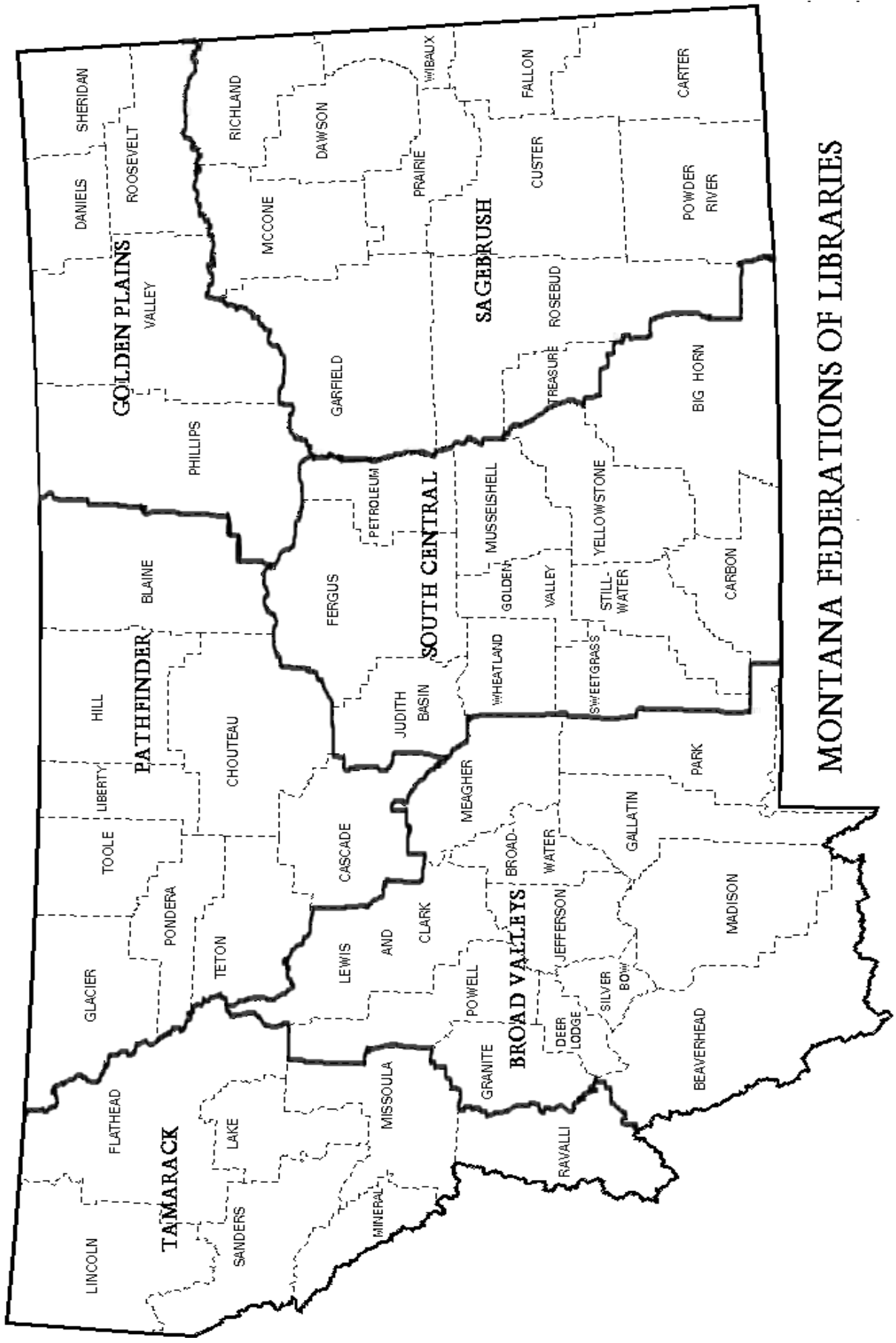


Handbook for New Library Directors

**Montana State Library
2003**



MONTANA FEDERATIONS OF LIBRARIES

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Introduction:

Wanted: A Library Director

Position Summary: The Librarian is responsible for the overall smooth operation of the library, including: the supervision of staff, the creation of a cordial and friendly atmosphere in the library, marketing the library, acting as an ambassador to the community, outreach, lobbying for the library, developing a library budget, collection development, records maintenance, personnel scheduling, and delegation of library tasks.

That was a typical job description for a library director, but what does it mean? This handbook is designed to give you a quick introduction to working in public libraries. It is not a how-to manual. Instead you will find answers to what, why, and how is it related to Montana. We have also added additional resources throughout the handbook.

If you have questions or need help, call your State Library Consultant. Their telephone numbers and coverage areas are shown on the map. Below you will find contact list for specific projects. Don't hesitate to call any of the consultants or any members of the Library Development Department on any issue. We're here to serve you!

Certification Program; Continuing Education; LSTA

Sue Jackson 1-800-338-5087; sujackson@state.mt.us

E-rate; Statewide Periodical Database

Suzanne Reymer 1-888-826-0837; sreymer@uswest.net

LaserCat

Bob Cooper 1-800-338-5087; bocooper@state.mt.us

Montana Library Network; Montana Shared Catalog

Bruce Newell 1-800-338-5087; bnewell@state.mt.us

Montana Shared Catalog

Sarah McHugh 1-800-338-5087; smchugh@state.mt.us

Public Library Standards

Tracy Cook 1-888-502-0012; tcCook@mtlib.org

Additional Staff Contact:

Darlene Staffeldt 1-800-338-5087; dstaffeldt@state.mt.us

And finally, we need to acknowledge our state library colleagues for generously sharing their own handbooks: Idaho, Louisiana, Indiana, Kentucky, Vermont, and Wisconsin. Thanks to all of them for being willing to share and saving us from "reinventing the wheel."

Chapter 1 The Montana Scene

What's different in Montana? Actually, we have a lot in common with our counterparts across the United States, but this chapter discusses some Montana-specific information. Figuring out who's who in Montana's library world is not easy. An entire chapter will be devoted to the Montana State Library, so we'll just introduce ourselves here.

Library Land in Montana

Public Library Organization

Libraries in Montana are typically city or county libraries. Recently, a library district law was passed that makes it possible for libraries across county lines to organize into districts. City and county libraries depend upon local funding. Some city libraries have contracted with a county to provide library services to people in that county.

Montana State Library (MSL)

MSL will receive its own chapter, but briefly, MSL provides support for government officials and agencies, patrons with vision problems, and public libraries. The State Library is also responsible for gathering and disseminating natural resource information. We'll talk about each department in the chapter dedicated to MSL.

The Montana Library Association (MLA)

MLA offers camaraderie, guidance, and support. MLA is a statewide professional organization dedicated to supporting libraries, trustees, and library staff in Montana. The group lobbies for legislative change, provides continuing education, promotes library interests and development, and offers its members a chance to get in contact with other library staff. Throughout the year, MLA hosts retreats and an annual conference where members can meet and learn more about what's happening in libraries.

MLA represents all types of libraries, public library trustees, and members of Friends organizations within its divisions and interest groups. MLA standing committees work on a variety of library-related issues including government affairs, intellectual freedom, marketing, and professional development.

Wired-mt and *Focus*

Wired-mt is a listserv for Montana library staff. A listserv is an electronic forum where people can post ideas or find out what is happening in the area. This listserv is a great resource for library staff, so we would recommend subscribing to it. Instructions on how to subscribe to Wired-mt can be found at <http://www.mtlib.org>. Library staff can read messages posted on a variety of topics and they can post messages and/or questions for others to read.

Focus is the bi-monthly newsletter of MLA. It covers library information, upcoming events, and relevant library news. You receive *Focus* when you become a member of MLA.

Federations

Montana is one of the few states that organizes its libraries into federations. Essentially, these are regional support systems for libraries. Every year, the State Library receives money from the legislature that is distributed to federations. There are six federations in Montana. When you are looking for support or help in your area, try the members of your federation. You will find yourself working with library staff who are enjoying the benefits of the region and dealing with the difficulties as well. Federations support library staff by providing continuing education opportunities, awarding monies, consulting and reference services, offering reciprocal borrowing privileges, and networking opportunities.

Federations are comprised of libraries of all types, but public libraries are central to their existence. Meetings to network, receive training, and decide on the appropriate way to use the money granted by the State are held each year. Typically, federations meet at least once a year. Trustees and library directors are encouraged to attend. A federation coordinator is responsible for answering questions and providing guidance for planning.

Federation members are responsible for developing a plan of service that plans for the use of federation funds for the year. Common activities include continuing education and money for cataloging and reference tools. Libraries must work together in order to survive; federations are one way of achieving this goal.



Federations, Headquarters, and Coordinators

Federation	Headquarters	Federation Coordinator
Broad Valleys	Lewis & Clark Library	Debbie Schlesinger
Golden Plains	Glasgow City-County Library	Emory Robotham
Pathfinder	Havre-Hill County Library	Bonnie Williamson
Sagebrush	Miles City Public Library	Mike Hamlett
South Central	Lewistown Public Library	Bridgett Johnson
Tamarack	Missoula Public Library	Bette Ammon

Refer to the map at the front of the handbook to find your library's federation.

Continuing Education in Montana



There are many opportunities for continuing education in Montana or out-of-state. Earlier, we referred to the federations, which often provide continuing education for their libraries. How this is done varies with each federation, so contact your coordinator to find out what's happening in your area. This section is intended to give you an idea of the kinds of opportunities that are available in Montana, when they occur, and whom to contact.

- MLA Conference occurs in April. The conference lasts three days and has several pre-conferences. Workshops cover a wide range of topics and tend to be shorter. Check out <http://www.mtlib.org> for more information.
- OFFLINE is in February. It is a two-day retreat, sponsored by MLA, and usually has a pre-conference. The focus is on technology in libraries. MLA's website is the best place to go for information about OFFLINE. The address is <http://www.mtlib.org>.
- PLD Retreat is in September. Sometimes this retreat is done jointly with ASLD. PLD is the Public Library Division of the Montana Library Association and ASLD is the Academic and Special Library Division. Just in case you're wondering, there's a school division. The PLD retreat offers workshops focusing on pertinent library topics. Learn more about this retreat at <http://www.mtlib.org>.
- The Montana State Library offers a Summer Institute for directors of small public libraries who do not have a Master's of Library Science degree. Workshops vary in length; some are more intense than others. Contact Sue Jackson at 1-800-338-5087, or check out the State Library's website at <http://msl.state.mt.us>.
- The Fall Workshop occurs in September and is offered by the Montana State Library. Workshops can cover everything from grants to children's services; the classes tend to be longer than those at an MLA conference. Contact Sue Jackson at 1-800-338-5087, or visit the State Library's website at <http://msl.state.mt.us>.
- Federation meetings are held in the spring and fall. Contact the coordinator for more information. [See Page 3].
- Online classes. The Montana State Library is developing online classes for library staff. Currently, we are offering an Interlibrary Loan class. Stay tuned for more. The website address is <http://montanalibraries.org/ILLTraining/default.htm>.

Certification

Since we just talked about continuing education opportunities, we'll take a quick look at certification in Montana. The State Library must certify library directors who serve a population of less than 25,000 people. These library directors have three years in which to obtain 40 hours of continuing education credit. You just learned where you can get these credits, which is the hardest part.

Please keep in mind you must obtain at least five hours of CE credits in the following four areas: 1) Library Administration; 2) Library Services to the Public; 3) Collection Management and Technical Services; and 4) Technology. Once you have a total of 40 hours of CE, you must submit proof to the Montana Certification Program at the State Library. For more information, refer to the *Montana Certification Program Manual*. You should have a copy at your library. If not, you may request one from the Montana State Library or go online to <http://msl.state.mt.us>.

You'll find a link to the certification manual under On-Line Publications.

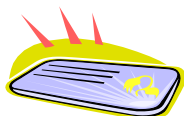
Public Library Standards

Libraries in Montana must meet certain standards in order to receive State aid per capita. These are the mandatory standards according to Administrative Rules of Montana 10.102.1150-10.102.1157:

- The Library is legally established under Montana law according to Title 7, or sections 22-1-301 through 22-1-317, Montana Code Annotated (MCA);
- The Board conforms to all applicable state, local, and federal laws, rules, and regulations;
- Libraries which serve more than 25,000 employ a library director with a graduate degree in library or information science or its equivalent;
- Libraries which serve less than 25,000 employ a library director who is, or will be within three years of hire, certified by the State Library;
- Paid staff persons are present during 90% of all open hours;
- The library submits the Montana Public Library Annual Statistical Report to the State Library
- The library is open during the week for the following hours at a minimum:

Population	Minimum
Less than 3,500	15
More than 3,500	30
More than 10,000	40
More than 25,000	50
- The library has a telephone and answers telephone inquires.

Shared Catalogs



The State Library is working toward a statewide shared catalog, where a patron at your library could find out what other libraries have available. Think of it as one-stop shopping, where a patron can access every library in the state.

Currently, three shared catalog projects have been funded by the State Library: One is called the Hi-Line Shared Catalog, which is administered by Havre-Hill Public library. Several schools and public libraries are connected with this catalog. The libraries use the same library card and will coordinate collection development. The second project is BridgerNet, which connects the libraries in Gallatin County. The Montana Shared Catalog is the name of another shared catalog. Twenty-three libraries of all types are working to share an online catalog, where patrons anywhere can see what these libraries have. It's in its infancy right now, but there are plans to coordinate activities among the libraries. By working together, these libraries hope to offer patrons the best library service possible. The State Library will help other libraries join the Montana Shared Catalog in the future.

Chapter 2 Library Director, Trustee, and Local Government

“Who does what?” may be a clearer title for this section. All three of you must work together in order to succeed. Often, each of you will work on one component of the same project. Developing a good relationship with trustees and local government is one of the most important things you will have to do. It is also the hardest. Read on for clarification of your roles and for tips on working with each other. Before we start talking about you, the trustee, and local government, let’s look at some of the things you should do during the first few days and the first month on the job.

Note: The Montana State Library has also developed a Trustee Handbook which covers the duties of a library board. Your library should have a copy of this Handbook. If it does not, contact the Montana State Library at 1-800-338-5087.

For New Library staff

(Adapted from the Handbook for Louisiana Public Library Directors)

Suggestions for the first few days on the job:

- Get to know your staff and reassure them. Do you remember what it was like to have a new boss? Your staff feels much the same way as you might have. Try to remain neutral and avoid any negative comments about the way things were done in the past. It’s also a good idea to not become involved in staff disputes.
- Tour the building with staff and schedule time to work with them. It will give you a good feel for how things are done. During this period, you should be spending time acquainting yourself with the staff, the community, and your library.
- Listen! Ask questions and *really* listen to the answers. Until you develop a feel for the library and hopefully a good working relationship with your staff and board, you don’t want to make any major changes.

Suggestions for the first month:

- Read through the past director’s files and correspondence. It will give you an idea of what’s happened in the past.
- Review the long-range plan, financial operations, and policies.
- Read through board meeting minutes to get a historical perspective and to have an idea of how much information board members expect.
- Make contact with local government personnel.
- Create a calendar with important dates, such as contract dates, insurance expiration dates, dates of local significance, and deadlines.
- Make contact with your Federation Coordinator and the State Library.

The Library Board

For more information about the library board, please see the Montana State Library’s *Trustee Handbook*. Trustees are chosen by city or county government officials, usually by the mayor or county commissioner. Typically, trustees serve for five years with the possibility of a second

five-year term. This next section briefly breaks down the duties of a library board.

Responsibilities of the Library Board and the Director

(Adapted from the Handbook for Louisiana Public Library Directors)

A. Policy Making

The Board

1. Determine the goals and objectives of the library, as well as methods of evaluating progress toward them.
2. Consider policies that are needed.
3. Officially adopt policies.

The Library Director

1. Provide assistance and direction to the board in setting goals and objectives, as well as determining evaluation methods.
2. Recommend needed policies and advise board.
3. Carry out policies and interpret them for staff and public.

B. Administration of the Library

The Board

1. Employ director, adopt plans, policies and budget, which gives board indirect responsibility.
2. Keep in touch with library's progress via personal visits to the library, librarian's reports, and feedback from the public.

The Library Director

1. Has direct responsibility by administering the library within the framework of the board's plans, etc.
2. Report status, problems, etc. to the board either via board meetings or other methods.

C. Personnel

The Board

1. Employ library director and confirm staff appointments.
2. Develop personnel policies and ensure acceptable working conditions.
3. Evaluate library director.

The Library Director

1. Employ and supervise staff.
2. Recommend needed improvements and/or new policies.
3. Suggest evaluation criteria and provide materials for board. Maintain records of personnel evaluations.

D. Budget

The Board

1. Scrutinize preliminary budget, make necessary changes, adopt official budget. Explore and consider ways of increasing library funding.
2. Authorize expenditures.

The Library Director

1. Prepare preliminary budget. Research and provide board with information relevant to the discussion.
2. Decide on use of money within budget, long range plan, etc.

E. Board Meetings

The Board

1. Attend and participate in all regular and special meetings.
2. Maintain “open meetings” as required by law.
3. Approve minutes.

The Library Director

1. Attend all regular and special meetings.
2. Give appropriate public notice.
3. Act as secretary to the board, prepare agenda and provide minutes.

F. Public Relations

The Board

1. Establish and participate in planned public relations program.
2. Serve as link between the library and the community.
3. Keep political fences mended.

The Library Director

1. Maintain an active public relations program.
2. Interpret board policies for staff and public. Involve library in community activities.
3. Keep political fences mended.

G. Continuing Education

The Board

1. Read trustee materials and library-related publications.
2. See that new trustees have orientation.
3. Attend federation or trustee-related meetings.
4. Support continuing education for library staff.

The Library Director

1. Call significant materials to board’s attention.
2. Organize new trustee orientation.
3. Inform trustees of important meeting dates.
4. Inform trustees of important continuing education opportunities; urge trustees to include travel money, etc. in budget.

H. Planning for the Library’s Growth

The Board

1. Analyze the community and consider library’ strengths and weaknesses.
2. Set goals and adopt short and long range plans for the library.
3. Set priorities and decide on course of action.

The Library Director

1. Suggest and provide materials for community analysis. Help analyze library’ strengths and weaknesses.
2. Recommend plans and means for implementing.
3. Administer library in terms of plans adopted by board.

The library board, director, and local government

The specific duties of each may vary depending on your local community.

<u>Library Board</u>	<u>Library Director</u>	<u>Governing Authority</u>
1. Send governing authority recommendations for new appointments to the board.	1. Inform board when new appointment is necessary.	1. Appoint board members.
2. Request tax election. Work to ensure passage.	2. Provide counsel and documentation. Help plan educational information for tax election.	2. Call election. Levy library tax millage.
3. Adopt budget.	3. Prepare budget	3. May approve/adopt budget.
4. Approve expenditures.	4. Prepare claims for approval.	4. May handle funds and/or payment.
5. Advertise for bids and/or contracts when necessary.	5. Advise board of needs and purchase items as authorized.	5. Advertise for bids and/or contracts. Assist board and director.
6. Decide on property to be leased or purchased.	6. Locate property and counsel board.	6. May approve and sign.
7. Work to ensure a good political climate. Appear before governing authority from time to time.	7. Provide background information to board. Offer services to governing authority members.	7. Make agenda time available to board when it is requested.

Tips for working with the library board

(Adapted from the Idaho Librarian Survival Manual)

- Spend the first year building trust. Get to know your library board members. Ask them questions like: What do you think of the library? Where do you want the library to go?
- Pick your issues carefully. Bring up major things, but don't bother the board with things that are only mildly irritating. Remember, the board and library have a history. Respect that.
- The keys to working with your board are respect, communication, and tact.
- If a board member has an idea that is not feasible for the library, point out some of the practical difficulties. Keep your cool and treat the request with respect and tact. Let the board member know that you are not comfortable with acting on the idea without board approval and that you will add the item to the agenda.
- If the board makes a decision you do not agree with, it is still your duty to carry through. The only exception to this is when the decision forces you to do something illegal or unethical. For all other cases, adhere to the board's decision and don't express a negative opinion about it to the staff or public. Document any problems that are created and bring

them to the board. If the decision turns out to be a good one, compliment the board.

Getting boards to attend meetings and plan for the library

(Adapted from the Indiana Survival Guide)

Are you having problems with board members not attending meetings? Ask yourself the following questions:

- Are meetings businesslike and productive? Follow Robert's Rules of Order.
- Are meetings under two hours?
- Are the agenda items board level or trivial?
- Is everyone encouraged to participate?
- Does another board member contact the missing members and encourage them to attend next time?

How can you get board members to participate in library planning?

- Be positive.
- Get board members to buy into the process. If a board member is enthused about something, ask for that member to chair a committee or for help in developing that plan or policy. Try to include community members, staff, etc. on the committee.
- Get a wide range of ideas from the community.
- Follow a schedule for board meetings. For example, meet 2nd Tuesday of every month.
- Get the board excited.
- Brainstorm ideas.
- Serve food!

Chapter 3 Policies vs. Procedures

Both policies and procedures can help library staff work more efficiently. The difference between the two may not always be obvious. Generally, policies are more “philosophical,” whereas procedures are practical. A policy deals with issues that may not always be black and white, like acceptable use of the library. Procedures typically *are* black and white, like opening and closing the library. In this chapter, we’ll talk about each and which ones are important for your library.

Policies

By this time, you have learned that working in a library is not as simple as you might have thought. Have you ever had to ask a patron to leave for inappropriate behavior? Have you had a mother complain about a book in the children’s section? You could choose to deal with these problems as they come up, and ask your staff to do the same. But then, you face problems with consistency. People respond to situations differently. Your mood or what kind of day you have had can also affect the outcome. While it is difficult to respond in exactly the same way each time, a good policy will get you close to that. It gives you and your employees guidelines, as well as protection. In the event of a problem, you’ll have more leverage if you have a good policy that clearly states what is inappropriate behavior or explains why you choose the items you do. Written policies are an excellent training tool for new employees, and the public responds to what they perceive as extra authority. When library staff can show customers a written policy about the problem, customers tend to respect the library’s policy.

Hopefully, you’ve been convinced of the importance of having written policies. Your library probably already has policies covering a wide range of topics. With luck, you may even have a policy manual. If you don’t, we encourage you to develop one. Having all of your policies in one place is convenient. You always know where to look. Creating a manual can be as simple as gathering up your current policies and placing them in a notebook.

However, you may find that your library doesn’t have much in the way of policies. What types of policies do you need? Here is a suggested list. This is a minimum, but it is a good place to start.

(Adapted from the Idaho Librarian Survival Manual)

- Personnel Policy – includes job descriptions for all library staff, evaluation criteria, job expectations, information about salaries, benefits, etc.
- Collection Development Policy – addresses what kind of materials will be selected, how they will be selected, how donations will be handled, how collection maintenance will be done, and how the library will respond to complaints about materials.
- Operational Policies – covers library hours, loan periods, and how to deal with overdue materials.
- Acceptable Use Policies – who has the right to use the library without charge, what types of behavior are acceptable and what types are not. It may set special conditions for the use of library resources. A good example of this is an Internet Use Policy.
- Special Policies – are specific to your library. If you have a genealogy collection, you

may want to develop a policy for how it can be used, who can use it, etc.

Before developing policies, check to see if your library already has some, or all, of the above. Check with library staff and trustees. If you don't have all of the policies, start slowly. Writing good policies takes time. Give yourself, library staff, and trustees plenty of time to discuss a policy. And be sure to ask for staff input. Remember, they will have to explain the policy to customers, so they can add real value to the process. Call your Statewide Technology Librarian for help. The Montana State Library also has examples of good policies to share with you.

Procedures

Earlier, we talked about procedures being practical rather than philosophical. Think of them as a way to keep your library running smoothly. They are very important for training new staff, so you should make sure you have the necessary procedures and that they are current.

Procedures don't have to be fancy or long. They just need to tell the reader how to perform that particular process. Your library probably already has some procedures, and hopefully even has a manual. Consider putting all of your procedures in one manual. This makes it easy to find. If your library doesn't have typical procedures in writing, work with library staff to develop some. The person who does a particular job should be the one to write the procedure. Although procedures don't need to be approved by the library board, it can still take time to develop them.

What procedures typically need to be included in a manual?

- Opening and closing the library
- Circulation: check-out, check-in, etc.
- Interlibrary Loan
- Ordering materials: how, who
- Receiving/processing new materials
- Collecting statistics
- Setting up board meetings
- Special events, such as story time
- Other special procedures, such as reserving the meeting room
- Emergency procedures: whom to call in the event of an emergency, what to do
- Budget preparation
- Summer Reading Program
- Annual report
- Use of library meeting room

By now you should have observed that these procedures cover routine tasks. Tasks can be done daily, weekly, monthly or even annually. Some of these tasks may require special forms. Be sure to include a copy of the forms in the procedures manual.

Chapter 4 Public Service



Libraries are about service. Although we may do physical tasks, such as processing and shelving books, our most important duty is meeting the informational/recreational needs of our community. In this chapter, we will cover those things we do that help the public. This includes customer service, reference, reader's advisory, circulation, and interlibrary loan.

Customer Service

Libraries must excel at customer service. The library needs to feel welcoming, both in its design and in staff attitude. People are often uncomfortable when coming into a library, because of its unfamiliar environment. There are ways to deal with this challenge:

Make the library inviting by keeping spaces open. Put chairs and tables in highly visible spaces. Have signs that guide the user and put attractive decorations on the walls. All of these ideas will help, but the most important thing is staff attitude.

Smile and greet the public in a friendly way. This will go a long way toward making the patron feel welcome, even if your library doesn't look as nice as you would like.

Here are some tips for good customer service:

(Adapted from the Idaho Librarian Survival Manual)

- Always greet a patron. It doesn't have to be elaborate or funny. A simple hello will work.
- Be aware of your body language. Patrons can tell by the way you stand, etc. whether or not you really do want them in the library.
- If you are working on something else when a patron approaches, put it aside. This lets the patron know that you are willing to give them your full attention.
- Wearing name tags helps, but they can be uncomfortable for some staff members.
- Approach the patron if it looks like s/he has a question. Sometimes patrons are afraid to ask, but will respond if you ask them first.
- Use open-ended questions. This encourages the patron to talk.
- Don't point patrons in the direction of the item. Lead them over to the item.
- If patrons are working on something complicated or have to wait in line, give them something to get started.
- Follow the golden rule -- treat people as you would like to be treated.

Excellent customer service is important in every aspect of the library.

Reader's Advisory

We often forget that many people come to a public library to read a book, be it the latest bestseller or a non-fiction book. One of the most common questions you may hear is, "Can you recommend a good book?"

Our first instinct may be to recommend something we've read, and that isn't necessarily wrong. However, there are some other tools that will help. A couple of electronic tools are, "What Do I Read Next?" and "Novelist." Both tools give reviews and suggestions for other authors to try. You will need to ask the patron what types of books s/he likes to read, or who their favorite author is, before using these tools. There are also some books that can help with this, too. You may already have these books in your collection. If not, ask other library staff and/or watch for professional reviews that suggest titles.

Reference

Entire books about reference have been written and more will probably be published. We'll leave all the details to the experts, but in this section we'll take a few moments to discuss reference.

Reference is about meeting the information needs of a customer. It's easy to panic when a person asks you a question about something. Remember that the more reference work you do, the better you will become at it. Here are some suggestions that will hopefully make the process easier:

(Adapted from the Idaho Librarian Survival Manual)

- Don't forget the encyclopedia or almanac. Many ready reference questions can be answered by these two sources.
- Try to look through the materials in your reference collection. By doing so, you will become familiar with what you have on a topic and where to go for answers.
- Before beginning to look for an answer, think of several different places the information could be. Try the most likely source first. You can save time by doing so.
- If you can't find the answer, offer to try local resources, including other libraries, city government, etc.



Let's take a few moments to talk about the reference interview. When a customer asks you a question, they are rarely asking you the real question. It's easiest to explain this by example: A patron may walk in and ask for a cookbook. Your first inclination may be to walk them over to the cookbook collection. In reality, what that person really wants is a history of cooking in the Rocky Mountain West. If you just lead the person to the cookbooks, they probably won't find what they are looking for.

So, what should you do? The first step is to ask the patron questions. Here's a sample reference interview based on the above example:

Patron: I'd like a cookbook.

Librarian: We have a lot of cookbooks. Are you looking for something specific? I may be able to help you find it faster.

Patron: Well, yes, I'm looking for a historical reference.

Librarian: Historical? Do you mean an old Montana cookbook? Something else?

Patron: I'm looking for a history of cooking.

Librarian: A history of cooking in general? Or are you looking for something more specific?

Patron: I'm looking for a history of cooking in the West.

Librarian: By west, do you mean the entire west or a specific region?

Patron: The Rocky Mountain West.

Librarian: I want to make sure I've got this, so I'm going to repeat your question as I understand it. You would like information about the history of cooking in the Rocky Mountain region?

Patron: Yes, that's correct.

Do you see how the librarian found out what the patron really wanted? S/he had to ask a series of questions to finally arrive at the real one. Instead of asking for what they really want, most patrons will simplify the question. If you answer the first question, you probably aren't going to lead them to the information they really need. The reference interview takes practice, just like any part of working in a library. The more you do it, the better you become.



The Reference Interview

In brief:

1. Your patron's wants are your patron's needs.
2. Listen closely to find out what your patron wants and then make sure the patron has either found it or a way to get it.
3. Be nice to *all* patrons.

Specifically:

1. What is the actual question? You will need to actively listen and show genuine interest and empathy to find this out.
2. How will your patron *use* the information? This can be a delicate point. While it is important to respect your patron's privacy, it is often necessary to know how your patron will be using the information. This will help ensure that you're getting the information the patron is looking for.
3. How *much* material is needed? Resist the urge to drown your patron in information. Maybe they *do* just want to know what time it is, not how to build a watch. On the other hand, make sure they get all the information they need, and that it is accurate.
4. What *level* of information is needed? Don't anticipate your patron's level of needs or sophistication. Let them tell you.
5. How *quickly* does your patron need the information? Some information becomes useless when it is late; sometimes late is sooner than you think.

Tricks of the trade:

1. People usually come to the librarian after looking elsewhere and are often frustrated because they have not found what they are looking for.
2. Active listening means working hard to make sure you are hearing what the patron is saying. Everyone has trouble expressing what they mean. It may be necessary to ask a patron during the interview questions such as, “What kind of information about ___ are you looking for?” in an effort to discover what his/her needs really are. When the patron replies, “What I’m really looking for is _____,” you will know you have succeeded.
3. Never make anything up and never give an answer without confirming it with a reliable source.
4. Do not force your help on a patron who does not want it, but be approachable so that patrons will feel secure in asking for help.
5. Remember that everyone is a student.
6. Close the interview on a positive note. If you cannot help the patron, find someone who can. Try to follow up in some way, and make it possible for your patron to tell you if he/she needs additional help at a later time.
7. The reference interview is a subtle interaction. It can be harder to determine the actual question than to locate the accurate answer.

There’s a lot to reference, but it is important to meet your public’s informational and recreational needs. Remember the more you practice, the better you will become.

Circulation

This is the place where patrons go to check out or renew items, pick up holds, or pay fines. The same customer service rules apply to the circulation desk. When most people think of a library, this is the department they are seeing in their minds. Having an effective circulation department is mostly about providing excellent customer service, but it is also about quickly and efficiently handling the above routines. If your library is automated, a computer system can handle many of the routines more quickly than by hand.

Interlibrary Loan

Interlibrary loan (ILL) is the process of sharing between libraries. Much of interlibrary loan work occurs behind the scenes, but it usually starts at the reference or circulation desks. If a patron wants an item that your library doesn’t have, interlibrary loan is one way of obtaining that item. It’s not quite as simple as that, however. When a patron requests something, you should think carefully about whether or not you want to purchase that item. If it’s something others might be interested in, then you should buy it for your library. If it seems like a one-time only item, then ILL may be the way to go.

The most important step in the process is a reference interview. You should talk to the patron to determine what is really needed. After working with the patron, make sure you gather the title of the item, author, and date published. For magazines, you will need the title of the magazine, the title of the article, author, date of the magazine, volume, and page numbers. For any ILL item you request, ask the patron when they need the item and if they are willing to pay for it. If they are willing to pay, ask them how much.

After obtaining all of the information you need, verify the information is correct and find out

who has the item. You do this by searching bibliographic databases, such as WorldCat or LaserCat. WorldCat is an online database. Currently, the Montana State Library has purchased statewide access to WorldCat. LaserCat is a smaller CD-ROM version of WorldCat. It is also available through the statewide contract.

Once you know who has the item, send a request to that library. This can be done via mail by using the appropriate form, by email, or by Web-based ILL (a product of OCLC, the company behind WorldCat and LaserCat). We won't go into a lot of detail about these products. If you would like more information about Interlibrary Loan, contact the Montana State Library at 1-800-338-5087. The staff can help you find the resources you need to learn more about interlibrary loan.

Montana has an ILL reimbursement program. Libraries are reimbursed for items loaned to other libraries in Montana, if they do not charge for interlibrary loans. In order to qualify for reimbursement, the person doing ILL must be certified. This can be done through the online class, watching the ILL videos, or by attending one of the workshops offered around the state. For more information about ILL reimbursement, look at MCA 22-1-328. You can find specific rules for the program under the Administrative Rules for the Montana State Library. These rules can be found in *Montana Library Laws, Rules and Public Library Standards*. You should have a copy of this at your library. To read more about ILL reimbursement, look at Administrative Rule 10.102.4001. You can also contact your Statewide Technology Librarian.

Outreach



Outreach goes beyond library walls; it's about serving people who cannot or will not come to the library. Outreach is an important part of marketing and public relations. There are many different ways to outreach; this chapter will cover some of the most common. Each library may have a certain approach to these types of outreach, so this will be a general approach.

For great ideas on how to do outreach, talk with library staff around you. Others who have gone through a similar program will help you find the best way to develop, arrange, and implement an outreach program. Keep in mind that none of these programs are free, so be sure to budget for them. This is particularly true, if you are thinking of books by mail or bookmobiles.

Programs

Programs can be inside or outside of the library. They can be tied to library activities, such as a summer reading program, or they can be something entirely different. Some libraries use programming as a way of reaching people who would not normally use the library. Do you have a strong ranching population in your area? Try hosting a program presented by the Department of Agriculture on a topic of interest to ranchers. Programs vary widely, so let your creativity flow. Successful programming doesn't have to be rocket science or expensive. Know your community and identify possible areas of interest. Do you have a lot of senior citizens? Information about social security and/or health issues would be valuable to them. Do you have lots of children in your area? Try offering craft programs and games where they can have fun and learn something, too. Understanding your community and its interests is the first step to succeeding in programming. Be aware of potential speakers/presenters within your community. Do you have a talented quilter in your town? Perhaps she would be willing to do a workshop. Use programming as a way to promote libraries and meet the needs of your community.

Visiting Senior Centers and/or Schools

What do these two things have in common? Libraries can reach out to populations which find it difficult to get to the library. Children often have to depend upon parents to drive them to the library, and many senior citizens can no longer drive. By visiting senior centers and schools, you bring library services to each.



Like programming, visiting other places is a great marketing tool. In addition to providing much needed library service, the librarian advertises the library. Some libraries visit senior centers and/or schools once a month. On a prearranged schedule, the librarian may bring books, read to an audience, and/or provide programming. Other libraries visit schools just before summer reading to advertise the program and make children aware of it. There are many opportunities to make a difference in the community by getting out of the library and into schools and senior centers.

Services to the Homebound

For those who are permanently disabled and unable to get to the library, there are a couple of common programs that libraries use to provide library services. One is Books by Mail, a program where the library sends requested books to the customers. Books by Mail does not have to be limited to the homebound. It works well in rural areas where ranchers, farmers, etc. would have to drive many miles to visit the local library. If your library catalog is available through the Internet, customers can search your collection and decide which items s/he wants. If you do not have this feature, you can create a catalog for the customer, or you can work with them to discuss what types of items s/he might want. You can then use this knowledge to send books from your library's collection.

Another program is usually limited to those who are permanently disabled. A library staff member will visit the homebound and discuss what types of items that person may wish to read. The staff member will then return to the library and pull these items off the shelf and deliver the items to the homebound customer. This is one of the more expensive programs, but the rewards are great.

Bookmobiles



Bookmobiles are initially expensive, but can be cost effective for areas where there is little access to library services. Usually, the bookmobile has fixed stops at schools, churches, even restaurants where customers can visit the bookmobile for a selection of books. Because a library staff member is with the bookmobile, customers can also ask for information, make requests for the next trip, or simply visit with the staff member. Some bookmobiles even have computers on them enabling patrons to do word processing or use the Internet!

Children Services

Services include story time, puppet shows and the summer reading program. Once again, analyzing your community and its needs is the best way to determine what type of programming you should offer. For example, in a community with many latchkey kids, libraries have offered after school programs.

Young Adult Services

This can be the most difficult crowd to reach in public libraries, but young adults deserve excellent library service as much as anyone else. You should make some attempt to work with the young adults in your community, either through your own connections, or through middle/high school teachers or library staff. Possible services include homework help, book talks, and poetry readings.

Adult Services



Libraries sometimes forget adults when planning programming, but there are many things you can do to serve this population. Programming can include book discussion groups, lecture series, and even an adult summer reading program. The same discussion about knowing your community applies here. With any type of outreach, you must know your community in order to be effective.

Chapter 5 Collection Development

Quality collection development isn't easy. This chapter will take a look at what we mean by quality. But what is collection development? We are referring to assessing the library's collection, the collection development policy, selecting materials, and weeding the collection. In addition, we're going to talk briefly about acquisitions simply because it is closely related to collection development. We'll also discuss a few things that are unique to Montana, such as the Collection Management Honor Roll, the book challenge list, and the statewide licensing options.

Assessing the Collection

If you were to attend a class or read a book about assessing your collection, you would probably be overwhelmed and never attempt it. However, collection assessment doesn't have to be that difficult.

(Adapted from the Idaho State Library's Idaho Librarian Survival Manual and a workshop presented by Dr. Mary Bushing in 2002).

What is it?

Collection assessment is a fancy term for looking at your collection through the eyes of your patrons, finding out how old your collection is, and identifying problem areas. What do your customers see when they look at your collection? Is it old and dusty? Is it confusing? Are the shelves full? What about the quality of your books? Do they see torn books with broken bindings? Do they see a new collection? Is it attractive? Does it make the patron want to browse through the library? Are there a lot of books about one subject, but none on another subject? These are all important questions to answer when assessing your collection.

Why assess?

Assessment can help you set goals. It will reveal areas where you need to order more books or where you may need to remove books. It can also help you visually emphasize why you need more money for books. If you can show your library board that the median age of your science collection is 1950, they may be willing to increase your book budget to replace those items.

How do you assess the collection?

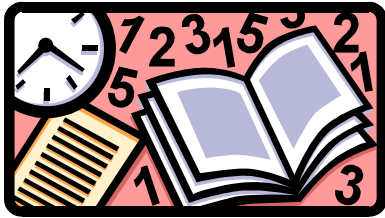
It's easiest to break your assessment into subject or classification areas. For example, you can assess the philosophy section, which is 150-159.9. Or, if you have a very small philosophy section, you might wish to look at all of your 100's. Do a small area at a time, so you don't become overwhelmed.

First, visually scan the section. Ask yourself the above questions. If you look at the philosophy section, how many books do you have about philosophy? You don't have to count all the books -- just count one shelf, then count the number of shelves. This will give you a good estimate. Compare the size of your philosophy collection with how often it's checked out. Do the numbers make sense? We'll use an exaggerated number, but what if your philosophy section accounts for 20% of your non-fiction collection, but is only responsible for 0.5% of your circulation? You may have too many philosophy books, which means you might want to make a note to weed that section. What if you have two philosophy books and neither is about eastern philosophy? You may want to consider selecting more books for that section and including a couple of good, general eastern philosophy books.

To calculate the median age of your collection, look at the publishing date of the item. If you are in a large section of books, take a sample. Instead of looking in every book, choose every nth book to write down the date. (By nth we mean every fifth or tenth, etc.). After you record the dates, count the total number of entries and find out which one is at the halfway point (that's the median). The median is a good way to determine the age of your collection. Your library automation system may be able to do this for you.

Once you've assessed a section, write down some goals if you need to. Do you need more books in a certain subject? Do you need to weed an area? Do you need to replace some older books with newer ones?

Collection Development Policy



We mentioned policies earlier, but this one is so important we'll talk about it in more detail. The collection development policy helps you define your community and your collection development goals. It has several parts, which we will discuss briefly. Your library probably already has a collection development policy; if not, this will help you create one. If your library does have a policy, this may help clarify it. In addition, the State Library has produced a publication entitled *Collection Management Policy Guidelines for Public, Academic, Institutional and Special Libraries*. This publication can help guide you in writing or updating your policy. You can find this document at <http://msl.state.mt.us/onlinePublications.htm>.

The mission of the library and a description of its clientele:

You should include your library's mission so that people understand what your library does. It doesn't have to be long; it simply needs to indicate your role in the community. A broad description of your community helps with selection. If you have a lot of children in your community, you'll need to develop a strong children's collection. If you have older residents in your community, you may need to develop areas about medicine and/or health. The library should be a reflection of the community, so you want to make sure you understand whom it is that you're serving.

Intellectual Freedom

Libraries have historically supported the cause of intellectual freedom. The American Library Association (ALA) has created several documents about intellectual freedom. Many libraries refer to or include a few of these documents in the collection development policy. Perhaps the most often referred to document is the Freedom to Read Statement, which addresses the importance of a patron's freedom to read whatever s/he chooses. It is fundamental to democracy.

Identify formats and subjects to be added to the collection

This is the place that can be most helpful in selecting new materials. If you are a new librarian, try finding your library's selection policy in order to determine what you should order. You need to identify what you are going to select for your collection. This should be related to your mission. If you are focusing on being a popular reading library, then you'll want to purchase bestsellers and other popular fiction and non-fiction. If your mission is to support education, you may want to focus on developing a strong non-fiction collection. Besides identifying the subjects you might want to buy, you also need to look at which formats you want. This decision is based upon the needs of your community, as well as the feasibility of the format in a public library. For

example, pop-up books may be cute, but they wouldn't last long in a public library. These are the types of things to consider and possibly mention in the collection development policy.

When we think of formats, usually we remember print, audio, and video, but we should also consider electronic resources. By electronic resources, we mean electronic books, online magazines, and CD-ROMS. Electronic resources can be advantageous when we are dealing with material that is being constantly updated. Currently, the Montana State Library has negotiated a statewide contract with an online magazine vendor. So, what does this product do? It gives your library access to thousands of magazines ranging from technical journals to *Time*. You have access to full text articles from many of the magazines. You and your patrons can access this material from a personal computer, either at the library or at home. Call your Statewide Technology Librarian to schedule training and learn more about this product.

Gifts and Donations

You need to address how to handle gifts and donations. This will vary according to your community and your library. Some gifts and/or donations may have strings attached. You must decide if the costs outweigh the advantages of accepting these gifts and/or donations.

Who selects and what criteria will s/he use?

You need to decide who is going to select the materials. It may be you, or, if you have a large enough staff, you may want to divide up who selects the items. A children's librarian might be responsible for adding items to the juvenile collection, while the director is responsible for adding material to the adult collections. In this section, you should also address what criteria you will use when selecting materials. Some questions you might ask are: "Is it a bestseller or popular author?" "Did it have a positive review?"

Complaints or concerns about the materials

You must address how you will handle complaints about an item, whether it is in the library or not. This is a very important part of your policy and should be dealt with before you receive a complaint. You should have clear guidelines on how to handle this. Some questions to consider: Do you want the person to file a written complaint with the director? What is the process once a complaint has been filed? Can the person speak in front of the library board?

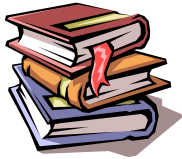
If the library is challenged, please report the incident to the State Library. We keep a challenge list and these statistics are useful and of interest to many people in Montana.

De-selection (or weeding) material

The library must weed the collection for many reasons. We'll look at weeding later in this chapter. This part of the policy should give your criteria for weeding an item, an explanation of why you weed, and what will be done with the materials after you have removed them from the collection.

Collection Management Honor Roll

The Montana State Library Commission has a Collection Management Honor Roll. To be on this honor roll, a library must have a current and approved collection development policy on file at MSL, must have half of the library's titles entered in the OCLC database, and the librarian must add new items to OCLC's catalog every year. We will talk about the OCLC catalog in the next chapter, but briefly, it is a catalog where libraries all around the world list their items. This makes it possible for other libraries to request items. For more information, contact Sue Jackson at 1-800-338-5087 or sujackson@state.mt.us.



Selecting Items for the Collection

As mentioned earlier, your library should have a collection development policy that will guide your decisions. There are many things to consider when choosing items for the library. We will also take a look at acquisitions.

The selection process

Publishers will send you many catalogs advertising their books. The problem with this is that the intent is to sell the books, not give you a neutral viewpoint about the item's value. Because of this, many libraries rely on reviews from magazines such as *Booklist*, *Library Journal*, and *Publishers Weekly*. For local authors, reviews may not be possible. In that case, you may want to visit local bookstores or develop a relationship with Montana publishers to keep abreast of new Montana information.

Questions to ask yourself during the selection process:

(Adapted from the Idaho State Library handbook).

- Does this material fit into the collection development policy? This is when a quality collection development policy can be very helpful. It gives you an idea of what is important for your collection.
- Is this likely to be asked for by anyone in my community? The community should use library collections.
- Does the review indicate that this is a high quality item? Despite what people may think, you don't have time to read every item. Reviews can help you determine the quality of an item. One thing to keep in mind is that some items will be popular with your community no matter what the review says. Even though Danielle Steele's latest book may not get the best review, you still want to purchase it.
- Does the potential use of the material justify the cost? A beautiful, but extremely expensive book may be tempting. Ask yourself if anyone in your community will actually use it before you buy it.
- Is this an appropriate format for this information? Should you buy a book about how to swim, or would a video be better? Think about how people learn when deciding what to buy. Also, think about how quickly the material may be outdated. Instead of buying that computer manual, maybe you should invest in an online collection that updates computer information regularly.
- In order to use this material, will we need new equipment? Think of this in terms of electronic resources. If you purchase some electronic resources, will you need to purchase a new, faster computer to access those resources?

Acquisitions

Once you have selected the materials, you begin the acquisitions process. Each library has its own acquisitions process, so we won't try to give you a step-by-step description. Talk with your library staff or board about how acquisitions are handled in your library. What we will try to do in this section is define some terminology.

On-Order File – think of this as a way to keep from ordering the same item twice. An on-order file lets you keep track of what items you have already ordered.

Standing Orders – this is an agreement where the publisher will automatically send you certain new titles. The library determines what items are in a standing order. Typically, certain reference

items like almanacs or authors (such as John Grisham) are on a standing order list. Be sure and keep track of what you have on your standing order list, so you don't accidentally order an item. Review your list annually to make sure that the items are meeting your community's needs.

Jobbers – jobbers are companies such as Ingram or Baker & Taylor who work with different publishers to provide materials to libraries. If you don't use a jobber, then you have to work with each individual publisher and you probably won't receive a substantial discount. Jobbers frequently give libraries large discounts. For some materials, you may have to go directly to the publisher.

Weeding or De-selection

It doesn't matter whether we call it weeding or de-selection; many library staff struggle with this part of collection development. Weeding involves removing items from a library's collection. The Montana Library Association and the Montana State Library both try to offer courses about collection development every year. Because of this and the many other resources out there, this is going to be an introduction to weeding, rather than a detailed explanation of it. The following was based upon Belinda Boon's *The CREW Method: Expanded Guidelines for Collection Evaluation and Weeding for Small and Medium-Sized Public Libraries*. Copies are available at MSL through ILL. This handbook was created by the Texas State Library, but has useful information for most public libraries.

What is the CREW method?

CREW stands for Continuous Review, Evaluation and Weeding. It's one method of weeding a collection and refers to the need to review and evaluate the collection. Based on what you discover, you may need to weed parts of the collection.

Why Weed?

- Weeding helps you save space and time. If your shelves are crammed full and you have to put books on the top of the shelves or in other places, you can understand why space is so important. It also takes a lot of time to look through the shelves and find what you are looking for. This applies to customers as well.
- Your collection will be attractive and appealing to patrons. See your collection through the eyes of your customers. Earlier we mentioned assessing the collection. After doing an assessment, do you see shelves that are too full with old, ragged books? Your customers aren't going to find that appealing. Weeding helps the collection look cleaner and neater. It also makes way for newer books.
- Old information may be inaccurate, and in some cases, dangerous. Weeding removes misleading books from the collection. Do you want your library to have a reputation for having old books? Wouldn't you rather be the place people come to for accurate, up-to-date information?
- Weeding helps you monitor and evaluate your collection. It can reveal strengths and weaknesses.

How and what do I weed?

This is where a strong collection development policy is helpful. List your criteria for weeding and who will do the weeding. Each library will have slightly different criteria, but some general rules of thumb are to weed:

- Materials that are inaccurate or outdated. Medical and science books from the 1950s range from wrong to dangerous.
- Materials that are worn out, ragged, dirty, or in poor condition. Weeding these items makes the collection more attractive.
- Unused materials. Items that haven't circulated in x number of years should be removed. Removing these items makes room for newer books that might circulate.

What do I do with items I've weeded?

- Check with the governing authority (city/county government) for rules that may govern how the library can get rid of material.
- Sell the items in an ongoing book sale or at an annual one.
- Donate the items to a nursing home, local school, or correctional facility. If you do this, give the higher quality items. Don't give these facilities books that have inaccurate information or are of poor quality.
- Trade the item with another library for an item that you will use.
- Recycle the items.
- Destroy the items by either throwing them away or burning them. Both of these have negative connotations, so if at all possible try to avoid doing this. Be aware that negative publicity can come from destroying the items, which is another reason for avoiding it.

Chapter 6 Technical Services

Library staff has done a wonderful job of making it look like books appear on the shelf magically. We've become so good at making the transition seamless that most patrons have no idea what really goes on in a library. You might say that technical services is the behind the scenes part of the library. It's the department where items are ordered, cataloged and processed. It's also the place for mending. An entire chapter will be devoted to ordering items. In this chapter we'll take a look at organizing your collection, cataloging, processing, and mending.

Organizing your collection



Think about your personal collections of books. If you walk into someone's home and look at their collection of books, most of the time, it's not in any real order. It's easy for them to find what they are looking for, but you would have a harder time. When customers walk into a library, they are usually looking for something. If your library were organized like someone's home library, the customers would not be able to find what they were looking for. This is why we organize the library. It makes it easier for people to find what they need.

Cataloging helps us organize the library. It doesn't have to be a mystery, although it is something of an art. Simplicity should be your goal. You may have the most elaborate and beautiful cataloging system in the world, but if no one can figure it out, it's useless. If items are arranged simply, it's easier for patrons to find what they're looking for, and it's also easier to train staff.

So, how should items be arranged? There are some things you must consider. The first is your user. How do people look for things? Is the item fiction or non-fiction? You wouldn't want to mix the two. People looking for a history of the United States generally want facts, not fiction. What is the reading level of the item? Is it appropriate for children? Young adults? Adults? It makes sense to sort some things out. You probably want to separate some of the children's books. We say some, because it is often useful to have children's non-fiction with the adult non-fiction. You may want to have a separate section for young adults, one they can call their own.

Your library should reflect your community, so how many sections you have will depend upon your users. Do your mystery readers want to peruse a section that is just mystery books? Or do they enjoy working their way through all the fiction? Here are some things to consider when organizing your library (*adapted from the Idaho Librarian Survival Manual*).

Some separate grouping of materials is necessary:

- By broad reading levels (picture books, juvenile, and adult books)
- Fiction(story) and non-fiction(facts)
- Format – magazines, audio cassettes, videos, books
- Reference and/or other material that can only be used in the library

Arranging the books within the section depends upon the type of book:

(Adapted from Idaho Librarian Survival Manual):

- Picture books and/or easy books are for children in primary grades. These are also great books to read aloud. It's very difficult to keep these books in alphabetical order by the author's last name, so some libraries group them together by the first letter of the author's name. All of the authors whose name starts with A are together; all the ones whose names start with B are together, etc. Some libraries will put a colored label or tape on the spine of the book to aid in shelving.
- Juvenile and Young Adult Fiction are shelved in a separate area from Adult fiction. The reading skills, interests, and height of the user are some of the reasons for this. You want children to be able to use the items, so you have lower shelving for children. A well-developed young adult section can encourage young adults to use the library. Some libraries will put colored dots on the spine of Accelerated Reader Books, which helps children identify what books will fulfill the Accelerated Reader requirement.
- Adult fiction is placed in alphabetical order by the author's last name. Some libraries have separate shelving for a particular genre of fiction, such as mystery, science fiction, and westerns. Many libraries will have stickers on the spine that indicate to which genre a book belongs. This makes it easier for readers to find what they want. Readers may prefer having the sections separated. However, there are reasons for interfiling all of the adult fiction.
 - Shifting books or rearranging the collection is easier, which gives the library more flexibility.
 - Stories by one author are all shelved together.
 - Readers may be attracted to another title, which they would not normally seek out.
 - It can be difficult to determine what genre a book is from.
- Nonfiction books are facts about real things, peoples, places, etc. Some libraries separate juvenile and adult nonfiction, but there are some reasons why you might want to interfile the nonfiction books.
 - Adults don't often go to the children's section. By interfiling both, adults can find quality children's nonfiction that may be useful.
 - Adults who are poor readers are not stigmatized by using the children's section of the library.
 - Children with excellent reading skills can easily find materials when all the books on the same topic are grouped together.
 - The collection is less fragmented in arrangement.

Typically children's books are labeled with a J before the classification number. Books are shelved by numbers, not by the J. Labeling the books makes it easier for library users to identify the children's books.

- Biographies are an account of someone's life. There are many different ways to shelve biographies. They can start with the call number 92, 920-928, B, or they can be interfiled with other nonfiction books based on the person's occupation. The advantages of filing it any of these ways is probably not worth a change from what the library is currently doing.
- Montana collections are books (both fiction and nonfiction) about Montana. Generally,

you should keep these items together, as this is a popular topic.

- Reference books are used for informational needs, rather than to be read in their entirety. Encyclopedias, dictionaries, atlases, etc. are examples of reference books. Most libraries do not let reference books circulate, although library staff may make exceptions. People sometimes need assistance in locating information in the reference section, so it's useful to have the collection near a librarian's desk. This makes it easier for a librarian to assist the customer.
- Magazines and newspapers can require different shelving units. Companies that sell library furniture have special display units for both. The biggest issue with both magazines and newspapers is how long to keep back issues. Most libraries try to keep at least the current year of magazines. Some will keep issues longer. It depends on the amount of storage space your library has. Newspapers do not have to be kept for an entire year. Some libraries keep only three month's worth of back issues. If no one in your community is keeping back issues of the local paper or microfilming it, then consider keeping them. For local historical purposes, it is a wonderful service.
- Paperbacks are handled differently in various libraries. Some public libraries only add donated paperbacks to the collection. They do not purchase paperbacks, nor do they catalog them. Although paperbacks are a popular collection, they simply don't stand up well to repeated use.
- Audiovisual materials are popular with library patrons. Today, there are many formats to consider. Books are available on tape and CD. Movies can be VHS or DVDs. Consider your community when you decide what to purchase. Most libraries shelve audiovisual materials separately from books.
- Electronic books, magazines, and databases are part of a growing collection of electronic resources. Library staff can now purchase magazine databases that will give them access to more magazines than they could possibly buy in paper format. The State of Montana, understanding the importance of these databases, has subsidized that purchase. Each year, the Montana State Library explores the possibility of adding electronic databases.

Classification and Cataloging

Do you know how many different formats a library offers? Keeping track of everything can be difficult. We've just talked about how to organize the actual materials; we now need to discuss classification and cataloging. Like reference, more knowledgeable people than us have written plenty of books on the topic. Two common resources are *Dewey Decimal Classification* and *Sears List of Subject Headings*. This is just going to be a brief discussion of what cataloging is.

Fiction books are shelved in alphabetical order by the author's last name. That's straightforward enough – now, on to nonfiction. Most public libraries use the Dewey Decimal Classification (DDC) system for nonfiction items. Dewey is a classification system that uses numbers to indicate where a book should be shelved. Items with the same subject are shelved together. It's probably easiest to give you an example.

Example:

374.28 is the Dewey decimal number for adult education centers. All books about this topic will be assigned this number. So, how do you distinguish one book about adult education centers from another? With cutters.

Cutters vary depending upon the library, but most either use all letters or a combination of letters and numbers. Most libraries use the first three or four letters from the author's last name. It would take pages and pages of information to describe classification to you. It can get really complicated. The good news is that there are continuing education opportunities and books that talk about classification and cataloging.

Here is a list of what Dewey calls the ten classes of knowledge. It's where all nonfiction call numbers start:

- 000 Generalities
- 100 Philosophy
- 200 Religion
- 300 Social Sciences
- 400 Language
- 500 Pure science
- 600 Applied science (Technology)
- 700 The Arts
- 800 Literature
- 900 General Geography and history

There you have it: the ten major classes of knowledge. To understand how DDC works, think of it as going from general to specific. Dewey does this by using decimals. 300 is social sciences; 370 is education; 374 is Adult Education; 374.28 is community centers for adult education. Do you see how this works? Each time you add a number, you get more specific.

Still confused? The good news is that libraries don't have to classify and catalog all of their items. Companies, such as Baker & Taylor, offer cataloging services. The company catalogs the item and sends the library a catalog card or an electronic record that can be downloaded into an automation system. The problem is that sometimes these companies don't have the best cataloging skills. So, what other option do you have?

OCLC, the Online Computer Library Center, offers a product called Connexion (also known as CatExpress). Libraries can subscribe to this product and receive electronic records to download into their automated library system. This is called copy cataloging. Library staff looks for the best records and downloads those records into an automation system. This saves time. If you're not the best person at determining what an item is about and how it should be classified, you can benefit from the experience of people who specialize in cataloging. Currently, the Montana State Library is offering public libraries a chance to be a part of a statewide contract that lets libraries purchase a subscription to Connexion for a much lower price than those libraries would receive on their own.

What if you would like to do your own cataloging? Keep in mind that original cataloging, as this is called, is time consuming. Here are the things you need to identify when cataloging an item:

(Adapted from the Idaho Librarian Survival Manual)

Author
Title
Publisher, place of publication, date
Physical description (number of pages, height in centimeters, illustrations, maps, etc.)
Identifying numbers (ISBN, ISSN) and other information specific to an item (series, edition, etc.)
Content of the book – this is used to determine what the book is about and what subject headings are needed.

What does good cataloging provide?

- A description of the item. Who is the author, illustrator, creator? Is the item part of a series? Is it illustrated? Does it have a map? Does it come with audio recordings or CD-ROMs? How many pages does it have? Is it part of a multi-volume set? What other characteristics make the book unique?
- Entries. These are access points or how the patron finds the book. Traditional entries are:
 - Main entry (usually the first author listed)
 - Subject entry (what is the book about)
 - Title entry (title of the book)
 - Added entry (additional titles for the book, illustrator, second author, series, etc.)
 - Shelf list (the inventory record for the library, not available to the public)

Can you see why most libraries use copy cataloging? Classifying and cataloging items is an art that's best left to people who have learned how to do it and specialize in it. For the rest of us, there are products such as Connexion.

Earlier we mentioned the Montana Shared Catalog. If your library is in a shared catalog, one of the advantages is that you can attach your library's copy of an item to an existing record in the catalog.

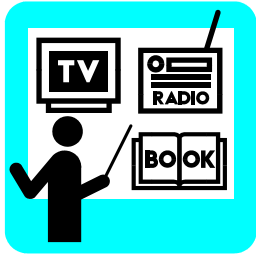
Here's how: Let's say you've just received John Grisham's *The Summons*. Before looking at Connexion, you should check the shared catalog to see if a record for *The Summons* is already in there. If it is, you add your holding (a holding is the way you let people know that you own the item). Voila! You're finished and can move on to the next item. Some shared catalogs will transfer your records to Connexion, while others will not. You may need to add your holdings to Connexion and then add your record to the shared catalog. Adding your holdings to Connexion lets the world know that you have a particular item. This is very helpful in interlibrary loan.

Processing and Mending

Processing and mending are so unique to individual libraries that we won't go into details. Processing occurs when a library receives an item. Essentially it is the time it takes a librarian to prepare an item for check out, use at reference, or other purposes. It can include such things as creating spine labels, book pockets, catalog cards, and stamping an item with an ownership mark.

Mending occurs when an item needs repair. Again this depends upon the library. In some libraries, volunteers do it, while in others, a library staff member is responsible. One thing to keep in mind is that an item may not be worth mending. Remove books from the library collection if they are out-dated, torn, or dirty.

Chapter 7 Public Relations



Public relations is more than marketing. Think of it as creating and maintaining positive relations between the community and the library. Today, people are bombarded with information and advertising. Places like the public library can get lost in the shuffle, which is why we need to spotlight ourselves. Libraries can offer so much to their communities, but part of our job is educating the public about what we offer. Marketing is about understanding our community's needs and wants, and then showing how the library meets those needs and wants. In this chapter, we will

discuss the library's image, publicity, programming, community relations, and the role of the trustee.

(Adapted from the Handbook for Louisiana Public Library Directors).

The Library's Image

What do people see when they come to your library? What do both users and non-users think of the library? Developing a positive image and creating a warm, welcoming place is important. If you don't have either, you can work on your publicity, programming, etc., but it won't make any difference. If people perceive the library in a negative light, nothing you do will bring them into your facility.

So, how can you develop a positive image and make the library inviting? One of the best ways is free! Library staff must practice excellent customer service skills. An inviting smile, a greeting when customers come in the door can make a huge difference in how people perceive the library. Don't forget the telephone. Be sure you and other staff members are always courteous on the phone. Customers who call deserve the same professional and positive experience as those who walk in the door.

Make sure library staff receive training in customer service and the various library departments. It is important for staff to understand the basics of every department in the library. Someone working in circulation can then explain the process of adding a new book to a questioning customer. Having this basic knowledge can make your staff feel more confident and appear more professional and competent to your customers. The best form of advertising is word-of-mouth from satisfied customers to others.

Once you and your staff have created a welcoming service environment, take a look at your library. Are there directional signs that make it easy for people to find what they are looking for? Does the library look neat and clean? Is it comfortable? Think of places you have been that have made you feel welcome; if possible, incorporate those ideas into your library. Bright colors, simple directions, comfortable surroundings, simplicity, and a willingness by staff to serve with a smile will give your library a positive image.

Publicity

For many of us, marketing and publicity are the same thing, but marketing has some components that publicity doesn't have. What we are referring to is using newspapers, radio stations, and other techniques to inform people about the library.

You can develop bookmarks, flyers, and newsletters. They should be simple, colorful and useful.

Typically this is a time intensive, but less expensive way of marketing the library. What kinds of information should these items have? Library hours, phone numbers, storytime hours, and special events are all good for this type of publicity. Have these items available at the various service desks. People can pick them up or staff members can hand them out.

Booklists, displays, and exhibits typically address a certain subject. Booklists give people an idea of what books the library has on a topic. Displays and exhibits can do this as well. The difference is the visual impact. While booklists may list several items, the displays and exhibits let people actually look at the item. You can do a formal display focusing on a particular topic, or you can display books throughout the library. Choose eye-catching covers that make people want to check a book out. For exhibits, work with other local artists, students, etc. This works to the advantage of both groups, since you both get a chance for some publicity. Plus, this is helpful for developing positive public relations and highlighting the importance of the library as a community center.

Advertising in the newspaper, on the radio, or on television is more formal, and has the potential to reach non-users. It's important to develop good relations with your local media. Find out when their deadlines are. Learn what the procedure is for submitting something to your local newspaper, radio station or TV station. Human-interest stories are the best, both for the media format and for your audience. We relate to stories about people and their experiences with the library more than we do stories about numbers, etc. Photographs of library events and people add to the story and are very important. Another thing you can do is put your library events into the newspaper community events column, which is usually free.



A library website is another way to promote the library. Think of a website as giving your patrons access to the library 24 hours a day. Even if your library is small, there are some valuable things you can add to a website.

First, it's a place to list hours, phone numbers, and contact information. You can also list library services and how to get library cards. If you are automated and your system has the capability, you can have a link to your catalog from your website. Patrons can search your collection to see if you have an item they want. With advanced, sophisticated catalogs, patrons can even reserve an item, see what they have checked out, and place ILL requests. Your website could also have information about special events coming up in the library, sites you recommend people visit, exhibits featuring local information, and lots of other useful stuff. The only limitation is how much time you have to devote to the website.

This is another place where the shared catalog can be useful. If you don't have the time to develop a website, you can at least offer patrons access to your materials via the shared catalog. Another library is responsible for the technical aspects of having your materials online. The customer is then able to access the collection at any time.

Be creative in how you publicize the library. It can be the difference between library that is well-used, and one that is not.

Programming

We talked about programming in the public services chapter, so we won't go into a lot of detail here. While many libraries have story time and summer reading programs, programming is unique to each library. Programming is yet another way of marketing the library and improving public relations. It can offer new services to library users and even draw in non-library users.

Many times a program can be done for free or at a much lower cost. Remember to keep your community in mind as you decide what types of programming to offer.

Community Relations

Working with your community to build a better library is important. You should get out of your library, either by speaking at local rotary clubs, joining the Chamber of Commerce or by helping other local groups. Getting out of the library helps you meet non-library users who may be able to give you ideas on how to make the library more welcoming for them. When you give speeches about the library, take bookmarks, flyers, etc. with you. It gives you an additional opportunity to sell the library, and it means people will take something home with them.

When other local groups (gardening clubs, etc.) offer programs, help them out by providing bibliographies or having displays in the library. You might also loan them book collections. Ask your community's special groups for specific assistance in promoting a project or program. Be sure to offer them help when they need it. In these times, communities must work together. You can help each other out and in doing so help improve community relations.

The public library should try and work with the school system. We're all aware of times when teachers assign homework without realizing the effects on the library (public or school). If you work with the school librarian and the school's teachers, together you can create a better environment for students. You can offer to visit classes, give library tours, or help out with special teacher loans of materials and reserves. You should also consider working with parent groups.

The Role of Trustees

Public relations are so important to libraries that trustees must be involved. You and your trustees should discuss what the trustee's specific role is. Possibilities include assisting with speeches on library topics at public meetings, and working with local leaders and organizations to promote the library. Trustees can also help by discussing the library in day-to-day conversations. The library board's actions can affect the public's concept of the library. A board needs to be a part of any public relations plan.

Chapter 8 Friends and Volunteers

Friends of the Library and volunteers can be wonderful assets to a library. Both groups help the library build a network of library supporters and both can help library staff do more. In this chapter, we'll talk about how friends and volunteers can help, how to recruit them, and how to manage them. Try talking to other libraries about their success with friends and volunteers. Your public library colleagues probably have the best hints and tips.

Friends of the Library



Friends of the Library are organized to support and promote libraries. A Friends group can help assess your library's strengths and weaknesses, provide financial and moral support, and advocate for the library and its cause. Friends do not have a policy-making role; they are meant to help improve and extend services. Just as the public library promotes the common good of the community, so too can the community work to promote the good of the library.

In many Montana communities, citizens who support the public library have established Friends of the Library organizations. A Friends of the Library group is a nonprofit organization that voluntarily supports library causes and services. Each group has its own bylaws, board, committees, and policies, and sets its own goals.

It is important for you to work closely with the Friends group to ensure that the goals of these volunteers are consistent with those of the library. The Friends' role can be enormously important, especially in small libraries with very limited budgets.

The Friends can serve as publicity agents for the library, sponsoring cultural and educational programs, as well as advocates for the library with local government. They can develop and coordinate volunteer services in cooperation with the library director and staff; organize fund-raising events; and encourage donations of books, videos, compact discs and other materials, as well as bequests and endowments.

To prevent public confusion or misunderstanding about the role of the Friends group, you and your library board need to clearly communicate its needs and expectations of the organization. In some communities, a trustee is appointed to act as a liaison to the Friends to ensure coordination of the group's activities with the library policies and goals. In turn, a member of the Friends group might be invited to attend library board meetings.

There is a Friends of Libraries U.S.A. group that has great information about Friends groups. Their website is <http://www.folusa.org>. The following information was gathered from FOLUSA.

How to Organize a Friends Group:

1. Determine the purpose of the Friends. Do you need them to raise money? Volunteer at the library? Advocate for the library? Provide public relations? Or are the Friends a way to get the community involved?
2. Select a steering committee to develop a Friends' group. The committee should be composed of people from different backgrounds who have diverse skills. You need someone who has PR experience, leadership skills, knowledge of the law, and many other talents are useful, too.

3. Your Friends need to be tax-exempt; otherwise, they will have to pay taxes on any money they make. A lawyer can help you with this process.
4. Define your dues structure and membership categories. Will you let families join? Do you want individual memberships? Businesses? You do not need to decide how much the dues are, you simply need to decide how you will organize your membership.
5. Decide on how you will publicize the Friends. Will you have a brochure? Will you have posters? What artwork or logo do you want? How will you distribute this information?
6. Begin your campaign drive to recruit members. As much as possible, include trustees, elected officials, and other important people in the community.
7. Decide on a tentative schedule for the first year. This helps you recruit members, because you'll have committees they can join.
8. If you need your Friends to raise funds for the library, set goals and objectives. People like to know where their money is going.
9. Set your first meeting date. Make the agenda brief.
10. Develop a long range plan for the Friends and re-evaluate it periodically.

What if you already have a Friends group? Perhaps your it's faltering or has pretty much disappeared. FOLUSA has created a list of steps you can take to revitalize your Friends.

How to Revitalize Your Friends:

1. Define problems. Confidentially ask dropouts why they are leaving.
2. Give a party for members and past members only. Make it fun and have refreshments and music. It should have a relaxing atmosphere and any excuse for having one will do.
3. Be sure to include dropouts and ask people to do small things for you. This will help get people to the party. Have them bring food, etc.
4. Send out pre-event and post-event publicity with photos and names. You want to show your appreciation for the Friends and advertise it as a fun and meaningful group.
5. Use the information you gain from dropouts and current members to re-think your goals and objectives. Perhaps the Friends needs to go in a different direction.
6. Reorganize the board to reduce the stress of having too much to do.
7. Review the benefits of the membership. Does the Friends reflect the community?
8. Review communications to members. Are they being informed of what's going on? Open lines of communication are important for any group.
9. Consider enrolling new members as a year-round effort. This adds new blood to the group and helps keep the Friends fresh.
10. Appreciate and recognize people. Recognition is important to volunteers.

Volunteers



Volunteers can enrich the library by helping staff reach beyond what they normally do. Although volunteers can help with filing, shelving, etc., think beyond those boundaries. Remember, volunteers are people with varied interests who may have some special talents that would enhance your library. Here are some things to consider, if you are starting a volunteer program.

(Adapted from the Handbook for Louisiana Public Library Directors)

Steps in planning volunteer programs include the following:

1. Enlist full board and staff cooperation. In order for the program to be successful, both your board and staff must believe in its value. If they do not, volunteers will pick up on this and will not remain at the library.
2. Review with board and staff all library activities to see if a volunteer work program would be of help to the library in meeting goals and objectives. Sometimes you don't really need volunteers, while at other times (like during summer reading) volunteers are necessary. If you take the time to think about what your goals are, you can utilize volunteers more effectively.
3. Assess activities and specific tasks to see where volunteer assistance could most properly be utilized. Take the time to plan what areas volunteers will work in and what they can do. This will save you time and frustration.
4. Appoint a volunteer coordinator. If your library is small, you may be the coordinator. It is important that someone is responsible for working with the volunteers and making sure things are running smoothly.
5. Prepare job descriptions for volunteer tasks. Just like a paid employee, it is important that volunteers know what is expected of them. A job description can also help you pinpoint what you need.
6. Establish who will supervise each volunteer. In a small library, this is fairly easy to do. Try to choose someone who is good at working with people and is comfortable with volunteers.
7. Establish evaluation measures for continual feedback on volunteer job performance. Volunteers also like to know how they're doing. This doesn't have to be a formal process, but you should have something in place. It's important for you to keep track of how well the volunteer program is working.
8. Prepare policy and procedure guidelines for volunteers. A well-written policy about volunteers and their use in the library will keep you focused.
9. Develop orientation and training programs. It is important for volunteers to receive some type of orientation. An orientation to the library will make them feel more comfortable. Training is necessary to make sure they perform their tasks correctly and it can also be a perk. Maybe the volunteer would like to learn more about searching the Internet and you are offering a class to your staff. By including the volunteer, you make them feel more a part of the library and reward them for their help.
10. Plan formal recognition programs. Volunteers need to be recognized and appreciated. A formal program is a great way of publicly acknowledging their contributions. It's also

important to recognize them informally. A simple thank you can go a long way.

11. This one is optional, but can be an easy way to acknowledge the importance of your volunteers. Have your volunteers wear nametags. It adds a professional aspect to volunteering, and its helpful for customers.



Recruiting volunteers

Think about why people volunteer. Maybe they would like to meet new people or want new challenges. Understanding a person's reason for volunteering can help you identify potential candidates and possible volunteer projects. Think outside of the normal volunteer routines. Many libraries ask volunteers to shelve and/or file. If people want to have more human contact in this time of computers and machines, asking someone to read at story time may be the best way to use volunteers.

How can you recruit volunteers? By word of mouth. Talk with frequent library users and find out their interests. Ask your volunteers to let others know about volunteering activities. Put up flyers or posters that talk about what volunteers can do for the library. You can ask school clubs to do community service work in the library. The National Honor Society, Key Club, Business Professionals of America (BPA), etc. are required to do community service projects. Remember to be creative. Maybe you want to start a homebound program, where trusted volunteers will deliver books to those who cannot leave their homes. A great volunteer can organize this for you and supervise others in doing this.



Managing and keeping volunteers

(Adapted from the Vermont Public Library Almanac)

- Clear communication is important. Volunteers and staff must work together and listen and learn from each other.
- Be sensitive to what the volunteer brings to the library. Each person has certain expectations, skills, and talents.
- Recognize volunteers and find ways to involve volunteers in supporting, stimulating, and recognizing each other.
- Work with volunteers to plan training and support. Volunteers can give you a good indication of where they need support and training.
- Be sensitive to the types of trainings or experiences the individual will best respond to and be selective and focused when providing that training. We all learn differently. Respecting those differences can make the experience positive for both the library and the volunteer.
- Be alert for opportunities within a volunteer's assignment for offering experiences for growth and challenge. Volunteers like new challenges. They get tired of only filing or shelving books. If you sense a volunteer is becoming bored, try to find ways to make their job more interesting.
- Enable your volunteer to grow. Like staff, volunteers want to feel as if they are appreciated and as if they have gained something from a position.

- In planning with a volunteer, allow for a loss of learning and momentum in part-time work. Volunteers have busy lives and other projects, so sometimes they may forget something or lose their drive.
- Ensure that volunteers understand library jargon and traditions. This is where orientation is important. You make volunteers feel like a part of the organization and they may find it easier to understand why you do something the way you do.
- Encourage initiative and experimentation. Volunteers bring new eyes to the library. If they think of a better way to do something or want to try a new project, listen carefully. The volunteer may be on to something that will improve the library. If they are, let them take the initiative in seeing something through.
- Make your volunteer feel welcome and as if they are a part of the library. You can do this by having a place for volunteers to store items, by offering a cup of coffee, etc. when giving an orientation, and by talking to the volunteer about the role of the library.

Chapter 9 Personnel



Library staff is the most important resource you have. Your staff will determine whether or not a customer enjoys coming to the library. Even if your collection is not new and your building needs some work, a smiling, friendly staff member can make a customer's experience pleasant. Likewise, staff who ignore customers will make any experience the public has uncomfortable.

Managing personnel is probably the most challenging part of any managerial job. You're working with people who have their own needs and agendas. Different people require different management styles, which further complicates the job. The other issue to be aware of is the legal trouble a library can get into over its personnel policy (or lack thereof).

This chapter is going to cover the personnel policy, hiring, interviewing, evaluations, promotions, discipline, grievances, and finally, some employment laws. Although we can give you a basic introduction to each, talk with other library directors or read articles, books, etc. about this topic. Personnel management is complex, but the thing to remember is that communication and treating people fairly and with respect are the best tools you have.

(The rest of the chapter is adapted from the Idaho Librarian Survival Manual and the Handbook for Louisiana Public Library Directors)

The Personnel Policy

The library may operate under the personnel policy of the governing authority. You may be required to use city or county application forms, etc. If your library doesn't follow city or county policies, or if you do not have a personnel policy, creating one should be one of your goals. A well-thought out policy is the heart of a good management system.

Here are some items that should be included in a personnel policy:

- The mission statement for the library
- General expectations of all employees
- Job descriptions for all positions
- General descriptions of compensation
- Description of benefits, including paid leave
- Description of staff development and continuing education opportunities
- Hiring procedures
- Job evaluation procedures
- Procedures for promotion
- Disciplinary procedures
- Grievance procedures
- Procedures to terminate employment

Because your personnel policy is a legal document that may be treated as part of an implied contract between the library and its employees, it should be reviewed by your library's attorney before it is finalized and approved.

We'll now look at each of these parts separately. Remember even if you're a small library, personnel procedures must be equitable for all employees. The legal implications of bad

personnel policies are the same for any size library.

The mission statement for the library: Employees are expected to support the mission statement of the library. This also reinforces the purpose of your library.

General expectations of all employees: A general expectation includes things like treating customers and co-workers with respect. It is a listing of what every employee should be doing.

Job descriptions for all positions: Job descriptions are specific for each employee. Job descriptions are the most important part of a personnel policy because they are the basis for hiring, evaluation, and discipline. They should include:

- A detailed description of the results of the work to be done by the position.
- A description of the minimum educational and experiential requirements of the person holding the position.
- A description of other desired education and experience of the person holding the position.

General description of compensation: A simple description of salary ranges and other compensation.

Description of benefits, including paid leave: Answers questions like, “What types of benefits does your library offer?” “Does it offer retirement?” “Does it offer insurance?”

Description of staff development and continuing education opportunities: Libraries are changing rapidly. Your staff needs continuous training and opportunities for development. The opportunity to grow and learn is important to many people and can motivate them to do better. This is where to list what types of development and continuing education opportunities exist.

Hiring procedures: We’ll look at this one in a lot more detail later on, but it should include the hiring process of the library. This includes things like whether or not you conduct more than one interview, how you recruit people, and how you select people.

Job evaluation procedures: Again, we’ll go over this one in more detail, but this part of the policy should answer questions like, “How often do you evaluate someone?” “What evaluation methods do you use?”

Procedures for promotion: It’s fine if you promote from within, but remember to state this in your policies. A word of warning: Be careful that the employee you are promoting meets the minimum qualifications that you have listed on the job description for the position. Since promotion is a reward for better than average service, you should also be able to document that the employee you are promoting has had better than average evaluations in his/her lower level position. This is especially important if more than one employee has expressed an interest in being promoted.

Disciplinary procedures: If it’s necessary to discipline an employee, what steps will you take? What is your disciplinary process? This topic will be covered in more detail later.

Grievance procedures: Employees may perceive a personnel problem differently from their supervisors. Because of this, employees should have a procedure to follow when they feel that they have not been treated fairly. The policy should clearly state the steps an employee must take when filing a grievance procedure. Again, we’ll look at this one in a little more detail later on.

Procedures to terminate employment: To protect yourself, clearly lay out what procedures you will follow when terminating an employee. We'll talk about termination when we discuss discipline.

Believe it or not, that was the brief overview of personnel management. The rest of the chapter will look at the bigger parts of the process in more detail. After you've decided that you need staff, the first step is hiring.

Hiring

Use your job descriptions as a basis for hiring. To avoid discrimination or any appearance of discrimination, all job openings at the library should be advertised in the local newspaper. The advertisement should briefly describe the position and the minimum requirements. It can also include the anticipated starting salary. Those interested should be encouraged to ask for further information and an application form from the library. You can also request a resume, if you would prefer that. Once someone asks for more information, you should include the complete job description and the anticipated salary (if this wasn't included in the newspaper). You may want to use county or city forms and procedures.

The only exception to hiring in this manner should be when you promote from within. This process should be addressed in your personnel policy and you should only promote *qualified* employees.

Application Forms: The application form, in addition to asking for name, address, and telephone number, should ask for information that will tell you how well the applicant meets the minimum requirements and desired traits of the person holding the position. It should not, however, ask for unnecessary information that could lead to a charge of discrimination. Such information would include, for example, race, marital status, number of children, pregnancy status, or religion. In other words, if you don't need information in order to evaluate the person's ability to do the position's work, don't ask for it. A reasonable deadline for applications should be set. Applications received after the deadline should not be considered.

The best way of evaluating applications is to quantify information. For example, if years of applicable schooling are important for the position, you could award a certain number of points for each year of schooling. The same can be done with years of relevant experience. This scoring system needs to be worked out before looking at the applications. It should be applied in writing to each application.

MCA 39-29-101 through 39-29-112 spells out a requirement that military veterans be given some preference for hiring for public employment in Montana, which means that you should ask for veteran status on your job applications. This requirement can be met by using a scoring system, such as the one outlined above, that automatically adds five points for veterans or veterans' widows, or ten points for disabled veterans. If you do not wish to use such a system, you would probably be wise to interview all veterans who apply.

MCA 39-30-201 gives preference to persons with disabilities. The code states that a public employer shall hire a job applicant who is a person with a disability over any other applicant with substantially equal qualifications who is not a preference-eligible applicant.



Interviewing: From the written applications, the top three to five applicants can be chosen to interview. The interview should help you explore the applicants' qualifications further. You do not have to hire the person who gets the highest score on the written application; the interview can be used as a separate test of an applicant's suitability for the job. As with the written evaluations, an objective way of scoring these interviews should be worked

out before the interviews take place. Each applicant should be asked the same basic set of questions during the interview process. A written evaluation of each interview should be made immediately after the interview is completed.

Here are some general guidelines for interviewing:

1. Supply the applicant with a job description.
2. Set aside a period of time for the interview either in your office or at a neutral site. Make sure you will not be disturbed.
3. Put the applicant at ease. Remember how nervous you were when you last interviewed.
4. Ask questions that cannot be answered "yes" or "no". The applicant should do most of the talking.
5. Have a general "game" plan for the interview. Concentrate on the qualities of the applicant and her/his suitability for the position. Then provide details of the position, the conditions of employment and information about the library itself. If you do the opposite, the applicant can slant his answers to fill your needs. Others contend that the applicant should be given a brief overview of the library and the position, and then asked what s/he could bring to this position. Do what feels right to you. Just be consistent for each applicant.
6. What is the applicant's perception of library work? If it's not realistic, can this person handle what library workers really must do? Does the candidate want to work and learn, or is he merely looking for a paycheck? Will this person be positive, productive, and part of the team, or negative, unproductive, and difficult to work with? Is the candidate willing to work the schedule at this location? If the first group of candidates doesn't produce anyone you are satisfied with, don't be afraid to start over.

Sample Interview Questions: Make sure you are only asking questions related to the person's ability to meet the job requirements. Here are examples of questions you can ask and questions you should avoid. This is not an exhaustive list.

Can ask:

1. Why do you want this job?
2. What qualities do you have that you feel would help you in this position?
3. What skills or talents do you possess that you feel qualify you for this position?
4. If I asked former employers (or teachers) about you, what would they say? Why?
5. What part of your last job did you enjoy the most? (Or for those with limited work experience, what was your favorite class or teacher?) Why?
6. What part of your last job did you enjoy the least? (Or for those with limited work experience, what was your least favorite class or teacher?) Why?

7. What are your strengths?
8. What are your weaknesses?
9. What would you do if a patron came into the library angry? How would you handle the situation?

Never ask questions which have nothing to do with the job, such as:

1. Are you married? (Or variations, such as, “What does your husband do?”)
2. Do you have any children? (Or variations, such as, “Who will stay with your children while you work?”)
3. Will you be driving to work?
4. What church or social groups do you belong to? (Or variations designed to ascertain membership in controversial or questionable organizations, political preferences, etc.)
5. Are you taking any medications? (Or variations designed to ascertain the physical and mental health of the individual.)
6. Do you need the family plan insurance? Do you live alone? (Or variations designed to ascertain the individual’s lifestyle.)

When the decision has been made and the person you have chosen has accepted the position, it is a matter of courtesy to inform other applicants of the decision. This is usually done with a short note through the mail.

Such a note should simply state that the position has been filled, and it should wish them luck in their future job search. You should *not* explain your decision in the note. All applications and evaluation materials should be kept on file.

Job Evaluations



Some libraries conduct evaluations for new employees after their first six months on the job. Whether or not this is your policy, each person in the library should have a job evaluation by his/her immediate supervisor once a year. When you are conducting a job evaluation, you are not evaluating the person; you are evaluating how well s/he does the job.

There should be two components to a job evaluation. The first is a written evaluation on how well the employee accomplishes the different desired results of the job. The desired results should be found in the job description. The employee’s immediate supervisor should write this evaluation. Both negative and positive evaluations should be explained in writing. Some libraries also have employees evaluate themselves on the task elements in writing. They then compare their self-evaluations with the evaluations of their supervisor.

The second part of the process is an interview between the supervisor and the employee about the written evaluation. This interview allows the employee to respond both positively and negatively to the written evaluation. If there are problems, the employee can talk about them and sometimes a mutually satisfying solution can be found. For example, a negative comment about an employee’s speed in performing a task might be explained by the employee as a result of poor equipment. If there is agreement on the issue, the written evaluation should be amended. If there is disagreement, the employee should be allowed to tell his/her side of the story in writing, and

this document should be placed in the employee's file.

One common mistake that supervisors make in evaluating employees is to withhold the truth about problems, based on a desire "not to hurt their feelings." This mistake has two negative results. First, it means that employees will not improve their performance; because no one has told them they are not meeting expectations. Second, if disciplinary action ever becomes necessary, it will be harder because there will be no documentation that there have been long standing problems. It is more difficult to discipline employees if you have never told them there is a problem. Nothing in the formal evaluation should be a surprise. Think of it more as a summary of the year. If an employee is having problems, let them know right then. Don't wait until the formal evaluation to tell them.

Discipline and Termination

Progressive Discipline: Except in extreme cases, such as when someone has endangered patrons or other staff members, the library should use a progressive discipline approach to employees who are having problems. One of the most important tools for preventing discipline problems is setting clear standards and expectations for performance—not only in what tasks should be accomplished and how they will be measured, but also our expectations of how we will treat each other and our library's users.

A progressive discipline approach begins with relatively mild measures of discipline, and proceeds to more serious steps if the problem is not corrected. The emphasis of this approach is communication and giving the erring employee a chance to improve. Some typical steps in progressive discipline are as follows:

Informal Discussion: The supervisor discusses the problem with the employee informally, trying to understand the problem and reach a mutually acceptable solution.

Oral Warning: The supervisor warns the employee that his/her behavior is unacceptable, and that if improvements are not made, other action will be taken.

Written Reprimand: The supervisor writes a formal reprimand, copies of which are sent to the employee and the supervisor's superior. The reprimand describes the problem and consequences that might occur if the problem is not corrected. The reprimand is placed in the employee's file. At this point, there may also be some outside intervention from the supervisor's superior.

Suspension: The employee is sent home for a specific period of time. S/he is not paid for the time missed. The employee should be afforded notice of the allegations and an opportunity to be heard prior to suspension without pay. A note explaining the action is placed in the employee's file.

Termination: The employee is fired. The reasons for firing are documented and placed in the file, along with a summary of the history of the progressive discipline process.

Grievance Procedures

We talked about the importance of having a type of grievance procedure. Employees need to have a method of expressing concerns or differences. Employees should be told to follow the procedures. Sometimes an employee may try to go directly to the library board rather than the supervisor on staff. Board members should be informed of any staff problems when this might happen, and they should be reminded of the proper procedure.

Your library may have to follow a labor union's grievance procedure. If so, then you can skip this next part. If you don't have a procedure, you may want to keep reading. Grievances should be filed in writing. The first step in the grievance procedure usually is fact finding and mediation between the employee and supervisor, if it is warranted. Fact-finding and mediation should be done by a superior in the organization, or if that is not possible by a competent, disinterested outsider. In small libraries, the library board usually mediates. If it is found that the grievance was warranted, appropriate action should be taken.

If it is found that the grievance was unfounded, the supervisor should be warned not to take retaliatory action. If the grievance involves an ongoing dispute involving disciplinary action against the employee, the normal disciplinary procedures should continue.

Important Employment Laws

This is the last part of this chapter. We cannot cover all of the employment laws that might affect your library. We will give you a short description of a few employment laws and what they do. These descriptions are not intended to fully explain the law, but to send up some "warning signals" of areas that you should be concerned about.

Minimum wage—federal and state: Almost all library workers will fall under the federal minimum wage laws. Make sure that you are paying them at minimum wage or more.

Fair Labor Standards Act (FLSA): this includes the federal minimum wage, and it also lists requirements for overtime pay and compensatory (comp) time. It also prohibits covered employees from contributing volunteer hours to their place of employment. The Fair Labor Standards Act also includes child labor provisions, which set certain limitations on the use of juveniles as employees. If you use students under 18 years of age as pages, you should be aware of these restrictions.

State and Federal Civil Rights Laws: prohibits employers from discriminating on the basis of race, color, religion, sex, or national origin in hiring, promotion, and other employment policies.

Age Discrimination Employment Act (ADEA) : prohibits employers from discriminating on account of age. The protected age group is 40 years old and older.

Americans with Disabilities Act (ADA) : strengthens prohibitions on discrimination against the disabled and requires employers to make their facilities accessible to the disabled and to make reasonable changes in their accommodations for the employment of disabled people.

The Immigration Reform and Control Act: requires that employees complete an I-9 form within three days of starting work, verifying their identity and authorization to work. Employers may condition an offer of employment on the successful applicant's completing the form, but may not specify what documents must be used to complete the form.

The Family and Medical Leave Act (FMLA) : allows employees to take up to 12 work weeks of paid or unpaid leave for certain medical and family reasons. It requires that employees taking such leave be allowed to return to their original job or an equivalent job with equivalent pay, benefits, and other employment terms and conditions.

Chapter 10 Finances

Public libraries must have stable funding in order to continue serving the community. Public library funding comes from local, state and federal sources. Private funding sources, however, are also important. The major source of public library funding in Montana comes from local property taxes, either through a specific mill levy or an appropriation from general funds. In this chapter, we will discuss the different funding sources, how to budget and track library finances.

(This chapter is adapted from the Montana Public Library Trustee Handbook)

Local Funding Sources

The major source of public library funding in Montana comes from local property taxes, either through a specific mill levy or an appropriation from general funds. State law allows the governing body of a city or county with an established public library to levy a special tax in the amount necessary to maintain adequate public library service unless an increased mill levy is approved through a vote of the people.

In addition, emergency mill levies can be used as a source of funding for special needs. The following timeline outlines the steps and timing necessary to pass a mill levy.

Libraries that receive funds from mill levies are eligible to receive prorated money from sources other than property taxes as well, such as ancillary taxes including motor vehicle taxes, oil and gas production taxes, motorcycle fees and so on. State law also allows the governing body of any city or county, or a combination of the city and county, to establish a library depreciation fund.

Suggested Mill Levy Timeline	
Jan. –March	Library director and board define goals and prepare budget for upcoming year.
April – May	Trustees communicate with city or county commissioners about budget and the need for a mill levy.
June – July	Library board seeks out the legal requirements and ballot language.
Aug. – Sept.	Director and board recruit for Board/citizens’ task force and appoint task force members.
Oct. – Dec.	Task force identifies funding sources and develops the petition. Task force presents recommendations to the trustees. Trustees adopt task force recommendations and support petition.
January	Task force circulates petition, which must be signed by at least five percent of the resident taxpayers. Trustees meet with city or county clerk to review ballot language. Trustees and commissioners meet to discuss petition and election. Trustees and task force hold an informational meeting about the adopted mill levy vote.
February	Library board files petition with governing body at least 90 days prior to the general election. Task force recruits a citizens’ campaign committee.

March – May	Citizen’s campaign committee prepares facts, fliers, and other materials; holds informational meetings for the public; and implements other steps in publicity campaign.
June	Election*
<i>*Develop comparable timelines for elections not in June by working back from the date of the election.</i>	

This money can be used to acquire property, make capital improvements, and purchase equipment necessary for library services. City or county funds allocated to the library but not spent at the end of the fiscal year can be applied to the library depreciation reserve fund. The Library Board must request establishment of this fund.

To obtain more local support for your library, you may wish to ask the public to vote on a special mill levy for the library. It’s a time consuming task, but worth it. You’ll receive a much-needed boost to your budget if you are successful and will be able to offer better services.



State Funding Sources

There are two state funding sources for Montana’s public libraries: the Information Access Montana Act and the Coal Severance Tax.

Information Access Montana Act

State aid to public libraries is provided through the Information Access Montana Act (IAMA) passed by the Montana Legislature in 1989. The act is designed to broaden access to existing information by strengthening public libraries, augment and extend services provided by public libraries, and permit new types of library services based on local need. The Montana State Library Commission administers IAMA.

IAMA funds may not take the place of general operating funds. The law allows the Commission to withhold these funds when there is a reasonable link between the reduction in local funding and the receipt or expectation of IAMA funds. In such cases, the reduced funding from a mill levy or local government appropriation must be less than the average amount the library had received from these sources the preceding three fiscal years.

IAMA stipulate four types of state aid:

1. **Per capita and per square mile.** This aid is based on a population distribution formula. When Montana’s population increases, the funds per person are less. These funds are distributed annually, and the local libraries receive the money by the end of September.
2. **Interlibrary loan reimbursement program.** Libraries participating in the statewide interlibrary loan program are reimbursed according to the rules adopted by the Commission. The amount distributed per interlibrary loan request depends on the total number of requests received statewide. Interlibrary loan reimbursement checks are distributed to libraries by the end of September each year.
3. **State multi-library card.** This section of the act authorizes the Commission to develop a program allowing Montana libraries to issue residents a statewide multi-library card (as defined in **MCA 22-1-301**). This program has not been developed because funding has never been authorized.
4. **Base grants.** Each public library receives a base grant to support the cooperative activities and services of the six library federations in the state. The funds are sent to the

federation headquarter libraries by the end of September. The federations may use the grants to fund projects that maintain or improve cooperative library services and activities, or they can pass the funds on to the individual public libraries to support the cooperative activities and services of the federation.

Coal Severance Tax

In 1979, the Montana Legislature designated that a portion of the state severance tax on coal mining goes to the library federations to help local libraries provide basic services.

The funds are sent to the federation headquarters libraries by the end of September each year. Each federation submits an annual plan of service to the Commission for approval, which details how the funds will be spent.

Federal Funding Sources

On occasion, federal grants for specific programs become available for libraries. Trustees and directors can learn about these and other grant opportunities through library literature, including the Montana State Library newsletter, *Big Sky Libraries*.

Two of the most common sources of federal funds for library services in Montana are the Library Services and Technology Act and the Telecommunications Discount Program (E-Rate).

Library Services and Technology Act

The Library Services and Technology Act (LSTA) grant program is designed to serve all types of libraries: public, academic, research, school, special, and consortia libraries. Administered by the Institute of Museum and Library Services (IMLS) agency, LSTA provides annual funding to all state library agencies to “develop library networks to share library information resources across institutional, local, and state boundaries and to reach those for whom library use requires extra effort or special materials.”

The act also authorizes a national grant competition for education and training, research and demonstrations, preservation and digitization, and models of cooperation between libraries and museums. In addition, IMLS provides grants to improve Native American and Native Hawaiian library services.

In Montana, the State Library Commission administers LSTA grant funds. The amount of money received each year varies; depending on the funding LSTA receives in each federal budget. The funds awarded to Montana are used for State Library programs, such as the Talking Book Library and the Library Development Department; for statewide projects such as the Montana Library Network and Montana shared catalogs; and for a variety of local or regional library projects that may be selected through a competitive process.

Telecommunications Discount Program (E-Rate)

Since 1997, the federal Telecommunications Discount Program has provided Montana libraries discounts on eligible telecommunications services ranging from 20 percent to 90 percent, depending on economic need and location. Commonly referred to as the “E-Rate Program,” it is administered through the nonprofit Universal Service Administrative Company (USAC), which was established by the Federal Communications Commission (FCC) to implement the Telecommunications Act of 1996. The Schools and Libraries Divisions of USAC administers the schools and libraries program.

The determination of economic need is based upon the percentage of students eligible for participation in the national school lunch program. Libraries use a weighted discount percentage, which includes figures for all of the schools in the school district in which the library is located.

Eligible services covered by E-Rate range from basic local and long distance phone services to Internet access services. Acquisition and installation of equipment to provide networked access to these services are also covered.

To apply for E-Rate discounts, a library must meet the Montana Public Library Standards. In addition, a library must develop, submit, and receive approval of a technology plan to ensure that the library has the ability to use the discounted services once they are purchased.

Library Foundations

Library foundations can be a valuable funding tool to encourage gifts, bequests, memorials, and other monetary donations. The foundation board and staff, if any, also represent another partnership for the library. As with a Friends organization, a local library foundation can be of immense help, but open communication is the key. You and the foundation need to work in concert for the good of the library.

A library foundation functions as a separate entity and can attain nonprofit status from the Internal Revenue Service, so that gifts are tax deductible for the donors. Establishing a library foundation also opens up the potential of funds from other foundations that do not give grants to tax supported agencies.

Other Funding Sources

As funding needs increase, many libraries seek grants from foundations, corporations, endowments and government agencies. Local businesses are another option. Your Library Board can solicit funds from these businesses directly or determine if the business has a community support program.

You and your library board might also want to explore partnerships with civic organizations for special products or fund-raising activities. Possible groups include the Kiwanis, Rotary Club, Jaycees, Lions, League of Women Voters and local youth groups.

Valuable resources for those seeking information on grant funds are materials produced by the Foundation Center. This is a national service organization founded and supported by foundations to provide information on foundation and corporate giving. Among its primary activities are publishing reference books and CD-ROMS, and offering online searchable databases on grants.

There are five Foundation Center libraries in the United States. These are located in New York, Washington D.C., Atlanta, Cleveland, and San Francisco. In addition, Foundation Center Cooperating Collections are located in each state to provide a core reference collection of Foundation Center publications, other materials, and services useful to grant seekers. Foundation Center Cooperation Collections are available in Montana at the following libraries:

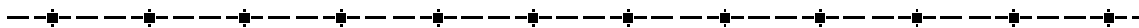
Montana State University - Billings
Library – Special Collections
1500 N. 30th St.
Billings, MT 59101-0298
406-657-1662

Montana State Library
Library Information and Services Department
1515 E. 6th Ave.
P.O. Box 201800
Helena, MT 59620-1800
406-444-5351

Bozeman Public Library
220 E. Lamme
Bozeman, MT 59715
406-582-2402

Lincoln County Public Libraries
Libby Public Library
220 West 6th Street
Libby MT 59923
(406) 293-2778

University of Montana
Mansfield Library
Missoula, MT 59812-1195
406-243-6800



Budgeting

Once you know where your funding comes from and how much you can expect, you can prepare the budget. Budgeting is vital to the library's planning process. You should get your board involved in the budgeting process, since it has the final say so.

The budgeting process includes the following steps:

1. Define the library's goals for the upcoming year based on the library's long-range plan.
2. Gather information to project costs of providing services and meeting the year's goals.
3. Estimate potential income from taxes, gifts, fines, fees, grants, and any other possible source of income.
4. Compare costs and income to see if all the goals can be met. If income exceeds or equals costs, the budgeting process continues.
5. Adjust objectives if funding doesn't cover goals, or search for additional funding.
6. Present the written budget to your board. If the board approves, present it to the funding body.

You and your library board work on the budget together, but ultimately, the library board is responsible for its approval and will typically present it to the entity with funding authority, within the required time frame and procedural steps.

As in any planning activity, it is important to establish a schedule. A comprehensive, balanced budget cannot be compiled overnight. Allow adequate time for planning, gathering information, reviewing goals and producing a finished product that will allow the library to meet the community's needs for library services.

The schedule on the next page shows specific steps for building the budget. You may have a different schedule at your library. This is simply a possibility for building your library's budget.

Sample Budget Planning Calendar Based on a July 1 to June 30 Fiscal Year	
July	Review fourth quarter budget report. Review goals, objectives, and strategies for past fiscal year. Make adjustments in present fiscal year if needed.
August	Review final annual report for just-ended fiscal year. Approve and submit it to appropriate governing body and State Library.
September	Begin work on needs assessment for next year. Brainstorm approaches. Delegate follow-up effort (director, committee).
October	Review first quarter report. Evaluate objectives and strategies in progress. Review previous fiscal year audit.
November	Review present costs and projections. Review current needs assessment; brainstorm possibilities for responses. Reach agreement on prioritized needs. Assign further research if needed for June reporting. Obtain and review information on projected revenues for coming year.
December	Review goals and objectives for present year. Establish goals and objectives for the coming year based on staff, community and other input, as well as agreements of previous month. Distribute goals, objectives with request for appropriate strategies and budget requests.
January	Review second quarterly report. Review strategies and budget requests. Prioritize by objectives established in November. Library board should assign committee (if not already done) to work with director to prepare draft budget for board review. Reconfirm projected revenue information.
February	Board should review draft budget prepared by director and committee.
March	Board should consider holding a public hearing on draft preliminary budget. Adopt preliminary budget.
April	Submit preliminary budget request or certified budget to funding body.
May	Continue to work with submitted request or budget. Review third quarter budget report. Adopt final budget for next year and submit it to appropriate authority.
June	Review and finalize any adjustments in closing out the present year.

Following the Money

Your board had control over the library's expenditures, which is why so much of this chapter has focused on the board's perspective. Although your library board should delegate the power to purchase materials, supplies, and other goods to you, the board needs to be aware of purchases and should monitor the budget throughout the year.

You should provide your board with a monthly statement that shows at least the following:

- Monthly income
- Total income for the year
- Cash on hand
- Monthly expenditures by budget category
- Cumulative expenditures for the year by budget expenditure
- A list of library accounts, including checking and savings accounts, and certificates of deposit.

When you and your board review the reports, look for yearly patterns of expenditures, such as energy bills in the winter, fees for building repairs or grounds maintenance in the summer, special program costs such as those associated with summer reading programs and purchases of supplies and materials that occur once or twice a year.

This is a good time to compare budget figures with actual amounts. Is the income as you expected? If not, you need to find out why and make adjustments in the budget if necessary. The board should be working with you on this one. Compare actual expenditures with budget amounts as well. Be prepared to explain discrepancies.

Chapter 11 Planning for the Future

It's hard to plan for the future when you're trying to simply keep up with today, but planning is worth the work. Planning looks at where you are and helps you decide where you're going. Why bother planning? Libraries have always faced difficult and challenging times. Those that planned effectively survived and thrived; those that didn't are either gone or struggling to prove their value in today's society.

Long Range Planning

Long range planning should involve everyone in the community: trustees, staff, customers and non-users. A library is a community center. Involving everyone in the process is time consuming, but you get a much better picture of your library and where it should go. In addition, involving others helps even out the work load. Effective planning is hard work, so share the load with others.

Preparing to Plan

- Look at your resources for ideas on what you'll need and have to plan effectively.
- Figure out what you will have to do and how much time it will take.
- How are you going to keep people informed? Open lines of communication are vital to a successful plan.
- Select and orient a planning committee. This committee will be the driving force behind your long range planning, so you should have a strong chair who has credibility with the community, commitment, good people skills, and an ability to deliver.
- Orientation brings people up to speed on the library, what's done there and why. Don't overwhelm people with information, but they should understand how a library works.

Describing your community

You need to describe your community in order to effectively serve it. This is where a diverse range of people is essential. If you only have library users on your committee, how will you know what non-users would like to see at a library? The following questions may help:

- Where are you? Is your community growing rapidly?
- Who are you? Census data can help here. Do you have a large number of Hispanics in your community? Are people older, or younger with families? Each group has different needs, so you must identify the makeup of your community in order to meet those needs.
- What do you value? What is important to you as a community? Do you want to see economic growth? Do you want to preserve your heritage?
- Where are you going? What will your community look like in a few years?

Your community's vision

If you are lucky, your community may have already developed a vision. If it hasn't, look at this as an opportunity for all of you to decide what is important to you. This is also a place where you change the expectations of your community. Many people don't realize how much a library can offer them. Make them realize it. You will do this when you market your library, but the planning process is another place to educate people on library values and to meet (and hopefully

exceed) their expectations. Here are some good questions to ask, as you attempt to find your community's vision:

- What do you want to make the community better? Do you want more jobs? More cultural programming?
- What is the ideal state in your community? That people have a high standard of living, are safe, and have access to a world of resources? Identifying the ideal state gives you goals.
- Who will benefit if this ideal state is achieved? If the ideal state is to have the best school in Montana, then children will benefit the most.
- What benefit will they receive? In the example listed above, an excellent education would be the benefit received.
- What will result from that benefit? Again using the example above, children will be able to obtain better jobs and will be able to have a healthy role in society.

Questions that should be answered

- What should your library do? Is there something that your library should be doing, but isn't? This is a good time to talk about library values. What are your values? Is it important that people have access to information? Should your library be a holding place for the history of your community? Should everything in the library be free? You must look at your community and determine those values that are important to you. Libraries have a special place in the community; common values are what bring us together to succeed at what we are doing.
- What should your library not be doing? Are there services that you are offering that you shouldn't? Again, look at your values as a library and look at your community.
- How is your library going to allocate resources? Resources are scarce in any library, so use what you have wisely.

Planning isn't easy, but it is important. If libraries are going to survive and thrive, then library staff, communities, and government officials must do some strategic planning. If you would like more information about planning, contact your Statewide Technology Librarian.

Planning for Disaster

The first part of this chapter looked at long range planning, but we must also plan for disasters. Hopefully, your library will never have to use it, but we cannot count on that being the case.

Disaster response and prevention is essential for the continuation of library business. A written disaster plan will help ensure the health and safety of the staff, decrease the amount of time it takes to begin recovery, and increase the recovery rate for materials.

When preparing a disaster plan:

- Inventory the library and its contents, so you will know what is there.
- Consider types of disasters most likely to happen, including the possibility that the entire building or collection might be destroyed.
- Consider what services would be most affected if patrons and staff did not have access to the building and its collections.
- Determine who has the decision-making authority in the case of a disaster to close the library, contact the insurance company, assign staff to the recovery effort, hire temporary

staff if needed, and serve as media spokesperson.

It is the director's responsibility to ensure that the staff is knowledgeable about emergency procedures, but trustees should be familiar with them as well. One of the Board members might be responsible for having a copy of the disaster plan stored at home in case the library copy is damaged or is inaccessible.

Chapter 12 Technology in the Library



Technology, from computers to copiers, are present everywhere we turn. We rely on them to (hopefully) make our lives easier. In this chapter, we will talk briefly about using technology in the library, the Montana Library Network, and e-rate. Because there are so many different technologies out there, we can't go into much detail. If you have questions about planning for technology or using it in your library, please call your Statewide Technology Librarian. S/he can work with you one on one to help you use technology wisely and efficiently in your library.

Planning and Evaluating Technology

We just covered planning for the entire library, but it is also helpful to plan for technology. Computers, copiers, etc. are often the most expensive items we have to purchase, which is why it's helpful to plan for technology. We think about evaluating our library services, staff, and ourselves, but we don't always think about our equipment or our workflows. Sometimes we inherit a particular way of doing something without realizing that it's no longer necessary with the technology we have. The questions that follow cover both planning and evaluating:

- What do you have? Inventory the number of computers you have for staff and the public. What types of software on each of the computers? Do you have a copier? A fax machine? What type of Internet connection do you have?
- Is it working correctly? Do you have computers that are acting up? What about your copier? If you are starting to experience problems with your technology, it may be time to replace it. Like a car, computers, etc. need regular maintenance and sometimes they just need to be replaced.
- How are we using the technology? Are you using it effectively? Is there another place where it might be helpful? Are you getting the results you want? What would help you get those results? Do you need more training?
- What do you need? Do customers have to wait and wait for a computer to open up? Maybe you need to purchase another one. Is the copier not working correctly? Think about your needs and the needs of your customers when answering this question.
- When will you need it? If you plan effectively, you can implement a schedule for when to replace equipment or when to order new. This lets you match the money you spend with what you'll receive in a given year.
- What obstacles will keep you from getting this technology? Money is usually the biggest, but you should consider others. Even if you have the money to purchase a new computer, you still need a place to put it.

Automation

Automating a library is one of the biggest projects library staff takes on. Library automation involves using computers to perform some of the daily tasks, such as checking in and checking out books, searching for books the library owns, and generating statistics. Automation can help with routine, repetitive tasks. Using computers can expand the boundaries of a library by connecting it to other libraries.

If you're already automated:

Have library staff teach you how to use your system. It may also help to look through manuals. Develop a close relationship with your vendor. You deserve excellent customer service. If there is an area where you need more training, contact your vendor to see what your options are. The vendor may offer training.

If you're not automated:

We wouldn't recommend taking on this project in your first year. Automation is usually worth doing, but it takes a lot of effort. There are steps you need to take to prepare for automating your library. You also need time to learn how things work in your library and to determine which parts you might want to automate. Talk to your Statewide Technology Librarian about automation. S/he will be happy to help you.

Montana Library Network (MLN)

MLN is a part of the state library, but it's so closely related to technology it needs to be in this chapter. MLN is funded by Library Services Technology Act dollars from the Institute of Museum and Library Services. Per the directions of local library staff across the state, it is setting out to do the following things:

MLN Gateway: create a gateway where people can search library catalogs and magazine databases. MLN accomplished this in 2000. To use this gateway, go to <http://montanalibraries.org> and click on **Access the Gateway**. Follow the instructions to enter, and you'll soon be able to search library catalogs from around the state, magazine databases, and WorldCat. You will need a password to access the paid databases. If you don't know what your password is, contact the Montana State Library at 1-800-338-5087.

Statewide Contracts for library services: pursue a statewide contract for OCLC services and magazine databases. It's cheaper for libraries to work together to buy the products they need. MLN helped negotiate a contract for OCLC services. What are these? OCLC has a couple of online tools that help libraries catalog books and do interlibrary loans. The magazine databases are the ones you can search from the MLN Gateway.

Shared Catalog: develop a statewide shared catalog. Imagine being able to find out what the libraries around you have in their collections. Imagine having other library staff to help you perform your duties. The shared catalog increases services to your customers by giving them access to all of the library collections that are listed in the shared catalog. Suddenly your patron is no longer limited to what it is in your library, and if you're like most libraries your budget simply isn't big enough to buy it all. Now your patron has access to more books, videos, and other items. They also benefit from the information and expertise you exchange with your colleagues.

There are many shared catalogs in Montana. The Montana State University system shares a catalog, as do the libraries in Gallatin County. The State Library has helped libraries in North Central Montana develop their catalog called the Hi-Line shared catalog. Customers can search



for items in several different libraries and can use the same library card at each library. Plans are in the works to cooperate with collection development. What does this mean for those libraries? Instead of each having to buy material about every subject imaginable, one library can focus on a particular area knowing that the other libraries will provide items about other topics. To give you an example, the library in Chester, MT may not need many biographies. Instead of trying to purchase a lot of biographies in anticipation of someone needing it, they can use their money to buy genealogy books that are heavily used. If a customer wants a particular biography, the library in Chester can search the other four libraries to find what the customer is looking for. Within a couple of days, the customer can have the book s/he wants.

The latest shared catalog project involves many libraries. The libraries are public, school, academic, and special, so a wide range of resources will be available for these patrons. Now instead of having just one library's resources at their fingertips, customers will have the resources of all libraries. The participants in the project are also deciding where they will go in the future. The state library will continue to add libraries to the shared catalog project, so look for demos and discussions in your area.

E-Rate

This next section will answer some general questions about e-rate. For help on e-rate, contact Suzanne Reymer at 1-888-826-0837. Suzanne will send e-rate news to wired-mt, another great reason to subscribe to this listserv. Another resource is the website for e-rate, which is at <http://www.sl.universalservice.org/>. This is the official website with forms, information and how-to guides.

What is e-rate?

E-rate provides discounts for services related to connectivity, for example Internet access, telecommunications (your phone line), and internal connections (the stuff that makes it all happen). Discounts can range from 20-90% of your costs. Your discount is based on the poverty level in your area. The School and Libraries Division (SLD) of the Universal Service Administrative Company administers e-rate.

Why apply for e-rate?

It saves you money. Unfortunately, there's a lot of paperwork involved, but the amount of money you will save makes up for the staff time involved. Plus you have help. Just contact your Statewide Technology Librarian for help.

How to Apply?

First, you must have a technology plan, which is updated every three years. The good news is you probably already have one for your library. According to SLD, your plan must have the following components:

- Clear goals and a realistic strategy for using technology to improve library services.
- A continuing education strategy to ensure that staff knows how to use the technology.
- An assessment of your technology and what will be needed to improve services.
- A sufficient budget to support technology and its use in your library.
- An evaluation process that tells you if you've met your goals.

E-rate Timetable of Deadlines (adapted from SLD’s “E-Rate Discounts for Schools and Libraries”)

Form or Event	Deadline or Dates
Funding Year	July 1 through the following June 30.
Form 470	Posted at least 28 days before the filing of Form 471. Form 470 is a description of the services you are requesting.
Form 471 window	Early November to mid-January preceding the start of the Funding Year (exact dates for each funding year will be posted on the website).
Form 471	Form 471 is the actual request for funding.
Form 486	Received or postmarked no later than 120 days after the dates of the Funding Commitment Decision Letter or 120 days after the Service Start Date, whichever is later. Form 486 tells SLD that services have started. The Funding Commitment Decision Letter identifies what services SLD will be paying for and what portion of those services will be paid for.
Form 472/474	Received or postmarked no later than 120 days after the date of Form 486 Notification Letter or 120 days after the last date to receive service, whichever is later. Form 472 is the invoice you must send to SLD to receive payment. If your service provider automatically takes the discount each month, then the service provider must fill out Form 474 (which is their request for payment).

Ch. 13 Montana State Library



This chapter is devoted to the State Library, since we work closely with public libraries. We'll talk about the different departments within the State Library and what each one does.

Montana's library system has grown significantly since the State first started to support the system in 1929. Today, there are 79 public libraries and 28 branch libraries serving Montana residents, about 500 elementary and high school libraries, and 27 academic libraries in post-secondary institutions. In addition, there are six institutional libraries and about 52 special libraries meeting the specialized needs of businesses, hospitals, and government agencies.

All of Montana's publicly funded libraries work in partnership with one another and their local communities to form information networks and provide a better return on the citizens' investment. Thanks to advanced technologies, libraries use networks to locate and borrow books and materials, fax and email services to transfer information via telephone lines, and satellites and modems to provide ongoing educational opportunities to rural areas. With improved cooperation among different types of libraries and better access to expanding technologies, Montana libraries are improving access to information locally, regionally, and internationally.

Montana State Library Commission

The Montana State Library Commission is the governing body for the State Library. The Commission provides assistance and advice for all public libraries in Montana, administers federal and state grant funds made available to Montana for library purposes, provides library services for the blind and physically handicapped, and sets standards for public libraries and certifies librarians. Names and contact information of current Commission Members are available in the Montana Library Directory, which can be found at <http://montanalibraries.org/Directory/mldHome.asp>. The State Library publishes a new edition of the directory each year, and updates the online version frequently. The directory also lists the various libraries in Montana, as well as staff information for the State Library.

Montana State Librarian

The Montana State Librarian provides leadership and articulates a vision for statewide library services, recognizes divergent library objectives, and develops statewide consensus among Montana's libraries. The State Librarian directs the Montana State Library, serves as executive officer of the State Library Commission, conducts strategic long range planning and evaluation of library services, and is responsible for statewide library development and assistance to libraries. The State Librarian also advises the Governor and the legislature on the present status of library and information services and on new programs or legislation necessary for effective library service to the people of Montana.

Montana State Library Statewide Library Resources (SLR)

Statewide Library Resources consists of two departments: Library Development and the Talking Book Library.

Library Development Department (LDD) -- <http://msl.state.mt.us/ldd/>

LDD staff, which also includes Montana Library Network personnel, provides consulting services to libraries in Montana and assists with the improvement of library services statewide. Information and assistance are provided in technology, development of library consortia, the State certification program, library improvement projects, collection management, federal grant and assistance programs, legal issues, Board development, library statistics, federation activities, and statewide licensing and purchasing of electronic resources. LDD also provides training and continuing education opportunities for library staff and trustees across the state.

Montana Talking Book Library (TBL) -- <http://msl.state.mt.us/tbl/index.html>

TBL provides free library services to Montana citizens who are blind, visually impaired, physically disabled, or learning disabled. This program is affiliated with the Library of Congress' National Library Services for the Blind and Physically Handicapped. Services provided to Montana patrons include recorded books and magazines, playback equipment, descriptive videos and Braille books. TBL staff advises and assists individuals, other libraries, nursing homes, schools, and institutions in providing library services to eligible disabled individuals.

The Montana Digital Library (MSdL)

The MSdL is a new section created from the merger of the Natural Resource Information System (NRIS -- <http://nris.state.mt.us/>) and the Library and Information Services Department (<http://msl.state.mt.us/lisd/index.htm>). As of this writing, the transition to the new section is just beginning. However, the purpose of this group is to provide policy-makers and citizens with information about Montana's resources and government. With the advent of new technologies, much of this information is electronic in nature. MSdL's mission is to collect, arrange, and distribute this information so that it is easily found and easily used.

As a part of the MSdL, NRIS identifies, acquires, and provides access to information on Montana's natural resources for government agencies, business and industry, and private citizens. NRIS operates a clearinghouse and referral service to link users with the best sources of information and service. NRIS also provides services through its Natural Heritage Program (NHP -- <http://nhp.nris.state.mt.us/>).

NHP scientists collect, manage and disseminate biodiversity information: plants, animals and natural communities, emphasizing those that are rare, declining or have outstanding quality.

MSdL is the principal library for serving the work-related information needs of State employees and provides backup reference services for Montana libraries as well as public access to State publications for Montana citizens. The library includes the State Publications Center, materials on library development, selected federal documents, and the Foundation Center Cooperating Collection, which contains extensive materials on foundations and grants. These collections are available to all citizens through interlibrary loan.

Publications

The next part of this chapter talks about the different publications that the State Library prepares. You should have copies of most, if not all, of the following publications. Many are updated annually, so you will receive a copy when the publication is produced. You can access all of them online by going to <http://msl.state.mt.us/onlinePublications.htm>.

Big Sky Libraries - The bimonthly newsletter of the Montana State Library, which reports

information about State Library events and issues.

Montana Certification Program Manual – Public librarians in Montana must be certified to receive state aid. This manual covers the how-to part of becoming certified.

Montana Library Directory – Contact information for all Montana libraries.

Montana Library Laws, Rules and Public Library Standards – covers pertinent laws, rules, and standards relating to public libraries.

Montana Public Library Recognition Program for Library Staff Members, Trustees and Volunteers Manual – The Montana State Library has a recognition program to honor those who have made a significant contribution to libraries. This manual discusses how to do this and what criteria must be met.

Montana Public Library Statistics – In order to receive federal aid, the State Library must collect statistics from each of the public libraries. This information is then published.

Trustee Handbook – Information for you and your trustees regarding the responsibilities of trustees and library directors, as well as suggestions on how to be an effective trustee.

Timeline of Required Paperwork

Like any job, paperwork is present in libraries. This section focuses on the State Library’s requirements. Each city and county is unique, so you may be required to fill out paperwork, etc. for your area. If you have any questions about this next section and what’s required of you, please don’t hesitate to call your Statewide Technology Librarian. Items that must be sent to the State Library are highlighted in bold.

Date	Paperwork
January	<ul style="list-style-type: none"> • MSL Directory distributed. • MSL Public Library Annual Statistics distributed.
February	<ul style="list-style-type: none"> • Federation Plans of Service due. • Collection management policy revisions/updates due for Collection Management Honor Roll. • Complete preliminary budget.
March	<ul style="list-style-type: none"> • Adopt preliminary budget.
April	<ul style="list-style-type: none"> • MSL Collection Management Honor Roll announced. • Submit preliminary budget to funding body.
June	<ul style="list-style-type: none"> • Close out budget for current year. • Adopt and submit final budget for upcoming year.
July	<ul style="list-style-type: none"> • Interlibrary loan (ILL) reimbursement form due.
August	<ul style="list-style-type: none"> • Approve and submit final annual report to governing body and MSL.
September	<ul style="list-style-type: none"> • MSL Public Library Annual Statistics due. • State aid checks distributed. • ILL reimbursement distributed.
October	<ul style="list-style-type: none"> • MSL Library Directory information due.
November	<ul style="list-style-type: none"> • Federation annual reports due.

Paperwork Required by the Montana State Library

We've talked about the collection management policy and ILL reimbursement, but we haven't discussed the MSL Public Library Annual Statistics and the MSL Library Directory.

The MSL Library Directory

The Directory is a compilation of contact information for public, school, special, and academic libraries in Montana. Each year, MSL asks you to update your information so we have the most current listing. In addition to listing addresses, phone numbers, etc., the Directory also lists the hours your library is open. It contains additional information about your library, such as the symbol OCLC has assigned you and whether or not you have a Friends group. Other libraries and State Library staff can get in touch with you if your information is accurate.

MSL Public Library Annual Statistics

You are required to file your statistics each year. The federal government wants public library statistics for each state. The Institute of Museum and Library Services uses this information to determine funding of the Library Services Technology Act (LSTA). Because of this, the State Library must ask you to file statistics for your library. There are several parts to the form. Briefly, we need information about library income, usage, and expenditures. Each of them is broken down into several components. MSL prints these statistics each year, so you can compare your facility to libraries of comparable size. You may be able to use this information to negotiate more money for books or staff.

Conclusion

We've touched on the most important aspects of your job as a library director. You are responsible for many different things, and it can be overwhelming. Here's some advice from Patti McKenzie, former library director in Chouteau County, on how to survive the first year:

1. It will get easier. You have staff and your own talents and abilities to get you through the hard stuff. Eventually, you'll find yourself keeping up with the library and all that is required of you.
2. Remain calm – it is not your library, it is a public library. All patron viewpoints are important. Remember this when the patron is complaining about something. Respecting others is the best customer service technique you can use.

If you have questions about your new job, please contact the Montana State Library at 1-800-338-5087. We're here to help you. Good luck!

Glossary

The profession of librarianship has a language all its own. Below is a list of selected library terms and acronyms used by Montana public libraries.

AACRII (Anglo-American Cataloging Rules): Second edition of AACR was published in 1998. It establishes the standard set of rules for cataloging procedures and decisions used by most libraries in English speaking countries.

abstract: Brief description of a document, prepared by an author or professional abstracter, which identifies its major points.

academic library: Library established and maintained by a junior college, tribal college, community college, four-year college, or university organized and administered to meet the information needs of its students, faculty, staff and others by agreement.

access: Availability of a library and its services to the population it is intended to serve. In a larger sense, access is the ability to obtain information through a library and its cooperative links to additional resources.

accredited library school: School that teaches library and information science at the master's degree level and that has qualified for accreditation under requirements of the American Library Association.

acquisitions: Process of acquiring the library materials which comprise the library's collection.

ADA (Americans with Disabilities Act): National legislation giving civil rights protection to individuals with disabilities; it impacts libraries as service providers and as employers.

affirmative action: Policy of promoting equal employment opportunity through methods of recruitment, training, and promotion.

ALA (American Library Association): Founded in 1876, ALA is the national association serving the interests of libraries.

ALTA (Association of Library Trustees and Advocates): Association of public library trustees and advocates affiliated with the American Library Association.

automation: All aspects involved in using a

computer system for such tasks as circulation, cataloging, acquisitions, interlibrary loans, etc.

BCR (Bibliographic Center for Research): Headquartered in Denver, BCR is a broker for bibliographic services, databases and training required by its member libraries.

bibliographic database: Computerized listing of books, periodicals or other library materials from which information can be extracted by a number of identifiers related to the bibliographic description of the item.

bibliographic records: Cataloging information used to describe and access an item such as a book, magazine, video or sound recording, map, etc.

bibliographic utility: Computer-based network offering support functions to libraries, particularly in cataloging/technical services. See also *OCLC*.

bibliography: Complete or selected list of documents related by author, subject, publisher, etc.

BIP (Books in Print): Listing of currently available titles used for ordering books. BIP is available in a multi-volume print set, on CD-ROM or online by subscription.

branch library: Auxiliary unit of a public library which has separate quarters, a permanent collection, permanent staff, and scheduled public hours. Branches are administered by a central unit.

call numbers: Classification number on an item of library material used to mark the item, shelve it properly, list it in the card catalog or computer, and find it for a user. Dewey Decimal and Library of Congress are two classification systems used for call number development.

Carnegie Library: Library building built fully or in part with funds contributed by Andrew Carnegie and characterized by a common architectural style.

catalog: File of bibliographic records created

according to specific uniform principles of construction, which describes the materials in a collection, a library or a group of libraries. It may be in the form of a card catalog, a book catalog or an online catalog.

cataloging: Process of physically describing library materials, including assigning subject headings and a call number, so that the items can be located in the catalog or on the shelf.

CatExpress: Online copy cataloging software from OCLC used by Montana libraries to obtain records for local automation systems and add local holdings to the WorldCat database using the web.

CD (compact disc): High-capacity storage device that uses laser technology to read data in digital form. Available in a variety of formats: CD-ROM: Read Only Memory; CD-R: Recordable (one-time only recordable); CD-RW: Read/ Write (re-recordable).

CE (continuing education): Opportunities provided for personnel to improve and grow in their professions.

certification: See *Montana Certification Program*.

circulation: Activity of a library in lending materials to borrowers and the recording of these transactions.

city library: Free public library for city residents which is established, maintained and supported through taxation by a city, town or other municipality and whose board of trustees is appointed by the mayor. Refer MCA 22-1-301.

city-county library: Library established by a contract between a city and a county government to provide library services for a specific population in a defined area. Refer MCA 22-1-316.

classification system: System for arranging books and other materials according to subject or form. The two most common systems in use are Dewey Decimal and Library of Congress classification systems.

collection: Total accumulation of all library materials provided by a library for its patrons. Collection is also used to describe a group of library materials having a common characteristic (e.g., Children's Collection, Reference Collection,

Local History Collection, etc.).

collection management: Planned process of selecting and acquiring library materials to meet the needs of the library's community. It includes assessing user needs, adopting a collection management policy, studying collection use, selecting materials, maintaining the collection and weeding. Cooperative collection management refers to a group of libraries working together to identify collection strengths and minimize duplications.

complaint: In intellectual freedom cases, an oral charge against the presence and appropriateness of material in the library collection. Complainants are usually requested to complete and file a written form. Also referred to as a challenge.

cooperative system: Group of libraries banded together by formal or informal agreement which states common services to be provided, such as cooperative book buying, shared cataloging and cooperative reference service. This can also be a consortium of libraries joining together for all participants to benefit from a statewide license or statewide database subscription. See also *magazine database, full-text; MLN*.

copyright: Exclusive privileges of publishing and selling a work granted by a government to an author, composer, artist, publisher, etc. Copyright is a right of intellectual property whereby authors obtain, for a limited time, certain exclusive rights to their works. Libraries have a special interest in fair use of copyrighted material.

county library: Free public library for the use of the whole county, which is established, maintained and supported through taxation by a county, and whose Board of trustees is appointed by the county commissioners. Refer MCA 22-1-303.

database: Systematic organization of information stored in a computer file for ease of searching, update and retrieval.

depository library: A library that is legally designated to receive free copies of all or selected government publications and make these documents available to the public.

Depreciation Reserve Fund: See *Library Depreciation Reserve Fund*.

Dewey Decimal Classification: Subject classification system for books developed by

Melvil Dewey (1851-1931) that divides all knowledge into ten classes arranged in numeric sequence and further divided by a decimal system. Dewey classification is used in most public libraries.

EBSCOHost: See *magazine database, full-text*.

Electric Library: See *magazine database, full-text*.

e-mail (electronic mail): Sending messages from one location to another through a communications network from one computer to another; generally referring to Internet mail.

end user: Library user who requests and uses information obtained from an online search.

E-Rate: Federal program providing discounts to eligible schools and libraries for access to telecommunications and information services, including basic local and long-distance phone services, Internet access services, and acquisition and installation of network equipment. The Universal Service Administrative Company's Schools and Libraries Division administers the E-Rate program for libraries.

expenditures per capita: Measurement comparing the expenditures of the library to the size of the service area population.

fair use: Special conditions (such as criticism, news, teaching, or research) under which all or portions of copyrighted work may be reproduced without infringing upon the copyright laws.

federation: Geographical grouping of libraries of all types working together to provide a broader range of resources and services than each individual library can offer alone. Montana is divided into six federations; each has an advisory board, headquarters library and federation coordinator.

foundation: Library foundations are separate, nonprofit groups that operate independently from the library to help with fundraising for the benefit and improvement of the library.

freedom to read: Guaranteed freedom in the U.S. Constitution. A Freedom to Read Statement was adopted in 1953 (revised in 1972, 1991 and 2000) by the American Library Association and the American Book Publishers Council describing the need for publishers and librarians to make available the widest diversity of views and

expressions, including those that are unorthodox or unpopular. Many Montana libraries have adopted the Freedom to Read Statement.

Friends of the Library: Group of volunteers organized to support a particular library through lobbying, public relations, fundraising and program assistance.

FTE (full-time equivalent): A measure used by human resources personnel to indicate the number of full-time workers who would be employed if all part-time positions were added together. The FTE calculation is used for budgeting and reporting purposes.

FY (fiscal year): Used in budgeting to identify the twelve-month accounting period under which an organization operates.

hardware: Bolts, nuts, board, chips, wires, transformers, circuits, etc. in a computer; the physical components of a computer system.

holdings: All the cataloged and uncataloged materials in the possession of the library.

holdings per capita: Measurement comparing the size of the library collection to the size of the service area population.

home page: Main page of an Internet web site.

income per capita: Measurement comparing the income of the library to the size of the service area population.

ILL (interlibrary loan): System of interlibrary cooperation, which allows libraries to obtain information and materials for their users from other cooperating libraries. See also resource sharing.

IMLS (Institute of Museum and Library Services): Independent federal agency that provides programs of support for both libraries and museums and encourages library-museum partnerships. The agency administers the Library Services and Technology Act (LSTA) grant program to states.

InfoTrac: See *magazine database, full-text*.

institutional library: Library within a correctional facility, rehabilitation center, care facility or other institution that serves the library needs of residents and staff.

intellectual freedom: Right of individuals to the

free and open exchange of information and ideas. This right is supported by the American Library Association, the Montana State Library Commission and individual libraries through commitment to the Library Bill of Rights and the Freedom to Read Statement. Public libraries safeguard intellectual freedom by providing a collection representing all viewpoints and equal service to all members of the community.

Internet: International system of computer networks through which libraries and individuals may communicate and share information via e-mail, databases, and other methods. See also *web*.

ISBN (International Standard Book Number): Unique identification number printed in books by international agreement.

ISSN (International Standard Serial Number): Unique identification number for each serial publication.

jobber: Wholesale book supplier who supplies many titles from different publishers and sells them to libraries and retailers.

keyword: Word used in an information retrieval search to find a particular word in an author, title, abstract or subject field. This is especially useful when the word is not used as a recognized subject term within the index being searched.

LAN (local area network): Network that connects nearby computers, usually in the same building, using cables or wireless technology.

LaserCat: MARC-record based copy cataloging software and database in CD-ROM format.

LC (Library of Congress): National library of the United States that serves the U.S. Congress and provides services to all types of libraries.

Library Bill of Rights: Policy statement adopted in 1948 (and reaffirmed in 1961, 1980 and 1996) by the American Library Association concerning service to all people, free expression of ideas and censorship. Many Montana libraries have also adopted this policy statement.

Library Depreciation Reserve Fund: Fund in which a library can hold money in reserve beyond the year it is allocated to be used at a later time for replacement and acquisition of property, capital improvements and equipment necessary to maintain or improve library services. Refer MCA 22-1-305.

Library of Congress Classification: Subject classification system for books devised by the Library of Congress that divides knowledge into 21 subject areas and has a notation of letters and figures that allows for expansion. It is used mostly in academic and special libraries.

long range plan: Document adopted by a library's governing Board outlining the goals, objectives and action plans for the library's operation and development over a designated time period, usually three to five years.

LSCA (Library Services and Construction Act): Enacted in 1956 and administered by the federal Department of Education, LSCA grant funds assisted the states in the extension and improvement of public library services, provided funds for library construction, strengthened state library administrative agencies and promoted interlibrary cooperation among all types of libraries. LSCA expired in 1996.

LSTA (Library Services and Technology Act): Enacted in 1997, LSTA replaced LSCA. The new act is administered under the Institute of Museum and Library Services with the primary focus on improving library services through technology, encouraging sharing of resources and targeting library and information services to underserved populations. LSTA grants are awarded annually to all state libraries for use in statewide and local projects. In Montana, the Montana State Library Commission establishes priorities for LSTA funds.

magazine database, full-text: Online periodical index that allows searching of subject specific magazine article citations. The database may also provide the complete text of the article located. Such databases allow library patrons to access full-text versions of thousands of magazine and journal articles. Examples of full-text magazine databases include EbscoHost, Electric Library, InfoTrac and SIRS Researcher. See also *cooperative system*.

MARC (machine readable cataloging): Standardized arrangement of bibliographic information for computer-based catalog records to permit sharing with other automated systems.

METNET (Montana Educational Telecommunications Network): Interactive video system that consists of a number of locations having two-way interactive compressed digital video facilities. METNET is available for

use by state agencies, higher education, K-12 schools and approved nonprofit corporations where usage qualifies under state statute.

microform: Generic term for any medium that contains miniaturized records such as microfilm or microfiche. Microforms require special readers to enlarge the images so the information can be read.

mill levy: Number of mills (one mill equals one-tenth of a cent) that is multiplied by the value amount (assessed or adjusted) of property to determine the amount of tax to be paid by the property owner.

mission statement: Concise expression of the library's purpose and service priorities.

MLA (Montana Library Association): State association with a membership composed of librarians from all types of libraries, trustees, friends and students. MLA's concerns are the welfare and professional development of its members, the advocacy of library needs and the assurance of open access to information for all Montana's citizens.

MLN (Montana Library Network): Funded by Library Services and Technology Act (LSTA) grant money and administered by Montana State Library, MLN will create a statewide network of standards-based library resources that can be accessed through the Internet from anywhere in the state. See also *cooperative system*.

MLN Gateway: Online web-based portal providing access to virtual and actual library catalogs, periodical databases and OCLC's WorldCat database.

MLS (Master of Library Science): Graduate degree from a library school or department.

Montana Certification Program: Program adopted by the Montana State Library Commission to encourage library directors, staff members and trustees to maintain, acquire and develop their skills and knowledge through basic and continuing education.

Montana State Library Commission: Governing body for Montana State Library composed of seven members. The governor appoints five members and two members are designees from the Office of Public Instruction and the Commissioner of Higher Education. Refer MCA 22-1-101.

MPLA (Mountain Plains Library Association): Eleven-state association, including Montana, which seeks to improve present and future library services throughout the region.

multijurisdictional library: Library operated jointly by two or more units of local government under an interlocal agreement that creates a jointly appointed board or similar means of joint governance. Distinguished from a library that contracts to serve other jurisdictions. Refer MCA 7-11-1101.

multitype library system: Cooperative system in which two or more types of libraries--academic, public, school, special, institutional--participate.

municipal library: See *city library*.

National Library Service (NLS) for the Blind and Physically Handicapped: Division of the Library of Congress, NLS offers free recorded and Braille-embossed books and magazines to individuals with visual and other physical conditions limiting use of regular printed materials. Montana State Library's Talking Book Library serves as a regional library for Montana.

network: Structured arrangement for connecting devices such as computer terminals or libraries for the purpose of communications, information exchange or cooperative services. A network can be local, regional, national or international.

NRIS (Natural Resource Information System): Division of Montana State Library, NRIS was established in 1985 to identify and acquire Montana's natural resource information and to provide a clearinghouse for this information.

objective: Measurable result to be achieved in a specific time period, used in library planning; for example, to increase the circulation of large print books by 25 percent during the next year.

OCLC (Online Computer Library Center): Nonprofit library service and research organization located in Dublin, Ohio, used by libraries to catalog library materials, arrange interlibrary loans and maintain location information on library materials. In Montana, many libraries of all types use the OCLC bibliographic database for cataloging, interlibrary loan and reference. See also *WorldCat*.

online search: Literature search of databases through a computer, usually performed by an online searcher as part of a reference service.

OPAC (Online Public Access Catalog): Automated catalog providing patron access through computers. See also *PAC*.

output measures: Measurements that reflect the results or outcomes that measure a library's performance. Examples of useful output measures for public libraries include title fill rate, subject fill rate, turnover rate, document delivery rate, in-library use, circulation, number of visitors, etc.

outreach programs: Programs provided by a library to people who are unable to use the library directly because of geographical, physical, mental or legal restrictions. Examples include service to nursing homes and institutions, bookmobile services, books-by-mail to the geographically remote and service to the homebound.

PAC (Public Access Catalog): User-friendly computer terminal that permits patron access to an automated library catalog. See also *OPAC*.

paraprofessional staff: Library employees without professional certification or entrance level educational requirements but who are assigned supportive responsibilities at a high level and who commonly perform their duties with some supervision by a professional staff member.

Passport: Online interlibrary loan software from OCLC used by Montana libraries to select and borrow materials from other libraries and to process interlibrary loan requests directed to their libraries.

performance appraisal: Process of evaluating the performance and behavior of employees individually in their positions to assess training needs and determine eligibility for retention, salary adjustments and promotion.

periodical: Type of serial publication that is issued regularly, each issue of which is numbered and dated consecutively and contains separate stories, articles and other writings.

PLA (Public Library Association): Division of the American Library Association.

PNLA (Pacific Northwest Library Association): Seven-member regional library association promoting regional library activities and cooperation among five states including Montana, and two Canadian provinces.

policy: Written statement passed by formal motion of the board of trustees which gives

general guidelines for making decisions in the administration of the library.

processing: Process for preparing books and other materials for use by the public; may include cataloging, preparation of cards, attaching book pockets and protective covers, etc.

professional staff: Persons whose regular assignment requires either a college degree or experience of such kind and amount as to provide a comparable background.

public library: Any library that provides general library services to all persons in a given community, district, or region, and is supported mainly by local taxes. Refer MCA 22-1-301.

reference collection: Collection of books and other materials used for supplying authoritative information on identifying sources; kept together for convenience in providing information service and generally not allowed to circulate. Reference materials include abstracts, almanacs, bibliographies, dictionaries, directories, encyclopedias, indexes, statistical compendia, union catalogs, yearbooks, etc.

resource sharing: Cooperative arrangement among libraries to make available the resources of a library for use by the patrons of another library, usually through interlibrary loan or reciprocal borrowing. See also *ILL*.

retrospective conversion: Conversion of information from traditional card catalog cards to an electronic format. "Recon" is most often undertaken in preparing for installation of a local automated system or for a cooperative resource-sharing project.

RFP (request for proposal): Document issued to advertise for vendor proposals, equipment and software. Usually the RFP contains detailed specifications of the goods or services wanted.

school library: Library in an elementary, secondary or combined public school where a collection consisting of a full range of media, associated equipment and services from the school library staff are accessible to students, teachers and staff.

school/public library: Library serving as both a school media center and public library which is governed, funded and operated by one or more legally constituted administrative jurisdictions. School/public libraries are created by an interlocal

agreement signed by two legal jurisdictions.

selection: Process of choosing the books and other materials to be purchased by a library.

serial: Any publication (periodicals, newspapers, annuals, journals, transactions of societies, numbered monographic series, etc.) issued in successive parts and bearing numerical or chronological descriptions.

service area population: Number of people in the geographical area for which a public library has been established to offer services and from which the library derives income, plus any areas served under contract.

shelflist: Type of catalog or inventory of items as they appear on the library shelf, that is, by classification number.

special library: Library which serves a special purpose or clientele and is maintained by an association, government service, research institution, learned society, museum, business firm, industrial enterprise or other organized group. The greater part of a special library collection is limited to materials concerning a specified field or subject.

staff development: Sustained effort to improve the overall effectiveness of personnel in the performance of their duties. See also *CE*.
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standards for libraries: Guidelines or criteria developed at state and national levels requiring certain minimal standards deemed essential for proper operations of libraries. Montana Public Library Standards are approved and enforced by the Montana State Library Commission.

talking book: Book that has been recorded on record or tape for use by visually and physically impaired individuals.

TBL (Talking Book Library): Department of Montana State Library that provides free equipment and materials to Montana citizens who are visually or physically impaired. TBL is funded by LSTA funds. TBL materials are provided by the Library of Congress or are recorded by TBL volunteer readers.

technical services: All activities related to

obtaining, organizing and processing library items, and maintaining them with repairs and renovation.

union catalog: Central catalog listing of library materials located in various libraries with individual library holdings indicated. The catalog may exist in a variety of formats.

web or www (World Wide Web): One part of the Internet in which information is presented as text, graphics and multimedia. The user accesses and views a web page with a web browser such as Internet Explorer or Netscape Navigator. The user can navigate around a web page and /or view additional information on other web pages by clicking on text or graphics known as hyperlinks.

weeding: Part of collection management that selects library materials to be discarded or transferred to storage, based on standards of use, currency, condition and community needs.

Wired-MT: Electronic mail list used by Montana librarians to share information by posting e-mail messages that are automatically distributed to participating libraries statewide.

WLN (Western Library Network): Nonprofit corporation that was located in Lacey, Washington, and served over 600 libraries in the Pacific Northwest until 1999, when it merged with OCLC. WLN is currently officially known as the OCLC Western Service Center.

WorldCat: OCLC's web-based database of over 44 million bibliographic records that subscribing libraries can use for cataloging, reference, and resource sharing.

Z39.50: Standards protocol, which gives library users easy access to another library's automated system. The benefits of Z39.50 are that the interface is controlled by the user's system. Familiar search strategies and cursor commands are available, and the computer, rather than the user, translates between local and remote machines.

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