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## An Administrative Plan for Extension Library Service in Utah

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AN ADMINISTRATIVE PLAN FOR EXTENSION

LIBRARY SERVICE IN UTAH

by

Dana Andrew Samples

A report submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF EDUCATION

in

Instructional Media

Plan B

Approved:

UTAH STATE UNIVERSITY  
Logan, Utah

1975

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## INTRODUCTION

A free society that is information oriented and technologically complex requires a well informed, highly educated citizenry. The constant growth of knowledge further means that this educative process be a continuous, life-long endeavor. No longer can education be thought of as an entry point; instead, it must represent a constant evolutionary process throughout life.

A few universities long ago recognized the off campus extension of higher education as a legitimate public service responsibility. New York in 1891 and Wisconsin in 1906 made provision for extending the scope of the university to embrace a full range of adult educational needs and interests. Other states and universities acquiesced, especially in the educational boom years after 1945.

This extension service has covered a wide range of activities, but the core of nearly all programs has been academic courses given in locations remote from the university. The general assumption has been that all such class work should be equal in quality to that on campus. If this is a valid assumption, then extension activities must have adequate library support.

A necessary part of any university is the library. It is a resource center for educational programs and makes quality education possible. Undeniably, it is a fundamental part of the academic community. Therefore, it is imperative that extension course work receive optimum library support.

The nature of extension activity makes this support difficult. Generally, courses are taught in rented quarters or in high schools in areas far from the central campus. Under such circumstances providing books and materials and setting up adequate facilities staffed by trained personnel becomes a formidable task.

Compounding resource support problems is that of administrative support. Despite the recognized value of the library as a resource center and the assumption that extension education should be academically sound, little thought has been given to providing adequate library support activities. In March, 1969, the Utah Legislature passed Senate Bill 14. The bill provided for the establishment of continuing education centers at Roosevelt and Moab to be administered and operated by Utah State University. Significantly, no provision was made for providing the necessary library support.

#### Statement of problem

Since passage of the bill, Utah State University's Merrill Library has provided library support to the extension centers without benefit of a formal administrative plan. The problem, then, is to devise an administrative plan that effectively maximizes library support for the extension education centers. The problem lends itself to a number of considerations. First, what procedures are required to provide competent public services including reference support? Second, what methods can be developed for efficient acquisitions, cataloging, processing, and other technical services? Third, what constitutes an adequate facility for providing library

support? Finally, what type of administrative infrastructure is needed to efficiently coordinate programs and services?

#### Procedures

The procedures for examining this problem involved reviewing the literature pertinent to extension library service and inspecting the present library support program. The result is an administrative plan designed to effectively utilize the resources of Utah's extension centers in cooperation with the major collection held by the Merrill Library.

## LITERATURE SEARCH

In the last 40 years much has been published on university extension education, but little specifically on extension library administration. Focusing upon this deficiency, Erickson points out that between 1929 and 1962 The Education Index lists only two articles on extension library services. "One is an insignificant two-page description of a local situation in 1930 and the other a report of a joint committee of the National University Extension Association and the American Library Association."<sup>1</sup> This second article appeared in 1931.

Since 1960 extension library problems have not gone unnoticed. In testimony before the U. S. House of Representatives Committee on Education and Labor in 1960, Germaine Krettek called for federal support of extension library services. She maintained that extension libraries need sufficient funds to make available all instructional materials necessary for an extension program. Further, she advocated university libraries should be responsible for building and maintaining extension library collections as well as providing general library services.<sup>2</sup>

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<sup>1</sup>E. W. Erickson, "Library Service for Extension Students," ALA Bulletin, LVI (September, 1962), p. 739.

<sup>2</sup>U.S., Congress, House, Committee on Education and Labor, Program of General University Extension Education, Hearings, before the Subcommittee on Special Education of the Committee on Education and Labor, House of Representatives, on H.R. 357, H.R. 6208, H.R. 7289, H.R. 7381, and H.R. 8101, 86th Cong., 1st and 2nd sess., 1959-1960, p. 99.



In 1961 the Association for Field Services in Teacher Education issued a statement supporting the principle that library services and materials for off-campus courses should be comparable to those available on campus.<sup>3</sup> Responding to this statement, Erickson, in a paper read before the association, called for a responsible program of library support. His plan included an integrated collection in the university library drawn upon by the extension centers in close cooperation with the university library.<sup>4</sup>

McComb further delineated the problem in 1964. He submitted that extension center libraries need professional staff, adequate space, coordination of course requirements with the library collection, a basic reference collection, and consideration of instructor as well as student needs.<sup>5</sup>

Hamlin in 1965 further detailed the requirements for extension libraries. In considering centers with full time programs, he advocated a permanent staff and facility, an extension library supervisor, rapid movement of books and materials between the campus

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<sup>3</sup>Erickson, "Library Service," p. 739.

<sup>4</sup>Ibid., p. 743.

<sup>5</sup>Ralph W. McComb, "The Problems of Extension Centers," Drexel Library Quarterly, II (July, 1966), p. 222-223.

library and extension centers, and the budgeting of 2% of all extension funds for books, periodicals and binding.<sup>6</sup>

Also in 1965 Shields found that most extension departments regarded the on-campus library as the best means of securing adequate library support, but there was little agreement as to the administrative procedure best suited to library support.<sup>7</sup>

Henstrom's research the following year further corroborates the growing concern over library service. He found that extension centers felt a real need for library service and met this need in a variety of ways. These solutions included reliance upon parent institution libraries, circulating libraries, local community libraries, local school libraries, and their own libraries.<sup>8</sup>

The rising concern culminated in 1967 with the American Library Association's issuance of guidelines for library service to extension education. The guidelines emphasized six points:

1. Library services for extension purposes should be financed on a regular basis.

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<sup>6</sup>U.S. Congress, Senate, Committee on Labor and Public Welfare, Higher Education Act of 1965, Hearings, before the Subcommittee on Education of the Committee on Labor and Public Welfare, Senate, on S. 600, 89th Cong., 1st sess., 1965, p. 1498.

<sup>7</sup>Reed Livingston Shields, "Administrative Procedures to Graduate Education Through University Extension" (unpublished Ph.D. dissertation, Brigham Young University, 1965), p. 54.

<sup>8</sup>Richard Henry Henstrom, "Scope and Characteristics of University Off-campus Centers in the United States" (unpublished Ph.D. dissertation, Brigham Young University, 1966), p. 102.

2. A professional librarian should be given the specific responsibility for handling library materials and services for extension classes.
3. Before approving the teaching of a course off-campus, the appropriate officer in the extension division, the instructor, and the librarian in charge of library materials and services for extension should consider jointly what the library needs are for the course and the extent to which these can be supplied locally or through the university library.
4. Special attention should be given to the availability of library resources taught at the graduate level.
5. The use of the university library should be encouraged and, where feasible, required.
6. Essential journal materials and indexes should be provided despite the understandable problems involved in making them available.

During its 1969 session, the Utah Legislature passed and Governor Rampton signed Senate Bill 14, establishing extension education centers in Moab and the Roosevelt area. This law duly became Chapter 46 of the Utah Code. Section 53-46-1 of this chapter delegated administrative and operative authority to Utah State University. Further, Section 53-46-2 declared: "courses offered at the area education centers shall be comparable to courses offered in any accredited institution of higher education and shall be academic in nature."<sup>10</sup> In order to implement this clause, Dick L. Chappell submitted in 1969, a proposal for providing library services to these centers.

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<sup>9</sup>"Guidelines for Library Services to Extension Students," ALA Bulletin, LXI (January, 1967, p. 52-53.

<sup>10</sup>Utah, Area Education Centers, Laws of the State of Utah (1969) Chapter 46.

Based primarily on the American Library Association guidelines, the proposal called upon the Merrill Library to provide general reference materials, a direct communication line between the library and the centers, full Merrill library privileges for center students, complete reference service, and computer produced bibliographies and abstracts.<sup>11</sup>

Summarily, little is to be found in the literature prior to 1960. Since then, library support of extension programs has received increased scrutiny. The main thrust has been in the area of constructing a rationale for the provision of library services and defining the scope of those services. There is general agreement that extension students deserve library service equivalent to that on campus, and the American Library Association's guidelines indicate a consensus of opinion on the services to be provided. However, specific examples of implementation are generally lacking.

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<sup>11</sup>Dick L. Chappell, "Networks for Knowledge," Logan, Utah, 1969, pp. 6-7. (Mimeographed)

## THE PRESENT EXTENSION LIBRARY SYSTEM

At present no written administrative plan exists to govern library service to the extension centers. The Uintah Basin Center for Continuing Education operates two libraries, one in Roosevelt and the other in Vernal. Both collections are housed in high school libraries and administered by the high school librarians. The extension collections have separate card catalogs, and all books are clearly marked with an extension stamp; however, all materials are circulated using the established procedures of the high school libraries.

The Southeastern Utah Center for Continuing Education in Moab does not presently have an extension library collection, though plans have been formulated to begin one, housing it in the local Grand High School library. At present Moab extension students must rely upon the high school media center, the new city library, materials the instructor brings with him, or requests submitted to the Merrill Library.

Utah State University's Merrill Library is providing support to the extension center. A library staff member has been designated extension librarian and delegated the responsibility of supervising and coordinating the program. However, the extension librarian has other duties as well and cannot devote full time to developing a comprehensive program. He has served mainly in an advisory capacity, concentrating on evaluation and selection of materials. The extension librarian is directly responsible to both the Associate Director of

the Merrill Library and Learning Resources Program and the Utah State University Associate Director for Extension and Continuing Education.

A concerted effort is being made to develop a representative collection and an efficient library program. However, several constraints are limiting this effort. Space is a major limitation. Most collection development in the Uintah Basin has centered on Roosevelt's Union High School media center. Because this facility is nearly filled to capacity, further development must be highly selective. The Uintah High School media center still has room for development, but it too will soon face restrictive limitations. The high school media center in Moab already faces space limitations and building an adequate college level collection will be difficult.

The absence of a written selection policy makes collection development arduous. Most selection has been accomplished through center requests for titles and by the extension librarian's judgment of what constitutes a basic collection. No comprehensive written evaluation has been undertaken to determine the scope of the high school collections and how they might compliment rather than duplicate the extension collection.

Instructors have been encouraged to coordinate the library needs of their courses with the available library services, but no specific requirement exists for advance instructional planning. As a consequence not all instructors discuss the library needs of their courses in advance with the extension division, the extension librarian, or the local librarians. The result is that many courses

receive poor library support, and many students receive little encouragement in the use of the library.

The extension centers utilize the Merrill Library's acquisitions and technical processing services extensively. The extension librarian submits book orders to the acquisitions department for routine handling, and incoming books are cataloged, classified, and stamped by the library staff. New books are usually batch shipped to the centers by scheduled university charter flights, although other means, such as automobile, have been used when convenient. There has been some complaint from the centers about the lag time between the ordering and receipt of books.

The Merrill Library Audio-Visual Services Department has cooperated extensively with the extension centers. Some films, because of heavy campus use, have been placed off-limits to the centers, but generally the centers have unlimited access to the film collection at no charge for classroom use. Audio-visual hardware has also been made available to the centers. Instructors may check out materials and equipment over-the-counter and transport it to the centers themselves, or request such items be sent to the centers. The department processes individual requests and mails the material to the center; hardware items are not mailed but hand-carried to the center via scheduled university charters. A constant problem has been lead time. Very often an instructor will not make a request far enough in advance to allow processing and transportation of the material to the center by the requested date. The Merrill Library

provides both inter-library loan and reference services to the extension centers. Either the local librarian or the student may call the Merrill Library reference desk for service. Reference and inter-library loan including photocopying services are provided without charge. Impeding such service has been the student's and the librarian's lack of knowledge of what materials are available from the Merrill Library. The centers have no direct access to the library card catalog, and copies of the serials catalogs of Utah State University, the University of Utah, and Brigham Young University are not presently available. Thus reference interviews may be unnecessarily prolonged, and requests for materials uncommonly vague.

An attempt is being made to provide the extension centers with professional library service, but the lack of a comprehensive administrative plan has impeded the attempt. Without administrative guidelines, evaluation, selection, collection development, technical processing, and reference services can only proceed in a haphazard fashion. The most efficient use of resources and the professional support of extension education require clear-cut procedures for directing programs and solving problems.



## ADMINISTRATIVE PLAN

The extension librarian

To equalize service for all centers, the extension library program will be administered by Utah State University's Merrill Library pursuant to Chapter 46 of the Utah Code. The staff position of extension librarian shall be created and filled by the library's assistant administrator following current library staffing policy.

The responsibilities of the position will include the

1. formulation of general guidelines,
2. establishment of basic policies and procedures,
3. day-to-day administration of the system.

As an administrative level position the extension librarian's salary should be comparable with that of other equivalent positions in the library.

The extension librarian will coordinate his work with the Associate Director of Extension and Continuing Education but will be directly responsible to the assistant library administrator, his superior, for administrative decisions. Policy changes and non-routine procedural matters will be laid before the assistant administrator for final disposition. However, because funding for the extension library program originates in the Extension and Continuing Education budget, the extension librarian will be fiscally responsible to the associate extension director. A yearly as well as

quarterly progress reports will be submitted for approval to both the assistant library administrator and the assistant extension director.

The extension librarian will supervise the extension center library service program. He will evaluate the present program in order to assess strengths and weaknesses, and establish uniform selection, acquisition, cataloging, and classification procedures. Furthermore, it will be his responsibility to standardize and coordinate interlibrary loan, reference service, and related service functions.

Until such time as the extension centers gain their own library facilities, they will rely upon the local media centers for space. The extension librarian will act as a liaison with the local librarians in order to integrate the two collections in each center while maintaining the integrity of the extension collection. Since they are not within his administrative jurisdiction, the extension librarian will not have any control over specific media center procedures other than those specifically covering the extension collection. His influence will only be directly proportional to his powers of persuasion; however, should the need arise for extended service beyond the normal hours of the local media center, the extension librarian will have the authority upon approval of the associate extension director and the local school district authorities to hire with adequate remuneration the services of the local media center librarian for keeping the center open after school hours.

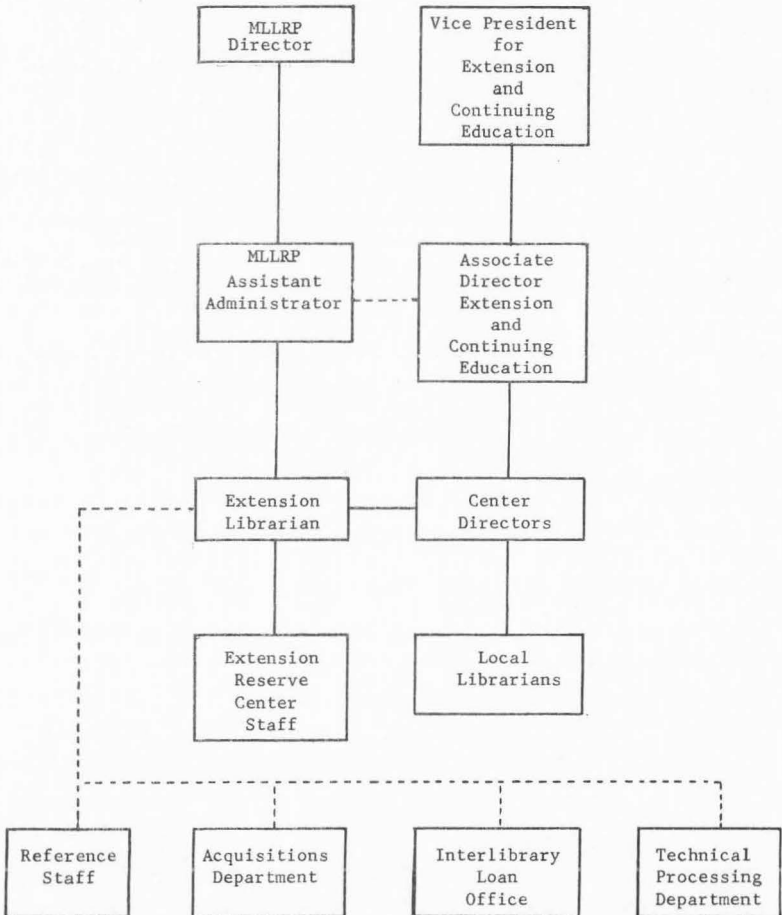


Chart 1. Proposed extension library administrative infrastructure

### Selection policy

A necessary adjunct to collection building is a firm selection policy. The extension librarian will be responsible for a written selection policy endorsing the American Library Association's Library Bill of Rights and Freedom to Read statements. The policy will reflect a balance between the mores of the community and the need to present all sides of controversial issues.

The extension librarian will be primarily responsible for book selection. However, faculty and students should also participate in the process. Requests from students and instructors will be submitted to the extension librarian for approval. Evaluation of all requests will be accomplished using the book selection policy and weighed against the needs of the program, the composition of the collection, popular demand, and the adjudged authoritativeness and effectiveness of the requested item. This procedure will eliminate accidental duplication of titles, avoid expenditures for unnecessary items, and maintain the highest standards of quality for the collection. Further, such a policy will insure maximum utility of library funds.

To make effective selection decisions, the extension librarian needs to know what is available in each library both in the extension collections and in the collections with which they are housed. Such knowledge will simplify selection and lessen the chance of duplication. Access to each media center's card catalog is the immediate need, and can be obtained by using the Merrill Library's self-developing, portable microfilm camera to film each card catalog. The camera

requires little technical skill upon the part of the handlers; the task could be accomplished in a matter of a few days. The cost would be approximately \$275.00 for the entire project. This figure represents 32 man-hours of labor at \$3.00 per hour, four days of work at a per diem rate of \$19.50, and 20 rolls of film at \$5.00 per roll.

The resultant microfiche copies of the catalogs would provide the extension librarian with instant knowledge of the scope of each collection. Furthermore, at yearly intervals these catalogs could be refilmed to bring them up to date. Refilming would not be expensive due to the smallness of the catalogs and would provide currency and continuity with a minimum of effort.

#### Extension reserve area

To insure unlimited educational opportunity, extension centers must provide access to a full range of library materials and services. Of primary importance is a basic collection designed to provide support for all course work. Such a collection must be broad enough to meet not only present center requirements but also future ones as well. Moreover, the collection must be flexible to meet unforeseen demands.

Great emphasis must be placed on the discriminate selection of a basic library collection. Quality not quantity must be emphasized. A coordinated effort must be made to evaluate the present collection in the Uintah Basin and to develop a representative collection for the Moab center based upon the selection policy. In concert with center directors and the local librarians, the extension librarian will conduct a needs assessment of each center, then evaluate the present

collections in terms of meeting those needs, pinpoint deficiencies and prepare a report summarizing his findings and conclusions. The report, transmitted to the center directors as well as to the assistant library administrator and the assistant director of extension, will suggest the best means of utilizing budgeted library appropriations and will include a budget projection for the next fiscal year. Such a report shall become a yearly requirement, representing an annual report of the extension library collection and a funding request for the following fiscal year. The report will be submitted on or about June first of each year.

Presently, the collection development is impeded by limited facilities in both Moab and the Uintah Basin. Neither operation possesses its own library facility but must rely upon local school media centers for space. Except in Vernal this space is not adequate for more than a basic collection. While Vernal does possess some room for expansion, Roosevelt has received the bulk of library materials because of its central location.

In order to minimize the effect of limited facilities, the centers must rely upon the Merrill Library. Both centers should use their present space to build a reference collection that meets basic needs. The acquisition of microforms rather than hard copy materials will in some cases ease space restrictions, but further collection demands will be met best through a pool arrangement with the Merrill Library. The extension librarian will, with the assistant library administrator's approval, prepare a proposal for presentation to the

library director requesting that the library provide a limited access, special area to serve as an extension reserve center. Room 202 on the second floor of the Merrill Library possesses limited access capabilities and would require little modification to serve both as such a reserve center and as the extension librarian's office. While the library would furnish the space, it would be the extension department's responsibility to sustain the cost of furnishing and staffing the area. Utilizing part-time employees drawn preferably from the pool of graduate students in the adjacent instructional media department, staffing costs would be approximately \$2,000.00 per year based on a \$2.00 per hour minimum wage and a 20 hour work week.

Initial and continuing costs of such a designated area would be more than offset by the important functions it would provide. Materials necessary for an adequate collection, but not heavily used or only sporadically used, would be housed here. Books not in the extension collection but in the Merrill Library and needed by an instructor for a class would be transferred to this collection upon the extension librarian's approval using routine reserve procedure and forms. The book would be removed from the shelf and placed in the extension reserve collection while cards indicating the new location would be inserted both in the center's reserve catalog and in the library's reserve catalog on the first floor. As the materials are needed, they would be flown to the requesting center and returned to the Merrill Library at the end of the term or sooner if they are no longer needed. Those books an instructor needs for a class on campus as well as at

the extension center would require that the extension librarian authorize the purchase of additional copies to be placed in the extension reserve section. Those not purchasable must be shared and it would be the instructor's responsibility to insure that an equitable arrangement was made.

Pooling materials in a central reserve area would eliminate much duplication and give individual centers access to a larger, more diverse collection. Not only would the centers have their own collections and the Merrill Library's to draw upon, but they could also rapidly draw upon each other's resources. For instance, if the Moab Center needed a book available only at the Uintah Basin extension library in Vernal, then the reserve center would make the arrangements for the transfer from Vernal to Moab. The procedure would involve the center submitting a request to the reserve center which would request that the other center forward the book. Upon receipt of the book, the reserve center will insert a card in the reserve catalog indicating the book's new location and forward the book to the requesting center for a period not to exceed one term.

#### Transmittal of materials

Rapid and timely disbursement of books and materials from the reserve center is crucial. In order to surmount the constraint of distance, all items will be flown to the centers aboard the chartered university flights. Such a procedure will require the reserve center to call the extension center to notify them of the shipment in order that they might have some one meet the flight, and the reserve center



boxing the material and arranging either with the extension division or with an instructor making the flight to have the material taken to the airport.

#### Technical processing of materials

The processing of materials will be accomplished through the Merrill Library's technical processing department. Using standard Merrill Library procedure, materials will be ordered, received, cataloged, classified, marked with the proper center designation, and provided with full sets of catalog cards. Each of the centers will receive a set of cards for books in its collection as well as a set for books in the central reserve collection. If a book is needed sooner than it could be provided by using the system, then the extension librarian may purchase the book from a local dealer or from some other equally quick outlet and then input the book into the system for completion of processing or send it to the center where the local librarian will process it.

While centralized processing involves a time lag, it possesses certain offsetting advantages. A uniform system of cataloging is achieved. Task duplication among libraries is avoided. Further, the local librarians will not be faced with the added burden of processing books not actually part of their collection. Neither will centers have to bear the burden of funding for technical processing. Also the Merrill Library book history can then be used for inventory purposes. Thus a centralized service represents an economical means of assuring a uniform procedure for all centers.

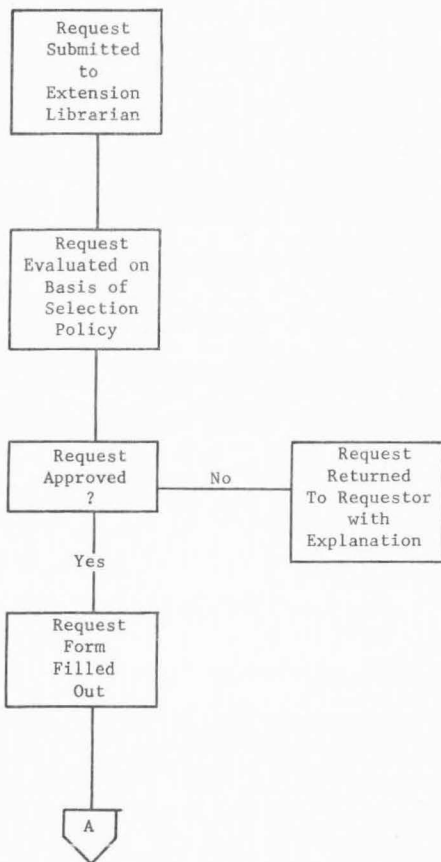


Chart 2. Technical processing of materials

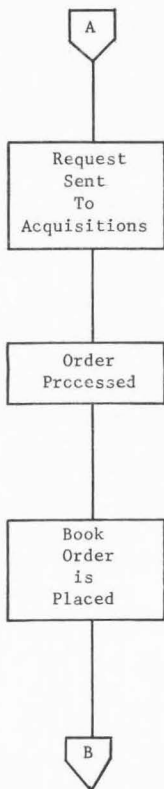


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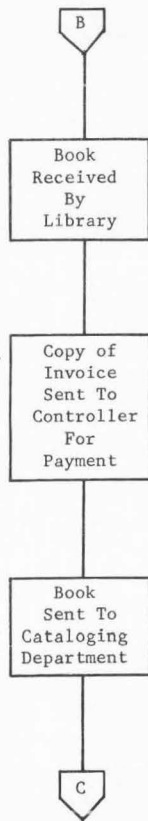


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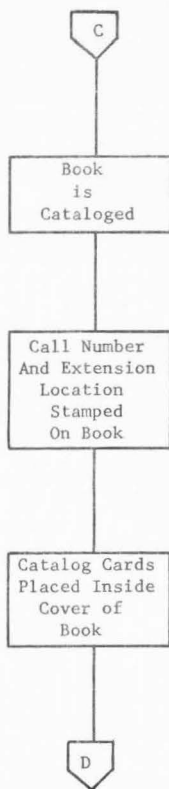


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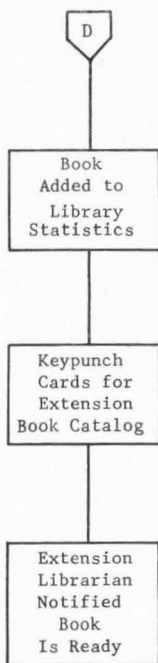


Chart 2. Continued.

### Service to instructors

The extension libraries must provide for the special library needs of courses. The extension librarian will obtain from the extension department a list of courses and instructors for the following term as soon as possible. The librarian will arrange to meet with new instructors to determine the library needs of their courses. During the course of the meeting, the librarian will acquaint the instructor with materials available at the center and in the reserve collection. If other materials are needed, the librarian will initiate the reserve procedure for transferring the items from the Merrill Library's open stacks to the reserve area. He will also authorize the purchase of materials, provided they are consistent with the selection policy. Non-print requirements, too, must be stated in order to assure their proper scheduling at the appropriate time.

Those items in the extension reserve center designated for use at a center shall remain there until notification is received that the prospective course will, indeed, be taught. Materials will be flown out as soon as possible on a university charter. If a course will not be taught during the term, loaned materials will be returned to the Merrill Library stacks, and all other items retained in the reserve collection.

### Service to students

To insure maximum library service, every effort will be made to place all resources of the Merrill Library at the disposal of the extension centers. The interlibrary loan system is the best method

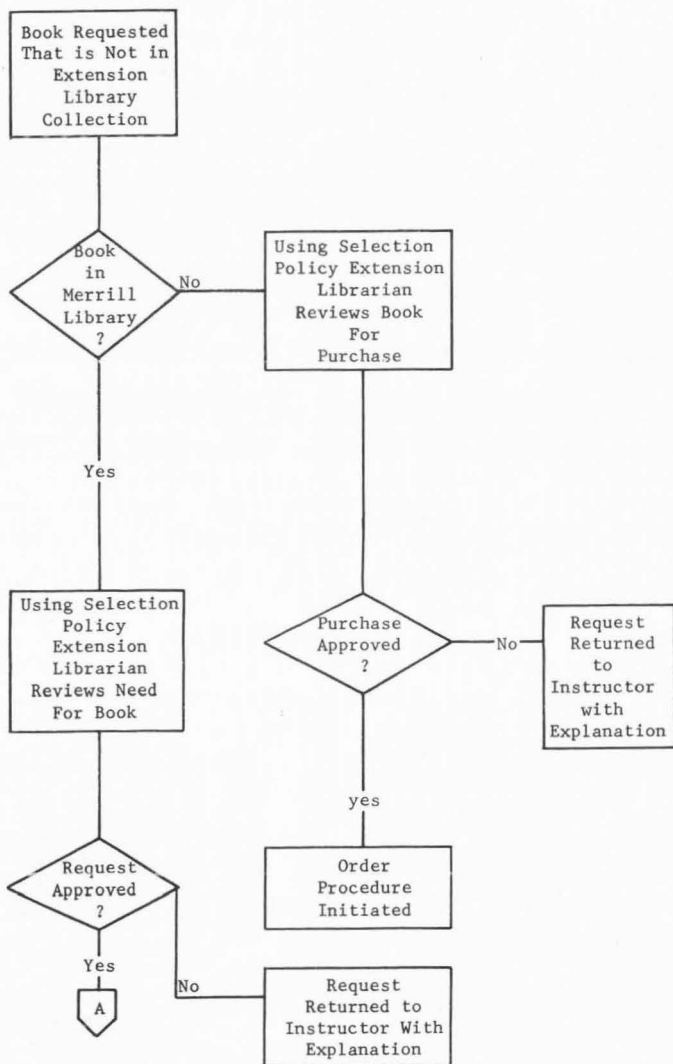


Chart 3. Proposed extension reserve procedure



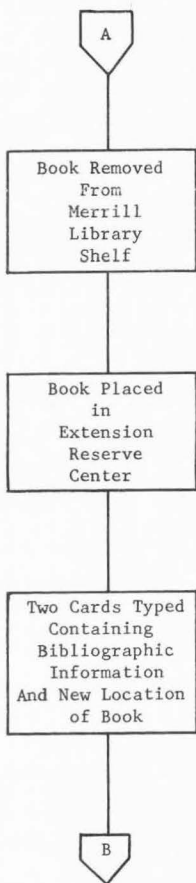


Chart 3. Continued

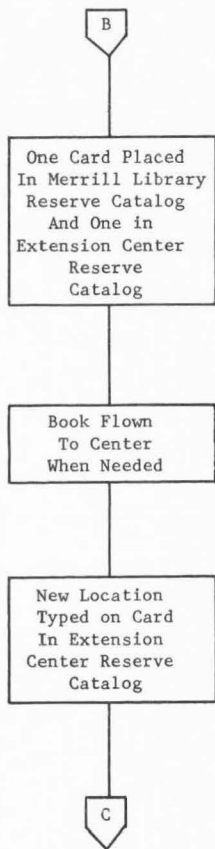


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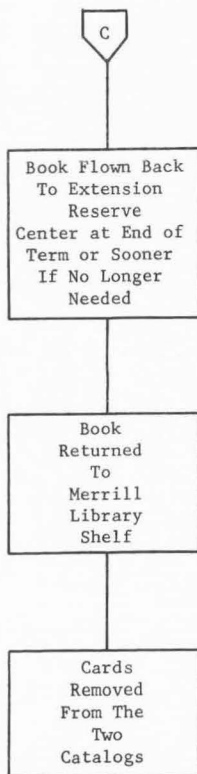


Chart 3. Continued

for accomplishing this goal. To implement the system the extension centers will be included within the range of the Merrill Library inter-library loan system. Extension students will use the same request forms used on campus, and such requests will be routinely processed. Requests will be submitted to the local librarian who will verify the request and transmit it by phone or mail to the Merrill Library Inter-library Loan Office. If the material is available in the library, it will be processed and sent to the extension reserve center. If it is not, then the material will be obtained from another library through routine channels, and upon receipt will be sent to the extension reserve center for distribution to the local center and thus to the student.

Interlibrary loan is also the best means of maximizing access to the widest range of periodicals. Beyond those listed in the Reader's Guide to Periodical Literature and possessed by the centers on microfilm or in hard copy, the Merrill Library must serve as the primary source of periodicals. For this purpose the latest issues of the serials catalogs of Utah State University, Brigham Young University, and the University of Utah will be placed in each center. With these aids students can make requests for photocopies of articles, and such requests will be handled in the same manner as the other interlibrary loans.

### Reference assistance

A final service essential to full library service is reference assistance. It will be the responsibility of the Merrill Library to handle reference inquiries that the local centers cannot, and a WATS line between the library and the centers will be maintained for this purpose. If the local librarian cannot adequately answer a student's query, then the student will be allowed to contact the Merrill Library reference desk. The reference staff will conduct the standard interview, delimit the problem, select possible solutions, and either return the requestor's call or provide a printed answer through interlibrary loan channels. Such service, while adding to the workload of the reference staff, is necessary if the extension centers hope to offer complete, professional library support for its academic programs.

### Reporting

Gauging the success of the extension library program requires the keeping of statistics and a compilation of them in periodic reports. The cooperation of the local librarians in the Uintah Basin and Moab as well as the Merrill Library staff will be necessary in statistics keeping. Rather than creating additional paperwork through the generation of new forms, statistical records will be kept using present methods.

The local media center librarians will be asked to maintain circulation records of extension library books in the same manner that they keep records of school circulation. All that will be required is

an annotation on the circulation form that the book is part of the extension collection. When the librarians total their circulation figures, extension figures will be totaled separately and transmitted to the extension librarian for inclusion in the quarterly and annual reports.

Most extension statistics will be generated within the various areas of the Merrill Library. Again, cooperation from staff members is vital. The extension reserve area will maintain a list of its books using the Merrill Library reserve list form, total the number of books on the list, and submit this figure quarterly to the extension librarian.

The interlibrary loan office will maintain extension usage figures by printing "ext." in the department block of the "ILL Borrowing Statistics" form each time an extension request is processed. This number will be totaled separately at the same time the other monthly figures are totaled and will be submitted to the extension librarian.

Utilizing the Merrill Library Technical Services Department for processing makes the keeping track of expenditures a relatively easy task. The extension librarian need only ask for a copy of the computerized book history to discover expenditure totals.

It will be the extension librarian's responsibility to gather these various statistics and generate from them a series of quarterly reports as well as a single annual report. Submitted both to the Merrill Library Associate Director and the Associate Director for Extension and Continuing Education, these reports will include

statistics on circulation of extension materials, utilization of the extension reserve area, interlibrary loan usage, and the expenditures for materials.

The annual report will, in addition, include a budget projection for the next fiscal year based on these figures. Overall, these reports will serve as a means of evaluating extension library services.

## SUMMARY

Currently, the Merrill Library is providing active library service to extension libraries in Roosevelt and Vernal. Selection and evaluation, technical processing, reference service, interlibrary loan, and media support are being provided. Until such time as Moab obtains a facility, only rudimentary support built around interlibrary loan of materials is possible. All services to both areas are not based on an administrative plan.

A member of the Merrill Library staff has been designated the extension librarian, but because of other responsibilities cannot attend the duties of the job full time. His time has been mainly devoted to collection development.

The effort of building a collection in the Uintah Basin has been rendered more difficult because of a shortage of space in the Union and Uintah high schools. Furthermore, the selection process has been rendered more difficult by the lack of a selection policy. Most selection has been achieved either by instructor request or the extension librarian's own recommendations.

The Merrill Library has made its technical processing service available, and the centers have extensively relied upon this service. Book orders are submitted to the extension librarian for his approval. Those orders as well as ones originated by him are submitted to the acquisitions department and receive the same treatment as all other



orders. The centers are generally satisfied with this process, although excessive lag time between request and receipt has been a problem.

Both the audio-visual services department and the reference department have cooperated extensively with the centers. Both audio-visual hardware and software have been lent to the centers on the same basis as that of on campus users. Reference and interlibrary loan have been provided without charge. However, reference service is impeded by a lack of knowledge in the centers as to the extent of the Merrill Library collection.

An administrative plan would streamline and improve these services in a number of ways. A full time extension librarian, charged with the formulation of basic policies and procedures, would be able to fit all programs into a unified framework with a single set of objectives.

The constraint of limited facilities could be circumvented by the creation of an extension reserve area within the Merrill Library. Sporadically and little used materials could be stored here, releasing more space in the extension libraries for collection development. Moreover, the reserve center could serve as a pooling area eliminating costly and unneeded duplication while providing access to a larger and more diverse collection. Finally, the reserve center could serve as a staging area for the transfer of materials thus shortening lag time.

The creation and implementation of book selection policy making the extension librarian primarily responsible for selection would make

collection development more effective. A firm selection policy combined with professional evaluation techniques would eliminate unnecessary title duplication, maximize funding utility, and assure the highest standards of quality for the collection.

The efficient processing of materials could be obtained by continued reliance upon the Merrill Library Technical Processing Department. Central processing creates a uniform system of cataloging and simplifies processing procedures. Furthermore, local librarians are freed of the task, and no expenditures are thus required for local processing. Also the Merrill Library book history could be used as a means of inventory.

Library service to instructors could be improved through closer cooperation between the instructor and the extension librarian. By meeting with the instructors during the term prior to that during which the course will be taught, the extension librarian could assess the needs of the course and insure that the instructor has full library support.

Maximum library service for the student requires that the Merrill Library make every effort to place its total resources at the student's disposal. Reference and interlibrary loan services equivalent to that supplied on campus is a must.

Beyond salary estimates for the extension librarian and the staff of the extension reserve center and tentative figures for microfilming media center catalogs, budget considerations are beyond the scope of this plan. Until a needs assessment is conducted and a selection

policy is written, the extent of collection needs cannot be known. It should be the responsibility of the extension librarian to make a budget estimate that includes expenditures for salaries, physical facilities, print and non-print materials, supplies, and travel. To make a budget prognostication at this point would only serve to hinder the extension librarian's attempt to fully implement the plan.

This administrative plan differs from the present situation in several important respects. The most apparent is the creation of an extension reserve center within the Merrill Library to supplement and reinforce individual center collections. Writing a selection policy and microfilming center catalogs also represent positive advances towards achieving optimum service for students and faculty.

The real advantages of the administrative plan over the present situation lie in formalizing the duties and responsibilities of the extension librarian, defining specific policies and procedures, and standardizing reporting functions. These elements of the plan do not assure the success of the system but make possible a systematic operation. Full implementation will insure the possibility of maximum service to the student and instructor. It is a means of advancing the prospect of the extension student receiving an education equivalent to that of the on-campus student.

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