living. Programs of various social agencies in the community are affected by changes in population, size and characteristics. The age and sex of the population may greatly affect the community's organized life. The number and kind of people in a community influence social living. In general, the degree of concentration of people in a given area, the greater the degree of specialization. A prevailing high degree of specialization will influence program design, while comparative isolation makes participation and involvement in the program more difficult to achieve.

Population educational level influences community welfare, particularly in its civic, social, and vocational aspects. Participation in community affairs is usually correlated with level of native ability; and the higher the level of education, the greater

the extent of participation. The nature and structure of community organizations as well as the patterns of affiliation are also strongly influenced by levels of education. Uneducated, unskilled persons live differently (in many respects) from more highly educated industrial technicians and professional persons. Widespread discrepancies of this type tend to produce major areas of community tensions.

Communities are characterized by the things in which people are interested, the situations, qualities or conditions they value. Such community values may be hard to identify. But they are important to the floating librarian who is trying to work professionally with the community in any type of informational, educational or action program. Communications and educational programs are doomed when they simply to not fit into the dominant value patterns in the community. The librarian must identify basic values in the community and build his programs in terms of them.

The values of the people living in the community are made evident by organizing the study data to show trends. These trends indicate interests or concerns. Interests grow out of the work and recreational life of the people and are quite often evident in mass media programing. The importance of this kind of community analysis has been indicated by Lester Asheim, "For the kinds of problems which the library is best fitted to study, two major approaches are probably most useful: Content analysis and audience research." ("Research in Mass Communication and Adult Reading." Library Trends. October, 1957.).

Community concerns or problems, on the other hand, grow out of factors causing change especially in the distribution of economic and political power. For example, the power structure may be a limiting factor or demonstrate inability to diversify the means of livelihood in the community. Tensions may also develop as the population increases or changes in its composition. It may become increasingly difficult to relate the potential or actual contribution of one population segment to others. Such a condition favors the emergence of vociferous special interest groups and the concomitant organization formed to advocate special interests.

A trend in the community is evident when no institution or activity exists to recognize inadequacies, change and tension, and to guide the community in its reaction to them. Existing institutions or activities may be inadequate to meet such a situation. They may be overlapping in their efforts, or are not coordinating their efforts--a problem which viable community library service can overcome. There may also be groups with common characteristics who do not participate in community life, or who do not benefit from community activities by their own choice, by community action, or because of community attitudes.

An evaluation of the likelihood that a trend actually exists may be indicated by two criteria. The first is the authority of the source--e.g., census figure against opinion; record of a professional agency as against a record of a membership organization. The second is the frequency with which it appears in the data--e.g., need for better group relations as shown in geographical segregation, social discrimination, variations in income levels between groups; need for coordination of community efforts as shown by overlapping agency services, competitive organizational efforts, and lack of adequate communication among groups.

At this point, it may be useful to introduce some of the information commonly sought in a community study and some of the methods of securing that information. These two listings in no way summarize the valuable guidelines in Studying the Community which should be studied in its entirety by every community and floating librarian. However, the listings do provide an overview of the methods of conducting a community study whether for data compilation, or as an educational method for "teaching" citizens to work together for a productive and enriched community life.

Possible Areas of Community Data:

I. The nature of the community:

A. Geography - ecology - distribution of population.
History and background of the community.

B. Population:

Age and sex.
National and racial backgrounds.
Educational level.
Vocations - occupational distribution.
Economic levels.
Organizational and church affiliations.
Length of residence.

C. Social and economic factors:

Growth or decline in population.
Availability of work and adequate housing.
Quality and size of schools.
Proposed changes affecting any of these.
Church and organizational affiliation.

II. Educational opportunities available to adults in the community (formal and informal) through:

Education institutions (school, university, library).
Voluntary agencies (Y.W., Y.M., Red Cross).
Church and membership associations.
Newspapers, magazines, TV and radio.
Business and Industry.
Cultural activities.

III. Use of these opportunities--extent and purpose (who uses them and why).

IV. Resources Available -- (Human, printed, audio-visual).

V. Educational needs and interests of the community--served and unserved.

VI. Agencies and organizations in the community and in the state that can help to meet these needs.

Possible Methods for Obtaining Data:

I. Examining and analyzing statistical records (such as: census, attendance, registration, circulation, membership, etc.):

Counting to answer the question "how many?" (or "how often?").

Tabulating to answer the question "how many in a category?" (such as: how many men are enrolled in family living classes?; how many people over 65 are in the employed group?).

Cross-tabulating to answer the question "how many in one category are also represented in another category?" (such as: how many people over 65 in the employed group have completed 12th grade?).

Ranking to answer the question "in what order?"

Spotting on maps to answer the question "where?"

II. Examining reports and related literature (such as: annual reports, surveys, histories, organizations yearbooks, newspapers, handbooks, etc.):

Recording notes in answer to predetermined questions or checklists.

Summarizing information in brief narrative statements.

III. Asking questions (of representatives of agencies and organizations, of users of adult education services, including patrons of the library, of particularly knowledgeable persons, of a sampling of the total population):

In interviews

Open end--broad, general questions asked of informed persons; answers taken in notes or on tape.

Structures--specific, direct questions; answers recorded verbatim, or by checking prepared lists.

Group--fairly broad questions asked of groups with common characteristics; answers discussed by groups, and significant information recorded in notes.

By questionnaire (distributed by mail or by hand)--specific questions; answers written or checked on a list by respondents.

COMMUNICATIVE BASES--COMMUNITY STUDY
ORGANIZATION AND INTERPRETATION OF DATA

Some point of reference may prove helpful to librarians who have not previously considered library and community study as a method for developing more effective communication service programs. The following questions point up initial considerations in getting the community study underway. How will the facts be gathered and organized to reveal community trends? Who will identify resources and organize information about them for use? Who will interpret the facts in order to identify the educational needs? Who will develop program goals, methods and techniques to be used in satisfying communication needs? Who will establish the goals, methods and techniques of evaluation?

OUTLINE FOR SELF-STUDY:

Setting goals and establishing guidelines has been found to be an essential step in keeping the study within manageable proportions and moving productively. The over-all guideline will raise questions, the answers to which will help the library promote communication. These questions are not of a specific, factual nature. Answers to them rest in factual information, but for the most part, they go beyond the more obvious aspects of a locality. The answers will be found as a result of the process of gathering, organizing, evaluating and interpreting the data.

Every community is aware of certain inadequacies in the life of the community. Usually this awareness stimulates some action on the part of some group or individual in the community. In a study of the total community, the attempt is made to discover the needs of the community. In order to do this some awareness is needed of many aspects of community life. What are these areas of concern to the citizens of the community?

Reference: "Outline for Self-Study," in Library Adult Education in Action, by Eleanor Phinney, (A.L.A., 1956), p. 148-61.

"Questions-the Basis of a Study," Studying the Community (A.L.A., 1960), p. 18-20.

The Population:

Are more people moving out of the community than are moving in to it? Are young people leaving the city? Is there a disproportionate number of men or women in the population? Are there crowded or slum areas within the city limits? Are the residential, commercial, and industrial areas clearly zoned? Are there racial or national groups that do not participate in community life?

In planning for future service, which age groups are likely to need increased volume of service? Which age groups promise to increase sharply in size? What racial and national groups make up this population? Have proportions changed or shifted in the past thirty years among national and racial groups?

What is the range and median level of income of families and unrelated individuals, as listed in the census figures? What income groups form the largest proportion of the population? Do building permits indicate accelerated building of homes, and what is the average size and cost? Is the community changing? How fast, in what respects and sections? Has there been a sizeable population influx in recent years? Where did people come from? How well are they integrated into the community? How are minority groups being assisted in integration?

Economic Life:

How much unemployment is there in the community? What kinds of businesses and industries operate in the community? What kinds of jobs do people have? What is the range of consumer income? To what extent are economic activities tied in with the natural geographic features and physical resources of the community? To what degree are there seasonal and cyclical fluctuations in employment? How do other activities and resources in the region affect the economic life of the community?

In what areas of employment are seasonal changes in employment? What have been the trends in employment during the past ten years? How do these compare with other communities in the area and in the state? Are there changes in industry and in the economic picture which may require re-training of workers? Are new industries making demands for different skills? Is there an increase in leisure time, due either to shorten hours or increased unemployment? How strong are labor

unions, and in which industries? What is their place in the community? Are they accepted and active in community affairs, or are they isolated? Do union members belong to other organizations, or are their activities limited to those of the unions? Are the predominant occupations those in which employees are dependent for job advancement on self-improvement?

What kinds of manufactures are most heavily represented? What is the total value added by manufacture and how does it compare with similar communities in the state? In which are the most people employed? What kinds of business, and particularly, what kinds of services are provided? What enterprises employ the most people? What kinds of retail stores are most heavily represented? What is their volume of business? What goods and services have to be obtained outside the community? How does the library create and utilize contacts with business and industry to increase their knowledge of library resources and programs?

Educational Life:

What is the educational level of the various groupings in the population? Are there adequate buildings, materials and personnel? To what degree do adults of the community participate in the educational activities? What kinds of formal and informal opportunities are provided to meet the needs and interests of the total population?

What are the local sources for resource materials? What can be learned about community tastes and interests from TV, radio and newspapers? What can the local bookstore tell about local communication interests and ability? What light does the library circulation and requests for material and information throw on this? Is there any one source of information on what is available?

What educational opportunities are available in the community, both formal and informal? What action is being taken to coordinate educational activities in the community? Is there either formal or informal cooperation in planning and presenting educational programs? Do the subjects offered, level and method of presentation, location and time of activity, give a range of choice or all elements in the community? Are educational programs provided by industry? By labor unions? By business and service enterprises? What educational opportunities are available in the surrounding area?

Cultural Life:

What are the cultural opportunities in the community: Who makes use of these opportunities? Are there people interested in some activities that the community does not provide? What are the commonly held attitudes, prejudices and customs which influence activities in the community and which may cause the isolation of various groups? Are these attitudes held from the past or formed from new and changing conditions? What minority groups are well-integrated into the community in housing? Church membership? School attendance? Community organizations?

What is the character of family life in the community? Do people tend to take part in activities as families. Does each member have his own circle or interest group? What is the proportion of broken homes? Of working mothers? What are the community's religious characteristics? Which denominations are most predominant? How well are the churches supported? What role do churches play in the community? Are they centers for social life? What kinds of programs do church groups offer?

What programs do museums, art galleries, musical groups, concerts, handcraft groups offer, and what are the costs and conditions under which the individual may take part? What is the quality and coverage of local radio and TV programs? How much of the programming is educational in purpose? By what means are audio-visual resources coordinated for maximum use in the community? What kinds of recreation are available in the area? What groups in the community do they serve? What other library resources are available in the area? In the state?

Public Services:

What are the standards of housing? Is there community planning, for such items as transportation, traffic, water and sanitation? Are the services of the health and welfare departments available to all citizens? Do all citizens know of their services? Are these activities coordinated to any degree? What can be learned about the local level of living?

What does the census tell about the characteristics of housing?
What proportion of dwellings are single-unit? multiple unit?
What is the average number of persons per unit? per room?
What proportion of dwellings are owner-occupied?
What is the median rental per month?
What proportion of dwellings are unoccupied?

Local Government:

What are the qualifications of candidates for public office? What is the degree of interest and concern on the part of all citizens in governmental activities? Is the spirit of the community cooperative, friendly, alert, realistically optimistic? Are citizens interested and do they participate in activities to improve the community? Is there skilled and experienced leadership available?

What is the character and caliber of local government? Are there standards of community service in education, protection, welfare, sanitation, highways? Is it a "well-kept" town? Is it static or progressive? Is it planning ahead, or meeting needs as they arise? What groups assume citizen responsibility? Who are the people that influence decisions and the acceptance of new ideas and action in the community? What kinds of positions do they hold?

Resources:

Are there adequate and appropriate resources to meet community needs? Are the citizens aware of resources available to them in the region and the state? How well are these resources used? Are there problems of communication among the agency and institution resources? Are there problems in coordinating plans and activities? How many of the leaders in community organizations know and use the library as individuals? Are they from only one segment of the population or do they represent a cross-section?

What is the character of community organizational activity? What means are there for coordinating and integrating community activities? Does a community calendar exist, and who is responsible for keeping it up? How is community leadership being developed? Who provides program planning institutes and leadership training? How many and which organizations have educational and/or community development objectives? Is this information readily available, and where? Can these programs be improved, increased and extended? How general is participation in community organizational activities? How many organizations are open to all who wish to join?

SOURCES OF INFORMATION AND WHAT TO LOOK FOR:

1. Census reports:

Evidence of change, e.g., comparison of 1940-50-60 data.
High and lows.
Variations from state and national norms.

2. Maps, guides, handbooks, directories:

Physical and economic characteristics.
Relationships to surrounding area.

3. Histories:

Patterns of cultural change, e.g., coming of new population stock, opening of transportation to other communities, etc.
Development of tradition, e.g., leaders always from one social group, or wide represetation in leadership, etc.
Development of institutions and activities.

4. Groups with common characteristics (homogenous neighborhoods, race or national groups, age groups, special interest groups, vocational groups, etc.):

Is this group unusual in its size or nature for this community?
Is it a recently developed group?
Do social agencies exist to serve it?
Is it represented in government and in organization membership?
Does it have educational and cultural opportunities?
Does it use them?
What is the attitude of the community toward it?

5. Other Community Studies, by agencies, business, organizations, etc.:

Reason for status quo, change and community characteristics.
Selection of pressing problems.
Recommendations for action.
Projection into the future.

6. Various Agencies--governmental & educational (including library), voluntary, commercial, (reports on programs, and activities):

Purposes, programs and activities.
Requirements for participation (extent of use and analysis of users).
Analysis of participants--age, sex, education, income group, etc.
Materials used in program planning and their sources (nature and quality of materials) (terms of use-loan, rental, purchase).
Resources needed or desirable.

7. Business and Industry:

Type of manufacturing process, or business "line," and employee skills needed.
Extent and quality of on-the-job training (points where printed, or other materials can shorten or enrich the program.)
Resources available, resources needed or desirable.

8. Membership Organizations and Adult Church Groups:

Purpose, programs and activities.
Requirements for membership and analysis of membership.
Resources needed and their source, resources needed or desirable.
Methods used in program development.
Recognized blocks in meeting goals, methods of evaluation.

9. Mass Media--Newspapers, Radio, TV:

Educational features, analysis of content, editorials, letters to the editor.
Community response.
Plans for expanding educational activities.
Resources needed or desirable.

10. Interviews, Comments by Community Representatives, General Public:

Knowledge or lack of knowledge of documented fact.
Expressed attitudes on community problems and interests.
Description of community attitudes.
Opinions on community needs.

References: "Sources of Information" and "Getting the Information," Studying the Community, (A.L.A., 1960), p. 36-52.

IDENTIFYING AND ORGANIZING COMMUNITY RESOURCES:

1. Sources of Resources--libraries, book stores, newsstands, film and record distributors, etc.:

   Nature of material--books, films, etc.
   Quality of material.
   Terms of use--loan, rental, purchase.
   Extent of use and analysis of users.

2. Sources of Information--mass media, agencies (libraries), organizations, churches, newspapers, radio, TV, bulletins, newsletters, etc.:

   News sources -- announcements of coming events, personnel, etc.
   -- emphasis on types of news, problems, achievements, etc.
   -- bulletins, newsletter, etc.

   Educational features -- community response
   -- plans for expanding educational activities
   -- resources needed or desirable.

   Library informational service -- reference service
   -- community reference service.

   Extent of use and analysis of users.

3. Sources of adult educational and cultural experiences--concerts, art exhibits, literary programs, various programs (formal & informal) for adults, library sponsored programs, self-education through public library:

   Type and number.
   Cost and availability.
   Opportunities for participation.
   Extent of use and analysis of users.

ORGANIZING COMMUNITY DATA TO SHOW TRENDS:

Community problems are factors which cause change in the community--institutions or activities which can help the community adapt to change, or can help to forestall undesirable change.

Factors limiting the community in its development, and those which contribute to the development of the community.

Factors producing tension in the community--institutions or activities which can help to resolve the tension or to develop desirable action from them.

Community interests are usually evident, although they may not have been recognized by some agencies (including the library). Clues to interests may be found in the study of attendance at commercial shows (even at a distance from the community), response to TV and radio programs, reading of special interest magazines, membership in special interest organizations, responses to certain questions.

When strong interests are recognized as responsibilities, action is usually taken. However, there may be a lack of coordination. Some interests may be overlooked or inadequately served such as those interests held by fewer people, or seldom expressed because of lack of encouragement may have been overlooked or inadequately served. New interests constantly emerge as the community, the nation and the world change.

A trend in the community is evident when:

> No institution or activity exists to recognize inadequacies, change, and tension, and to guide the community in its reaction to them. Do they recognize a responsibility?
>
> Existing institutions or activities are inadequate to meet the situation, or are overlapping in their efforts, or are not coordinating their efforts.
>
> Groups with common characteristics do not participate in community life, or do not benefit from community activities by their own choice, by community action, or because of community attitudes.

An evaluation of the likelihood that a trend actually exists may be indicated by:

> Authority of the source--e.g., (1) census figure against

opinion, (ii) record of a professional agency as against a record of a membership organization.

Frequency with which it appears in the data--e.g., (i) need for better group relations as shown in geographical segregation, social discrimination, variations in income levels between groups, etc., (ii) need for coordination of community efforts as shown by overlapping agency services, competitive organizational efforts, lack of adequate communication among groups, etc.

Reference: "Organizing the Information" Studying the Community (A.L.A., 1960), p. 58-61

EDUCATIONAL NEEDS AND READING INTERESTS

Educational needs for specific publics and reading interests of specific groups are indicated by asking about each one of the trends (problems and/or interests): who needs to know what?

"Who?" may be answered in a number of ways: the general public, a defined group in the population, people responsible for action, such as government, agency or institutional officers organization leaders, key people. More than one such category will usually be listed in response to the question, "Who needs to know?"

"What?" also has more than one answer as a rule. The answers fall into categories: the factors and implications in the situation (information and understanding), knowledge of accepted practice in dealing with it, the adequacy of present resources, availability of state and nation resources, experiences of other communities in dealing with a similar concern.

Reference: "Interpreting the Information," Studying the Comunity, (A.L.A., 1960), p. 62-67

As a result of the interpretation of the findings of continuous community study, audience research and content analysis of the media of communication, the following issues stand out as being of concern to the greatest number of people in Alleghany County. The communications librarians have decided to give priority to the four issues indicated by the asterisks. The news releases which follow are a result of preliminary activity by the communication librarians in motivating activists groups and

their leadership to take action:

Polution, environment, ecological	Education
Highways	Unemployment
Crime (law and order)	Population control
Urban renewal - highway relocation	Zoning
*Retraining Programs - Equal opportunity	*Taxation Government expenditure - infrastructure
*Transportation	Poverty
*Housing	Labor

Implication of Community Issues

In the past, librarians have been fairly circumspect in their response to community issues. They have been largely content to provide materials to meet demands and, where controversy has emerged, have struggled to preserve their dignity about intellectual freedom. In a few instances, there have been some attempts towards program development which have been known as adult education.

In terms of the needs of real people in emerging communities, library services which have been developed are largely a waste of time and the taxpayers money. This institute has been designed as a series of confrontations experiences both in the institute sessions as well as in the simulated library-community decision exercise. The institute sessions are designed to develop an understanding of the roles of librarian activist and community activist.

The simulation sessions, however, are developed as confrontation opportunities between community activists and librarian activists. The community activists, in order to achieve a satisfactory score in the simulation, will have to wrangle from the librarian something more than traditional adult education and group programs. In response, the communications librarians will have to provide action-oriented information and programs. The institute staff, but especially the institute consultants

have been scheduled in order to help the institute participants develop their understanding of and ability to develop action library programs.

The assumptions upon which the institute rests and which have been built into the library-community simulation exercise are those of library standards carried to their logical conclusions. Specifically, only one library service exists, supported by public taxation. Community information service, as it is called, serves all age groups and interests and supplants traditional type of library service which did so much to obliterate the real needs of people by categorizing them into patterns which fitted an administrative formula by type of library rather than as human beings with unique and wide ranging concerns.

When county-wide library service is coordinated under one administrative head, the likelihood of greater resources increases. Resources include not only all public monies spent on library and information services, but also rapid access to the totality of the published record as well as an increasingly favorable ratio of communications librarians to the population. But increased resources come only with the growing satisfaction of the total population over information and library services. The activists however exist to ensure that this satisfaction is genuinely relevant to people's concerns and widespread through all segments of the community.

LIBRARY AND COMMUNITY STUDY DATA INTERPRETATION

I Problem area (trend) or concern	II Evidence	III Community resources available
A lack of appreciation for continuing education and of facilities for it.	Data: 40% of people have an 8th grade education or less. Predominance of younger people who do not use the public library. Lower education group does not use the library. Financial support of the public library is low. Absence of a clearing house of information about educational resources and programs, especially job vacancies.	University Extension. Classes for illiterates. Classes on high school level. City and county school boards. Public Library. Various organizations. Churches. Governmental agencies. Private agencies.

LIBRARY AND COMMUNITY STUDY - IDENTIFIED EDUCATIONAL NEEDS

Area of Problem or Concern	Who? needs to know	What?
Lack of appreciation for continuing education and facilities for it -- also related sub-topics	Staff and boards of agencies	1. The problem 2. Needs and interests of public as determined by community study 3. Principles and techniques of communication with public at all economic, social, and educational levels 4. Methods of coordinating efforts 5. Ways to assess costs and to meet them 6. Existing or potential resources
	Leaders of organizations	1. The problem 2. Program content and methods to stimulate interest and appreciation of members themselves, and to stimulate them to community action

LIBRARY AND COMMUNITY STUDY - IDENTIFIED EDUCATIONAL NEEDS (Con't)

Area of Problem or Concern	Who? needs to know	What?
	Leaders of the Community	1. The problem 2. How other communities deal with it 3. Principles of effective community action 4. What state, national, local resources are available 5. Manpower studies and jobs available.

PROGRAM DEVELOPMENT--PURPOSES AND POLICIES

As a framework within which any library service is developed, the library's communities, the library council, the librarian and the staff need to have a common understanding of the library's scope of service, its legal responsibilities, its legal and financial limitations. Moreover, good planning must be based on a clear statement of the purposes, the goals which are understood and accepted by all concerned.

1. What is the library's adopted statement of overall policy? Is the scope of service clearly defined in terms of area served and kinds of service? Have these policies been developed by involving the groups who are to be affected by them? Are the library's statements of policy and objectives accessible, known and publicized in the community?

2. What communication and educational objectives have been established? For what services does the library regard itself as responsible? What materials, facilities and activities does the library consider appropriate? Have these objectives been defined by involving the groups who are to be affected by them? Is there a basic personnel policy in which the principles of cooperation and participation are spelled out?

3. What policies govern the library's relations with the community? Is there a stated policy regarding use of library facilities and equipment by community groups and individuals? What are the library's relations with the governmental agencies? With other libraries in the area?

4. Is the library's program being developed as a joint enterprise of council, staff and community? Are the abilities, skills, and training of staff members being fully utilized in the library's adult educational activities? How much and what kind of professional and special training is available? What personal interests, aptitudes and contacts can be drawn upon? What are their activities in the community?

5. How widespread in the staff is knowledge and acceptance of library objectives? Is the library making use of the special knowledge, skills and contacts which they represent?

6. How are the special knowledge and skills available in the community being used? (e.g. in education, health special welfare, business and industry, technology, economics, music, art, religion). Is the library tapping the leadership available in the community?

7. What financial resources does the library have, and how are they allocated? What is the proportion of the library's appropriation to total municipal expenditures? Has this proportion been maintained over a period of years? Is it increasing, decreasing? Does this tally with changes in the municipality's total valuation? To what state aid is the library eligible, and is its specific use prescribed?

8. Is there a policy of using funds from invested funds, gifts, etc., to initiate special projects or experimental programs, or to acquire materials and equipment not otherwise available? What proportion of the budget goes to maintenance, to professional salaries? How much does the community know about the sources of library funds, and their allocation?

9. What physical facilities has the library to offer both to individuals and to groups? Are reference and reading rooms adequate in size and in their provision for individual readers? Do branches, extension facilities, etc., meet the needs of the total community?

10. What provisions have been made for group activities? What is the size, seating capacity, extent and locat- of meeting rooms? Is there easy access from within and without? Are meeting rooms easily accessible to and from circulation and reference areas? For what activities are furnishings appropriate, e.g., discussion groups, (informal atmosphere, long table, flexibility of arrangement, smoking), film programs (adequate darkening, arrangement suitable for viewing, convenient outlets), lecture and forum programs (good acoustics, good speaker-audience relations, comfortable and adequate seating)?

11. What are the library's resources in materials? What proportion of expenditures goes for the acquisition of materials for the library collection? How much of the budget is devoted to building up audio-visual aids, to renting films, etc.? What is the policy for acquiring materials from all kinds on state extension collections, larger library units, etc.?

12. What is the character of the library collection? How strong is the library in its resources? Can the supply meet the demands made on it, in quantity and quality? In what subject areas is the collection weak, strong? How does this compare with community interests and needs as shown by census figures, etc.?

13. Are services designed to promote the maximum effective use of materials? How accessible and available are library materials? How many barriers are there between reader and book? Are library hours and home delivery of materials adequate? Is the filling of requests carried to the point where the ultimate availability of the book is determined?

14. Is the library arranged for ease of use and maximum accessibility of materials? Do books appear promptly in the catalog? Is the catalog designed for maximum usability? Do displays of books and other materials have specific content and educational purpose? Are displays reinforced by reading lists which are well thought out and carefully compiled for usability and stimulation? Are current community interests and issues kept in mind in planning and timing displays and exhibits?

15. What other devices are being used to point up and publicize library materials? Radio spot announcements? Library additions in the newspaper? Letters to organizations, churches, schools? Recommendations to key leaders? Reader interest files and notification services?

Once the community needs, interests and resources have been identified and analyzed, it is possible to determine objectives for program development. However, the resources and policies of the library need to be assessed in order to determine what contributions the library can make and what resources it will

have to acquire in order to communicate more effectively with the community.

1. What current library activities may be described as adult educational activities and services, either for individuals or groups--contributing toward realization of the community's educational goals? Should any program be discontinued? Is it competing with other community activities? Is another agency in a better position to provide this program?

2. How well do the library's activities and materials reflect the interests and needs of all the elements in the community? Religious faiths? Racial and national groups? Labor? Business? Industry? Agriculture? Newcomers? Older people? Out-of-school young adults?

3. Are all the library's services to the individual approached with their potential for contributing to his education and growth, in mind? What provision is there for follow-up of the individual reader's interests? Is there a conscious effort to provide the kind of guidance for the individual reader which is designed to carry him beyond the moment's need or the casual question?

4. What is the library doing to meet the program needs of organizations and community groups? Is help needed in program planning and leadership training? Is the library contributing toward community integration through making the community's resources known to all its organizations--for programming, for community development, for understanding?

5. Does a study of the community reflect special educational needs which the library has not met? Is there need for re-training and help in job-advancement? Is there need for greater understanding among various community groups? Is there civic apathy, lack of leadership? Is better community planning needed?

6. Does the library act to focus community attention on national and international issues? Is the library acting to focus community attention on maintaining high standards of family life? On the individual's normal

tasks of developing maturity? Is the library acting in its role of cultural center to encourage and develop community involvement in art, music, literature, films, radio and T.V.?

7. Is the library maintaining records by means of which comparisons may be made and conclusions reached regarding the relative effectiveness of its various activities and their place in the total library program? What are the demographic characteristics of participants? From what parts of the community do they come? Are they regular users or new to the library? What are participants' objectives in taking part? How and to what extent is library use changing?

8. What are the character of group meetings sponsored by the library? Are they formal or informal and community planned? What are the sizes of groups? Is attendance increasing or decreasing? What appear to be the reasons for change?

DEVELOPING CONCERNS INTO PROGRAM CONTENT

Questions in dealing with areas of concern:

1. What are the actual and potential resource backgrounds of the staff?

2. What special abilities do members of the staff possess?

3. What changes need to be made in:

   Staff responsibilities?
   Materials and purchasing policies?
   Staff attitudes toward the community and various groups?
   The approach to extended services?
   Developing and focusing publicity?
   Staff willingness to take on new responsibilities and try out new techniques.

4. Can you make a decision on what to do in one or more of the problem areas?

5. How can you evaluate what you do in terms of objectives?

6. It is especially important that you thoroughly understand the educational role of the library in whatever you decide to do.

The following questions can be used as a guide to help: (a) plan an activity (reminder of essential elements); (b) report an activity to trustees, the public, the profession, etc.; (c) evaluate an activity, as a baseline, or statement of intentions, to be reviewed at intervals or at end of the activity:

1. What is the educational objective of this activity?
2. Which of the findings of the study prompted it?
3. What specific library goal does it meet?
4. How does it involve library materials?
5. How does it involve community resources? (in planning and execution).
6. What segments of the community does it serve?
7. How will it be evaluated?
8. What plans have been made to continue it or to build on it?

Checklist in preparing for special services by the traditional librarian:

	Ready	Can do	Must plan
1. Locate appropriate materials for purchase, or to borrow.			
2. Adjust the library's publicity program for special emphasis on topics and recommendations resulting from the need for retraining programs.			
3. Confer with all other librarians in the community--public, school, college, university, hospital, institutional, special--to insure availability of all resources and cooperative planning of activities.			
4. Confer with other agencies in the community: Local activities planned, eg. meetings of committees, study programs, publicity programs. Key people--delegates, committee members subject specialists. Kinds of materials and services likely to be needed. Areas of library-agency cooperation.			
5. Organize information on community activities and resources of special importance to library development. Calendar of meetings. Program resource file--speakers, panel members; films, charts, materials from other agencies.			

	Ready	Can do	Must plan
Bulletin boards for special information.			
6. Publicize the availability of such information.			
7. Prepare a collection of materials of particular use to clubs and organizations with special interest to the vocational retraining problems.			
8. Inform club presidents and program chairman of availability and use of such materials for programs, committee work, and study. Mail an informative brochure. Call a meeting in the library to introduce the materials, to demonstrate their use.			
9. Invite each delegate and local committee member to visit the library to examine materials and discuss services, either individually, or at a designated time for the entire group.			
10. Use the library's usual newspaper space or radio or TV time to provide information on library development. Ask key people to take part in programs--before and after the library development project. Offer time or space to appropriate agencies. Review materials, show films on topics.			

	Ready	Can do	Must plan
11. Sponsor--or cosponsor with other agencies and organizations: meetings, discussion series, audio-visual programs on library development.			
12. Provide reading lists and exhibits of use and interest to special groups, i.e. parents, youth, workers with youth, church members, government officials, students and teachers of sociology, government, social welfare, education as well as all types of community leaders.			

COMMUNICATIONS ACTION PROGRAMS

A. Initiate an adult and youth training program.

Retrain hard-core unemployed in service areas, e.g. typing, clerks, hospital aides, etc.

Provide a program for completion of high school.

Provide counseling services to community members.

To emcompass a general CCC type program organizing community members to clean up, paint up the community and have the OEO pay for this.

B. Organize a community communications program.

Set up a common newspaper publicizing group efforts. Establish a TV and radio station.

Identify group or community leaders and have them work at the chairmanship level of these committees.

Run spot announcements on TV, radio for announcements pertinent to group.

Initiate a public relations program which blankets the region with headquarters based here.

C. Initiate a political power base and legal base to operate from.

Set up system of ward or sectional chairmen to pool political resources of each section.

Have monthly meetings to discuss political thrust of the groups.

Initiate write-in (mass type) campaigns to force an awareness of issues beneficial to this community.

D. Train library "vista" aides in groups and as individuals in a program of new careers in libraries for the poor. Persons indigenous to the neighborhoods can develop professional and language skills needed for the promotion and exploitation of relevant materials.

Establish career opportunities for the undereducated in the library including the continuing growth towards a new career.

E. Coffee house programs developed cooperatively with other helping agencies (social, governmental, anti-poverty, schools) in order to provide materials, classes, retraining programs, staff and advisory services.

Mobile, live-wire hooked-on-books programs to be plugged in wherever and whenever the need occurs.

Home visits by library vista aides with inexpensive materials of family and individual interests. Working kits of materials are custom designed and left by vista library aides.

F. Learning teams are recruited in order to provide a consensus approach to program development, mutual interests and enthusiasm for personal interrelationships.

Each member accepts responsibility to encourage others to participate and mutually develop ideas into coordinate understandings.

Each member works to accept varied viewpoints and backgrounds of others and develops positive and uncensoring attitude towards them.

Recruiting can never be a mass enterprise. It must be highly specialized, and much attention must be given to detail. Each person is an individual and must be treated as someone having important differences from each other person. Names of potential members simply as names are practically worthless. Other pertinent facts must be discovered: age, economic background, special interests, abilities and skills, memberships in other organizations, activities in the community, friends and business associates, political affiliations, occupation.

Recruiting should be as decentralized as possible. It is much easier to work in a neighborhood, social circle or business firm, where enthusiastic endorsement of the organization or program carries weight. Names of potential members should be parceled out on the basis of related interests.

Personal contact is the best approach. No method has ever been more effective than a face-to-face one. Personal conviction about an organization is evident in the tone of voice, facial expression, choice of words. The sales talk can be personally adapted to the response of the prospect. He can be moved to immediate action. Telephone a potential member and ask for a personal interview.

If a personal contact is impossible, there are other methods of approach. The prospective member can be invited to one or to several meetings. If possible, call up and ask him to attend with you personally. When he arrives at the meeting, see that he meets many others and that he has a pleasant impression of the organization. If possible, familiarize the prospect with other types of activity in the organization. Always be sensitive to the feelings of the person you are trying to attract. Know his interests, likes and dislikes, friends and foes, and act accordingly.

Send the prospective member publications that will interest him and tell him about the organization and its activities. Don't send him too much--just enough to intrigue him and make him want more. Invite him to some social festivity. See that he meets many others and has a good time. If he must be invited into membership by a personal letter, see that it is signed by someone favorably known to him or by someone whose invitation carries weight with him. There should always be a personal follow-up by telephone or an invitation to a meeting.

What happens to the people who have joined an organization? Do they become active members or sit back and wait for other people to run the show? Do they maintain their original interest in the organization; or after the initial enthusiasm has worn away, do their attendence and participation slack off? Do they find the personal satisfaction they were promised or are they disappointed? Do they find more, or less, than they expected when they signed the membership slip and paid their dues?

All members need to work together to see that everyone remains interested in the organization and active in its work. Keep an up-to-date census of individual members by keeping: (a) data of members's activities, interest, time, on a membership card; (b) records of participation up-to-date; (c) semi-annual interviews with individual members. Such an interview of individual members makes possible a continuous evaluation of the possibilities for members to participate as they are interested in doing. It

checks on dissatisfactions; and gives the members a feeling that they are important in the organization:

1. What things about the organization have you found to be good and useful to you?

2. What kind of work, other than what you have done in the past, would you like to do now?

3. Do you feel that there are any things you would like to do in the organization that you've found impossible to do thus far?

4. Are there any differences between what you expected to find as a member and what you have actually found?

5. Within the organization, do you have any pet peeves you would like to see corrected?

6. What one thing in the organization do you consider to be most in need of modification?

7. Compared with other organizations in which you have been a member, how do you feel about this one?

In addition to evaluation, the goals of the group must be constantly in review and opportunities created so that members will be able to participate in the widest range of activities and positions as possible. It is better to keep the group small, almost a cell, rather than to risk the loss of a member through under involvement. The following points may be kept in mind when meeting the problems of maintaining group activity:

1. Provide many opportunities for participation.

   Planning programs.
   Doing special jobs.
   Working on committees.
   Making reports (even though not a chairman).
   Small group discussion.

2. Provide opportunities for developing skills.

   Discussion techniques.
   Group participation.
   Public speaking.

3. Relate policy and program to member needs.

   Wide opportunity for participation.
   Dues within members reach.
   Money raising not too burdensome.
   Effective committee structure.
   Democratic election procedure.

4. Review organizational activities.

   Through small group meetings of total membership.

5. Recognize member contributions.

   Local news reports.
   House organs.
   General meetings.
   Involve in responsibilities.

RETRAINING AND JOB OPPORTUNITIES

News Release

It has come to the attention of this newspaper that Activist Group X has taken a strong stand concerning the apparently high levels of retraining activity in the county. There are two basic issues to which they are addressing themselves: 1) the contention that the amount of funding being expended on these programs is probably one/tenth of what it should be in the community; and 2) the categories of employment in which people are being retrained are of questionable value for existing jobs.

It has been brought to the attention of the local education office, who handles the retraining program, that they are expending little if any funds to guarantee that those being retrained will be placed in productive positions of employment upon completion of their training programs. Activist Group X is asking the question, "Why is the local community providing all the funding for a retraining program". There are in fact many state and federal programs for which monies of this type are available There was rumored that the problem of obtaining state and federal funds from officials now cannot be solved.

They claim that studies and present plans are only for the affluent. Unemployment now exists. Now is the time to act. Now is the time for these funds to be obtained by the local officials. Mr. X is the leader of the group. He strongly questions the cost of retraining individuals in specific groups. He feels that the amounts of money being spent on each individual will not prepare that individual for productive work as an employee.

RETRAINING AND JOB OPPORTUNITIES

	Total Unemployed	Total Skilled Unemployed	Total Unskilled Unemployed	Average Cost of Retraining a single worker
Cycle 4				
Cycle 5	5,466	1,405	3,061	$4,000
Cycle 6	5,497	1,599	28,988	$4,125

HOUSING AND RENEWAL
News Release

Activist Group Y has asked the question: "Is there going to be low cost housing constructed in this community?" It is noted that the community has opened some 5,500 acres of land by supplying water sewers and electricity in its new infrastructure expenditure program. The question is, how much of this land is going to be used for low cost housing to accomodate the low ghetto trapped family that now exist throughout the county. There have been only minimal acres of housing development in the community during cycle 5 according to Mr. X leader of Community Group Y. There is no evidence whatsoever that this land is being constructed on the basis of low income housing or anything that approaches it. It is noted that the average value per acre of land however, is $28,000. There are many parcels of land in the community that fall considerably below the community average. These parcels could be purchased and used for the construction of public housing projects. Group Y is demanding that the planning and redevelopment offices of the county develop at least 1,000 acres of low income housing over the next two year period.

HAD
Housing for Aged and Deprived

100	Points for each Residential Trait Redeveloped for Low Cost Housing.
100	Points for each Residential Trait Developed Low Cost Housing.
2,000	Represents a Typical Achievement Score

LOW COST HOUSING - RENEWAL

	Number of Residential Units Constructed	Number of Low Income Units Constructed	Average Value of Residential Land Acre	Average Value of Vaccant Land
Cycle 4				
Cycle 5	28,000	0	$29,062	$218.00
Cycle 6	19,000	0	$25,480	$257.00

TAX EFFECTIVENESS

News Release

It has been brought to the attention of this reporter that a new and energetic group of citizens consisting of the business and low income sectors are reviewing a research report completed by consultants concerning local community expenditures related to the tax dollar. According to Mr. X, the County is exceeding by far the revenue limits which the average citizen will tolerate. Within the next days a major statement of policy and set of demands is expected from this group. This will be delivered at a press conference and news releases will be carried by this paper.

TAX EFFECTIVENESS

	Population	Revenue	Property Tax Millage	Income Tax Rate
Cycle 4				
Cycle 5	495,386	55,977,000	36 mils	1.5%
Cycle 6	501,639	56,507,000	36 mils	1.5%

SCORE FOR TACC

Tax Association of Concerned Citizens

Score

-100	Points for each one percent of income tax added.
-100	Points for each one percent in property tax base.
-100	Points for each one mill increase.
-300	Represents a typical TACC Score

TRANSPORTATION

News Release

Potholes, rough brick and hundred year old roads are being attacked by community Group Z. Why? They note that we have had no new roads constructed in this county in the last three years. Why, they ask, are public works and transit expenditures either zero or close to it? Daily, as the traveler goes about his activities, his automobile is subjected to constant deterioration due to potholes which are similar to manholes and broken bricks which are more like bulging boulders.

Federal programs will support highway maintenance and construction at 90-10 or 50-50 ratios. A local government manager insists that the local government is playing a numbers game. They have more money available that they can use. There is no reason other than the inefficiency and boondoggling that the County has not received highway maintenance and construction funds.

Proper road maintenance and construction will increase the industrial and commercial opportunities in the community. A research report for the transportation issue includes 3-year expenditure categories for works and transportation, and 3-year totals of the number of acres which have been developed for transportation purposes.

SECTION III

Page

Library-Community Simulation

Assumptions, Hypotheses, Roles 143

Description of the On-Line Model and Computerized Accounts 170

LIBRARY-COMMUNITY SIMULATION
Assumptions, Hypotheses, Roles

The Library-Community Simulation game is a component of the GSPIA Decision Exercise developed by Professor Clark D. Rogers for urban and regional development systems analysis. The Decision Exercise incorporates both an economic market model and a set of roles which are played by students in a simulated political arena. The purpose is to give the role players (students) an opportunity to study and experience individually the interaction of economic and political forces on land utilization and public (county) services including library service.

The purpose of the Library-Community Simulation component is similar to that of the GSPIA decision Exercise. Communications librarians are being prepared for decision-making roles in the community. Librarians profit from involvement in a simulated environment and develop the ability to live with uncertainty. The role players (librarian participants) can observe the effects of their own and others decisions over time and make further decisions which affect library service under changing conditions. The duration of the game allows for the evolution and evaluation of the results of decisions, whether favorable or unfavorable to the library cause.

The general purposes of the GSPIA Decision Exercise have been summarized by Professor Rogers. The following points should serve as general guidelines for the student of library communications as he participates in the Library-Community Simulation:

1. The library-community exercise centers around the simulation of a system of specific situations which occur in the real world.
2. The sturctural aspects of the real world of library affairs are depicted in a mathematical model which yields to computations and produces results in the simulation exercise which are the same as those in the real situation being depicted.
3. A number of role players, usually organized into teams, participate. Direct competition exists among the role

playing units. As a result there is dynamic interaction within the simulated system of library community affairs. The results of one team's actions are influenced by the concurrent actions of competitors. A great variety of different solutions can result.

4. The role players proceed by considering the structure of the simulation exercise and the various forms of information related to it. Discussion ensues among the members of a team and rapidly develops into action enterprise as confrontation occurs and situations develop. A variety of solutions develop and decisions are required. Decisions reached affect future decisions as the simulation cycles through the annual phases of the total system.
5. The library-community exercise is a multi-phase process. There is continuity in the basic underlying conditions from phase to phase as well as including elements of change in each new annual phase.
6. The library-community exercise is played with the role designated objectives in mind. Achievements in attaining these objectives are judged in terms of performance relative to other role playing units rather than against any absolute criteria.

BASIC ASSUMPTIONS OF LIBRARY-COMMUNITY SIMULATION

When library communications services to all age groups are examined with the aid of communications models, their set of principles and methods, one of the weakest areas of professional in-service training and development is that of community development education. Each year, many professionally trained recruits go into the field of library service with only the most rudimentary notion of, and training for community, group, and power-structure analyses especially in the underprivileged community. This is compounded by the fact that library education for communications services, historically, has given little formal attention to any training for the "floating" community librarian nor to developing the ability to use the methods of community development education for the broad informational and educational purposes of actual and potential patrons in the emerging and underprivileged community.

Even though librarians have had two major "in-service" training programs--the American Heritage, and Library Community Projects developed with foundations support--survey reports and "laments" in the literature continue to show that librarians are

not deeply involved in their communities and especially the underprivileged ones. The Training Needs of Librarians Doing Adult Education Work (ALA, 1955) have seldom been fully realized in library education and there is little evidence of much creative activity in actual library communities. In much library- community relations, there is a tendency to "rush into illconceived publicity programs" rather than give the community and its groups enough time to become aware of, and informed about deep community concerns and to discuss their purposes and interests in relation to program development. Librarians need training in community, group and power-structure characteristics and dynamics in order to overcome insecurity, lack of ability and the constant inclination to sell the patron publicity programs rather than to understand people's needs and interests as the basis for any community development enterprise contrived for the educational and informational enterprise. Librarians need also to become aware of resources other than books, such as media and wide community referral, which may meet community needs to better advantage than printed materials.

Out of this considerable endeavor in communications research and teaching has grown a pattern of theory and experimental control uniquely designed to provide communications services librarians with the knowledges, attitudes, and skills needed for in-service training programs for their community worker staff members. Basic to the educational design of the course is a simulated learning environment which has both off-line and on-line instructional components in order to help participants understand the relation of single-purpose "advocacy" programs to the support and funding of total library service in the community. The simulated environment is that of two actual counties (Westmoreland and Allegheny) and includes basic data from the U.S. Census which is continuously updated for each of the townships. Land use, industrial, business, public, private, educational and informational is also available in an on-line data matrix.

The library-community dynamics game exists in a set of protocols and simulations, or case studies for individual and group involvement, for the various actual components of community enterprise for which relationships are posited by a professional situation-producing theory of communications. For example, simulations for the area of agency include those for county council, state and federal library and other funding agencies. In the area of the patron or recipient of the activity, protocols and simulations are available for neighborhood

citizens' groups, activist groups, and library liaison (satellite) committees, as well as trustee involvement, interaction and education for community change through the library agency.

1. If knowledge exists in sources and materials, then people can use information to reduce personal, social and environmental entropy.
2. Use of information varies positively with its value or valence to individuals, groups and the community.
3. Willingness to pay is a function and measurement of the effectiveness of communications librarians in motivating: (a) individuals, groups and communities to use information for reducing entropy; (b) subject specialists, researchers and writers to place new knowledge in the public domain where lacunae exist in knowledge and where completed gaps in knowledge would be relevant to the entropy-reducing needs of individuals, groups and communities.
4. Valence of information varies: (a) directly with the competence and availability of communications librarians, and as the fractional ratio in number of communications staff to community constituents approaches unity; (b) directly with the depth and consistency of homomorphic transformations of existing knowledge by indexing and abstracting; (c) inversely with the difficulty and time required for retrieval.
5. Availability of communications librarians and the degree and time of access to sources and materials is a function of willingness to pay on the part of individuals, groups and their fellow constituents in the community as a whole.
6. The community public information center (ie County Department of Communications) incorporates all types of library service supported by public funds. The administrator is the local counterpart of state and federal library consultants who together coordinate the total resources of state, region and nation and expedite access for community demands.
7. The community public information center's major functions are communicative and educational.
8. Communication librarians provide informal education and total communicative service to individuals directly, through groups and the community.
9. This service permeates the total program of the library and, depending on the rapidity of access to resources, may be carried out by:

Collecting, organizing and administering materials that meet the educational needs of the community. Informing the community of available materials and communication programs.

Collecting and organizing information on the informational and educational resources of the community. Publicizing and making easily available such information.

Devising and sponsoring library activities through which individuals or groups can make effective use of materials and library services--such as counseling and guidance, discussion and action program series, and other sequential programs planned around a topic or theme and organized to give continuity and direction to the educational process.

Maintaining a working relationship with all other agencies and organizations on community needs, and cooperating with them, when possible, in efforts to create programs to meet these needs.

Recognizing community needs that the community has not yet identified by itself and, through the imaginative use of resources (personnel, materials, and facilities), stimulating the community to meet these needs.

Involving citizens with similar interests in learning and action programs designed for maximum participation of all members.

HYPOTHESES TO BE TESTED BY LIBRARY-COMMUNITY SIMULATION

When library public services is examined with the aid of communications models, their set of principles and methods, the weakest areas of organized professional knowledge is that of library service to the individual, to the group and to the community as well as their interrelationships. The indentification of relationships among library services to the individual, to the group, and to the community cannot be overlooked. No library service to the public can exist completely compartmentalized if for no other reason than that any one patron's needs may range over the entire service program.

The principles of library service to individuals, groups and the community are closely related. In addition, some methods used in one context (eg individuals) may extend into another context (eg groups), and have been used by librarians to effect and facilitate communicative transitions. Apparently, the personal and social maturations of the individual patron is increased to the extent that he is encouraged and motivated to participate in the group and the community. On the other hand, interests aroused in individuals by the mass media of communication can be extended and indeed deepened only by more effective library service to the individual.

There has been one serious attempt in the library profession to organize the literature of library public services. This was done between 1958-61, under the Committee on Adult Education Literature, Adult Services Division, American Library Association. Several valuable but highly selected literature surveys were produced. However, the scope of coverage was limited and they lacked synthesis with each other and with the general professional principles of public services. Consequently, neither "An Approach to a Statement of Standards for Adult Services , 1966," nor the more recent "Bill of Rights for Adults" (Library Journal, 1969) have the compelling rationale they could have, even though Lester Asheim dealt with the topic "Aspects of Training for Adult Services" (Adult Services Division Newsletter, 1967).

Evidently, librarians on the job know enough to keep service programs going, but their knowledge lacks such intellectual depth as would support evaluation, research and experimentation. Specifically, categories for measurement scales exist only in general terms. Basic to the problem is the lack of codification, i.e. the lack of history of library public service which has been compiled, analyzed and organized in such a way that it can be related to the models of interpersonal communication as well as to the models of groups and mass communications. The fundamental problem appears to be that no underlying theories of communication, whether general or specific, are known to, let along guide librarians' thinking, applications and the development of their service programs to the public.

1. The historical dimensions of library public service has generated the principles which support the range and scope of service to individuals, to groups and to communities.

2. The purpose and function of library public services include the following major elements:

   Agency or institution resources, factors and significant relationships to other agencies.

   Reader, client and patron concerns and interests --potential, realized and latent.

   Social framework--constituents, community realities, situations and conditions.

   Objectives, social responsibility, goals, and rationale for library service.

   Method, procedures, and interface with community groups and individuals.

   Citizen's motivation to participate and to learn --public relations, informal education, information supply and referral center.

3. The functional relationships among library services to individuals, to groups and to the community have been developed in answer to the following questions:

   Service to Individuals: How well are librarians using the models of individual psychology, individual development and interpersonal communication in promoting services for the individual?

   What is the librarian's orientation to the patron? Are the needs and values, for which information is sought, determined by the patron and dependent upon his initiative? If so, is the librarian a passive listener?

   Is interviewing considered to be a helping relationship in which the patron identifies his own concerns? How does interviewing fit into the general method for helping the patron solve his problem or meet his need?

   How are advisory counseling, reference, tutorials and biblio therapy used as alternative (or in combination) methods for the patron to consider?

How does library counseling relate to therapy (whether bibliotherapy, or audiovisual materials therapy, or browsing therapy)?

At what point in interpersonal communication (between librarian and patron) is reference retrieval called for, and why?

At what point in interpersonal communication is tutorial service, or guidance (eg vocational) called for, and why?

Why, how and when does the librarian make referral to resources outside the library?

Compare and contrast "book" selection ("readers advisory work") for the reader with the intrapersonal role-taking values of reading, viewing and listening?

What principles and methods in interpersonal relations are employed by library supervisors to evaluate staff performance and promote effective communication within the library and to the general public who use the libraries? How can the communicative ability of the staff be increased so as to induce a wider range of citizens to use library services?

Services to Groups: How well are librarians using the models of communications, psychodrama and group dynamics in promoting group services?

What is the librarian's orientation to the group? Are the needs and values, for which information is sought, determined by the group and dependent upon its initiative? If so, is the librarian a passive information retriever?

Are group methods (dynamics and group network theory) the matrix of relationships within which the group identifies its concerns? How are discussion techniques employed as a general method for solving problems and meeting needs?

Compare and contrast the librarian's methods in

working with discussion groups vs. action groups?

What is the role of volunteers in library public services and their function in satellite groups, such as "Friends of Library"?

How are sensitivity sessions, discussion groups, "Training laymen in the use of the library", lectures, forums, panels used as alternative methods (or in combination) for the group to consider, and why?

For what reasons and how are individuals counseled to participate in groups?

How are groups exposed to information so that communication may occur? Specifically, how is "information" retrieval done for the group?

How are group methods and dynamics related to library personnel administration, and specifically to the rationale and development of continuing in-service training for more effective public services?

What are the problems of communicative effectiveness in library services? What are the principles and methods used to resolve communication problems?

Services to the Community: How well are librarians using the models of community development and mass communication in order to promote community service?

What is the librarian's orientation to the community? Are the needs and values, for which information is sought, determined by the community and dependent upon its initiative? If so, is the librarian but a "bookstore manager" to the community?

What is the relationship of the social myths (edenic and utopian) to the community objectives not being met? How does the librarian exploit the social myths for community betterment through effective library service?

How does the librarian involve the people in consensus-making, and anticipate their decisions

while making certain that citizens feel themselves to be in the "drivers seat" of community affairs?

How are the elements of a situation-producing theory of communication (agent, patron, situation, goal, policy, motivation) institutionalized and implemented by the librarian in the community?

Compare and contrast public relations (mass communication) with the communicative role of the library in the community? How are the mass media employed in each instance? What is the relationship of community activity to group and individual activity? How is interpersonal transition effected?

How are socio-drama (games, demonstrations, spectacles), knowledge generation (are disciplines led by profession?) and community development (community study) used as alternative methods (or in combinations) for the community to consider, and why?

For what reasons and how are individuals and groups counseled to participate in community activity?

How are communities exposed to information so that communication may occur? Specifically, how is information retrieval done for the community?

Compare and contrast the roles of "objectivity" versus "advocacy" in developing community based library services. What are their historical antecedents in the development of the librarian's profession, and specifically to the library's role as a coordinating structure in the community?

SYSTEM OF SIMULATION ROLES

There are a number of roles which are played in both the GSPIA Decision Exercise and the Library-Community Simulation component of the total game. All of these roles can be interactive depending upon the objectives of each role player as he works to overcome conflict of interest and seeks to achieve his own objectives. Figure 1 is a general chart of the total game including the GSPIA Decision Exercise and the Library-Community Simulation. Arrows indicate general relationships among roles which may guide the participant role player at the

beginning of the game.

However, as the interaction continues, conflict of interest will develop and new liaisons will occur. Figure 2 is an indication of both the intensity (high, medium, low) and the direction of anticipated conflict. While conflict may be anticipated, to some degree, participant role players should be alert to the other emerging areas of conflict and/or mutuality of interest. It is helpful to remember that in communications the analysis of intentions is a significant and unavoidable endeavor.

Public issues (controversial) provide the motivation to participate and to communicate in the simulated environment of the game. These issues may be perceived by the human role in various ways. Because of their role, they are motivated to take a position on the issue and to resolve the issue to their own (role) satisfaction. The roles in the GSPIA Decision Exercise are identified and described pp. 59-129 of the Manual of Operations (on reserve).

The roles for the Library-Community Simulation component are listed as follows and described. Figures 3,4 indicate general relationships and the direction and strength of the interactions among the following components or teams of role players:

1. Representative of Federal Division of Library Programs.
2. Representative of State Library.
3. Director County Department of Library Communication Services.
4. Council of Librarians.
    a. Administrator
    b. Staff
    c. Agents for Communication
5. Library Communications Department: Budget and Planning.

6. Action groups.

   a. Poverty

   b. Renewal

   c. Equal opportunity (assistance to under-privileged)

   d. Taxpayer

   e. Vocational Education

State and Federal Library Agents:

Federal library service works to increase the visibility of library and information services in the nation. There is some ill-defined and often nebulous concept of overall library development which guides day to day operations. Such a plan, if it exists at all, can be detected in the reports of occasional library commissions, but most often in the hearings which accompany proposed and enacted legislation.

The federal library agents work most closely with national, regional and state library associations. They rely upon these bodies for guidance in developing library legislation, standards, and in particular for support at hearings and in lobbying for measures that will benefit the profession. Their power is not specifically defined but their influence is considerable, as the appropriation of funds to state and local libraries usually include matching and/or incentive measures.

The presence of "pork-barrelling" operations is minimal, and federal library operations have often been cited as an example of well-administered appropriations. Some evenness of distribution of funds among the congressional districts is most likely a controlling factor. However, it must be pointed out that the federal consultants endeavor to encourage worthwhile proposals in each of the districts. Not all proposals can be funded and more than likely some rotation operates in order to achieve evenness and fairness of distribution.

The main purpose of state and federal representatives is a consultative role, and the development of leadership in community affairs. State library agents operate in a manner similar to their federal counterparts. There are perhaps a few

more "political" constraints, and certainly state library personnel must keep their "ears to the ground". The role and function of the state library is defined by law. The state library board has legal responsibility for the certification of library personnel throughout the state, as well as for the enactment of the law governing local library operations.

State library personnel have both federal and state funds to administer which are distributed on a matching and incentive basis. In order to receive federal funds, the state legislature must provide matching monies over and above its present and expanding commitment to the libraries of the state. The laws of the states concerning library service have been compiled in AMERICAN PUBLIC LIBRARY LAW. Each state differs in some details, but for the purposes of the simulation Pennsylvania library law will maintain.

1. Duties:

   Analyze data concerning regional library programs.
   Make recommendation for library programs to be funded by state and federal monies.
   Administer all federal and state accounts by alloting monies to library programs in accord with local information goals.
   Interact and negotiate with council of librarians, information agents, citizen groups, H.E.W., administrator, state library representative, budget director and planner.

2. Data:

   System of accounts.
   Messages concerning library effectiveness and efficiency.
   Data.

3. Responsibility:

   Allocation of federal funds.
   Establish a criteria for fund allocation.
   Maintain stability in the system of accounts concerned with physical, social and economic conditions.
   Justify allocation of monies.

Administrator of County Information Services:

The administrator of the county library system works for enabling resources to discharge the social responsibility of library service in society. Purposes, policies, procedures are developed so that all citizens may have a method whereby they can interface with the knowledge which a library has to diffuse. This method transcends type of library service, local autonomy and vested interests. Service to people has high priority over anything else; and service to minority segments of the population has priority over the traditional middle-class library patron.

The administrator is the local counterpart of the federal and state library agents, but with the added responsibility of implementating county-wide library service which combines all types of library service into one unit. He holds responsibility for the effective expenditure of all funds appropriated at the federal, state and local level for library purposes. The administrator works with all funding bodies and lobbying groups in the community, in order to capitalize upon the good will generated and meet the demands for increased services created by the communications librarians.

Community contacts are not limited to his administrative group of trustees, nor to his satellite organization, the "Friends," whose function it is to make it difficult for all people in the community to avoid thinking about library service and the necessity for expansion. On the contrary, the administrator is a practical sociologist encompassing wide acquaintence with, and involvement in all significant community endeavor.

The administrator manages through performance budgeting, and performance is measured on the successful communicative activity of the public services staff (communications librarians), for whom all library resources are mustered and developed. The administrator is chairman of the COUNCIL OF LIBRARIANS, a body which may be necessary in the interim until all types of librarians can be united under one administrative unit.

1. Duties:

Receive and distribute information regarding the state of communication services to the necessary individuals.

Provide a preliminary analysis of the information, updating records, evaluation of goals with comments and reports to other role players.

Prepare and issue policy guidelines to role players subordinate to this position for setting and budgeting duties and goals.

Receive from the other subordinate role players their analysis of data and requirements for meeting goals. Requirements (e.g. budget requests) must be justified with supporting data and arguments as to their community effects.

Interact and negotiate with other role players such as:
- Council of librarians.
- State and federal representatives.
- County commissioners.
- County manager.
- Poverty program.
- H.E.W.
- Citizens.
- Budget and planning officers in the Communications Department.

Oversee the preparation of the budget for the communication department.

Influence the community decision phases which include two parts:
- Legislative.
- Budget adoption.

2. Data items for analysis and decision making:
   System of accounts for community services department; sources and amounts of revenue by categories.
   Allocation of educational funds for:
   - Education.
   - Poverty.
   - Communications department.
   - Library facilities.
   - System of accounts for entire county.
   - Messages that indicate the effectiveness and efficiency of the communication services programs.
   - Population statistics.
   - Land values

Unemployment.
Per capita income.

3. Responsibility
To make all final decisions concerning matters within the communication services department.
Present to council all recommendations for new policy and budget.

There is a symbolic relation between the COUNTY COMMISSIONERS and the library administrator who is appointed by them to manage all public expenditures for library service. The County Commissioners have a positive role to play, and often are required to take a leadership position. They must weigh the merits of various and often competing interests in requests for funds, but in general work to make the community (county) a better place to live for all citizens. All immediate legal and fiscal power rests with them. Generally their administrative function is developed within the usual constraints of management. Power of appointment can be used for "political" purposes, but in most instances serious effort is made to recruit competent and able middle management.

Fiscal power is regulated by state law. But in the daily operations of the county, taxing power is based on the willingness and ability to pay of residents, business and industry. The quality of public services is an important consideration, and residents are reminded continuously of the advantages of living in the community. The main purpose of the County Commissioners is to play a role of weighing checks and balances in tax appropriations and expenditures. Expenditures are "performance-budgeted" so as to meet the criticisms of taxpayer associations and others.

Council of Librarians:

The purpose of managerial administration is to work out formulae for information (materials and resources) transfer and indexing access, and to overcome the limitations of types of library service by eliminating them in favour of information networks and coordinated systems development. Management administration is subordinate to communications administration because it is concerned with the buying and selling of information, but especially in promoting the development of larger units of service whether through cooperation, federation or more closely knit units. The function of this role is continuous and requires three major considerations: (1) deliver, or arrange for the

immediate delivery of whatever information (materials and resources) is ordered by the communications librarians. (This may include considerable "wheeling and dealing," indeed pressuring recalcitrant types of librarians not members of the system who are "sitting on" access to materials and resources needed by the communications librarians); (2) meet the specifications of communications librarians for intellectual access to the required materials and resources; (3) develop enough political and economic "muscle" so as to be effective lobbyists for total, integrated library service that will exceed standards.

1. Duties:

Develop programs for satisfying information needs of the community.
Justification of information programs.
Recommend changes in budget allocations.
Make recommendation concerning standards.
Interact with budget planners, program planners, state and federal administrators, and information agents.
Recommend capital improvement.

2. Responsibilities:

Evaluate information programs.
Evaluate allocation of resources and expenditures.
Evaluate state and federal programs.
Make recommendation to communication services department.

3. Data:

Allocations and expenditures.
Census data.
Messages concerning library effectiveness and efficiency.
Systems of accounts.
Recommendations from members a) information agents b) library c) administrator d) planner e) budget f) action groups.

Action Groups:

There are many varieties of action groups in any community. Their common characteristics are determination and suspicion of all promises. They will not be satisfied with anything less than action. The main purpose of all activists groups is to

evaluate the effectiveness of the communication librarians.

The taxpayers association is a voluntary group who study the taxing power of the community, its resources, and willingness to pay on the part of residents for perceived services. A sincere effort is made to weigh the relative merits of various needs for financial support, as well as the economic power of the community to raise the various tax levies proposed.

As independent citizens, they evaluate the demands of various agencies upon the public treasury, the needs of residents for sustained and expanded services, and the fiscal proposals of the commissioners as well as their legal manoeuvers. Members of the taxpayers association make their voice heard in the various media of communication, organizational meetings, and upon other occasions which occur.

Their position is not always negative, as they propose alternative methods for analyzing and meeting competing needs and interests. Their criticisms and proposals are always listened to by county government, business and industry. Their general purpose for existence in the community is to equalize the burden of taxation, as they see it.

Business and industry constitute the power structure of any community. Their general purpose is to exploit the resources of the area for a productive work-life for the people who live in the area. Their power is considerable, and it is often used for the benefit of the community.

The tendency, however, of the power structure is to centralize power and authority. The operational procedure is to minimize costs and maximize profits. However the rate of profit is not considered to be exorbitant. An even growth rate is promoted which will not destabilize the intricate relationships that contribute to a healthy and expanding economy.

The power structure constitutes a powerful lobby to protect the even growth and development of the economy as they see the community picture. The power structure does not shirk its duty to the public treasury but just as adamantly maintains that providing a productive work-life for citizens is a major contribution in itself. The provision of more jobs is equivalent to increased taxing power, and therefore tax levy on capital and enterprise should not be "excessive". Capital has to be raised in order to increase the productivity of the economy.

The revolutionary activist becomes involved in whatever role that can be counted upon to irritate the public's fancy. His major method is iconoclasm and his patron saint is that of Thersites of Grecian lore. Whatever proposal is made even in his own group, the activist is vociferous in denouncing it and champions a diametrically opposing position which is of course a minority position. But as discussion, or rather argument proceeds, negotiation may occur and out of the bargaining grows a new proposal.

Often the new proposal, as it begins to shape up appears to be a concession to radicalism. But as one begins to examine it more closely one finds that the substance of the proposal remains in the camp of the moderates while the dramatic externals are designed to palliate the wishes of the activist's more radical constituents. Thus the activist and the moderate complement one another, but it takes the moderate to follow through and implement the dramatic and intuitive insights of the activist.

The prototype of the contemporary activist is Saul Alinsky. A reading of his Reveille for Radicals is necessary to bridge the gap between the moderate radical of former years and the revolutionary radical of the present generation. In any event, the role of the activist is an essential and necessary ingredient in the healthy life of any community. While he may upon occasion be an irritant to the majority of moderate citizens, yet without the activist the community would not be as desireable a place to live.

1. Duties:

   Achieve vested interest program implementation.
   Evaluate effectiveness of communication librarians.

2. Data:

   This depends on their resourcesfulness in getting all data and interpretation of such.

Communication Librarians (Agents) and Services:

The purpose of these roles is to create relationships between human beings and the consumer product which the library agency has to offer. Based on market research studies the lib-

rarian is able to predict how any particular population will react to media content. The librarian will develop library programs, group services and counseling strategies which will anticipate interests and needs. Directives to the library council will include specifications as to the range of immediate and long-range back-up resources and whatever subject analysis and organization of the resources is appropriate.

Considerations of context include two foci of attention: on-premises interface with patrons, and services to social groupings. On premises, any library in its service routines and building layout is organized as "service in depth." Casual and referral inquiries (i.e., cognitive development) are counseled near the entrance, and "research" (i.e., cognitive flexibility) is conducted in areas more removed from the entrance. In either instance, staffing is professional with a high degree of proficiency in counseling, retrieval and communications.

Another area of responsibility for communication librarians is to analyze census reports and other studies and to conduct such research and surveys as will reveal segments of the population, as well as a profile of their "hidden persuaders" so that services and programs can be related to them. The function of this role is continuous and includes at least two major considerations: (1) to identify the characteristics of the population and populations, their situations and the range and depth of distinguishing features of various life styles; (2) to identify the interests of various segments in the population and the concerns of populations living in similar situations. Not only must a plan be developed but also a budget for which support must be sought.

1. Duties:

   Prepare budget based on decision of administrator and federal-state agents.
   Explain budget items to administrator and other county officials.
   Explain restriction of legislation on budget preparation.

2. Responsibilities:

   Prepare budget accurately.
   Inform concerned individuals concerning budget changes and conflicts.

Interact with council of librarian, information agents, federal-state agents, and the library director concerning budget items.

3. Data:

Revenues.
Expenditures.
Allocation of resources.
Census Data.
System of accounts.

Communication services combine the various library interfaces with the community: interpersonal, group and community development for all age, educational and socioeconomic levels. All communications staff have a generalist preparation together with an age and subject specialization. They are recruited for their ability to work on a team and to move from one context or interface to another with flexibility and accomplishment. Communications librarians have near line responsibility over management and certainly over information transfer librarians.

Communications librarians serve as a watchman of the communications environment being planned by the various media, and through notification of the public services make it possible for them to have programs ready and special "mission-oriented" collections assembled, organized and indexed in order to meet the demand created. The function of this role is continuous, and necessitates a considerable degree in accuracy of prediction in at least two areas of consideration: (1) to identify the areas of interest and concerns; i.e., the content in subject or topical categories, of the media of communication. (Retrospective analysis is not sufficient. Content must be anticipated and advance-awareness be acquired by every indicator possible.) ; (2) to identify and anticipate the intentions of the originators of media programs in order to ensure that other points of view are represented in the programing on the library's media communication networks.

2. Duties
   1. Design long range plans for service information needs of the county.
   2. Evaluate progress towards goals.
   3. Messages conserning library effectiveness and efficiency.
   4. Interview of personal contacts.
   5. Action group requests.

-10 0 +10

EVALUATION OF COMMUNICATIONS LIBRARIANS

Traditional Types

Preserve type of library.
Services on premises.
Friends satellite group.
Materials processing by type of library.
Label (categorize) publics by library type.

Evaluation:

Document circulation.
Users on premises.
Questions answered.
Librarian ratio, 1:2000 pop.

Systems Network

One county library for all people.
Building space at 30 sq. ft. per patron distributed over county.
Communications librarians ratio 1:1500 pop.
Statewide collection backup.
Media communications lab for production and counseling.
Services include: counseling, group work.
Community information center: local resources; community calendar.

Evaluation:

New audiences reached.
Increased per/capita support.
Overcome type of library.
Decreased censorship.
Systems access speed.
Increased satellite groups.
Coordinating structure.
Reciprocal loaning.

Communication System

Inter-and intra-system access immediately.
Library neighborhood information centers.
Librarian neighborhood organizer for all age groups:
Leadership recruitment.
Training programs.
Manpower liaison.
Control all media of communication. ie. ownership of TV and radio and newspaper:
Community communications program.
Political power base: local control of branches and integrated with neighborhood centers for all helping professions.

Evaluation:

Crime rate down.
Social legislation up, and county budget reallocation.
Unemployment down.
Continuing education up.
Ombudsman up.
Literacy up.
Communications librarian ratio, 1:500 pop.

Refined circulation counts based on content analysis.

Registration going up faster than educational level, and especially in areas of low socio-economic level.

Ratio of books per capita not decreasing.

Public access to statements of purpose, policy, procedure.

Reference materials duplicated in circulation.

Content analysis of reference questions and circulation.

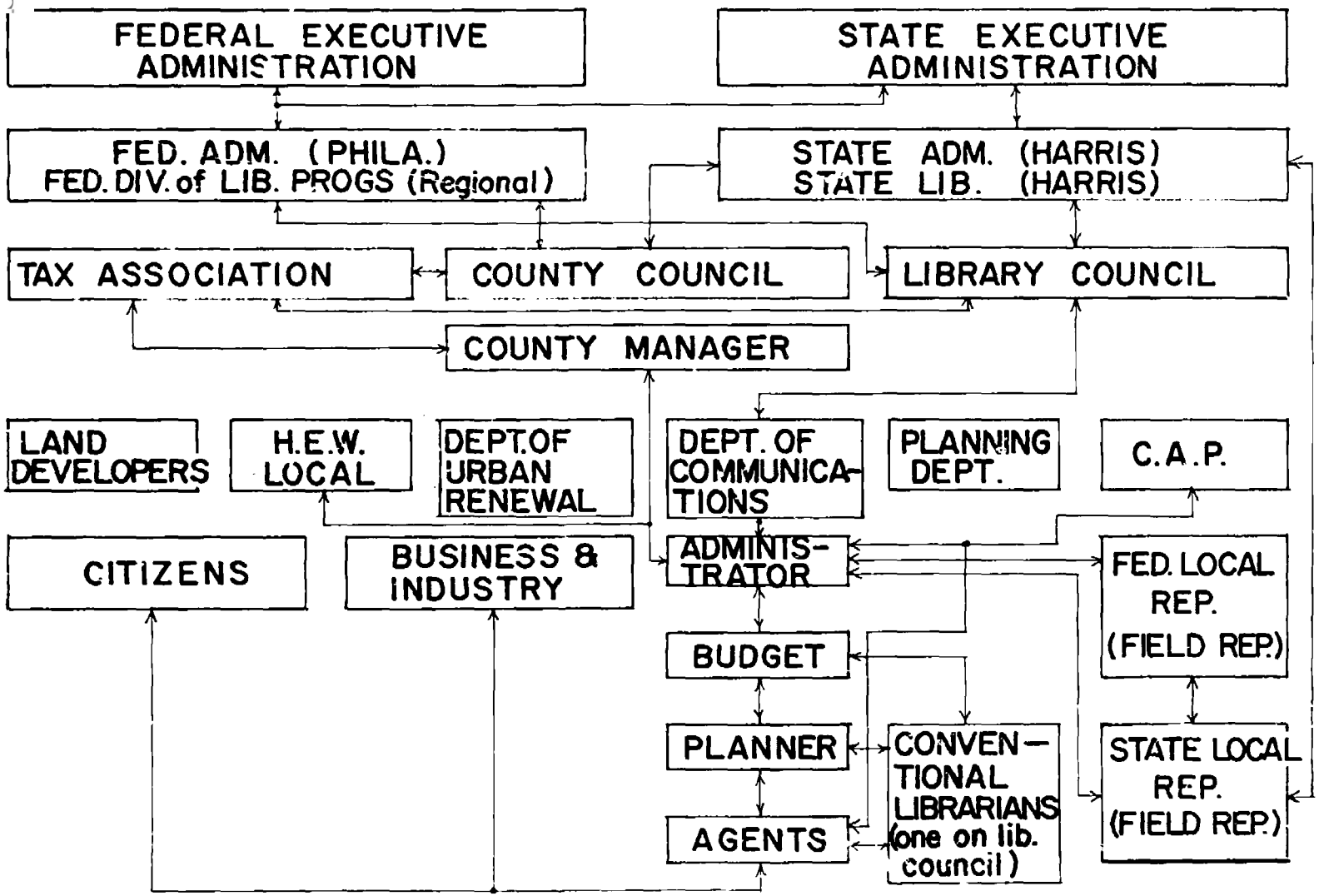
Follow-up on unanswered questions.

Extensive referrals made, to other helping professions.

Access for all hours in the neighborhoods to meeting room space versus ownership.

Seating space at 35 sq. ft. per patron at peak periods.

Chart of GSPIA–Communications Interaction



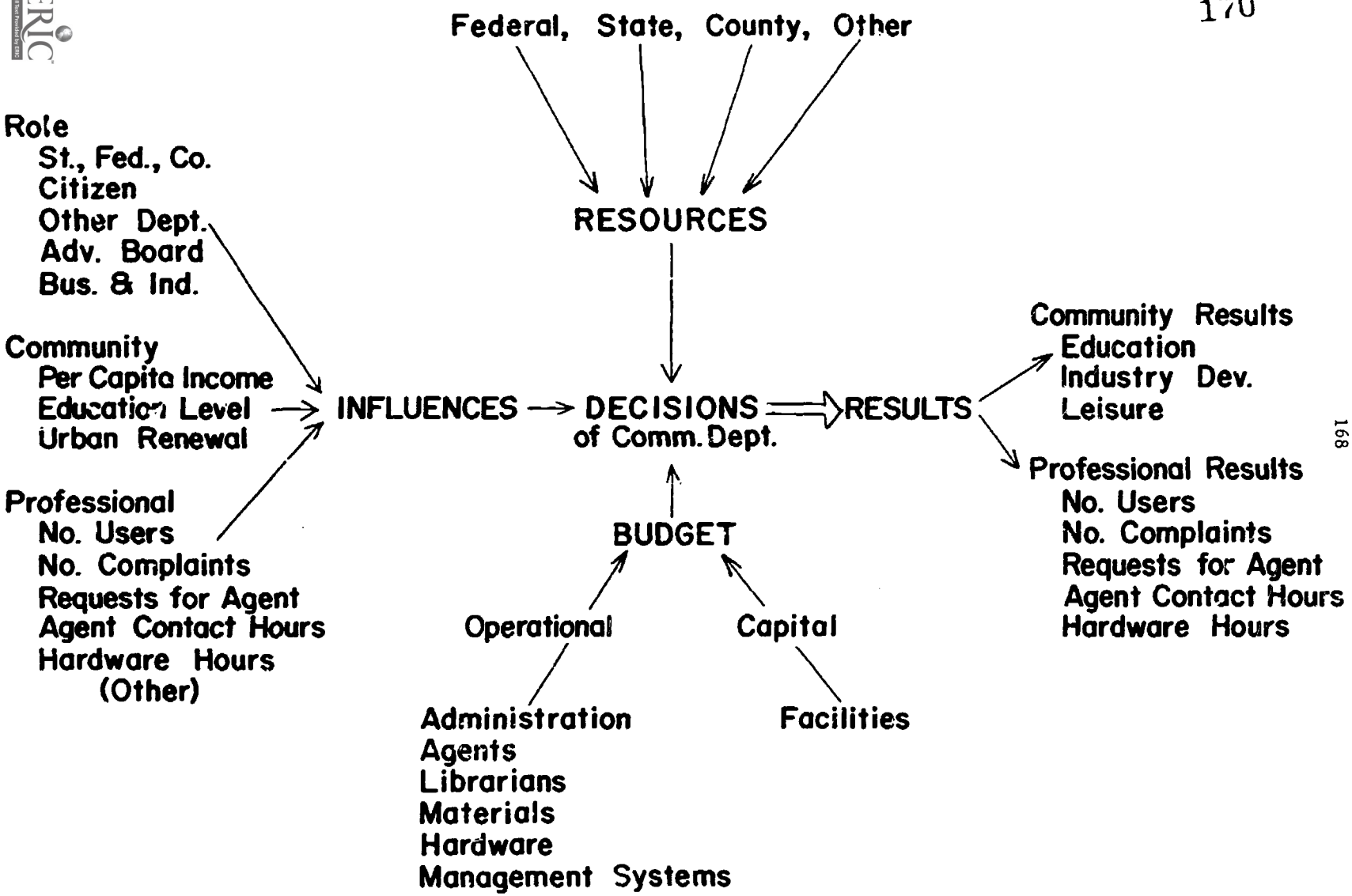
TENTIAL CONFLICT

Conflict = Two or more groups competing for limited resources, power positions, prestige etc, resisting change or the threat of change.

▩ High
▨ Med
X Low

Direction of Interaction ←

		1 State	2 Federal	3 State Lib.	4 Fed. Div. of Lib.	5 Manager	6 Planner	7 Communications	8 Renewal	9 Poverty (CAP)	10 HEW	11 Land Dev.	12 Citizens	13 Comm. Budget	14 " Planner	15 " Agents	16 Conv. Lib.	17 County Council	18 Council of Lib.	19 Tax Assn.	20 Business & Ind.
1	State Administrator		X	X		▨	X		X	X	X				X			X	▩		
2	Federal Administrator	X			▨	▨	▨		▨	▨	▨							X	▩	▩	
3	State Librarian	X						X							▨		X		▩		
4	Fed. Div. of Libraries		X					X											▩		
5	County Manager	▨	▨				X	X	X	X	X	▨	▨	▨				▨			
6	County Planner	X	▨			X			▨	▨	X	▩	X		X			▨			▨
7	County Communications	X	X	▨		X				X	X		X			X	X	▨	▨		
8	Urban Renewal	X	▨			X	X			X		▩									
9	Anti Poverty (CAP)	X	▨			X	▨	X													
10	HEW	X	▨			X	X	X													
11	Land Developer					▨	▩		▩												
12	Citizens					▨			▨												
13	Communications Budget					▨				X	X						▩				
14	" Planner	X		▨			X										X				
15	" Agents												X				▩				
16	Conventional Librarians			X				X						▩	X	▩			X		
17	County Council	X	X			▨	▨	▨												▩	
18	Council of Librarians	▩	▩	▩	▩			X									X				
19	Tax Association		▩															▩			
20	Business and Industry						▨														


Federal, State, County, Other
RESOURCES
Role
St., Fed., Co.
Citizen
Other Dept.
Adv. Board
Bus. & Ind.
Community
Per Capita Income
Education Level
Urban Renewal
Professional
No. Users
No. Complaints
Requests for Agent
Agent Contact Hours
Hardware Hours
(Other)
INFLUENCES
DECISIONS
of Comm. Dept.
RESULTS
BUDGET
Operational
Capital
Administration
Agents
Librarians
Materials
Hardware
Management Systems
Facilities
Community Results
Education
Industry Dev.
Leisure
Professional Results
No. Users
No. Complaints
Requests for Agent
Agent Contact Hours
Hardware Hours

Strength of Interaction

▩ Strong

▨ Medium

X Low but some

Direction of Interaction →

CONVENTIONAL U.S. ROLES FOR COUNTY	COMMUNICATION ROLES										
	Library Council	Comm. Budget Officer	Comm. Manager	Comm. Agent	Comm. Administrator	State Librarian	Fed. Div. of Lib. Progs.	Conventional Librarian	Business and Industry	Tax Association
State Administrator	▩					▨				X
Federal Administrator	▩						▨			X
County Council		X			X			X		▩
County Manager		▨			▩			X		▨
County Planner			▨	X					▩	
Urban Renewal Director			X	X					▨	
Anti Poverty Director			X	X						
HEW Administrator			X	X	X					
Land Developers			X							
Citizens				▨						

LIBRARY-COMMUNITY SIMULATION
Description of the On-Line Model and Computerized Accounts

James G. Williams

The on-line or computer program model of a Communication and Information Service Department within a county government is one that attempts to place information services in a setting broader than the conventional library. The model is built around the hypothesized influences that a community exerts upon information services and the assumed results that occur from decisions regarding information programs for the community. Factors influencing library and information programs are viewed as quantifiably measureable factors that can be used to guide goal formulation and decision making. The influences (see Figure 1) are grouped into three classes:

1. Role influences - These influences are a result of, a) state, federal, and county allocation of resources, b) citizens - by their attitude toward the information programs and their complaints about such programs, c) other departments - how other departments view the information services may be an important factor in receiving support for desired programs and other expenditures.

2. Typical community influences - These are measureable influences including but not limited to:
   a) Population growth.
   b) Educational programs.
   c) Per capita income.
   d) Urban renewal projects.

3. Professional influences - These influences are familiar to the professionals within the communications and information department staff. They are a result of such factors as:
   a) Number of users.
   b) Number of complaints.
   c) Requests for agents.
   d) Agent contact hours.
   e) Hours of hardward use.
   f) Software utilization and development.

The measureable influences are input to the model as a set of accounts that interact with other accounts within the county system (see Figure 2). Revenue and expenditure subaccount are represented by actual dollar amounts and include percentages of expenditure by catagory. Revenues by source and expenditures by item are then printed (see Figure 3). The revenue and expenditures are determined off-line by the players in assigned roles in the game.

The educational revenues and expenditures are calculated and printed. It is hypothesized that the educational expenditures influence the educational level in the community (median years of school completed) and this in turn influences the attitude of the community concerning library and information services. The median education level is compared to previous year's median education level to determine the direction and magnitude of a change, if any. The per capita income is also investigated to determine if there are changes in this indicator. It is assumed that increases in per capita income will affect the magnitude of library and information programs in a positive manner. First, as the per capita income rises, there may be a tendency to find more revenue for information programs and second, with a higher per capita income an increase in educational level and leisure time permits citizens to undertake activities that require more extensive library and information services.

The next calculation involves the determination of the number of students in primary, secondary, and higher educational institutions. An increase in this population will positively affect the number of users of library and information services. The depreciation rate of land values is used as an indicator of the change in the quality of the physical stock of the community. As the physical quality decreases through age and depreciation library and information service characteristic change due to population characteristics which vary as a function of the proxy measurement of "quality" depreciation. Finally, the factors of population, increase in median education level, increase in student population, land depreciation are combined to calculate the percent of population that are "potential" users of the library and information services within the community.

The next phase of the model determines the actual number of users based on the information materials available (acquisition), space for accomodating users, and the number of employees. The number of users that can be accomodated based on the acquisition of new materials is computed on the basis of $8.00 average

purchase price per item. Administration overhead costs are then added to this to arrive at a total cost per item to make the purchased items available to the user. The total acquisition's budget is divided by an item-per-patron cost standard to arrive at the number of users that can be serviced as measured by the expenditures for acquisition of materials. A difference is computed between "potential" users and "materials" users from the preceding computation. If the potential users are greater than the materials users, the actual users at the beginning of any year is made slightly less than the materials users. If the materials users are greater than the potential users, then the actual users at the beginning of any year is increased slightly over the materials users.

The assumption being that if not enough materials are available to service the potential users, the number of actual users will be less than expected and if the materials users are greater than the predicted potential users, the fact that materials are available will create an attraction thus causing an increase in actual users.

Another part of calculating the predicted number of users is to consider space requirements for the user population. This is accomplished by utilizing certain constants and variables. The variables are represented as total population, the square feet of floor space available, the percent of population expected to use the library and the percent of the users that might be in the library at any given time of day. Using these variables and heuristically derived constants, the number of square feet per person is derived. This is then compared to a standard and the number of users is increased or decreased based on the difference.

Next, the factor representing adequate personel to users is considered. Here the assumption is that the number of patrons/employee will affect the user population. It is further hypothesized that the patrons/employee factor should be based on a desired base level with an acceptable range factor. The employee (i.e., agent) is this instance is one who comes in face to face contact with the patrons. The actual patrons per employee is calculated by using "actual" users and the number of agents. This factor is then compared to the base level-range standards. The results of this comparison are used to determine whether or not the library is overstaffed or understaffed in relation to the materials available for potential users. The situations that can result are:

1. Adequate materials but understaffed.
2. Adequate materials and overstaffed.
3. Inadequate materials and understaffed.
4. Inadequate materials but overstaffed.

In either case, appropriate messages are printed to indicate the situation. The complaint factor is also affected by the four situations suggested above. Depending on the circumstances, the number of complaints are increased or decreased over the assumed normal complaints factor. In the same manner, the actual users at the end of the year are also affected by the materials-staffing situation. End of year users may be decreased or increased depanding on the materials-staffing conflict. This measure can act as a warning that some changes need to be made in the budget. Allocation and/or emphasis can be placed on carefully selected activities.

The next phase of the model is concerned with the technical competence and community influence of the information agents and the information program. The factors that are assumed to affect these two measures are:

1. The special collections in the system.
2. The local holdings in the total system.
3. Access to holdings outside the system.
4. Requests for agents.
5. Agent contact hours.
6. Evaluation of information programs.
7. Special files for automated access.
8. Expenditures for hardware and software for accessing special files within the system or outside the system.
9. Access time for data outside the system.
10. Evaluation of file searching competence of agents and others.
11. The demand from the business and industrial sector for access to special files of information.

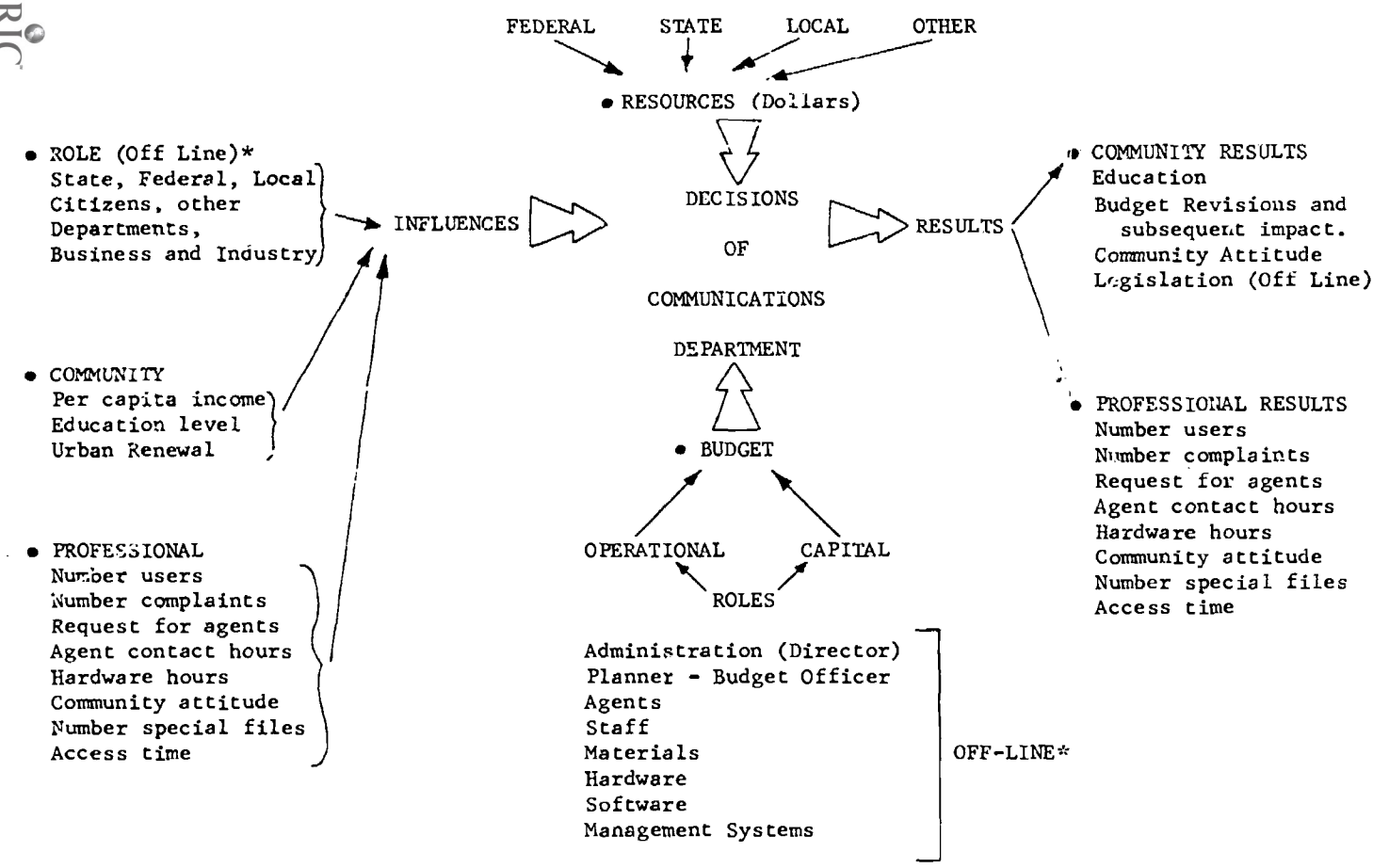
These factors are combined to determine a community influence or Community Attitude Index, that is a barometer for determing the efficiency and effectiveness of the information agents dealing with community groups.

The decisions, made by players in the game, concerning the allocation of resources for implementing desired goals may have a long range effect. Certain values are saved from one year to

the next for comparison purposes and to make adjustments or changes in resource allocation. Therefore, allocating large resources to some particular area that was weak in previous years will not necessarily make a sudden change from weak to strong in one years' time. It may take several years to overcome a weakness in some aspect of the model.

The flowchart in Appendix A Part I will allow the reader to follow the decision course of the on-line model. The definition of the variables are found in Appendix A, Part II.

The input format found in Appendix B, Part I describes the input data. Appendix B, Part II contains a definition of the variables used as input so that one can relate these variables to the flowchart in Appendix A, Part I.



* Off Line is an activity
that is non-computerized.

FIGURE 1

INFLUENCES AND RESULTS

Figure 2

GSPIA. MANAGEMENT PLANNING GAME CONTROL SECTION BOARD TEAM DE

BPC	-0-0-0-0-0	-0-0-0-0-0	.100	290	.000	.010	.000	.010	.000	.530	-.000	-.000
CIPC	-0-0-0-0-0	-0-0-0-0-0	.260	.130	.640	.230	-.000	-.000	-.000	-.000	-.000	-.000
PRI	0 0 0 0 0	2 2 3 3 2	10.110	4.486	24.320	8.200	2.752	1.000	1.000	7.000	2.000	1.000
PRO	0 0 0 0 0	2 2 3 3 2	.063	.449	.514	.044	.093	4.000	5.000	4.000	2.000	7.000
TAX	-0-0-0-0-0	-0-0-0-0-0	1.000	11.300	-.000	-.000	-.000	-.000	-.000	-.000	-.000	-.000
SFPC	-0-0-0-0-0	-0-0-0-0-0	.000	.040	.000	.420	.090	.000	.450	-.000	-.000	-.000
ULP	0 0 0 0 0	1 1 3 3 1	9.725	75.610	10.080	10.100	8.250	2.000	2.000	5.000	4.000	2.000
SCIL	-0-0-0-0-0	-0-0-0-0-0	56.480	3.600	14.630	141.700	13.040	.000	.000	.000	.000	.000

Figure 3

GSPIA. MANAGEMENT PLANNING GAME

CYCLE 5

DATE RUN BCAOS TEAM CE

2.5 PERCENT CHECK. TPOP = .28930E 06 OPOP = .36379E 06
DECREASE LFP.

2.5 PERCENT CHECK. SUPLA = .11214E 06 TLABR = .18981E 06
INCREASE LSC.

2.5 PERCENT CHECK. TCONS = .39283E 08 PRO = .65520E 08
INCREASE SLC.

	OVERIDE	SWITCH	VALUE	PERCENTAGE CHANGE
GROSS NATIONAL PRODUCT	-0	3	.72559E 12	
U.S. PLANT INVESTMENT	-0	3	.26765E 11	6.0
CAPITALIZATION RATE	0	1	1.027	.0
LABOR FORCE PARTICIPATION RATE	-0		.2	.0

	OVERIDE BY SECTOR	SWITCH BY SECTOR	VALUE (PERCENTAGE CHANGE) BY SECTOR				
			CONSTR	TRADE	MANUF	TRANS	GOV'T
PITT. REGIONAL OUTPUT	0 0 0 0 0	3 3 3 3 3	.65520E 08	.47145E 09	.53456E 09	.44880E 08	.99510E 08
			4.00	5.00	4.00	2.00	7.00
PITT. PLANT INVESTMENT	0 0 0 0 0	3 3 3 3 3	.10211E 08	.45309E 07	.26022E 08	.83722E 07	.28199E 07
			1.00	1.00	7.00	2.00	1.00
U.S. LABOR PRODUCTIVITY	0 0 0 0 0	2 2 3 3 2	.57250E 04	.75610E 05	.10584E 05	.10504E 05	.82500E 04
			2.00	2.00	5.00	4.00	2.00
PITTSBURGH EMPLOYMENT	-0-0-0-0-0	2 2 2 2 2	.64285E 04	.33952E 05	.46930E 05	.41472E 04	.97881E 04
			8.00	2.00	5.00	4.00	2.00

	TOTAL	CONSTR	TRADE	MANUF	TRANS	GOV'T
SKILLED LABOR DEMAND	31260	4056	16576	5162	954	4111
UNSKILLED LABOR DEMA	69997	2382	16576	41768	3193	5677
TOTAL LABOR DEMAND	101256					
SKILLED LABOR SUPPLY	32316	4018	16706	6414	1066	4112
UNSKILLED LABOR SUPPLY	80500	2382	16576	51897	3568	5677
POP3 + POP4	189812					
TOTAL LABOR SUPPLY	112143	6378	33226	58312	4633	5491
UNEMPLOYED, SKILLED	1265	0	0	1252	112	1
UNEMPLOYED,UNSKILLED	5931					
SHORTAGE,SKILLED	309	38	270	0	0	0
SHORTAGE,UNSKILLED	0	0	0	0	0	0
NUMBER OF RETRAINEES	167	0	41	0	0	126
COST OF TRANSFORMATION		14400.0	16000.0	15600.0	10000.0	25000.0
LABOR SUPPLY COEFFICIENT, POP 3		.04	.15	.32	.05	.05
LABOR SUPPLY COEFFICIENT, POP 4		.03	.15	.30	.01	.05
SKILLED LABOR COEFFICIENT		.63	.50	.11	.23	.42
ANNUAL WAGE PER EMPLOYEE		4800.0	3670.0	5050.0	5150.0	5100.0

AGE COHORT GROUPS	0-14	15-19	20-34	35-64	65*
POPULATION	100799	31579	69370	121435	41205
BIRTH RATE			88.6	7.7	
DEATH RATE	1.7	.9	1.0	7.5	64.0
MIGRATION	-429	-304	-364	-324	-211
TOTAL POPULATION	363792				

GSPIA, MANAGEMENT PLANNING GAME

CYCLE 5

INCOME GROUPS	TOTAL	0-1999	2-3999	4-7999	8-11999	12000+
INCOME	.54837E 09	.67803E 07	.74428E 08	.37356E 09	.74428E 08	.19373E 09
PER CAPITA INCOME	1500					
INCOME TAX RATE	1.00					
HOUSING DEMAND	.10894E 09	.20341E 07	.16667E 08	.74713E 08	.11164E 08	.24216E 07

	RESIDENT	COMMERC	INDUST	TRANS	GOV'T	BUILD	UNBUILD
VALUE OF NEW CONSTRUCT. STRUCT	.00000E 00	.69520E 07	.13104E 08	.56882E 07	.10862E 07		
VALUE OF NEW CONSTRUCT. LAND	.00000E 00	.35312E 07	.39312E 07	.42662E 07	.72412E 06		
EXISTING AREA	.43724E 05	.31472E 04	.11972E 05	.11279E 06	.85952E 05	.12350E 05	.35280E 06
ZONING AREA	.56480E 05	.36000E 04	.14630E 05	.14170E 06	.13000E 05		
AVAILABLE SUPPLY OF LAND	.12746E 05	.45280E 03	.26579E 04	.28912E 05	-.72952E 05		
VALUE OF STRUCTURES	.57224E 09	.10992E 09	.97555E 08	.19779E 10	.20175E 09		
VALUE OF LAND	.29337E 09	.10991E 09	.47278E 08	.67842E 09	.10359E 09	.28299E 08	.10320E 09
VALUE OF VACANT STRUCTURES	.16732E 07	.16856E 08	-.89872E 07				
COMBINED VALUE	.86394E 09	.20293E 09	.15302E 09	.26563E 10	.30534E 09	.28299E 08	.10320E 09
VALUE PER ACRE	19754.3	64480.3	12848.2	23551.5	3552.5	2291.4	262.7
ASSESSED VALUE OF LAND	.69774E 08	.26148E 08	.11226E 08	.16150E 09	.24657E 08	.68983E 07	.24585E 08
ASSESSED VALUE OF STRUCTURES	.13306E 09	.25585E 08	.22678E 08	.46077E 09	.46983E 08		
AREA ADDED BY NEW CONSTRUCTION	.00000E 00	.97468E 02	.94966E 03	.24485E 03	.30904E 03		
TRACTS OR SUBDIVISIONS BUILT		1	1C				
INCREASE IN BUILDABLE VACANT LAND						.74527E 03	

LAND ASSESSMENT RATE	.24
STRUCTURE ASSESSMENT BASIS	.24
PROPERTY TAX BASIS	11.30
DEPRECIATION ASSEST RATE	.98
PROPERTY TAX REVENUE	.11456E 08
INCOME TAX REVENUE	.54727E 07
BONDS OUTSTANDING	.10458E 09
BONDS SOLD	.00000E 00
BONDS AUTHORIZE	.00000E 00
TOTAL LOCAL REVENUE	.16929E 08

LOCAL GOVERNMENT(EP)	GENERAL(1)	BONDS(2)	HEALTH(3)	WELFARE(4)	EDUCATION(5)	WORKS(6)	SAFETY(7)	REGULAT(8)	RECRN(9)
BUDGET COEFFICIENT	.10	.29	.00	.01	.00	.01	.00	.53	-.00
BUDGET MONEY	.16929E 07	.49053E 07	.00000E 00	.25689E 06	.00000E 00	.12724E 06	.00000E 00	.89722E 07	-.00000E 00

CAPITAL IMPROVEMENTS	INFRA(1)	TRANS(2)	EDUCAT(3)	RECREAT(4)
CAPITAL IMPROVEMENT COEF	.13	.64	.23	-.00
CAPITAL IMPROVEMENT MONEY	.57219E 06	.27367E 07	.10123E 07	-.00000E 00

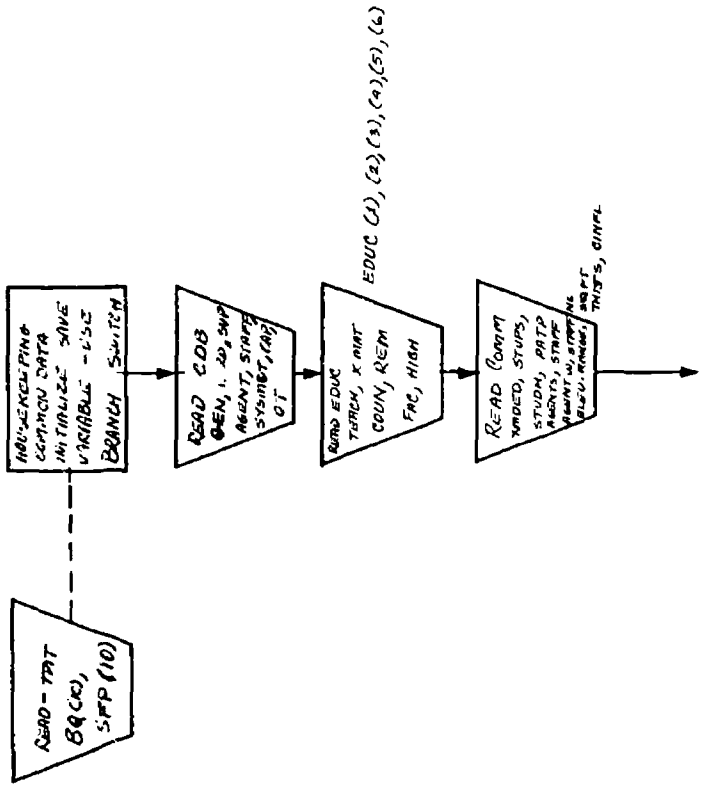
FEDERAL GOVERNMENT	HEALTH	WELFARE	EDUCATION	TRANSIT	WORKS	RENEWAL	UNEMPLOY
BUDGET COEFFICIENTS	.00	.04	.00	.42	.09	.00	.45
BUDGET MONEY	.00000E 00	.87599E 05	.00000E 00	.91579E 06	.19710E 06	.00000E 00	.98549E 06
TOTAL PUBLIC ASSISTANCE	.13076E 07						

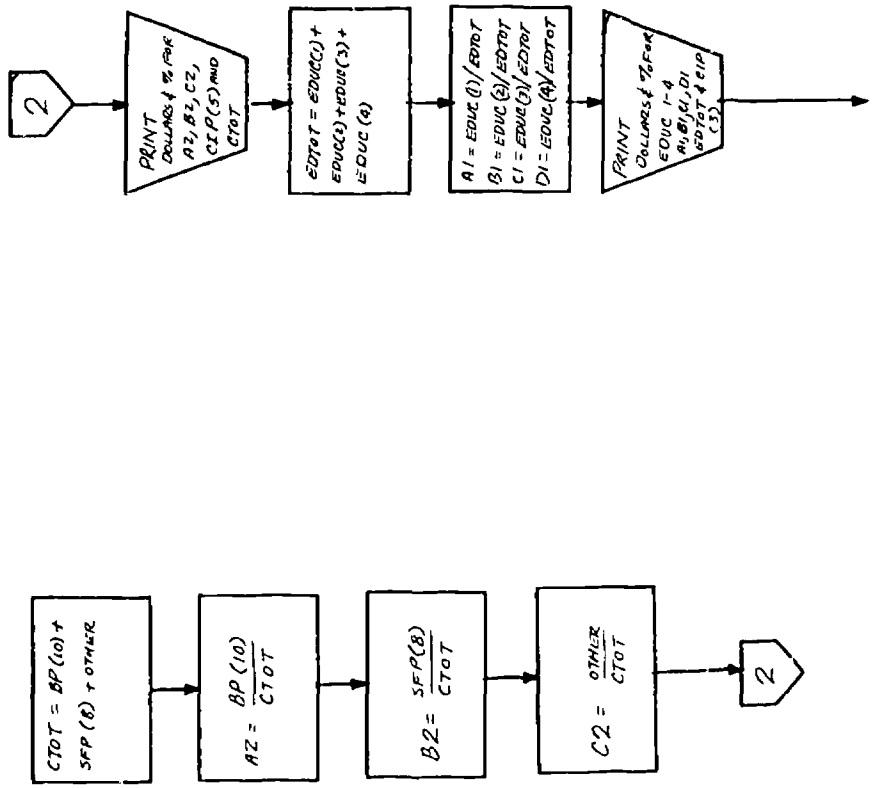
	RESIDENT	COMMERC	INDUST	TRANS	GOV'T	BUILD	UNBUILD
EXISTING PROJECT AREA 1	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00
EXISTING PROJECT AREA 2	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00
EXISTING PROJECT AREA 3	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00
VALUE EXIST USES AREA 1	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00
VALUE EXIST USES AREA 2	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00
VALUE EXIST USES AREA 3	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00	.000000E 00
ABSORPTION RATE AREA 1	.0	.0	.0	.0	.0		
ABSORPTION RATE AREA 2	.0	.0	.0	.0	.0		
ABSORPTION RATE AREA 3	.0	.0	.0	.0	.0		
REUSE PLAN AREA 1	.0	.0	.0	.0	.0		
REUSE PLAN AREA 2	.0	.0	.0	.0	.0		
REUSE PLAN AREA 3	.0	.0	.0	.0	.0		

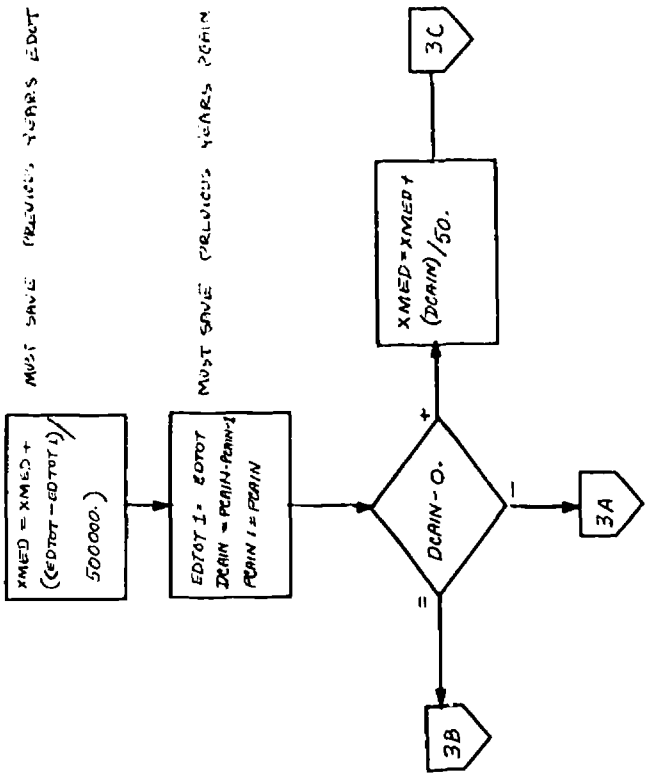
	AREA 1	AREA 2	AREA 3
PROJECT COST COEFFICIENT	.00	.00	.00
GROSS PROJECT COST	.000000E 00	.000000E 00	.000000E 00
NET PROJECT COST	.000000E 00	.000000E 00	.000000E 00
SELLING PRICE OF LAND	.000000E 00	.000000E 00	.000000E 00
FEDERAL GRANT	.000000E 00	.000000E 00	.000000E 00
LOCAL CONTRIBUTION	.000000E 00	.000000E 00	.000000E 00

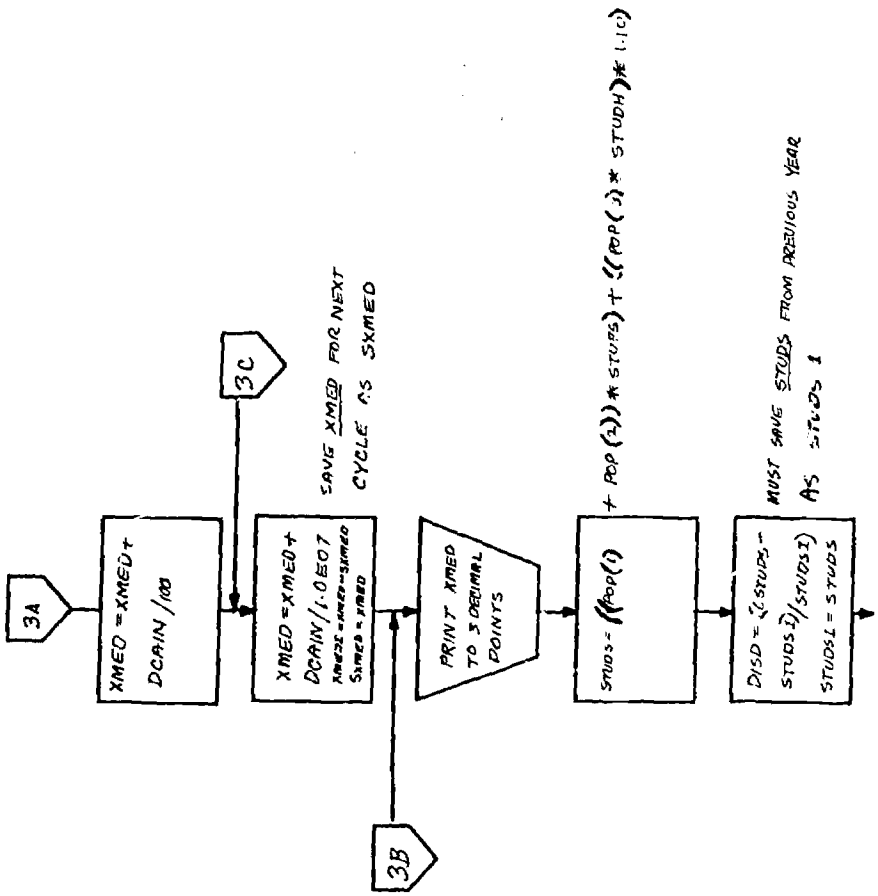
Appendix A
Part I

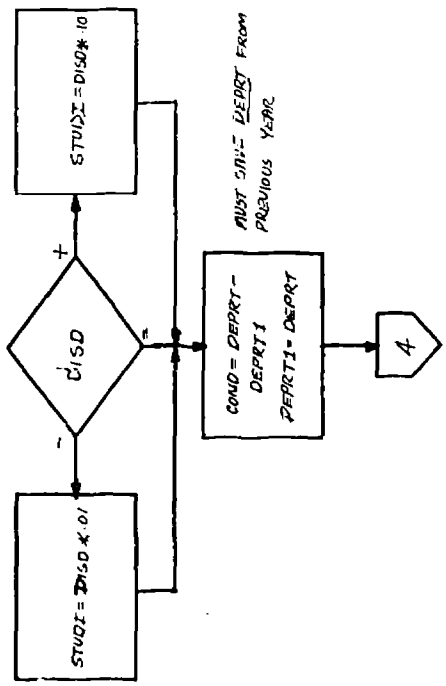
Logic Flow
For
Subroutine "Comm" For The GSPIA-GSLIS
Community Simulation game.

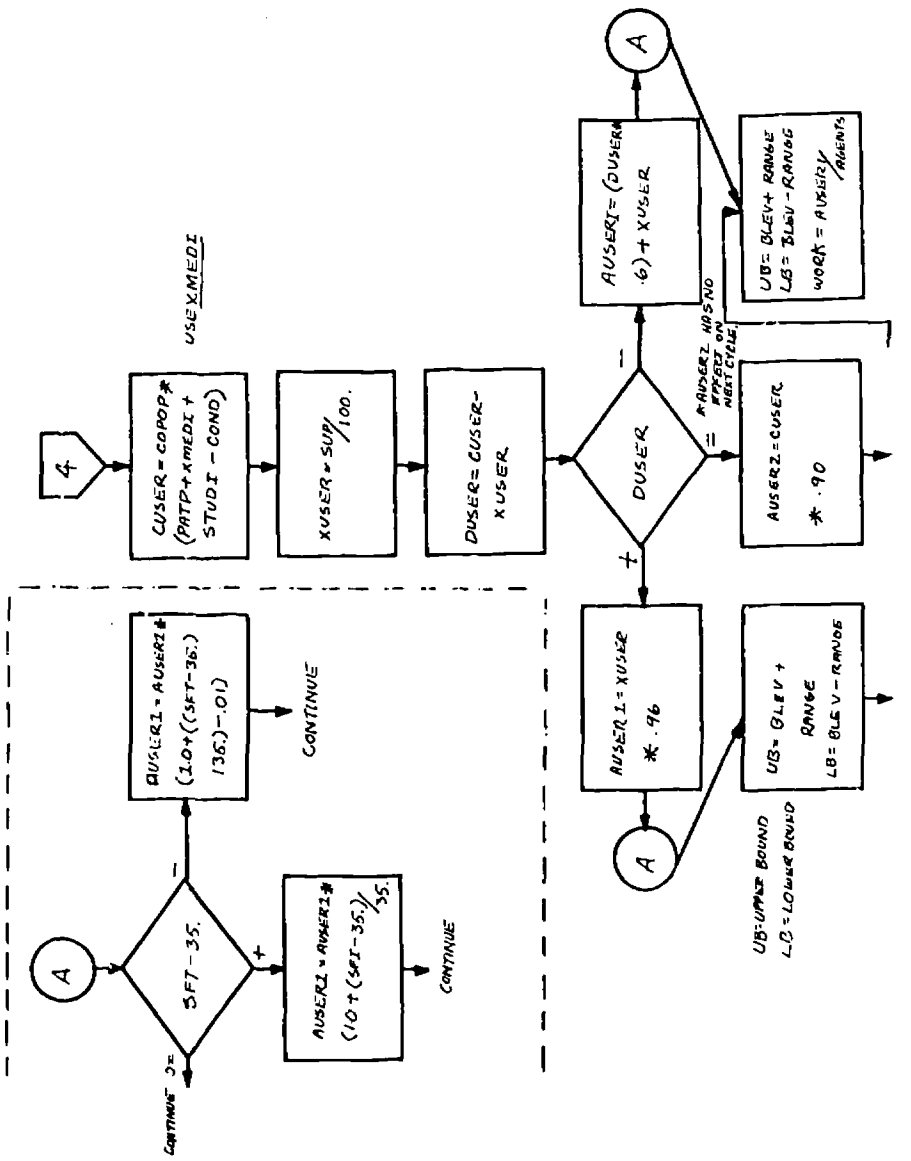


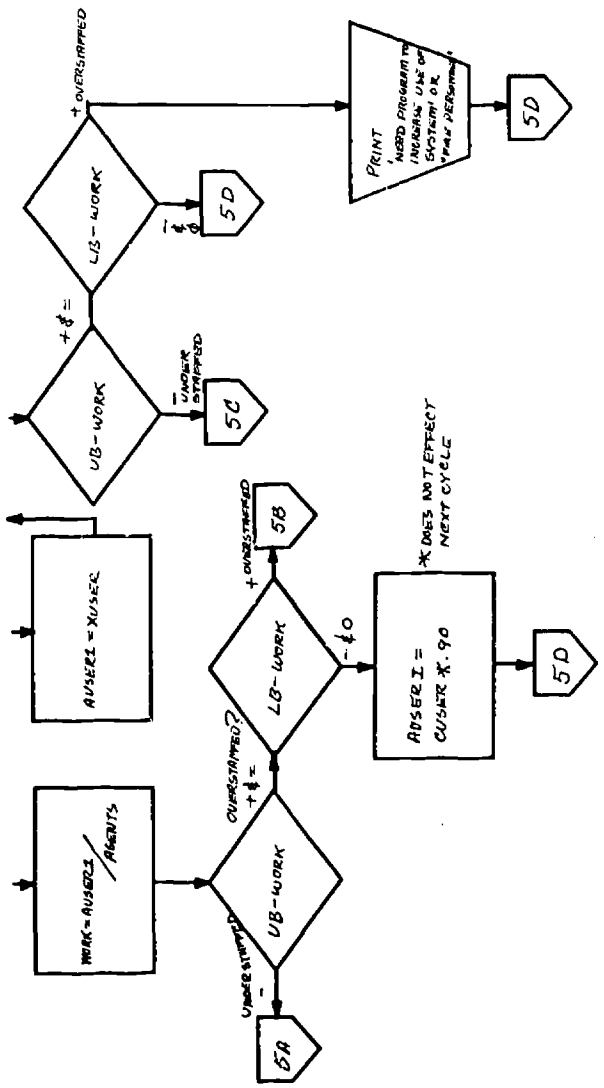

CTOT = BP(10) + SFP(8) + OTHER
A2 = BP(10) / CTOT
B2 = SFP(8) / CTOT
C2 = OTHER / CTOT
2
2
PRINT DOLLARS & % FOR A2, B2, C2, CIP(5) AND CTOT
EDTOT = EDUC(1) + EDUC(2) + EDUC(3) + EDUC(4)
A1 = EDUC(1) / EDTOT
B1 = EDUC(2) / EDTOT
C1 = EDUC(3) / EDTOT
D1 = EDUC(4) / EDTOT
PRINT DOLLARS & % FOR EDUC 1-4 A1, B1, C1, D1 EDTOT & CIP (5)

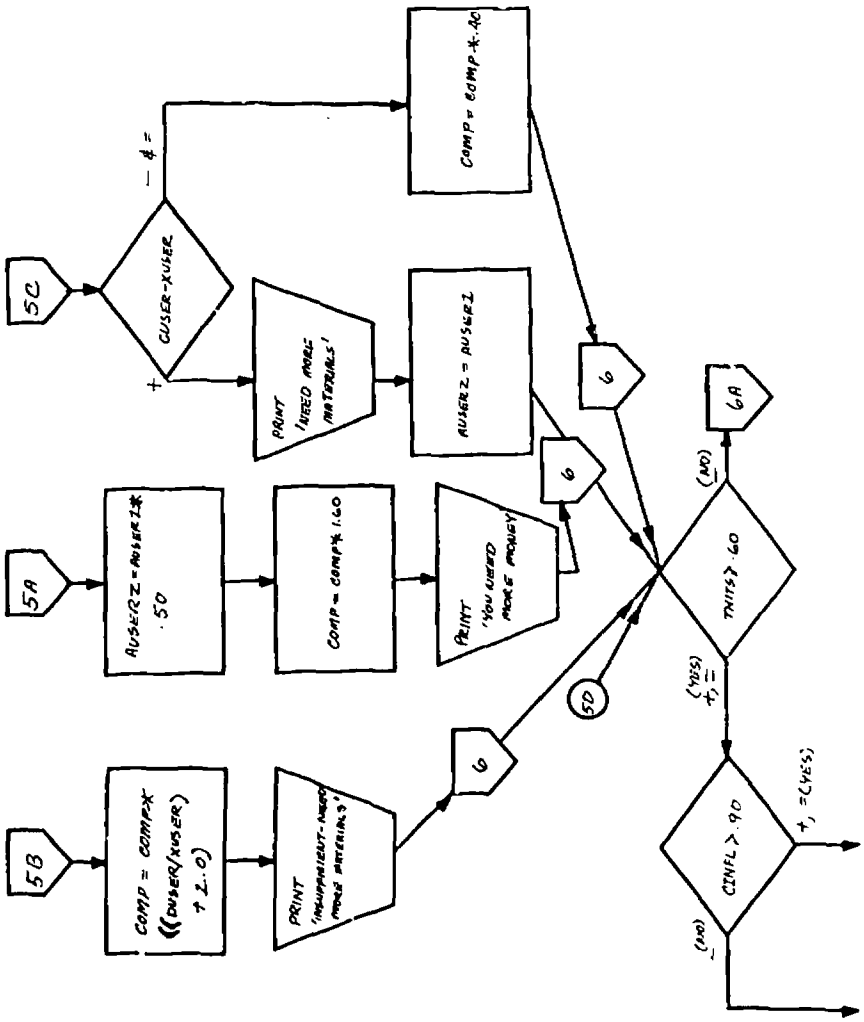

XMED = XMED + ((EDTOT - EDTOT1)/ 500000.)
MUST SAVE PREVIOUS YEARS EDOT
EDTOT1 = EDTOT
DRAIN = PRAIN - PRAIN1
PRAIN1 = PRAIN
MUST SAVE PREVIOUS YEARS PRAIN
DRAIN - 0.
+
=
-
XMED = XMED + (DRAIN)/50.
3C
3B
3A

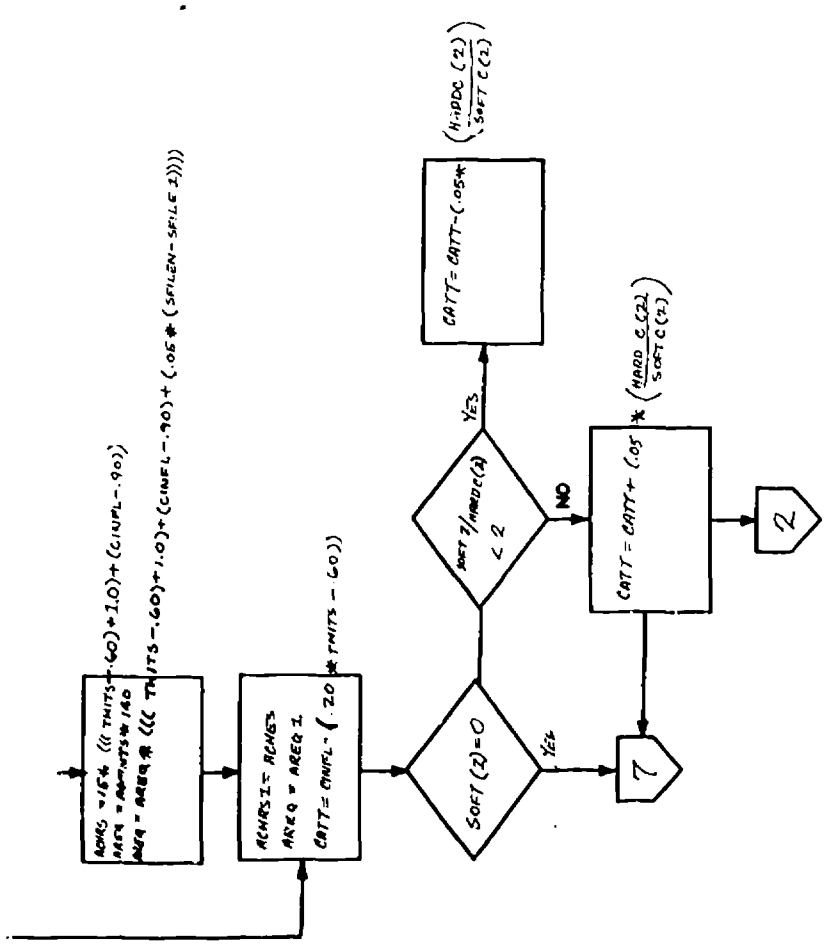

3A
XMED = XMED + DCAIN / 100
3C
XMED = XMED + DCAIN / 1.0E07
XMED2 = XMED - SXMED
SXMED = XMED
SAVE XMED FOR NEXT CYCLE AS SXMED
3B
PRINT XMED TO 3 DECIMAL POINTS
STUDS = (POP(1)
+ POP(2)) * STUDS) + ((POP(3) * STUDH) * 1.1E)
DISD = (STUDS - STUDS1) / STUDS1)
STUDS1 = STUDS
MUST SAVE STUDS FROM PREVIOUS YEAR AS STUDS1

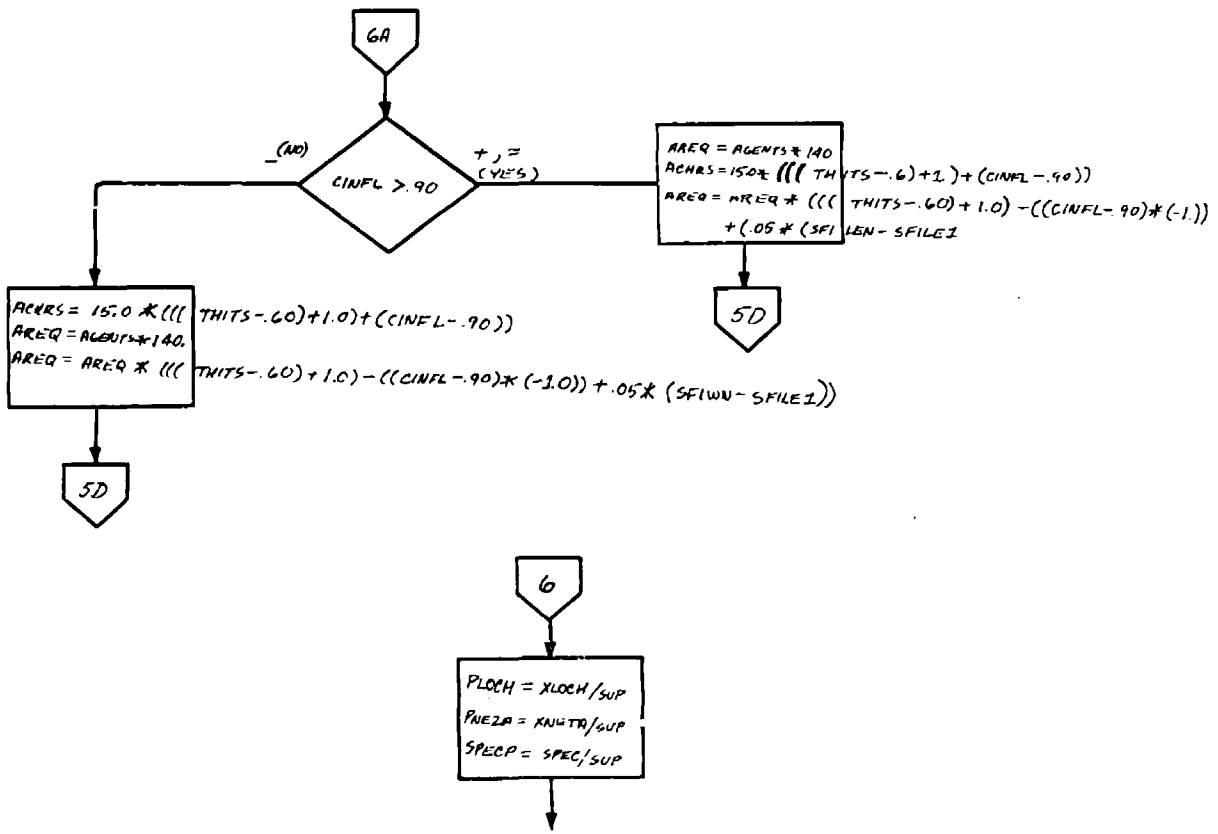

DISO
+
-
=
STUDI = DISO * .01
STUDI = DISO * 10
COND = DEPRT - DEPRT1
DEPRT1 = DEPRT
MUST SAVE DEPRT FROM PREVIOUS YEAR
4

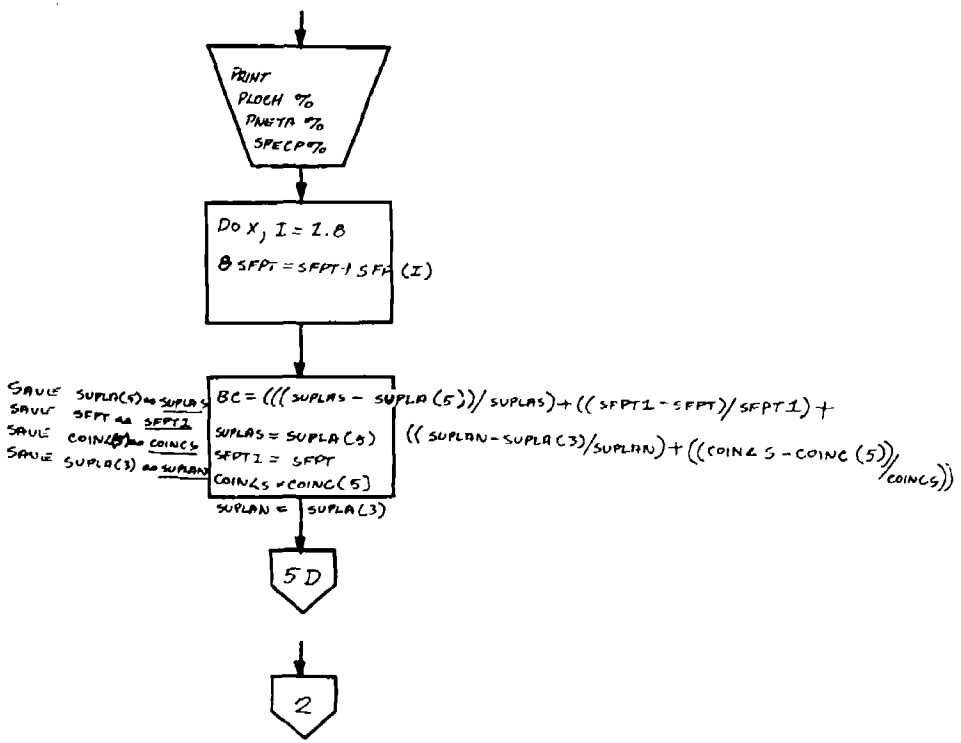

4
CUSER = COPOP*
(PATP+XMEDI +
STUDI - COND)
USE XMEDI
XUSER = SUP/
100.
DUSER = CUSER-
XUSER
DUSER
AUSER2 = CUSER
* .90
AUSER1 = XUSER
* .96
AUSER = (DUSER
.6) + XUSER
AUSER2 HOLDS
EFFECT ON
NEXT CYCLE
UB = BLEV+ RANGE
LB = BLEV - RANGE
WORK = AUSER2/
/AUSER1
UB = BLEV +
RANGE
LB = BLEV - RANGE
UB: UPPER BOUND
LB = LOWER BOUND
A
A
A
SFT - 35.
AUSER1 = AUSER1*
(1.0+((SFT-36.)
136.)-.01)
CONTINUE
AUSER1 = AUSER1*
(1.0 + (SFT-35.)/
55.
CONTINUE

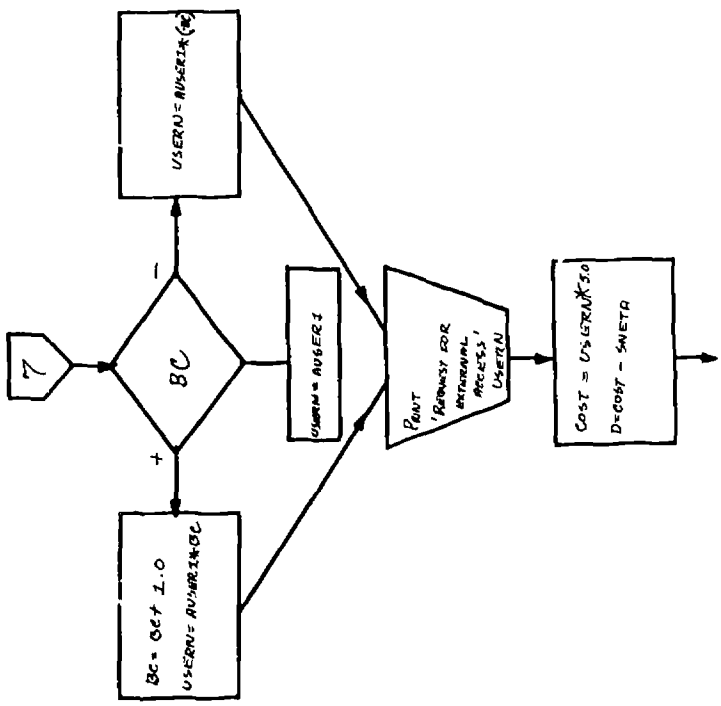

WORK = AUSER1 / AGENTS
UB-WORK
UNDERSTAFFED
5A
OVERSTAFFED?
LB-WORK
+ OVERSTAFFED
5B
AUSER I = CUSER * .90
* DOES NOT EFFECT NEXT CYCLE
5D
AUSER1 = XUSER
UB-WORK
UNDER STAFFED
5C
LB-WORK
+ OVERSTAFFED
5D
PRINT
5D

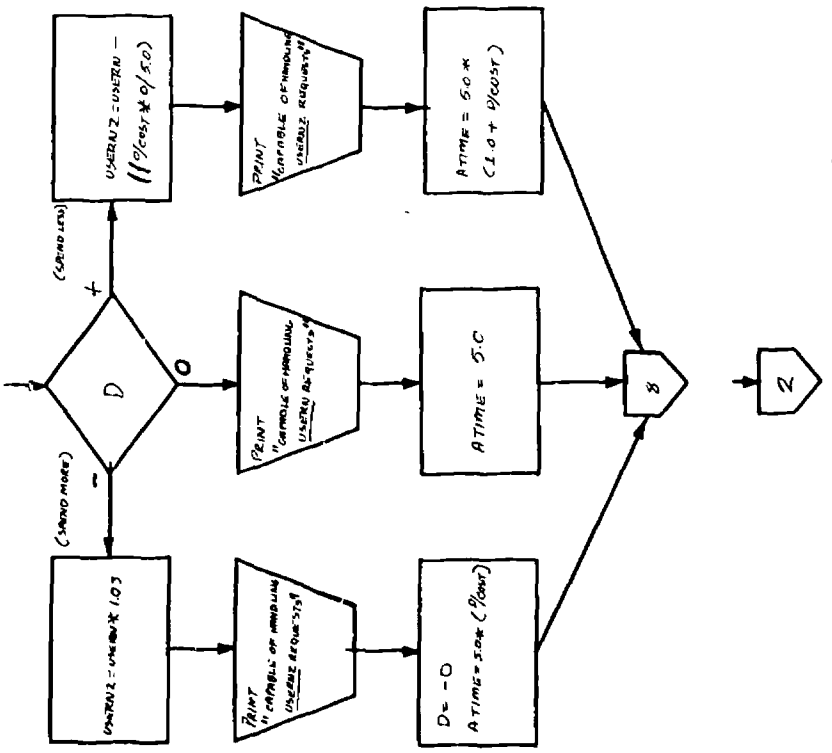

5B
COMP = COMP*
((DUSER/XUSER)
+ 2.0)
PRINT
'INSUFFICIENT-NEED
MORE MATERIALS'
6
5A
AUSER2 = AUSER1*
.50
COMP = COMP* 1.60
PRINT
'YOU NEED
MORE MONEY'
6
5C
CUSER-XUSER
+
- & =
PRINT
'NEED MORE
MATERIALS'
AUSER2 = AUSER1
COMP = COMP*.40
6
5D
TXITS > .60
(NO)
6A
(YES)
+, =
CINFL > .90
(NO)
+, =(YES)

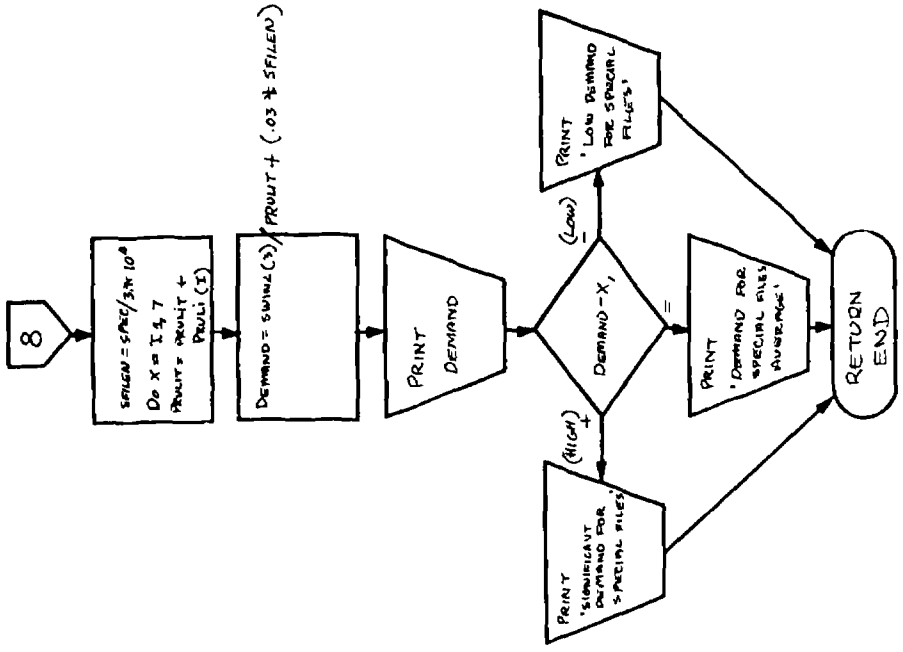

ACHRS = 154 (((THITS - .60) + 1.0) + (CINFL - .90))
AREQ = ADMNTS * 140
AREQ = AREQ * (((THITS - .60) + 1.0) + (CINFL - .90) + (.05 * (SFILEN - SFILE 1))))
ACHRS1 = ACHRS
AREQ = AREQ 1
CATT = CINFL - (.20 * THITS - .60))
SOFT (2) = 0
YES
SOFT 2/HARDC(2) < 2
YES
CATT = CATT - (.05 * (HARDC (2) / SOFT C (2)))
NO
CATT = CATT + (.05 * (HARD C (2) / SOFT C (2)))
2
7


6A
CINFL > .90
(NO)
+ , =
(YES)
AREQ = AGENTS * 140
ACRES = 150 * (((THITS - .6) + 1) + (CINFL - .90))
AREQ = AREQ * (((THITS - .60) + 1.0) - ((CINFL - 90) * (-1))
+ (.05 * (SFI LEN - SFILE1
5D
ACRES = 15.0 * (((THITS - .60) + 1.0) + (CINFL - .90))
AREQ = AGENTS * 140.
AREQ = AREQ * (((THITS - .60) + 1.0) - ((CINFL - .90) * (-1.0)) + .05 * (SFIWN - SFILE1))
5D
6
PLOCH = XLOCH / SUP
PNEZA = XNGTR / SUP
SPECP = SPEC / SUP


PRINT
PLOCH %
PNETA %
SPECP%
DO X, I = 1.8
SFPT = SFPT-1 SFP (I)
SAVE SUPLA(5) as SUPLA5
SAVE SFPT as SFPT1
SAVE COINC(5) as COINC5
SAVE SUPLA(3) as SUPLAN
BC = (((SUPLAS - SUPLA(5))/SUPLAS)+((SFPT1-SFPT)/SFPT1)+
SUPLAS = SUPLA(3)
SFPT1 = SFPT
COINC5 = COINC(5)
((SUPLAN-SUPLA(3)/SUPLAN)+((COINC5-COINC(5))/COINC5))
SUPLAN = SUPLA(3)
5D
2


7
BC
-
+
USERN = AUSER1*(BC)
USERN = AUSER1
BC = BC+1.0
USERN = AUSER1*BC
PRINT
'REQUEST FOR EXTERNAL ACCESS'
USERN
COST = USERN*5.0
D=COST - SNETA


D
+
0
-
(SPEND LESS)
(SPEND MORE)
USERN2 = USERN - ((D/COST * 0/5.0)
USERN2 = USERN * 1.03
PRINT "CAPABLE OF HANDLING USERN2 REQUESTS"
PRINT "CAPABLE OF HANDLING USERN REQUESTS"
PRINT "CAPABLE OF HANDLING USERN2 REQUESTS"
ATIME = 5.0 * (1.0 + D/COST)
ATIME = 5.0
D = -0
ATIME = 5.0 * (D/COST)
8
2


8
SFILEN = SPEC/3.7 * 10^8
DO X = I, 7
PRULIT = PRULIT + PRULI (I)
DEMAND = SWINL(3)/PRULIT + (.03 * SFILEN)
PRINT DEMAND
DEMAND - X1
(LOW) -
(HIGH) +
=
PRINT 'LOW DEMAND FOR SPECIAL FILES'
PRINT 'DEMAND FOR SPECIAL FILES AVERAGE'
PRINT 'SIGNIFICANT DEMAND FOR SPECIAL FILES'
RETURN END

APPENDIX "A"

Part II

Definition of model terms.

ACHRS - Agent contact hours.

AUSER 1 - Actual users at beginning of year.

AUSER 2 - Actual users at end of year.

AGENTW - Wages for agents.

AGENTS - Information agents are those employees of the communic.tion department who have face to face contact with the public.

AREQ - Requests for agents.

ATIME - Access time for retraining information.

BLEV 1 - Represents the base level one of a efficiency curve (see also Range 1).

BPC - Local government budget programs.

CAP - Communication Department Capital budget for facilities.

CATT - Community attitude.

CDB - Communication department budget input in dollars.

CEFF - This is a card that includes the following data and represents characteristics of the activities of the community agent.

CINFL - Agent evaluation score input as a percent ranging ten percentage points above or below a score of 90. This input comes from the course instructor.

CIP - Capital Improvement Programs for local government expenditures.

COMM - Communication characteristics within the simulated geographical area.

COMP - The number of complaints received by the Communication Department for related to the non-automated information activities of the department.

COPOP - Total cohort population.

COST - Cost of network access.

CTOT - Total expenditures for Communications Department.

COUN - Education department expenditures for counseling services and salaries.

CUSER - Community users.

DCAIN - Difference in per capita income.

DEMAND - Demand for special files.

DEPRT - Depreciation.

EDTOT - Total educational expenditues.

EDUC - Education department expenditures.

EDUC (1) - Educational expenditues.

FAC - Education department expenditures for capital improvement specifically for buildings.

GEN - General expenditures for communication department.

HARD - Communications department expenditures for computers and other office equipment.

HARDC - Hardware utilization.

HIGH - Education department expenditures for higher education. Probably junior colleges in any specific county.

MGTSYS - Communications department expenditures for system management operations.

OT - Communication department income from other sources. (This is an income input not an expenditure).

PATP - Information source patrons as a percent of the total population, this input is a percentage figure.

PCAIN - Per capita income.

PCAIN 1 - Saved per capita income from previous year.

POP (1) - Population 0-14 years.

POP (2) - Population 14-19 years.

POP (3) - Population 20-24 years.

RANGE 1 - Represents the number of patrons per employer which fall into an acceptable range of efficiency (see also BLEV 1).

REM - Education department expenditures for remedial programs as would be used developing drop-out programs.

SEP - State federal program budget input.

SFILEN - Number of special files.

SFT - Square feet per patron.

SOFT - Software utilization.

SPEC - Special collections.

SQFT - Total square feet for providing information service.

STAFFW - Wages for staff.

STAFNO - The number of support workers involved and employed by the Communications Department.

STUDH - Percent co-efficient of students in higher educational institutions this is multiplied by age cohorts one and two to determine the number of students in higher education programs.

STUDS - Primary and secondary students co-efficient which is multiplied by age cohorts one and two, or a primary-secondary student number.

SUP - Communications department expenditures for supplies in dollars.

SUP/A - Surplus land available.

TEACH - Dollars expended for teachers salaries for primary and secondary educational facilities.

THITS - Represents a number of successful items recalled in a retrieval searching strategy and is input as a whole number.

UB - Upper bound on patron/employees (agents).

XLB - Lower bound on patron/employee.

XLOCH - Local holdings.

XNETA - Network access.

XMAT - Education department expenditures for materials and supplies in dollars.

XMED - Medium grades completed.

XUSER - Materials users.

WORK - Actual patrons/agents.

INPUT SPECIFICATIONS FOR GSPIA-GSLIS MODEL
for
Community Simulation Game

CARD NUMBER 1 - Title "CDBG"
Expenditures Budget

COLUMNS		VARIABLE NAME
1-4	- "CDBG"	
5-14	- blank	
15-19	- $ General Fund in 10,000's.	CDBG(1)
20-24	- $ Hardware in 10,000's.	CDBG(2)
25-29	- $ Materials - Acquisitions in 10,000's.	CDBG(3)
30-34	- $ Agents Salaries in 10,000's. (Professionals Meeting Public)	CDBG(4)
35-39	- $ Staff Salaries in 10,000's. (Other staff members)	CDBG(5)
40-44	- $ System Management in 10,000's.	CDBG(6)
45-49	- $ Other Revenues besides State, Federal and Local in 10,000's. (Endowments, etc.)	CDBG(7)
50-54	- $ Capital expenditures in 10,000's.	CDBG(8)

CARD NUMBER 2 - Title "EDUC"
Education Expenditures

COLUMNS		
1-4	- "EDUC"	
5-14	- blank	
15-19	- $ Teacher's Salaries in 10,000's.	EDUC(1)
20-24	- $ Materials for education in 10,000's.	EDUC(2)
25-29	- $ Counselor's Salaries in 10,000's.	EDUC(3)
30-34	- $ Expenditures for Remedial Education in 10,000's.	EDUC(4)
35-39	- $ Expenditures for Facilities in 10,000's.	EDUC(5)
40-44	- $ Expenditures for Higher Education in 10,000's. (Junior college, etc.)	EDUC(6)
*45-49	- $ Average Teacher Salary	TEACHW
*50-54	- $ Average Counselor Salary	COUNW
55-59	- $ General Educational Expenditures in 10,000's.	GEN

CARD NUMBER 3 - Title "CMCH"
Community Characteristics

COLUMNS		VARIABLE NAME
1-4	- Title "CMCH"	
5-14	- blank	
15-19	- Median educational Level - XXX.XX - (01060 = 10.60)	XMED
20-24	- % of Cohort population between ages 0-19 in Primary and Secondary Schools XXX XX - (00065) = .65 = 65%	STUPS
25-29	- % of Cohort population between 19-24 in Higher Education - (XXX XX = 00025 = .25 = 25%)	STUDH
30-34	- % of pupulation to use the Library. (XXX XX = 00018 = .18)	PATP
*35-39	- of Agents - actual and simulated (XXXXX = 00200 = 200)	AGENTS
*40-44	- # of other staff members (XXXXX = 06532= 6,532)	STAFF
*45-49	- # of complaints - (XXXXX = 00300 = 300)	COMP
50-54	- % Representing community attitude towards communication and information services - (XXX XX = 00090 = .90 = 90%).	CATT
55-59	- $ Network access expenditures - inter-library loan - computer network, etc. in 100's - (XXXXX = 23456 = $2,345,600)	XNETA
60-64	- $ Local holdings - worth - in 100's - (XXXXX = 98765 = $9,876,500).	XLOCH
65-69	- $ Local holdings - worth - in 100's - (XXXXX = 56789 = $5,678,900).	SPEC
*70-74	- $ Average Annual Wage - Agents (XXXXX = 09500 = $9,500).	AGENTW
75-79	- $ Average Annual Wage - Staff (XXXXX = 08100 = $8,100).	STAFFW
80	- Switch for initializing save values 1 = initialize, 0 = not initialize.	ISW

*No scale factor used - largest value is $99,999.

CARD NUMBER 4 - Title "CEFF"

COLUMNS		VARIABLE
1-4	- Title "CEFF" Communication Department efficiency.	
5-14	- blank	
*15-19	- # Base level for number patrons/employee in Communications Department - (XXXXX= 00500 = 500).	BLEV
*20-24	- # Range for deviation from Base in patrons/employee - (XXXXX = 00050 = 50).	RANGE
25-29	- % of community influence by information programs - (XXX XX = 00090 = .90 = 90%).	CINFL
30-34	- % of hits in file search-technical competence - (XXX XX = 00060 = .60 = 60%)	THITS
35-39	- # Square feet/patron in service institution facilities - (XXXXX = 00033 = 33 sq. ft./patron).	SFT
40-44	- # Total number of square feet in service facilities in 10's.	SQFT

CARD NUMBER 5 - Title "HARD"

COLUMNS		
1-4	- Title - "HARD" - Hardware expenditures.	
5-14	- blank	
15-19	- % General expenditures for hardware - (XXX XX = 00012 = .12 = 12%).	HARDC(1)
20-24	- % Hardware expenditures for Communication Department - (XXX XX = 00024 = .24 = 24%).	HARDC(2)
	- An additional six fields are available for expansion - HARDC(3) ... HARDC(8)	

* No scale factor used - maximum size = 999.999.

CARD NUMBER 5 - Title "SOFT"

COLUMNS		VARIABLE NAME
1-4	- Title "SOFT" - Software expenditures	
5-14	- blank	
15-19	- % General expenditures for software - (XXX X_X = 00012 = .12)	SOFT(1)
20-24	- % Software expenditures for Communications Department (XXX XX).	SOFT(2)

- Six additional fields are left for expansion - SOFT(3) ... SOFT(8)

ERIC

IBM

INTERNATIONAL BUSINESS MACHINES CORPORATION

Form X24-6599-0
Printed in U. S. A.

MULTIPLE-CARD LAYOUT FORM

any _____

Application _____ by _____ Date _____ Job No. _____ Sheet No _____

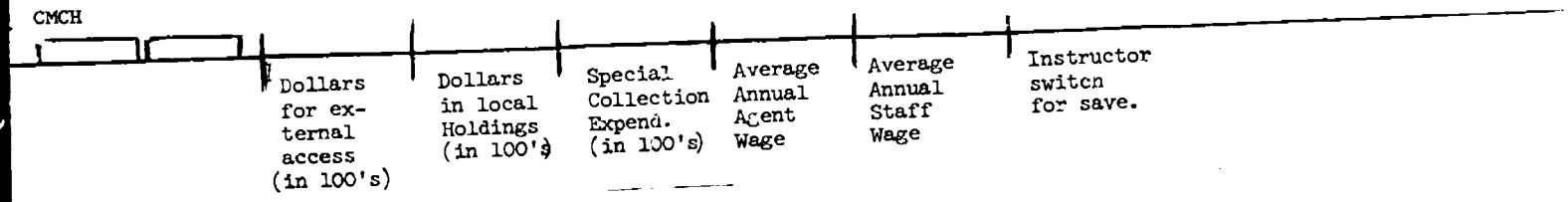
NAME BLANK — IN 10,000 DOLLAR AMOUNTS

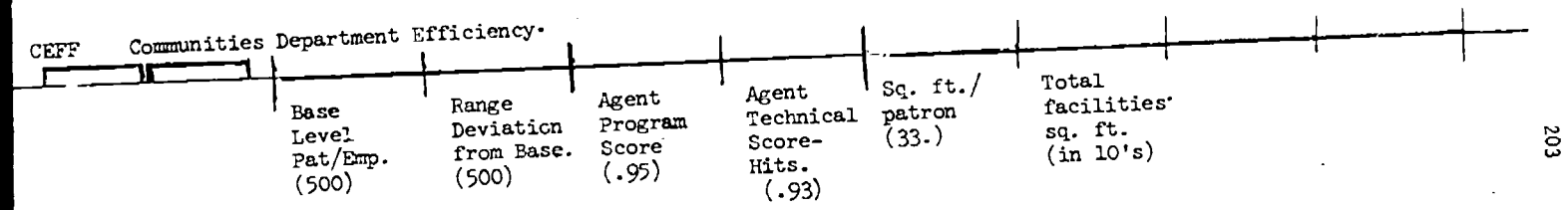
Comm. Dept Budget C D B G		$-General GEN	$ Hardware HARD	$ Supplies (Books - etc.) Acquisitions SUP	$ Agent AGENT	$ Staff STAFF	$ SVS Mgt. SVSMgT	$ Other (This is revenue) OT	$ Capital CAP								
9999	9999999999999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	9
1 2 3 4	5 6 7 8 9 10 11 12 13 14	15 16 17 18 19	20 21 22 23 24	25 26 27 28 29	30 31 32 33 34	35 36 37 38 39	40 41 42 43 44	45 46 47 48 49	50 51 52 53 54	55 56 57 58 59	60 61 62 63 64	65 66 67 68 69	70 71 72 73 74	75 76 77 78 79	80
Extend. for Education E D U C		$ Teach Teachers TEACH	$ Material XMAT	$ Counsel COUN	$ Remedial Programs REM	$ Facilities FAC	$ Higher Education HIGH	$ Teacher Wage - Ave. TEACHW	$ Counw Ave - Wage Counselors COUNW	$ General GEN							
$999	9999999999999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	9
1 2 3 4	5 6 7 8 9 10 11 12 13 14	15 16 17 18 19	20 21 22 23 24	25 26 27 28 29	30 31 32 33 34	35 36 37 38 39	40 41 42 43 44	45 46 47 48 49	50 51 52 53 54	55 56 57 58 59	60 61 62 63 64	65 66 67 68 69	70 71 72 73 74	75 76 77 78 79	80
Community Characteristics C M C H		Median Education Level XMED	% of Pop (2) 6 (2) in Prim & Sec. STUPS	% of Pop (2) in College STUAN	% Patron - of Total Population PATP	# Agents AGENTS	# Staff STAFF	# Complaints COMP	% Comm. Attitude CATT	$ Network Access XNETA	$ Local Holdings LOCH	$ Special Collections SPEC	$ Ave. Annual Wage Agents AGENTW	$ Ave. Annual Wage Staff	Message Switch 1 - on 0 - off ISW		
9999	9999999999999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	9		
1 2 3 4	5 6 7 8 9 10 11 12 13 14	15 16 17 18 19	20 21 22 23 24	25 26 27 28 29	30 31 32 33 34	35 36 37 38 39	40 41 42 43 44	45 46 47 48 49	50 51 52 53 54	55 56 57 58 59	60 61 62 63 64	65 66 67 68 69	70 71 72 73 74	75 76 77 78 79	80		
Efficiency of comm. dept. E F P		# Base Level Pat. EMP BLEV	# Range Pat EMP RANGE	% .90 ± .10 AGENT-EVAL.	% of Hits in Search THITS	# Sq. Ft/Pat. SFT	# Total Sqft in Libraries										
9999	9999999999999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	9		
1 2 3 4	5 6 7 8 9 10 11 12 13 14	15 16 17 18 19	20 21 22 23 24	25 26 27 28 29	30 31 32 33 34	35 36 37 38 39	40 41 42 43 44	45 46 47 48 49	50 51 52 53 54	55 56 57 58 59	60 61 62 63 64	65 66 67 68 69	70 71 72 73 74	75 76 77 78 79	80		
Hardware Breakdown H A R D		General % of Total HARD (1)	Comm. % of Total HARDC (2)	HARDC (3)	(4)	(5)	(6)	(7)	(8)								
9999	9999999999999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	9		
1 2 3 4	5 6 7 8 9 10 11 12 13 14	15 16 17 18 19	20 21 22 23 24	25 26 27 28 29	30 31 32 33 34	35 36 37 38 39	40 41 42 43 44	45 46 47 48 49	50 51 52 53 54	55 56 57 58 59	60 61 62 63 64	65 66 67 68 69	70 71 72 73 74	75 76 77 78 79	80		
Software Breakdown S O F T		General % Total Soft SOFT (1)	Comm % Total Soft SOFT (2)	(3)	(4)	(5)	(6)	(7)	(8)								
9999	9999999999999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	99999	9		
1 2 3 4	5 6 7 8 9 10 11 12 13 14	15 16 17 18 19	20 21 22 23 24	25 26 27 28 29	30 31 32 33 34	35 36 37 38 39	40 41 42 43 44	45 46 47 48 49	50 51 52 53 54	55 56 57 58 59	60 61 62 63 64	65 66 67 68 69	70 71 72 73 74	75 76 77 78 79	80		

App.
Part I "B"

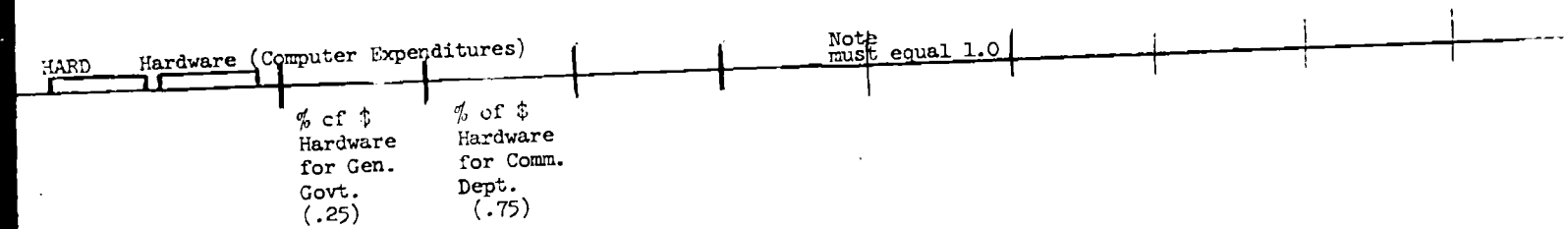
COMMUNICATION'S SCHOOL DECISION INPUT CODING FORM (CON'T)

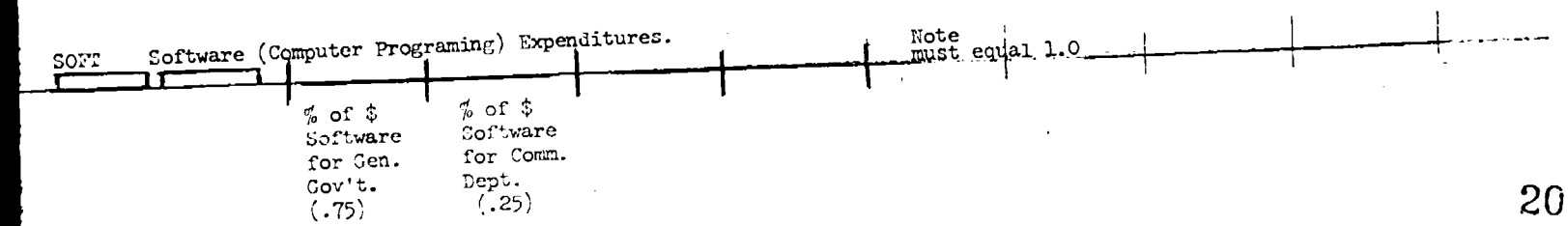
All input in $ and rounded to 10,000's
$2,050.00 = 205.0





203

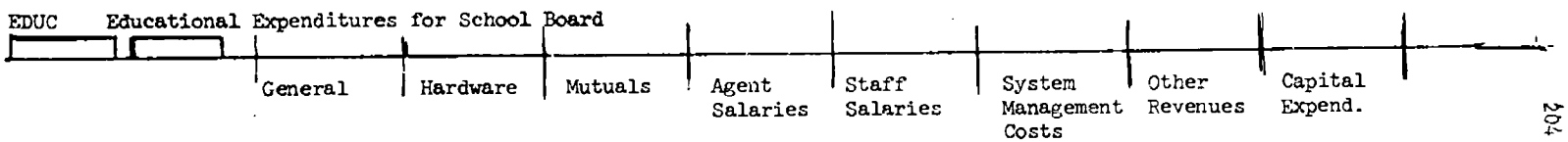




Appendix "B"
Part I

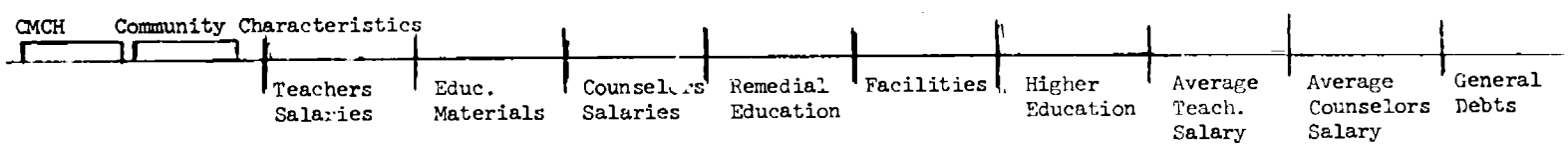
COMMUNICATION'S SCHOOL DECISION INPUT CODING FORM

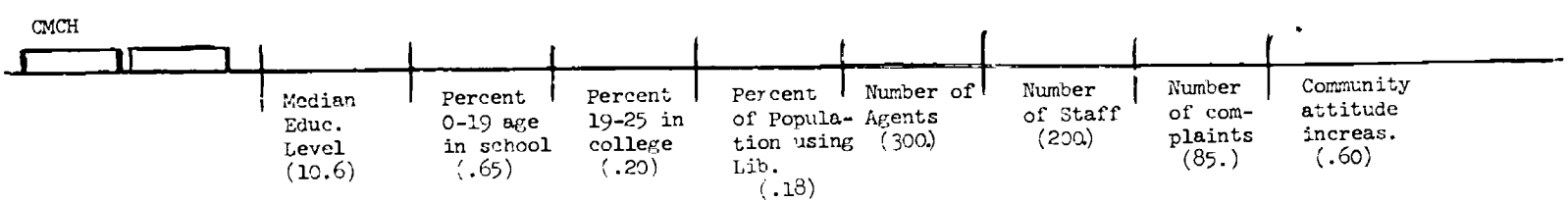
All input in $ and rounded to 10,000's
$2,050.00 = 205.0



204

All input in $ and rounded to 10,000.
3156000 = 315.6





COMMUNICATIONS DEPARTMENT
FISCAL FORM

CYCLE _____
DATE _____

REVENUES

SOURCE	$ REQUESTED	$ GRANTED	$ SERVICES*
COUNTY			NA
STATE FEDERAL			NA
BONDS			
OTHER			
TOTALS	$	$ +	$ =

TOTAL REVENUE _____

* $ SERVICES REPRESENTS REVENUES FROM THE COMMUNICATIONS SYSTEM AND IS RECORDED AS "OTHER" REVENUE OR AS A REVENUE BOND.

EXPENDITURES (OPERATIONAL)

ITEM	$ PROPOSED	$ APPROVED
GENERAL		
ACQUISITIONS		
STAFF SALARIES		
AGENT SALARIES		
HARDWARE		
MANAGEMENT SYSTEMS	$	$
TOTALS		

AVE. BOOK COST $ _____
CURRENT AVE. SALARY $ _____
CURRENT AVE. SALARY $ _____
HARDWARE UNIT COST $ _____

EXPENDITURES (CAPITAL)*
ITEMS

TOTALS		

* CONSTRUCTION COST AT 35.00/ SQ. FT.

OPER. TOTAL _____
CAP. TOTAL _____
GRAND TOTAL _____

APPENDIX "B"

Part II

Definition of terms.

AGENTS: Refers to those professionals who deal with the public on a face to face basis.

BASE LEVEL: The desired level of patrons/employee for the information system.

CAPITAL EXPENDITURES: Those budgetary items that are used for purchasing land and buildings or for improving or adding to existing facilities.

COMMUNITY ATTITUDE: An index ranging from 0.0 to 1.0 that indicates the influence that the communication and information programs have had on the community. This also reflects the image of the agents, staff and information programs in the eyes of the users.

COMMUNITY INFLUENCE: An evaluation factor of the information programs designed to meet the needs of one or more community groups. This can range from 80 to 100.

COMPLAINTS: Those dissatisfactions that users have expressed with the communication and information programs.

COUNSELOR: Those individuals in the educational system responsible for the academic programs and vocational achievement of students in the educational arena.

EXPENDITURES FOR EDUCATIONAL FACILITIES: Expenses incurred in making modifications to existing educational facilities or constructing new facilities.

HARDWARE: The equipment purchased or rented that is used to provide service to users. This might include film projectors, screens, recorders, duplicating equipment, calculators, televisions, computers, teletype, terminals, films, tapes, records, etc.

HIGHER EDUCATION: Expenditures incurred in support of programs of higher education such as community college, city college, city university, county sponsored higher education courses.

HITS: The percentage of hits received in searching computerized files to fulfill certain information needs in the community. This reflects the technical competence of the players. Score ranges from 0.0 to 1.0.

LOCAL HOLDINGS: This reflects the value of all materials held within the county information system.

MANAGEMENT SYSTEM: Those function concerned with autonomous management information within the county government and interfacing with related management systems, i.e. state and federal.

MATERIALS: Refers to the printed media or pre-recorded video and audio materials that are provided for users.

MATERIALS FOR EDUCATION: Those materials purchased by the County Educational Department such as textbooks, films, tapes, slides, transparencies, maps, etc.

MEDIAN EDUCATION LEVEL: The median grade level which the individuals in the community have attained.

NETWORK ACCESS: This represents the amount of money spent on gaining access to data not held in the county information system but available outside the system.

OTHER REVENUES: Those sources of income that come from private individuals, corporations, or institutions other than state, federal or local government. This would include fines, materials or space rentals, sale of materials and services, etc.

RANGE: The acceptable deviation from the base level in patrons/employee.

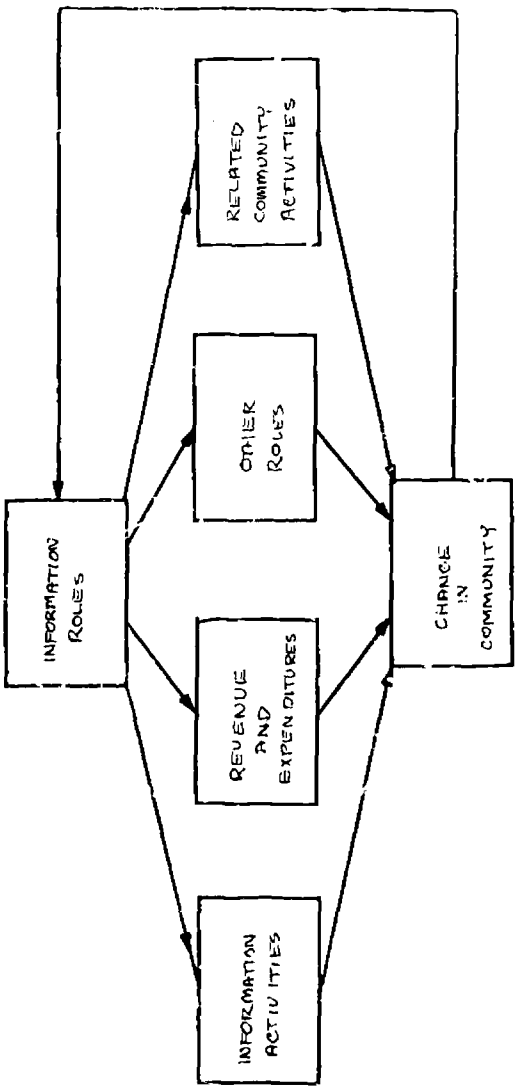
REMEDIAL EDUCATION: Those educational activities responsible for providing individuals with below average educational achievement the fundamental skills necessary to reach the educational median of the community.

SOFTWARE (Communication Department): This refers to expentitures for software to utilize the electronic equipment for information storage and dissemination.

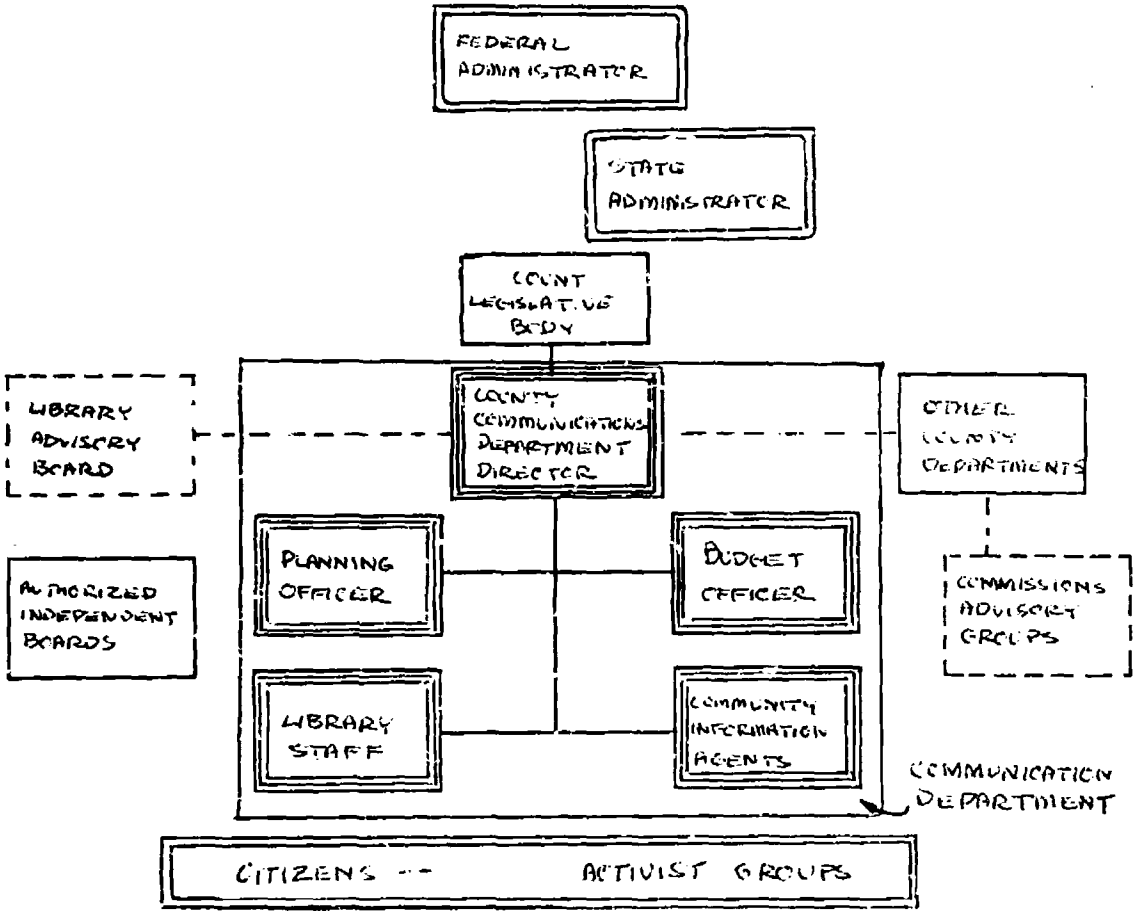
SPECIAL COLLECTIONS: This indicates the amount of money being spent on special collections. This might include machine readable data bases specializing in one or more subject areas.

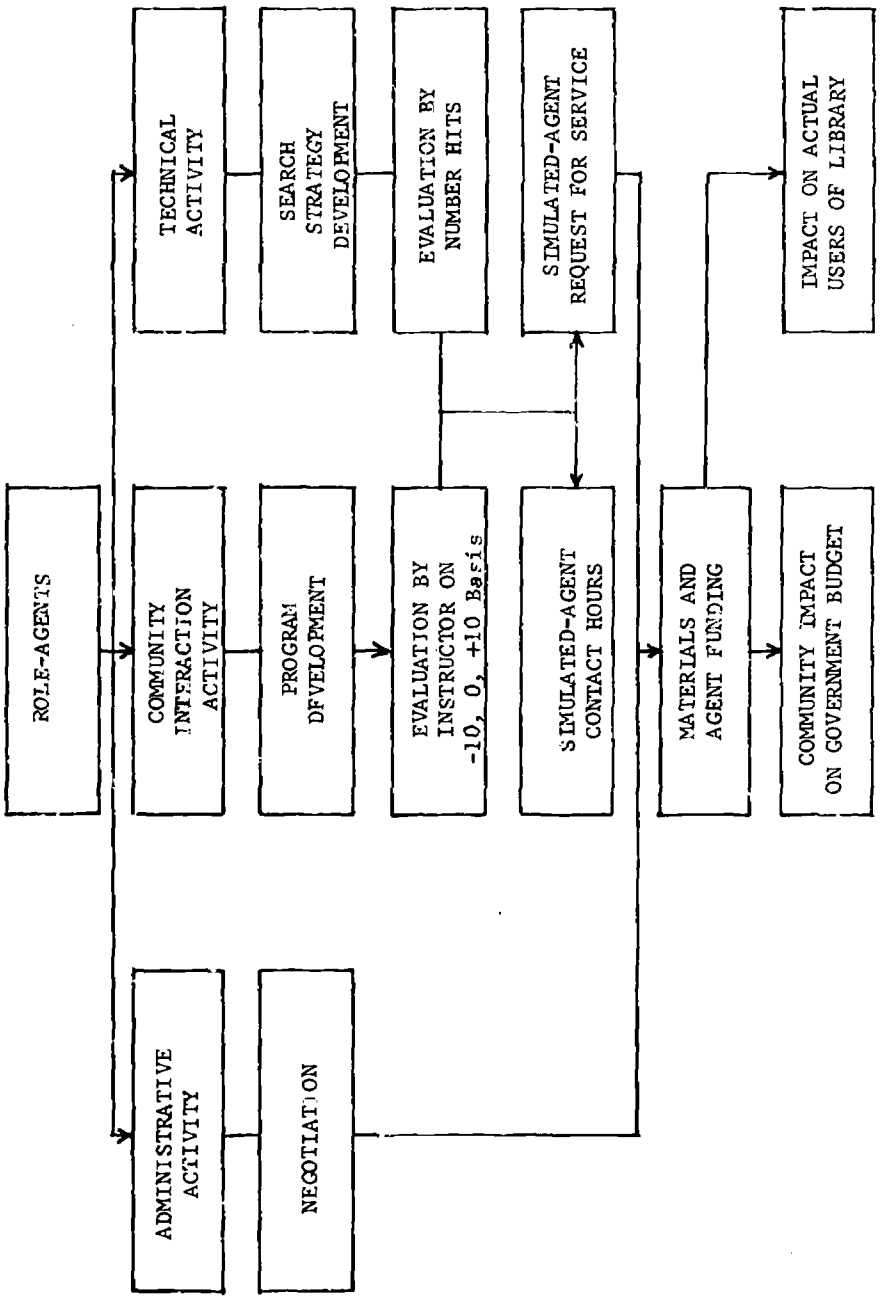
STAFF: Refers to those professionals and subprofessionals who perform materials analysis, preparation, storage, and retrieval tasks but do not interact with the public on a face to face basis. This does not include volunteers.

SIMPLIFIED INFORMATION-ROLES
COMMUNITY EFFECTS



COMMUNICATIONS DEPARTMENT ROLE NETWORK




ROLE-AGENTS
COMMUNITY INTERACTION ACTIVITY
PROGRAM DEVELOPMENT
EVALUATION BY INSTRUCTOR ON -10, 0, +10 Basis
SIMULATED-AGENT CONTACT HOURS
MATERIALS AND AGENT FUNDING
COMMUNITY IMPACT ON GOVERNMENT BUDGET
ADMINISTRATIVE ACTIVITY
NEGOTIATION
TECHNICAL ACTIVITY
SEARCH STRATEGY DEVELOPMENT
EVALUATION BY NUMBER HITS
SIMULATED-AGENT REQUEST FOR SERVICE
IMPACT ON ACTUAL USERS OF LIBRARY

SECTION IV

Page

Appendix

Evaluation Instruments 213

Citizen Participation Bibliography 242

Community Development Bibliography 247

ROLE FUNCTIONS IN A GROUP

The members of an efficient and productive group must provide for meeting two kinds of needs -- what it takes to do the job, and what it takes to strengthen and maintain the group. Specific statements and behaviors may be viewed at a more abstract level than the content or behavior alone, i.e., in terms of how they serve the group needs. What members do to serve group needs may be called functional roles. Statements and behaviors which tend to make the group inefficient or weak may be called nonfunctional behaviors. A partial list of the kinds of contributions or the group services which are performed by one or many individuals is as follows:

TASK ROLES (functions required in selecting and carrying out a group task)

1. INITIATING ACTIVITY: proposing solutions, suggesting new ideas, new definitions of the problem, new attack on the problem or new organization of material.

2. SEEKING INFORMATION: asking for clarification of suggestions, requesting additional information or facts.

3. SEEKING OPINION: looking for an expression of feeling about something from the members, seeking clarification of values, suggestions or ideas.

4. GIVING INFORMATION: offering facts or generalizations, relating one's own experience to the group problem to illustrate points.

5. GIVING OPINION: stating an opinion or belief concerning a suggestion or one of several suggestions, particularly concerning its value rather than its factual basis.

6. ELABORATING: clarifying, giving examples or developing meanings, trying to envision how a proposal might work if adopted.

7. COORDINATING: showing relationships among various ideas or suggestions trying to pull ideas and suggestions together, trying to draw together activities of various subgroups or members.

8. SUMMARIZING: pulling together related ideas or suggestions, restating suggestions after the group has discussed them.

GROUP BUILDING AND MAINTENANCE ROLES (functions required in strengthening and maintaining group life and activities)

9. ENCOURAGING: being friendly, warm, responsive to others, praising others and their ideas, agreeing with and accepting contributions of others.

10. GATEKEEPING: trying to make it possible for another member to make a contribution to the group by saying "We haven't heard anything from Jim yet," or suggesting limited talking time for everyone so that all will have a chance to be heard.

11. STANDARD SETTING: expressing standards for the group to use in choosing its content or procedures or in evaluating its decisions, reminding group to avoid decisions which conflict with group standards.

12. FOLLOWING: going along with decisions of the group, thoughtfully accepting ideas of others, serving as audience during group discussion.

13. EXPRESSING GROUP FEELING: summarizing what group feeling is sensed to be, describing reactions of the group to ideas

BOTH GROUP TASK AND MAINTENANCE ROLES

14. EVALUATING: submitting group decisions or accomplishments to comparison with group standards, measuring accomplishments against goals.

15. DIAGNOSING: determing sources of difficulties, appropriate steps to take next, analyzing the main blocks to progress.

16. TESTING FOR CONSENSUS: tentatively asking for group opinions in order to find out whether the group is nearing consensus on a decision, sending up trial balloons to test group opinions.

17. MEDIATING: harmonizing, conciliating differences in points of view, making compromise solutions.

18. RELIEVING TENSION: draining off negative feeling by jesting or pouring oil on troubled waters, putting a tense situation in wider context

TYPES OF NONFUNCTIONAL BEHAVIOR

From time to time, more often perhaps than anyone likes to admit, people behave in nonfunctional ways that do not help and sometimes actually harm the group and the work it is trying to do. Some of the more common types of such nonfunctional behaviors are described below.

19. BEING AGGRESSIVE: working for status by criticizing or blaming others, showing hostility against the group or some individual, deflating the ego or status of others.

20. BLOCKING: interfering with the progress of the group by going off on a tangent, citing personal experiences unrelated to the problem, arguing too much on a point, rejecting ideas without consideration.

21. SELF-CONFESSING: using a group as a sounding board, expressing personal, nongroup-oriented feelings or points of view.

22. COMPETING: vying with others to produce the best idea, talk the most, play the most roles, gain favor with the leader.

23. SEEKING SYMPATHY: trying to induce other group members to be sympathetic to one's problems or misfortunes, deploring one's own situation, or disparaging one's own ideas to gain support.

24. SPECIAL PLEADING: introducing or supporting suggestions related to one's own pet concerns or philosophies, lobbying.

25. HORSING AROUND: clowning, joking, mimicking, disrupting the work of the group.

26. SEEKING RECOGNITION: attempting to call attention to one's self by loud or excessive talking, extreme ideas, unusual behavior.

27. WITHDRAWAL: acting indifferent or passive, resorting to excessive formality, daydreaming, doodling, whispering to others, wandering from the subject.

28. INTERACTION: to be used when the group is so highly interactive, so rapidly that it is difficult, if not impossible to record any of the above roles, e.g. several of the above may be happening at once.

Name _____

Weekly Evaluation

1. What was the best thing that happened in the institute this week?

2. What was the worst thing that happened in the institute this week?

II. We would like an indication of the value of the outside activities available to you. In the next two questions please use the following categories:

A = extremely valuable
B = moderately valuable
C = good for others, but nothing new to me
D = not much value
E = waste of time

1. List titles of any voluntary reading you did this week and rate each as A, B, C, D, or E.

2. What use did you make of videotaping and other facilities outside of regular institute meetings? Rate each experience A, B, C, D, or E.

III. What two participants in the institute for each of the following categories. If you knew them before the institute began, underline the name. You may nominate a person in more than one category.

1. The friendliest people - you enjoy them personally and socially.
   a) b)

2. The people who seem most knowledgeable about their field.
   a) b)

3. The people you think you would like to have as co-workers on an independent project in the institute.
   a) b)

Name _____

Daily evaluation

1. You are asked to evaluate the institute's activities for today. Of course, not every activity occurs every day so just check the evaluation for those which occurred today. Check as many or as few categories as you wish.

	Informative	Interesting	Use In Job	Unplesant	Waste Time
1. Morning					
a. session in general					
b. lecture or panel					
c. discussion					
d. other (specify)					
_____					
2. Afternoon					
a. session in general					
b. lecture or panel					
c. discussion					
d. simulation					
e. other (specify)					
_____					
3. Evening					
a. session in general					

4. Were there any particularly good or bad points in the program today?

5. Approximately how many members of the institute (not faculty) have you spoken with today about matters related to the institute program?

_____

6. Name one person you feel was exceptionally effective today (among the participants in the institute) and indicate briefly the incident which makes you select this person. You may choose someone you have chosen before in a daily report.

Name _____

Section I. Semantic differential

The semantic differential is a technique used to measure your feelings about a thing, a person, or an idea. At the top of each page is a word or phrase followed by 12 scales. Each scale consists of two opposing adjectives at the ends of a seven space line. Place a checkmark or X on the scale in the space you feel best fits the concept. If one adjective fits better than the other, place the mark nearer that first adjective. The more completely the term fits the concept, the closer the mark should be placed to it. A mark in the center space indicates both terms fit the concept equally well.

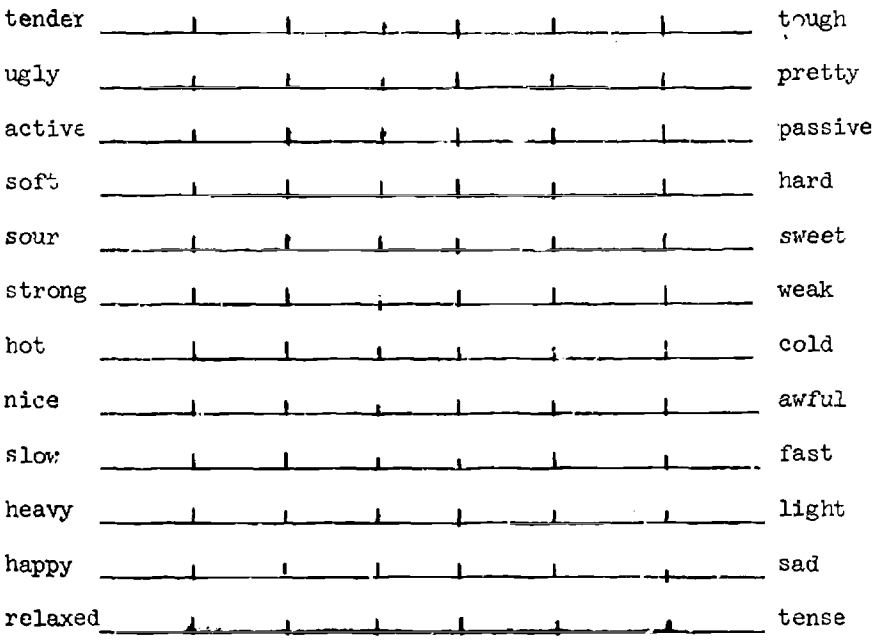
The semantic differential places more emphasis on the connotative value of the scale adjectives than on their denotative value. In some cases you may feel that the scale adjectives have no logical connection to the concept. Remember, we are trying to measure feelings, not facts. Place your mark on the scale according to your reaction to the concept listed. For example, if the word were rose, one scale might be kind-cruel. Logically a rose cannot be kind or cruel, but most people would feel that rose would rate would rate closer to kind than to cruel. This would be indicated as:

ROSE

kind _____ cruel

You should work very quickly, using your first reactions. Each page has 12 scales and you will be given 15 seconds to complete it. The tester will warn you after 10 seconds. Do not omit any scale or make more than one mark on any scale. When you finish a page, wait until the tester tells you to turn the page.

1. EDUCATOR



Repeat the set of scales under each of the following concepts:

2. LIBRARY
3. SIMULATION
4. COMMUNITY
5. TELEVISION
6. ACTIVIST
7. GAMING
8. BOOK
9. UNDERPRIVILEGED PEOPLE
10. LIBRARIAN
11. ROLE-PLAYING
12. INFORMATION
13. COUNSELOR
14. GROUP INTERACTION
15. COMMUNICATION

Name: _____

Section II. Inventory of attitudes

This questionaire has been constructed to sample your attitudes toward a number of issues to be considered in this institute. The information will be used to evaluate the program of the institute and to begin development of an attitude profile of professional personnel in the library field, so please answer as honestly as possible.

On the following pages you will be given a number of statements relevant to library systems and personnel. Indicate whether you agree or disagree by placing a checkmark or X in the appropriate section of the rating scale which follows each statement.

For example, one statement might be: Librarians are nice people. If you strongly agree with this statement you would mark the scale:

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

Do not place more than one mark on a scale and do not omit any scales. When you have finished, close the test booklet and wait for further instructions.

1. Most librarians have a limited stereotyped view of their profession.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

2. In most cases, a book can communicate an idea better than a film can.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

3. It will be impossible to maintain adequate information retrieval systems without extensive use of computers.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

4. If libraries advertise the services they can provide, almost all the people in need of these services will be able to come to the library.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

5. Library systems should be organized on a statewide or regional basis rather than on a local basis.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

6. A good librarian can work effectively in any community regardless of ethnic or socioeconomic factors.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

7. In order for libraries to function more effectively in the community it is necessary to change the public image of libraries as "places where books are kept".

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

8. An innovative program such as "floating librarians" requires personnel specially trained for such roles and should not try to use professional personnel already in the field given brief inservice training.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

9. Libraries would be the logical community institution to coordinate the efforts of the various agencies providing counseling, educational and informational services.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

10. While there may be a real need for informational services to be provided directly to individuals and groups within the community, this is not a legitimate branch of library services and should be administered separately.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

11. A library employee working in the community should still spend at least one day a week in the library to keep in touch with his profession.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

12. Few librarians can interpret published communications research well enough to apply this data to improve their libraries.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

13. If libraries were to provide individualized information services to community groups, the groups should have to pay for these services.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

14. It is just as important for libraries to provide non-print materials and appropriate audio-visual equipment, as it is for them to provide books, magazines, and other print material.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

15. An objective view of priorities for money and personnel in modern cities, would place development of the library system in a relatively unimportant position.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

16. A librarian should be able to inform the client where he can find the information he needs, but should not have to obtain and explain the information for the client.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

17. The library system should accept major responsibility for adult education and self education programs in the community.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

18. Most faculty in library schools are competent to train librarians to meet the needs of today's community.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

19. Libraries should maintain indexing and referral services to enable their clients to use other data banks in the community successfully.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

20. Eventually the communicactions media (newspapers, radio, TV, etc.) should become part of library information distribution system.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

21. Library personnel should be trained to do the personal, psychological, and social counseling currently handled by other social service agencies instead of just providing information services.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

22. One obstacle to the development of library community services is the fact that the sources of funds have already been thoroughly exploited.

23. Librarians wishing to work with the underprivileged should have special training in the social and economic characteristics of their environment.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

24. Theories of communication, learning, etc. are much less important in the training of a librarian than practical information on organization and use of library material.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

25. Most libraries are doing a good job of fulfilling their traditional community role.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

26. In working with a community group, a librarian should take up the organization's "cause" rather than trying to remain a neutral advisor.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

27. While new library programs must be evaluated, it should not be the responsibility of the regular library personnel to design evaluation studies.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

28. Although much data in a community is not available in print, it would be impossible for the library system to maintain contact with the resource personnel who have this oral data.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

29. If libraries wish to expand their community role they should seek a political power base.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

30. Experience in role playing would be a valuable part of any program training librarians for interpersonal work.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

31. Community librarians should help in the development of new community groups to attack problems, as well as assisting those groups which already exist.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

32. If we are honest, we must admit that providing information will really do little to help solve the problems of the underprivileged community.

strongly agree	agree	neither agree nor disagree	disagree	strongly disagree

Section III:

List below as many interesting and unusual uses as you can think of for an empty box.

Name _____

Section IV: Goal Checklist

Instructions: On the following pages are listed some of the goals of this institute. You are asked to answer three questions in regard to each goal.

1. Personal importance. What is the importance of this goal to you personally? Was it one of your major purposes in participating in the institute, or have you come to regard it as extremely important during your experiences in the institute? If so, place a checkmark or X under the category major. If it is of some importance to you, mark the category moderate. If this goal is of little importance to you, or if it is irrelevant check the category minor.

2. Progress toward goal. Regardless of the importance of the goal, how much progress have you made toward achieving it in the course of the institute? While it would be almost impossible to achieve one of these goals in such a short time, if you feel you have made a great deal of progress mark under the category extensive. If you have made some progress mark moderate. If you have made little or no progress toward the goal as a part of the institute mark little.

3. Relative contribution. In whatever progress you made toward the goal, which portion of the institute played the larger role? If the instructional portions (lectures, discussions, readings, etc.) were more important, mark mainly instructional. If the instructional and gaming segments of the institute played about equal roles in your progress, check equal. If your progress depended mainly on the gaming segments (role playing, simulation, etc.) check mainly gaming.

Be sure you mark only one category for each question. Be sure you answer all three questions for each goal. When you have finished, turn over your test booklet.

	Personal Importance		Progress Toward Goal			Relative Contribution			
	major	moderate	minor	extensive	moderate	little	mainly instruction	equal	mainly gaming
1. Identification of new sources of information, not presently included in the regular library system									
2. Understanding community structure and dynamics									
3. Understanding characteristics of underprivileged community									
4. Identification of new roles for librarians in community service									
5. Awareness of roles for the library system in solving social problems									
6. Better understanding of communications theory									
7. Appreciation of the values of the communications media									
8. Better understanding of decision making processes									

	Personal Importance		Progress Toward Goal				Relative Contribution		
	major	moderate	minor	extensive	moderate	little	mainly instruction	equal	mainly gaming
9. Improved ability to motivate and organize others									
10. Development of methods to identify and recruit potential leaders									
11. Identification of necessary elements in inservice training programs									
12. Awareness of desirable modifications in training at library schools									
13. Understanding the need for systematic research as a basis for planning services									
14. Identification of sources for funding new programs									
15. Identification of techinques of investigation and evaluation of communications situations									

Name: _____

Intergroup Relations Survey

In order to evaluate the requirements of in-service training it is necessary for us to obtain the information contained in this "before" questionnaire. The questionnaires of all participants will be grouped and analyzed.

It is necessary for us to obtain information about you as an individual. These questions are not intended to be "snoopy". Instead, the intention is to gain information which will permit us to examine data in terms of groups of people with different backgrounds.

We would appreciate the utmost candor in completing the questions that follow. There are no "trick" questions. If questions occasionally seem to relate to each other, it is because they are testing different aspects of general issue.

Please complete the questionnaire as rapidly as possible. Your first answer is usually the best.

Please answer every question. Complete data is extremely important.

Thanks for your cooperation.

1. Type of library where you work?

(1) _____ public library
(2) _____ school
(3) _____ academic
(4) _____ special
(5) other _____

2. Age:

_____ under 25
_____ 25-29
_____ 30 -39
_____ 40-49
_____ 50 or older

3. Sex:

_____ Male
_____ Female

4. What is your religious preference?

1. _____ Protestant
2. _____ Orthodox
3. _____ Catholic
4. _____ Jewish
5. _____ Other (specify) _____
6. _____ None
7. _____ I prefer not to answer this question.

5. Marital status:

1. _____ Single
2. _____ Married
3. _____ Divorced
4. _____ Separated
5. _____ Widowed

6. Race:

1. _____ White
2. _____ Black
3. _____ Other (specify) _____
4. _____ I prefer not to answer this question.

7. How many years have you been employed in your present occupation? _____

8. Which social group would you say your family belonged to while you were growing up?

1. _____ Upper class
2. _____ Upper middle class
3. _____ Middle class
4. _____ Lower middle class
5. _____ Working class
6. _____ Lower class

9. If you were asked to use one of these names to describe your social group today, which would you say you belong to?

1. _____ Upper class
2. _____ Upper middle class
3. _____ Middle class
4. _____ Lower middle class
5. _____ Working class
6. _____ Lower class

10. How do you feel the people in general regard your own field of work?

1. _____ Highly professional
2. _____ Semi- professional
3. _____ Professional
4. _____ Not at all professional
5. _____ Don't know

11. How well do you feel your education prepared you for your present work?

1. _____ Very well
2. _____ Well
3. _____ Fairly well
4. _____ Not well at all
5. _____ Don't know

How many years of formal education have you had? (Please circle the number which is closest.)

8 9 10 11 12 13 14 15 16 17 18 19 20+

NOW WE WOULD LIKE TO ASK ABOUT CERTAIN ATTITUDES YOU MAY HOLD TOWARD YOUR WORK. Please indicate your answer by checking in the space provided. The abbreviations used are as follows:

Strongly agree is SA Disagree is D

Agree is A Uncertain is U Strongly Disagree is SD

12. You can't reason with patrons.

SA _____ A _____ U _____ D _____ SD _____

13. There are many conditions in my library that could be improved.

SA _____ A _____ U _____ D _____ SD _____

14. The administrators in my library are really trying to built it and make it successful.

SA _____ A _____ U _____ D _____ SD _____

15. Changes are made here with little regard for the welfare of patrons.

SA _____ A _____ U _____ D _____ SD _____

16. This library operates efficiently and smoothly.

SA _____ A _____ U _____ D _____ SD _____

17. Public money spent on education and welfare services for the past few years could have been used more wisely for other purposes.

SA _____ A _____ U _____ D _____ SD _____

18. There are too many frills and fads in library in- service training programs.

SA _____ A _____ U _____ D _____ SD _____

19. There is too much emphasis on peoples interests and concerns in our libraries.

SA _____ A _____ U _____ D _____ SD _____

20. The aim of the library should be the development of the patron's total personality.

SA _____ A _____ U _____ D _____ SD _____

HOW STRONGLY DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?
(Please continue with the preceding check system.)

21. Social clubs have a right to not allow members of minority groups to join.

SA _____ A _____ U _____ D _____ SD _____

22. I don't think that marriages of people of different reces should be allowed.

SA _____ A _____ U _____ D _____ SD _____

23. I think any neighborhood group should have the right to keep minority group members from moving in.

SA _____ A _____ U _____ D _____ SD _____

24. Employers should be required to hire qualified people regardless of race.

SA _____ A _____ U _____ D _____ SD _____

25. Any man with ability and willingness to work hard has a good chance of being successful regardless of race or religion.

SA _____ A _____ U _____ D _____ SD _____

26. Poverty is chiefly a result of injustice in the distribution of wealth.

SA _____ A _____ U _____ D _____ SD _____

27. It is all right to evade the law if you do not actually violate it.

SA _____ A _____ U _____ D _____ SD _____

28. In the courts a poor man will receive as fair treatment as a millionaire.

SA _____ A _____ U _____ D _____ SD _____

29. Education tends to make an individual more conceited.

SA _____ A _____ U _____ D _____ SD _____

30. Solution of many of the world's problems will come through education.

SA _____ A _____ U _____ D _____ SD _____

31. Money should be taken from the rich and given to the poor during hard times.

SA _____ A _____ U _____ D _____ SD _____

32. Obedience and respect for authority are the most important virtues children should learn.

SA _____ A _____ U _____ D _____ SD _____

33. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.

SA _____ A _____ U _____ D _____ SD _____

34. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

SA _____ A _____ U _____ D _____ SD _____

35. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.

SA _____ A _____ U _____ D _____ SD _____

36. Most of the social problems would be solved if we could somehow get rid of the immoral, crooked, and feeble-minded people.

SA _____ A _____ U _____ D _____ SD _____

37. Most communities are good enough as they are without starting any new community improvement programs.

SA _____ A _____ U _____ D _____ SD _____

38. We have too many organizations for doing good in the community.

SA _____ A _____ U _____ D _____ SD _____

39. Schools are good enough as they are in most communities.

SA _____ A _____ U _____ D _____ SD _____

40. The good citizen should help minority groups with their problems.

SA _____ A _____ U _____ D _____ SD _____

41. Some people just want to live in slum areas.

SA _____ A _____ U _____ D _____ SD _____

42. You are simply out of luck if you happen to be poor.

SA _____ A _____ U _____ D _____ SD _____

43. Blacks today are demanding more than they have a right to.

SA _____ A _____ U _____ D _____ SD _____

44. Blacks today are trying to push in where they are not wanted.

SA _____ A _____ U _____ D _____ SD _____

45. These days a person doesn't really know who he can count on.

SA _____ A _____ U _____ D _____ SD _____

46. Nowadays a person has to live pretty much for today and let tomorrow take care of itself.

SA _____ A _____ U _____ D _____ SD _____

47. In spite of what some people say, the lot of the average man is getting worse.

SA _____ A _____ U _____ D _____ SD _____

48. There's little use writing to public officials because they aren't really interested in the problems of the average man.

SA _____ A _____ U _____ D _____ SD _____

49. In this fast changing world, with so much different information available, it is difficult to think clearly about many issues.

SA _____ A _____ U _____ D _____ SD _____

50. Obedience and respect for authority should be the very first requirements of a good citizen.

SA _____ A _____ U _____ D _____ SD _____

51. On the whole, our economic system is just and wise.

SA _____ A _____ U _____ D _____ SD _____

52. Most people who complain of bad luck don't realize how much they are the cause of it.

SA _____ A _____ U _____ D _____ SD _____

53. Almost anyone in our society can improve his standard of living if he is willing to work hard.

SA _____ A _____ U _____ D _____ SD _____

54. With what degree of ease can you discuss you difficulties in under standing and/or accepting a person of another race.

_____ quite well _____ well _____ fairly well

_____ not too well _____ not at all

55. In counseling people of another race success is related significantly to lack of prejudice?

SA _____ A _____ U _____ D _____ SD _____

56. In counseling people of another race success is primarily a result of counseling ability & skills?

SA _____ A _____ U _____ D _____ SD _____

57. Black patrons are reluctant to be drawn into a counseling situation.

SA _____ A _____ U _____ D _____ SD _____

58. How difficult, generally speaking, is it to understand the thinking and feelings of a person of another race.

_____ never difficult

_____ difficult in certain cases

_____ frequently difficult

_____ usually difficult

_____ always difficult

59. How strongly do you feel you would like to develop new understanding and techniques for counseling those in minority racial and cultural groups?

_____ would be of very great benefit

_____ would be of some benefit

_____ might be of some benefit

_____ would have little benefit

_____ probably of no benefit

60. Librarians and counselors need to give more recognition to the underlying psychological problems of their cases.

SA _____ A _____ U _____ D _____ SD _____

61. I find the people in my library are able to talk about things they need or want and to talk about things which make them angry, happy, jealous, fearful, sad and so on.

_____ Nearly all the time

_____ Quite frequently

_____ Occasionally

_____ Rarely

_____ Almost never

62. Middle to upper class Blacks have most of the same values as their counterparts among white people.

SA _____ A _____ U _____ D _____ SD _____

63. If given the opportunity in counseling, the disadvantaged persons will usually actively cooperate to solve his own problems?

SA _____ A _____ U _____ D _____ SD _____

64. It is impossible to change the slum inhabitant ordinarily because environmental pressures are too great?

SA _____ A _____ U _____ D _____ SD _____

65. The WASP's (white-angle-Saxon-Protestants) run America?

SA _____ A _____ U _____ D _____ SD _____

66. Welfare is the easiest way of making it for the slum inhabitant?

SA _____ A _____ U _____ D _____ SD _____

67. Obtaining civil rights for all is a political job requiring allies, priorities and education of the masses of the American people?

SA _____ A _____ U _____ D _____ SD _____

68. Men such as Roy Wilkins and Whitney Young have outlived their usefulness in the civil rights movement?

SA _____ A _____ U _____ D _____ SD _____

69. Legislation has not radically altered the situation of the majority of Blacks in the United States?

SA _____ A _____ U _____ D _____ SD _____

70. Middle class values are, in general, realistic?

SA _____ A _____ U _____ D _____ SD _____

71. People in lower socio-econimic groups usually see institutional services as dominating ?

SA _____ A _____ U _____ D _____ SD _____

72. The Black of above average education and income tends to identify with white people?

SA _____ A _____ U _____ D _____ SD _____

73. The family disorganiztion of Blacks, as indicated by such things as illegitimacy, desertion and non-support are an inheritance from family disruption under slavery?

SA _____ A _____ U _____ D _____ SD _____

74. The Black culture is "Mother centered " but family life is strong?

SA _____ A _____ U _____ D _____ SD _____

75. It is better for a Black to have a job and income, even though it is menial, than to be unemployed and on welfare?

SA _____ A _____ U _____ D _____ SD _____

76. The main reason for Black umemployment in responsible, high-paying jobs is really not discrimination but a lack of technical skills?

SA _____ A _____ U _____ D _____ SD _____

77. In spite of their history of being oppressed, Blacks are generally a happy-go-lucky people?

SA _____ A _____ U _____ D _____ SD _____

78. Blacks usually feel a positive identification with their race in spite of the difficulties experienced as a result of being a Negro?

SA _____ A _____ U _____ D _____ SD _____

79. The Black father is generally considered by most Blacks to be a weak figure?

SA _____ A _____ U _____ D _____ SD _____

80. How difficult is the color barrier to overcome in order for a non-white person to achieve success and social acceptance?

_____Extremely difficult _____ Difficult
_____Occasionally a problem _____ Seldom a problem
_____ Never a problem

81. What degree of trust or distrust exists between Blacks and Whites? (Circle the number on the line closest to your opinion.)

1-------2-------3-------4-------5-------6-------7-------8-------9

Great Distrust	Some Distrust	No Distrust	Some Trust	Great Trust

82. Approximately what percentage of Black people withdrew from society as a result of their frustrations.

_____ great majority
_____ slight majority
_____ small minority
_____ large minority
_____ few to none

83. Approximately what percentage of Black people become overly aggressive as a result of their frustrations in white society?

_____ great majority
_____ slight majority
_____ large minority
_____ small minority
_____ few to none

84. How do you think the race problem will turn out? (Check the response which is closest to what you believe will occur.)

1-------2-------3-------4-------5-------6-------7-------8-------9

Complete separation of Blacks and Whites	Things will stay as they are	Complete mixing of Blacks and Whites

85. How would you like to see the race problem turn out? (Check the response which is closest to what you believe will occur).

1-------2-------3-------4-------5-------6-------7-------8-------9

Complete separation of Blacks and Whites	Things will stay as they are	Complete mixing of Blacks and Whites

CITIZEN PARTICIPATION

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Teilhard de Chardin, Pierre, The Phenomenon of Man, (New York: Harper, 1959.) A great theological work which takes a revolutionary view of contemporary man and his dignity. Excellent background for a spiritual base for participation.

U.S. Senate, Examination of the War on Poverty, 8 volumes. Case studies of anti-poverty programs throughout the USA. Rich untapped material for research and writing. Available in Social Work Library. (Washington: Government Print. Office, 1967.)

Wilson, James Q., The Amateur Democrat, (Chicago: University of Chicago Press, 1962.) A study of volunteers in politics in New York, Chicago, and Los Angeles. Scientific and critical, all the difficulties and failures are seen.
-"Planning and Politics: Citizen Participation in Urban Renewal," in Warren, Roland L. (ed.) Perspectives on the American Community (Chicago: Rand McNally, 1966.) This is Wilson's famous article that first appeared in the AIP Journal of November, 1963, in which he does not see much hope for participation. He discusses the distinction between private-regarding and public-regarding people.

(Note: most of the above books contain footnotes and bibliography which suggest other significant readings.)

JOURNALS:

During the past ten years a number of important and useful articles on various aspects of participation have appeared in these journals

Community Development (published by National Association for Community Development)

Journal of the American Institute of Planners

Social Work (Journal of the National Association of Social Workers)

Trans-Action (Journal of the social sciences)

COMMUNITY DEVELOPMENT

Annotated Bibliography

Community and Library:

Adult Education Association. Adult Leadership, 1952 - monthly. A monthly publication dealing with the problems of groups and leaders. The contents of the journal are intended to be training materials in leadership. It is designed to "reflect the editorial help of its readers" by citing and discussing problems submitted by readers and by reporting reader reactions to the issues. Each issue is devoted to a particular area or problem in adult leadership. There is a title and author index to each volume.

Alinsky, Saul D. Reveille for Radicals. Vintage Books. New York Random House, 1969. (original c. 1946) A "radical realist's" view of the ideological - sociological conflicts in American society, with a practical outlook toward leadership, community structure, organizational tactics, and education. It is a union of the philosophical with the practical, synthesized by a man who has lived what he writes.

American Library Association. Library-Community Project. Study in the Community: A Basis for Planning Library Adult Education Services. American Library Association, 1960. For the public librarians who need a guide to library-community study as a basis for defining the role of the library in developing adult education activities. Procedures are suggested by which the library staff, the trustees, and the citizens of a community can evaluate the present adult education activities and services of the library, develop guidelines for changes in emphasis or extension of these services, and reassess the library's role in the total educational structure of the community.

Blakely, Robert J., "The Wit to Win" ALA Bulletin, February 1967. Librarians must break away from the "four walls" concept of libraries and library service, says Blakely. With the increasing stresses and strains of our society, the librarian must play an active part in "community renewal, or community re-creation." He must work to bridge the "knowledge gap" by understanding and educating the illiterate, by seeing that the public library participates in the formation of a national information system, and by exploring the relationships of television to reading.

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Conant, Ralph W., ed. The Public Library and the City. Cambridge, Mass.: The M.I.T. Press, 1965.
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