

# **“STRENGTHENING LIBRARY ASSOCIATIONS IN THE SOUTH CAUCASUS: A REGIONAL WORKSHOP”**

**TBILISI, GEORGIA  
MAY 5-8, 2001**

## **Organizers**

American Library Association  
Armenian Library Association  
Azerbaijan Library Development Association  
Association of Information Specialists (Georgia)

## **Sponsors**

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# WORKSHOP SUMMARY

The American Library Association (ALA) organized this three-day regional workshop “Strengthening Library Associations in the South Caucasus: A Regional Workshop”, to be held in Tbilisi, Georgia, May 5-8, 2001 in cooperation with the Armenian Library Association, the Azerbaijan Library Development Association, and the Association of Information Specialists (Georgia).

Built on the relationships initiated at the South Caucasian Regional Library Conferences held in 1998 and 1999, the workshop brings together 30 librarians and library policy makers (ten from each of the three countries) to work with a small contingent of U.S. colleagues well-versed in library and information issues. The U.S. librarians will lead discussions on the place of libraries in democracies and along with local presenters explore the critical role of libraries as information providers and how regional and national library associations can effectively advocate the importance of these institutions of knowledge.

The workshop will encourage and facilitate the continued cooperative efforts among the library associations in the South Caucasus region at this critical early stage of development. The workshop will increase the ability of the libraries and associations in the region to work together to promote the role of libraries in society in ensuring an informed citizenry. The workshop will assist local and national librarians in participating in regional efforts and will build a method of sustainability of regional and national efforts.

“Libraries: The Cornerstone of Democracy” is the theme of ALA President Nancy Kranich. A very important aspect of this year-long initiative is to help libraries in ‘emerging democracies’ fulfill their critical roles in developing free and informed citizens.

The following are the goals for the workshop:

- 1) Encourage and facilitate continued cooperation among the library associations in the South Caucasus
- 2) Assist the regional and national associations promote the role of libraries in society to ensure an informed citizenry
- 3) Develop a method of sustainability of the regional, national, and international cooperative efforts
- 4) Design a workshop model that can be used with library associations and libraries in other emerging democracies

# “Strengthening Library Associations in the South Caucasus: A Regional Workshop”

## AGENDA

5 May 2001

14:30- 16:30 Training For Facilitators

18:00-20:00 Opening Dinner

6 May 2001

8:45-9:00 Welcome and Introduction

9:00-9:35 U.S. Keynote Address  
*Nancy Kranich, President, ALA*

9:35-10:10 Georgian Keynote Address  
*Levan Berdzenishvili, National Librarian*  
*Besiki Stivilia, President, AIS*

10:10-10:40 Coffee Break

10:40-11:15 Armenian Keynote Address  
*Nerses Hayrapetyan, President, ALA*

11:15-11:50 Azerbaijan Keynote Address  
*Halil Ismaylov, President, AzLA*  
*Muzhgan Nazarova, Vice President, AzLA*

11:50-12:30 Facilitated Discussion on Keynotes  
*Nancy Bolt, Facilitator*

12:30-13:30 LUNCH

13:40-14:50 Strengthening Library Associations to Serve Members,  
Libraries and Society  
*Jordan Scepanski, Ann Symons, Sylva Manoogian*

14:50-15:15 Coffee Break

15:15-16:45 Facilitated Group Discussions on Strengthening

Library Associations  
*Muzhgan Nazarova, Satenik Avakian,*  
*Irina Chanturishvili, Facilitators*

16:45-17:15 Summary of Group Discussion

19:00-21:00 Dinner

## 7 May 2001

9:00-10:00 Key Elements of an Advocacy Campaign  
*Nancy Bolt*

10:00-10:30 Library Associations: The Importance of  
Advocacy and Sample Advocacy Initiatives  
(National Library Week, Library Legislative Day,  
Freedom of Information Day)  
*Nancy Kranich*

10:30-11:00 Coffee Break

11:00-12:00 Facilitated Group Discussion on  
Sample Advocacy Initiatives  
*U.S and Regional Facilitators*

12:00-1:00 Lunch

13:00-14:25 Working with Government and Policy Makers  
*Nancy Davenport*

14:25-14:50 Break

14:50-16:00 Facilitated Country Group Discussions  
on Possible Advocacy Activity  
*U.S and Regional Facilitators*

19:00-21:00 Dinner

## 8 May 2001

8:30-10:30 Country Reports on Chosen Advocacy Project and  
Discussion of Regional Activity  
*Ann Symons, Facilitator*

10:30-11:00 Coffee Break

11:00-12:00

Discussion of Follow-up Assistance From the  
American Library Association  
*Michael Dowling*

12:00-1:30

Farewell Lunch

# LIST OF PARTICIPANTS OF THE REGIONAL WORKSHOP

## US PARTICIPANTS

1. Nancy Kranich - ALA President; Associate Dean, New York University
2. Ann Symons - ALA past President; Library Consultant
3. Michael Dowling - ALA International Relations Director
4. Jordan Scepaniski - Chair, ALA International Relations Committee, Executive Director, Triangle Research Libraries Network
5. Nancy Bolt - Colorado State Librarian and Library Planning Consultant
6. Nancy Davenport - ALA Executive Board; Director of Acquisitions, Library of Congress
7. Sylva Natalie Manoogian - IRC Eurasia and Central Asia Subcommittee, Library Consultant

## PARTICIPANTS FROM AZERBAIJAN

1. Halil Ismaylov - President, AzLA; Dean, Library School, Baku State University
2. Muzhgan Nazarova - Workshop Facilitator; Vice-President, AzLA; PhD Candidate/Teaching Assistant, GSLIS UIUC
3. Melek Hajiyeva - Deputy Director, National Library
4. Lubov' Musiyenko - Library of the Institute of Cardiology
5. Tamila Ismixanova - Director, Scientific Educational Library System
6. Hicran Efendiyeva - Director, Scientific Technical Library
7. Emin Efendiyev - Director of Academy of Sciences Library
8. Rena Pirverdiyeva - Director, Republican Information Center for Science and Technology
9. Aliyusif Mamedov - Library School, Baku State University
10. Araz Mamedov - Director of a WorldBank project "Creating the Azerbaijani portal"

## PARTICIPANTS FROM ARMENIA

1. Nerses Hayrapetyan - President, Armenian Library Association; Deputy Director, National Library of Armenia
2. David Sargysian - Director, National Library of Armenia

3. Rafik Kazarayan - Deputy Director, National Library of Armenia
4. Satenik Avakian - Workshop Facilitator, Director of American University of Armenia Library
5. Rafik Harutunyan - Director, Republican Scientific-Technical Library
6. Karine Khachatryan - Deputy Director, Republican Scientific Medical Library
7. Yervand Chilingaryan - Academy of Sciences Fundamental Library
8. Hasmik Karapetyan - Director, Yerevan City Central Library
9. Fatma Khachatryan - head of Libraries, Ministry of Culture, Youth Affairs and Sports
10. Zhanna Gevorgyan - Director Marz Public Library, Kotayk Region

## **PARTICIPANTS FROM GEORGIA**

1. Besiki Stvilia - President, The Association of Information Specialists (AIS);  
Irina Chanturishvili - Workshop Facilitator; AIS; Information Specialist, IRC,  
Public Diplomacy Section, US Embassy in Georgia  
Nino Chkhenkeli - AIS; Information Specialist, IRC, Public Diplomacy Section,  
US Embassy in Georgia  
Medea Metreveli - AIS; Project TACIS - Georgian Economy Promotion Agency  
(GEPA)
2. Emzar Jgerenaia - Deputy Director, National Library of Georgia  
Teimaraz Chkhenkeli - Head of Department, National Library of Georgia  
Guram Takniasvili - Head of Department, National Library of Georgia
3. Gulnara Sturua - Director, Library of the Institute of Foreign Languages
4. Shota Apakidze - Director, Tbilisi State University Library  
Mzia Razmadze - Head of Department, Tbilisi State University Library
5. Malkhaz Zaalishvili - Director, Academy of Sciences Library  
Tina Imnaishvili - Head of Department, Academy of Sciences Library
6. Alexander Loria - Library Faculty of the Tbilisi Pedagogical University
7. Tsiala Patsatsia - Director, Central Library, Zugdidi
8. Gulnara Tsiklauri - Director, Scientific Universal Library, Kutaisi
9. Irakli Garibashvili - President, Library Association of Georgia
10. Nugzar Gogsadze - Director, Library of Science and Technology

# The U.S. Ambassador's Opening Remarks

Kenneth Spencer Yalowitz  
U.S. Ambassador in Georgia  
Tbilisi, Georgia  
May 6, 2001

I am very pleased to be here today to welcome the participants in this workshop.

Few subjects easily unite nations equally as the love of books. Even in this revolutionary era of information technology, the love of books is part of our heritage and the legacy left to us by our ancestors that must be preserved for future generations. Libraries are the keepers of this heritage.

It is my great pleasure to speak with you here today, especially as you represent three great ancient nations that have all contributed tremendously to the history of the book. Your ancestors often sacrificed their lives to save monastic books hidden in forests, caves, mountains, and sometimes even in graves, from foreign invaders. The dedication of present-day librarians who run libraries in the face of extreme economic hardships is a continuation of this dedicated service and love of knowledge. I believe that American science-fiction writer Ray Bradbury's terrible prediction of a future society deprived of books will never become reality thanks to you.

The American government is proud to support the development of networks among international librarians around the world. We offer many different programs to assist library and information specialists in your countries. I would like to highlight the work that has been done with our partner organizations in Georgia:

1) The U.S. Embassy's Democracy Commission Small Grants Program has funded the activity of the Georgian Association of Information Specialists, an organization established by Muskie program alumni. This Association offers continuing professional educational courses to Georgian library and information specialists.

2) In 2000, the American government allocated \$200,000 to support the development of Georgian libraries -- this money was used to implement a wide area computer network of Georgian libraries; translate American library standards into Georgian; establish a Library Security Policy; and enhance English language libraries in the regions of Georgia.

3) Last but not the least, we are very pleased to financially support several regional Caucasus conferences including this regional workshop, initiated by the American Library Association. I hope very much that you will all benefit from the next several days of discussions with one of the oldest American library associations.

Finally, I wish to encourage all three delegations to develop a productive working relationship with your governments to attract attention to libraries. All three governments are facing difficult problems with economic and civil reform; libraries are often not considered a top priority. You must continue to remind your leaders that no educational reforms and civic society growth can happen without good libraries.

Access to information is essential in a healthy, successful democracy. The First Lady of the United States, who is herself a librarian, recently called libraries the "Palaces of the People." I wish you all good luck in your Palaces – may your hard work and dedication be recognized and rewarded!

# LIBRARIES: Ensuring the Public's Right to Know in the Information Age

Presentation at the South Caucasus Regional Library Association Conference

by

Nancy Kranich

President, American Library Association

Tbilisi, Georgia

May 6, 2001

A decade ago, we were facing serious cuts and closings of libraries in the U.S. The New York Public Library hired a new director named Vartan Gregorian. And he said: "Just because we are public, in the public sector, doesn't mean we have to be ugly or poor!" Reporters would ask-aren't libraries closing? In response, ALA galvanized librarians and library users. We started a media/advocacy campaign.

Today, we have no excuse to be ugly or poor. We are proud of the progress of our libraries and all we have done together to make this happen, and all the library champions who have spoken out on our behalf. We have renovated central libraries in many cities, newly expanded academic libraries, exciting community programs, digital libraries, and free Internet access in almost every library in the country. Indeed, we are experiencing a renaissance in libraries throughout the United States.

But all is not well. We have many children as well as adults who cannot read. Citizens are participating less in our democracy. Voting is at the lowest levels ever, people are attending fewer political rallies, and volunteering for social causes less. Apathy is rampant. While the public has more access to information than ever before, they know less about their government, their representative, and issues of the day.

We must also keep in mind that....

- Many believe that everything is available on the Internet.
- All access to electronic information could be on a pay-per-view basis
- Almost all public access could be filtered if a new law takes affect next fall.

Thanks to the work of ALA and librarians throughout the country, none of these realities have happened yet.

When I'm interviewed by the media today, I'm asked "won't libraries be obsolete in the 21<sup>st</sup> century? Are we still going to need libraries?" You and I know that we will not only need libraries, but they are more essential than ever to ensuring our information rights in the information age.

America's libraries, at the heart of every community, stand in defense of freedom. Benjamin Franklin founded the first lending library even before he helped found the new republic. Franklin, James Madison and Thomas Jefferson were among the nation's founders who believed that a free society must insure the preservation and provision of accessible knowledge for all its citizens. When they turned their attention to designing a government capable of preserving freedom for the citizenry, they

looked to an institution with the potential for realizing their ideal. For if an informed public is the very foundation of American democracy then America's libraries are the cornerstone of that democracy. As James Madison eloquently stated: "Knowledge will forever govern ignorance and that people who mean to be their own governors must arm themselves with the power that knowledge gives. A popular government without popular information or means of acquiring it is but a prologue to a farce or tragedy or perhaps both."

Benjamin Franklin's novel idea of sharing information resources was a radical one. In the rest of the civilized world libraries were the property of the ruling classes and religion. American democracy was founded on the principles of freedom of information and the public's right to know. America's libraries ensure the freedom of speech, the freedom to read, the freedom to view. Libraries provide the resources the public needs to be well informed and to participate fully in every aspect of our information society.

Libraries provide the real and virtual spaces in communities for the free and open exchange of ideas fundamental to democratic participation and civil society. As community forums, libraries present thoughtful, engaging, and enlightening programs about problems facing our democratic way of life--programs that have a vast potential to renew communities and encourage active citizenship. From librarians we can learn how to identify and evaluate information that is essential for making decisions that affect the way we live, work, learn, and govern ourselves. America's libraries are ideally suited to play a critical role in rekindling civic spirit by providing not only information, but also the expanded opportunities for dialogue that the public needs to make decisions about common concerns.

Today, libraries continue to operate at the leading edge of citizen participation in the political process. For years, the public has registered to vote and cast election ballots in libraries. Citizens attend forums with candidates in local libraries and learn more about their positions and voting records. They monitor the work of both elected and appointed officials through the publications housed in library depositories of government information, where they also gather data for taking positions on various issues facing their communities. During campaign seasons, citizens find voter guides and other relevant information about elections and referenda in libraries and engage with authors who write about political issues at events held in libraries. They also find information about deadlines for voter registration, locations of polling places, and valuable electronic links to high-quality electoral information in print as well as on the web.

Libraries utilize new media to reach out to communities across America. One key way they support democratic action and citizen participation is through the development of electronic web sites that guide users to valid and reliable information that informs their choices about candidates and issues.

In the information age, libraries and librarians are more essential than ever. They are essential to our economic well being, to global understanding, to the advancement of learning, to meeting the challenge of information overload, to closing the digital divide, and to ensuring public participation in the democratic process.

Yet, no matter how essential our mission, we must struggle to raise public awareness. Like never before, we must capture the public's imagination about the value of libraries and librarians to democracy. Our challenge in this new decade of the 21st century is to act-to raise our voices to effectively present what we do-to show how librarians make a difference. We must work together to tell the full library story to leaders in government, business, education and the general public. We must speak with a unified voice. What we need are articulate advocates armed with facts, cases, examples, stories, testimonials, pictures, that show how libraries and librarians help and how the lack of either hurts. We need to find users willing to tell their success stories-how they got their start or improved their lives at the library. We need ammunition to ensure that the battles to come are fought loudly, visibly, and successfully.

Now more than ever we face serious threats to public access and the free flow of ideas. What is at stake is not only the basic and fundamental role of libraries, but also the public's access to information and knowledge and the basic underpinnings of our democratic society. We must act quickly if we are to convince the public that libraries are the information and literacy access points they and their children need to succeed in the 21st-Century information society.

Our library association, ALA, can profoundly influence funding and public policy, and ensure public access to information. ALA provides us the platform, the resources, the opportunity. When we speak out articulately, with a unified voice, we can galvanize public support for libraries and librarians, and the public's information rights.

Over the course of my involvement with ALA, I have learned first hand that building partnerships and speaking out for the public's information rights works. It worked 10 years ago when we stemmed the tide of libraries closing. It worked when we fought to ensure free electronic access to government information. It worked when we fought to protect fair use under the copyright law. It worked when we fought to secure subsidized telecommunications rates for schools and libraries. It worked when we fought to ensure intellectual Freedom in the digital age. It worked when we promoted new programs and increased funding for all types of libraries. It worked because we not only spoke out but we also built successful partnerships between ALA and other stakeholders.

What do we need to do?

1) We must recognize why these issues are so important to libraries.

We must be informed about the issues and the players (stakeholders) on all sides.

We must participate in the public policy process, be visible, gain a seat at the table. We must raise issues to others, to the press. We must participate actively in the debate over fair use, the free flow of ideas, and the digital divide. And we must communicate the implications for public access.

2) We must speak out. We must tell people about the value of libraries to democracy. We must speak with a unified voice.

3) We must build partnerships and coalitions. We cannot be effective on our own. We must get organized and work together with others to make a difference and extend

our reach. We must enter the struggle adequately armed, flanked by coalitions concerned with promoting public access. We must galvanize grass roots action.

Our library association, ALA, provides us the forum to take all these actions. Through ALA, we develop our positions and build consensus-the tools of deliberative democracy. We recommend legislative action, and we secure a seat at table. We identify model programs, educate our members, develop leaders, train members as advocates, develop effective messages, build partnerships, and learn new skills. Together, we make a difference for libraries in every community.

Right now, we are formulating a new public awareness campaign to demonstrate the crucial role of libraries and librarians in our democratic society. This campaign is about convincing the American public and decision makers that our libraries are not institutions of the past. That we must build information smart communities that can thrive in the 21st-century information society. And these communities require well-funded, effective library services-library services easily available to all individuals, where they live, where they work, and where they study. That's what the Campaign for America's Libraries is about.

This is a critical time for library advocacy. Decisions that will determine the frontiers of information access in the 21st century are being made now all around the world. Successful library advocacy efforts need each and every one of us-as individuals, as librarians, as library supporters, and as members of library associations.

The campaign for America's libraries will build upon a strong foundation of public support and a long history of successful communications efforts. Our goal is to present a positive, consistent set of messages over a multi-year period, underscoring that:

- 1) Libraries are changing and dynamic places. Librarians are techno-savvy, on the forefront of the information age. In a world that's information rich, they are information smart, and help ensure a society where everyone is information literate. You'll find the right answer at your library.
- 2) Libraries are places of opportunity. They are a part of the American dream. They are a place for education and for self-help. And because they offer free access to all, they bring opportunity for all. They are the cornerstones of democracy.
- 3) Libraries bring you the world. Libraries are unique. In person. Online. Where else can you have access to nearly anything on the Web or in print as well as personal service and assistance in finding it? Remember: the ultimate search engine is at your library...

Librarians must speak out loudly and clearly for those democratic ideals we hold so dearly-namely equal and ready access for all. We cannot afford to sit back and let information be provided only for the few, only for special interests, only for those who can afford high prices, only for those who can utilize highly sophisticated computer software and hardware. We and only we can make public access happen for all citizens. We must capture the public's attention, their imagination. We must seize the initiative, articulate our values and communicate our important message.

In closing, let me say that you know best the value and importance of your libraries to your constituents. I urge you to speak out and tell your story. Work together through your library associations to communicate your important message. And build those partnerships to ensure that you have an informed citizenry that participates actively in your democratic society.

We are delighted to be here to participate in the exciting work of the Library Associations in Georgia, Armenia, and Azerbaijan. Thank you for letting us join you. I hope ALA and your three library associations can continue to work together over the years ahead to ensure citizens in your countries a civil society where the public has access to information they need to flourish in the 21st century.

## Section A. Importance of Libraries in Democracies and the Role of Library Associations

# Libraries: The Cornerstone of Democracy

By Nancy Kranich, 2000–2001 ALA President

*Libraries are . . . essential to the functioning of a democratic society . . . libraries are the great symbols of the freedom of the mind.* - Franklin D. Roosevelt

Democracies need libraries. An informed public constitutes the very foundation of a democracy; after all, democracies are about discourse—discourse among the people. If a free society is to survive, it must ensure the preservation of its records and provide free and open access to this information to all its citizens. It must ensure that citizens have the resources to develop the information literacy skills necessary to participate in the democratic process. It must allow unfettered dialogue and guarantee freedom of expression.

All of this is done in our libraries, the cornerstone of democracy in our communities.

Libraries are for everyone, everywhere. They provide safe spaces for public dialogue. They disseminate information so the public can participate in the processes of governance. They provide access to government information so that the public can monitor the work of its elected officials and benefit from the data collected and disseminated by public policy makers. They serve as gathering places for the community to share interests and concerns. They provide opportunities for citizens to develop the skills needed to gain access to information of all kinds and to put information to effective use.

Ultimately, discourse among informed citizens assures civil society. In the United States, libraries have greeted the self-determination of succeeding waves of immigrants by offering safe havens and equal access to learning. They continue this mission today. Indeed, libraries ensure the freedom to read, to view, to speak and to participate. They are the cornerstone of democracy.

## Sample Promotional Piece on the Value of Libraries

**(Please adapt or modify to fit your needs)**

# 12 Ways Libraries Are Good for the Country

MOST AMERICANS KNOW what they can expect from a library. And librarians know what it takes to provide comprehensive access to every recorded detail of human existence. It takes support.

Libraries are ready when they are needed, ready to enrich our minds and defend our right to know, just as other institutions protect our safety and property. Without sound minds, however, the American dream of safe streets and secure homes will never be fulfilled.

Libraries safeguard our freedom and keep democracy healthy. To library advocates everywhere—Friends, trustees, board members, patrons, and volunteers—American Libraries offers this gift of 12 ideals toward which we strive. It will take all of us, in a spirit of pride and freedom, to maintain libraries as a living reality in a free nation into the 21st century.

1. Libraries inform citizens. Democracy vests supreme power in the people. Libraries make democracy work by providing access to information so that citizens can make the decisions necessary to govern themselves. The public library is the only institution in American society whose purpose is to guard against the tyrannies of ignorance and conformity, and its existence indicates the extent to which a democratic society values knowledge, truth, justice, books, and culture.

2. Libraries break down boundaries. Libraries provide free family literacy programs for low-literate, illiterate, and non-English-speaking people. In addition, hundreds of librarians across America lead outreach programs that teach citizenship and develop multilingual and multicultural materials for their patrons. Libraries serve the homebound elderly, prisoners, and other institutionalized individuals, the homeless, and the blind and hearing-impaired.

3. Libraries level the playing field. Economists have cited a growing income inequity in America, with the gap between the richest and poorest citizens becoming wider year by year. By making all its resources equally available to all members of its community, regardless of income, class, or other factors, the library levels the playing field. Once users have access to the library's materials, they have the opportunity to level the playing field outside the library by learning to read, gaining employment, or starting a business.

4. Libraries value the individual. Library doors swing open for independent thinking without prejudice. Libraries offer alternatives to the manipulations of commercialism, from the excellence of public-television productions to the freethinking of renegade publishers and the vision of poets and artists outside the mainstream business of art and literature.

5. Libraries nourish creativity. In the library we are all children. By stimulating curiosity—parent to the twin forces of creativity and imagination—even the most focused and specialized library serves the purpose of lifting the mind beyond its horizons. Libraries store ideas that may no longer work but can serve as the raw material that, cross-fertilized in the innovative mind, may produce answers to questions not yet asked.
6. Libraries open kids' minds. Bringing children into a library can transport them from the commonplace to the extraordinary. From story hours for preschoolers to career planning for high schoolers, children's librarians make a difference because they care about the unique developmental needs of every individual who comes to them for help. Children get a handle on personal responsibility by holding a library card of their own, a card that gives them access to new worlds in books, videos, audiotapes, computers, games, toys, and more.
7. Libraries return high dividends. What do Gallo wines, the I Can't Believe It's Yogurt chain, and billboard-sign giant Metromedia have in common? Libraries made millionaires out of each of these companies' grateful owners by providing crucial start-up information when they were no more than wannabe business titans. Libraries are there to help people with more personal goals, too. The seed money expended for these and other success stories? Less than \$20 per capita per year in tax dollars.
8. Libraries build communities. No narrow definition of community will work in a library. Each community has its libraries and its special collections. Libraries validate and unify; they save lives, literally and by preserving the record of those lives. Community-building means libraries link people with information. Librarians have become experts at helping others navigate the Internet. Before there was talk of cyberspace, there were libraries, paving the way for the superhighway.
9. Libraries make families friendlier. The American family's best friend, the library, offers services guaranteed to hone coping skills. Homework centers, literacy training, parenting materials, after-school activities, summer reading programs, outreach—like the families they serve, libraries everywhere are adapting to meet new challenges.
10. Libraries offend everyone. Children's librarian Dorothy Broderick contends that every library in the country ought to have a sign on the door reading: "This library has something offensive to everyone. If you are not offended by something we own, please complain." This willingness and duty to offend connotes a tolerance and a willingness to look at all sides of an issue that would be good for the nation in any context; it is particularly valuable when combined with the egalitarianism and openness that characterize libraries.
11. Libraries offer sanctuary. Like synagogues, churches, mosques, and other sacred spaces, libraries can create a physical reaction, a feeling of peace, respect, humility, and honor that throws the mind wide open and suffuses the body with a near-spiritual pleasure. But why? Perhaps it is because in the library we are answerable to no one; alone with our private thoughts, fantasies, and hopes, we are free to nourish what is most precious to us with the silent companionship of others we do not know.

12. Libraries preserve the past. Libraries preserve the record; a nation, a culture, a community that does not understand its own past is mired in its own mistakes. Libraries enable us to communicate through distance and time with the living and the dead. It is a miracle kept available by the meticulous sorting, storing, indexing, and preservation that still characterizes library work—work that will carry, in the electronic environment, challenges and a price tag yet unknown.

(2000 revision of the list that originally appeared in  
*American Libraries* in December 1995)

# Advocating for America's Right to Know

Patricia Glass Schuman, ALA Past-President

As we enter this first year of the 21<sup>st</sup> Century contradictory views about America's libraries and librarians abound. Some consider libraries cultural frills at best, or institutions of the past at worst. Others see libraries as threats to morality because they provide access not only to books, but to the Internet. None of these views can simply be dismissed as wrongheaded. In reality, they all represent a danger to a critical precept of American democracy: our right to know.

Although library use is increasing, and libraries and librarians are more necessary than ever, their continued relevance is being questioned. Intense competition for public and institutional dollars makes it more crucial than ever that library advocates help public policy and decision-makers understand that America's libraries, public, school, academic, and special are essential in the Information Age. Other interests have claims that they advocate forcefully in the media and especially in executive chambers and legislative halls. Some are spending megabucks to influence funding and policy. The library community does not have megabucks. What we do have is public support. As special interests make their case in the debate over the shape of cyberspace, library advocates must stand in defense of the public interest and America's right to know.

Our libraries and librarians are a national treasure. Without open and equitable access to information through libraries, America's right to know is at risk: our right to know — and remember — our past; our right to know — and understand — our present; and, our right to know — and evaluate — information which can determine our future. In the early 1990's when libraries were threatened by funding cuts, I chose "Your Right to Know: Librarians Make It Happen" as the focus of my ALA Presidency in 1991-92. We planned ALA's first nationwide media campaign to focus on libraries and librarians as crucial to an informed, just, and equitable democratic society. Today's threats are equally as dangerous. Without the right to know, we are far too vulnerable to the power of those who would like to abridge our right to make our own decisions.

Ten years ago, when we began ALA's efforts to train library advocates, we encountered major resistance from some librarians. We also garnered a great deal of support for these efforts. Library advocacy is now accepted as a necessity. ALA has strengthened its Washington efforts and committed to a five-year public awareness campaign. More than 25,000 advocates—librarians, library workers, library supporters — have been trained and are speaking out for their libraries. Our task is to increase that number a thousand-fold.

Privatization of government information, outsourcing and severe budget slashes taught us that America's libraries are not above politics. Library advocacy has resulted in record high (though not high enough) federal funding, the establishment of the E-Rate, and a new Department of Library and Museum Services. Advocacy helped to hold the line on fair use for libraries and educators in the Digital Millennium Copyright Act. It helped designate libraries as universal service providers for electronic information by Congress. In California, the state hardest hit by a

weakened economy and taxpayer revolt in the early 90's, it helped launch a major reinvestment in school libraries.

We have also learned that when we fight for the right to know, we can win. Across the nation, cities large and small are reinvesting in their libraries, to ensure that every member of their community has access to the Internet and other information technology. But, despite our success, many libraries still remain underfunded, understaffed, and unwired. The fight for fair use of electronic materials is far from over. Censorship has taken on whole new dimensions in cyberspace. Free access to government information in the electronic age is by no means a given. Privatization, a trend in social services and public schools, has now begun to rear its head in public libraries.

Generations of Americans have used libraries and assumed their existence as a natural right. But assumptions are no longer enough. The challenge now is to convince the public and decision-makers that America's libraries are not institutions of the past. Rather, the demographic, social, economic, and cultural realities of the twenty first 20<sup>th</sup> century require well-funded, effective library services — library services easily available to all individuals, where they live, where they study, and where they work.

Librarians were concerned about access to information and information literacy way before the information gap became a digital divide. We have always known the quality of people's lives depends on quality information, that more information isn't always better, and that real information power is having the right information you need when you need it. In frontier America, one of the measures by which a community was deemed civilized was the presence (or absence) of a library. American's need their libraries more than ever to find jobs, to learn to read, to be literate online, to find vital health facts, to research their environment and diets, and to find food for the soul. On the new frontiers of cyberspace, libraries continue to be part of the American dream. The decisionmakers controlling the purse strings and the policymakers setting the legal parameters must get the library message. America's libraries are an important part of the solution to the major social problems facing us.

People cannot exercise their right to know unless information is organized and available. None of us can exercise our right to know unless we are intellectually able and psychologically motivated to access and use information. The right to know is much more than free speech. To truly have the right to free expression, people need more than Constitutional guarantees; they need societal commitments as well. If you have no job, no education, and no money — your voice will not carry very far. You may have the right to know, but if you don't know how to use it — if you're not aware of it — it will do you no good. Books, magazines, and databases are of little value to people who cannot read. Illiteracy costs this country more than \$225 billion annually in lost productivity, welfare payments, crime, accidents, and lost taxes.

America's libraries are not simply a safety net for information "have nots." Even the information "haves" will lose if they are relegated to simply "buying " whatever information they need from their local bookstore or Internet service provider. They will lose their access to libraries and librarians, to trained knowledge navigators. If

we truly believe that information can be used for powerful purposes, we must persuade people that librarians dispense tools for empowerment. We must convince them that the services librarians offer are an essential part of the solution to problems like illiteracy, drugs, poverty, crime, pollution, illness, and unemployment. We must remind them that librarians put a human face on cyberspace while they continue to open doors for millions of immigrants and native-born Americans.

Information itself is not power. The transmission of data, or even facts, must never be confused with the uses people make of them. Information is simply raw material. It is a powerful tool only when processed by the human mind.

Salespeople sell information products. Librarians, on the other hand, help people use information to solve problems. Information is like trust, or love. It becomes infinitely more valuable when shared. This sharing is where America's libraries have their greatest potential, their force, their vital impact. They are a critical resource, a public good essential for a humane and just society.

We live in an age where the very idea of public services is under attack, and librarians are being urged to run libraries more like businesses. We must not romanticize about the abilities of the private sector. Rather, we must tell the library story by better articulation of the inestimable benefits of libraries as a public service, inherently governmental and community based. We must never forget that the business of librarians is not information. Librarians have no business in business. Librarians have a mission --- understanding through knowledge. We help people solve information problems.

Librarians are trained knowledge navigators; professionals ethically committed to the organization and dissemination of information, the dissemination of knowledge, and the tools for empowerment. Our profession is intrinsically bound to the ideals of democracy. Our very existence stands in defense of the First Amendment — and in defense of equality. Librarians are disseminators of information, not merely its guardians. We are often considered society's gatekeepers, but librarians are actually the gateways. Librarianship is the one profession dedicated to ensuring the right to know.

Guarding the right to know means taking leadership. People who know the value of libraries must be leaders who fight for libraries. In this current race to shape cyberspace what actually happens will depend not just on technological innovations, but on our human creativity, ingenuity, vision, advocacy, and commitment. If we truly believe the words carved above the portals of many libraries, "Knowledge is power," we must accept responsibility for the exercise of that power. What we ought to be carving above library doorways is "Librarians hold the keys to power". We hold information in trust. Libraries are both the first source and the ultimate repository. Librarians deliver the materials and services that undergird the public's right to know by keeping affordable, accessible and available.

Library budget problems and public policies and laws that infringe on people's right to receive and use information can no longer be silent crises. Protecting the right to know means people must also be aware of the value of libraries and librarians. By using our collective power to influence the press and public policy makers, we can remind decisionmakers that libraries are fundamental to our democracy, that

libraries and librarians are essential to a literate and informed citizenry, and that libraries and librarians are as critical to people's lives as hospitals, police, and schools. Public policy makers must recognize that an informed citizenry is a public good that benefits us all. A true information society means that people must not only have access to information, they must be literate enough to use it. We will not truly achieve a true information society, we will not achieve equal opportunity and justice — unless and until — all people have the library services they need to learn, live, work, participate, and enjoy our democracy.

We can no longer sit back and assume that because our cause is just, the value of libraries and librarians will be recognized. The reality is that even though we know all that librarians can and must do — the American public often does not. Neither, unfortunately, does the pool of talent from which we hope to recruit future librarians. Our information society requires an active professional stance. Even when we effectively promote library buildings, collections, and services — we often forget to tell people about our most powerful resource. The most valuable asset of any library goes home every night: the staff.

This is a critical time for library advocacy. Public policy decisions that will determine how, when, and for how much people can exercise their right to know in the 21<sup>st</sup> century are being made at all levels of government now. None of us can predict the future. Nevertheless, the library profession can help to influence and invent the future. We are the information experts. We understand both the organization and use of information. Protecting America's right to know requires that we librarians assert ourselves as leaders in meeting society's information needs, as fighters for intellectual freedom and full access to information, as experts in information and communications, as partners in public policy-making, as models for other professionals in recruiting for and service to a pluralistic society, and as professionals working to empower people by teaching them information literacy skills.

Our profession was among the first to recognize the importance of new information technology and to make it available to the public. Our advocacy efforts on behalf of America's libraries are not in our own interest. Speaking up and speaking out for libraries is in the public interest. The library message is a powerful one. Only well funded, well stocked, well staffed, wired libraries will prevent the digital divide from becoming the Grand Canyon.

To capture the public's imagination we need not be concerned with how pretty people think we are — or even how smart. Our challenge is to show them how useful, necessary, and important we are to their everyday lives and work; that librarians are members of a dynamic profession fighting for the right to know. We must articulate our concerns, those of our users, and perhaps more importantly, the concerns of those who do not use libraries but need our services. Our objective is to excite people about what librarians do, where we do it, and most important — why.

Neither libraries, librarians, nor the right to know can be taken for granted. All countries support hospitals, police, and schools. Only free countries support free libraries. What library buildings, their content and the people who run them represent is one of the most fundamental rights we have as American citizens: the right to information, the right to knowledge, the right to all the benefits that knowledge

and information deliver — "the right to know." Library advocates must tell the library story at every opportunity if we are to ensure this basic democratic right for the 22<sup>nd</sup> Century.

# Advocacy for Democracy: The Role of The American Library Association

by William R. Gordon, ALA Executive Director

Librarians around the world represent libraries of all types and all sizes. Our library users are people of all ages, all religions, and all races. We are a diverse group and we represent and serve even more diverse constituencies.

We would all agree, nevertheless, that what brings us together is more compelling and more important than any seeming differences. We are librarians. Our common language is the language of information. Our common community is the community of library users -- in schools, universities, public libraries and private industry. Our common work is providing access to information, freely and impartially, to all who seek it. Our common history spans centuries and geography, encompassing everything from the great library of Alexandria to a one-room community library/museum in Hope, Alaska that won an ALA award for excellence in building design in 1993. Our common future includes the Internet and e-books, digital information and wired communities, virtual buildings and global information sharing.

Throughout the proud history of our profession, librarians have recognized and championed the power of the printed word in a free and open society. There is no right more fundamental to a democracy than the right of all citizens to information. There is no greater danger to a free society than the loss of freedom that occurs when access to information is restricted. In the turbulent history of recent generations we have seen books burned by those who would deny citizens the right to read.

We have seen newspapers and other media censored by those who would deny citizens the right to know. We face constant challenges from those who would take books off the shelves of our schools and public libraries because the content is seen to be too sexual, too violent, too right-wing or too left-wing, too religious or too dangerous to religion, to be "safe" for our users. We continue to confront the few who would impose their viewpoints on the many.

We also face challenges as associations from those who would advance their own agendas by misrepresenting our roles and our missions. ALA has been attacked by organizations and individuals who charge that we are sexualizing America's children by exposing them to pornography on the Internet. There are groups that have used their platforms to espouse their points of view and discredit the ALA position on free speech and access to information.

How are we as librarians and association managers to respond? How do we advocate for democracy, for libraries, and for ourselves?

We begin by keeping in mind the importance of associations as advocates for democracy. We provide a forum and a vehicle that allows the voice of librarians to be heard. We create a framework that enables libraries and librarians to increase their effectiveness in empowering the public to participate in a democratic society. We

speak out on behalf of our members to promote the free flow of information for all people.

At the American Library Association, our tools are education, legislation and litigation, and advocacy. I'd like to tell you about some of our initiatives in each of these areas.

We educate our members through programming at national and regional conferences, through our publications, and through special initiatives of the association and our member leaders.

Advocacy for democracy will receive particular focus at ALA this year. Our current President, Nancy Kranich, has chosen "Libraries: The Cornerstone of Democracy" as the theme for her presidential year. She has stated that "An informed public constitutes the very foundation of a democracy. Libraries are the cornerstone of democracy in our communities because they assist the public in locating a diversity of resources and in developing the information literacy skills necessary to become responsible, informed citizens who can participate in our democracy." One of Nancy's first initiatives as president was the creation of a tool kit outlining ways that libraries can serve as a resource in the electoral process. The kit is being distributed to all of ALA's 59,500 members in our magazine American Libraries. It is available to you on the ALA web site.

ALA also extends its educational efforts beyond our membership to the public at large. Our Public Information Office works with regional and national media to disseminate our message and highlight the positive impact of libraries in American communities. We are embarking on a major 5-year public awareness campaign as part of our current strategic plan, ALAction 2005. In this plan, we establish ALA as the leading advocate for the value of libraries and librarians in connecting people to recorded knowledge in all forms, and for the public's right to a free and open information society. Democratic values and ideals shape the programs goals, which include increasing support for libraries and librarians by communicating clearly and strongly why libraries and librarians are unique and valuable; serving as the leading voice for equitable access to knowledge and information resources in all formats for all people; becoming a leader in the use of technology for communication with, democratic participation by, and for shared learning among our members; and becoming a leader in continuing education for librarians and library personnel.

One component of ALA's educational mission of which I am particularly proud is ALA's Spectrum Initiative. ALA recognized the need to recruit a diverse professional workforce that is reflective of the communities we serve. In 1997 we announced a three-year program to recruit applicants and award fifty annual scholarships of \$5,000 each to students of color to enroll in graduate programs in library and information studies. The success of the Initiative has led to its continuation for a fourth year and a recent commitment by the ALA Executive Board to donate \$1 million to an endowment to continue the scholarships into the future. We see this as an investment in libraries, in our communities, and in democracy.

One of the most fundamental components of a democratic society is the legislative process. ALA has become increasingly aware of the impact of legislation on libraries

and the public's right to know, as our state and federal governments consider issues ranging from funding to privacy, pornography and Internet filtering. Our Washington, D.C. office, which was established in 1945, has been strengthened to include an Office of Government Relations and an Office for Information Technology Policy. Together they closely monitor and analyze proposed legislation affecting libraries and information, and they promote the best interests of libraries, library users, and the public at large in a broad and complex range of legislation, regulatory and public policy issues.

The Washington Office also sponsors two events that are directly tied to our democratic process. The first is Library Legislative Day. Each year in May hundreds of librarians and library supporters from all fifty states come to Washington, D.C. They are briefed on current legislative issues and then they fan out to speak with their Senators and Congressional representatives about the crucial importance of libraries. We have also sponsored a new initiative, Thank You Day, a nationwide event during National Library Week. It was created to provide an opportunity for librarians to invite legislators and the press into local libraries to observe library programs and hear success stories made possible through the support of elected officials.

In addition to legislative efforts, ALA when necessary participates in litigation - action undertaken in the courts - in support of libraries. The most compelling example in recent years was ALA's role as lead plaintiff in the Communications Decency Act litigation that was heard by the United States Supreme Court in 1997. The CDA legislation was proposed by the U.S. government with the stated goal of removing indecent material from the Internet. The ALA, along with 43 other organizations including the American Booksellers Association, the Association of American Publishers and the Freedom to Read Foundation, successfully opposed the legislation as being too vague and putting libraries at risk.

Finally, ALA supports democracy through the efforts of the Office for Intellectual Freedom, founded in 1967. The OIF performs its role as an advocate for the public's right to information in a variety of ways. The office monitors challenges to library materials and provides support and assistance to librarians as requested. The OIF has a vigorous publications program whose products include the monthly Intellectual Freedom Action News and the bimonthly Newsletter on Intellectual Freedom. It educates members through programming at conferences and meetings. It also provides special training opportunities, such as the Lawyers for Libraries training institute which is designed to equip attorneys to counsel and defend libraries, librarians and library trustees. Each September the OIF cosponsors Banned Books Week to highlight library materials that have been challenged during the preceding year. The message of Banned Books Week, and of all the activities of the OIF, is that we must uphold the freedom of citizens in a democratic society to choose, to read, and to publish, and that we must ensure the availability of unorthodox or unpopular viewpoints to all who wish access to them.

(This paper was first presented at the IFLA Conference in Jerusalem, August 15, 2000)

# Section B. Strengthening Library Associations

# Strengthening the Library Association: An Evaluation Questionnaire

## Mission or Statement of Purpose

Does the association have a written mission statement? \_\_\_\_\_

What is it?

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## Legal Status

Is the association a legal entity, recognized in some fashion by the government?

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## Bylaws

Does the association have bylaws guiding its operation? \_\_\_\_\_

Is there provision for their amendment or change?

## Membership

Does the association have individual members, institutional members, or both?

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Does the association have members from all types of libraries?

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*Is membership in the association limited to individuals working in libraries or can anyone join?*

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Is membership limited to graduates of university programs of library science?

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*Is membership drawn from throughout the country or mainly from the capital and other large cities?*

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Does the association have a plan for increasing membership?

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## Organizational Structure

Does the association have divisions/sections/subunits?

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If so, are they organized by type of library or type of library activity ?

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## Governance

How is the association governed? By elected officers? By individuals appointed to positions? Other?

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## Planning

Does the association have a set of written goals? \_\_\_\_\_

Does it have objectives relating to those goals? \_\_\_\_\_

Does the association have an agenda to guide its actions for the near-term (1 to 2 years)?

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## Programming

What type of programming is the association doing? \_\_\_\_\_

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## Conferences and Meetings

Does the association have regular meetings? \_\_\_\_\_

Are these program meetings or business meetings? \_\_\_\_\_

Is there an annual conference? \_\_\_\_\_

Are attendees charged a fee to attend these conferences or meetings? \_\_\_\_\_

## Budget

Does the association have a budget?

Are members charged dues in order to belong to the association? \_\_\_\_\_

Is there financial support for the association from the government? \_\_\_\_\_

Can grant funds be obtained from foundations, or other non-governmental organizations, to support the work of the association? \_\_\_\_\_

## Staffing

Does the association have any paid staff? \_\_\_\_\_

## Public Relations

How does the association communicate its existence, relevance, programming, and future plans to citizens of the country? \_\_\_\_\_

Does the association have a newsletter or journal? \_\_\_\_\_

Does it have a website? \_\_\_\_\_

Does it have a listserv through which members can communicate broadly? \_\_\_\_\_

Does the association sponsor an annual library week or librarians' day? \_\_\_\_\_

## Areas of Achievement /Areas to Improve

List three things accomplished by the association in the past year.

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List three areas where improvements can be made in the coming year.

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Other Comments or Observations

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# Regional Association – Organization and Objectives Model

The New England Library Association

## A. NELA Organization and Objectives:

Officially chartered in 1963, the New England Library Association (NELA) is a regional organization whose membership represents a wide range of library-related interests.

Its objectives are to:

initiate, plan and support regional activities

to encourage the exchange of ideas

to cooperate with regional and national agencies having related interests

and to stimulate library-related research in the region.

The annual actions of NELA will be guided by its Strategic Plan which will be reviewed and updated annually by the Executive Board to support the mission, goals, and objectives of NELA and the needs of its members.

The Membership and fiscal year of the Association run from January 1 through December 31.

Official policies of the Association will be found in the following documents:

IA.1. Association Bylaws.

IA.2. Minutes of Executive Board Meetings.

IA.3. Minutes of action voted at annual or special meetings of the general membership.

IA.4. Policies and procedures manual.

The Association shall be governed by the rules contained in the current edition of Robert's Rules of Order Newly Revised in all cases to which they are applicable and in which they are not inconsistent with the Bylaws or special rules of the association.

## II. A. Executive Board:

The Executive Board is made up of the:

Association Officers

Committee Chairs

one representative selected by each of the six New England State

Library Associations

and one representative selected by each NELA section.

The Executive Board shall have general supervision of the activities of the Association, provided that it complies with the actions and principles of the Association. (Executive Board Duties and Powers)

- III. Officers: President, Vice-President/President Elect, Treasurer, Secretary, Directors (Sr. and Jr.), Past-President
- IV. State Representatives: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
- V. Current Sections: Academic, ITS, NELSSA, NERTCL, NETSL
- VI. Standing Committees: Bylaws, Conference, Educational Assistance, Finance, Membership, Nominating, Public Relations, Publications
- VII. Special Interest Groups: HQ76.3
- VIII. Independent Contractors: Executive Secretary, New England Libraries, Editor, Web Master, Conference Manager, Exhibits Manager
- IX. Election Procedures
- X. Awards, Scholarships, Bequests, and Grants
- XI. Stand Alone Programs
- XII. Financial

# Regional Association Bylaws -Model

New England Library Association (NELA)

## Article I: NAME

The name of this corporation shall be the New England Library Association.

## Article II: MISSION AND OBJECTIVES

### Section 1.

The mission of the New England Library Association is to promote excellence in library services to the people of New England and to advance the leadership role of its members in developing and ensuring that excellence.

### Section 2.

The objectives of the Association shall be to initiate, plan and support regional activities, to encourage the exchange of ideas, to cooperate with regional and national organizations having related interests, and to stimulate library-related research in the region.

## Article III: YEAR

The fiscal year of the Association shall extend from January 1 through December 31.

## Article IV: MEMBERSHIP

### Section 1.

Any person, library or other organization interested in the work of the Association may become a member of the Association.

### Section 2.

Any institution may become an Institutional Member by payment of annual dues and shall be entitled to all publications and appropriate mailings of the Association.

### Section 3.

Any institution or other organization may become an Institutional Member by payment of annual dues and shall be entitled to all publications and appropriate mailings of the Association.

### Section 4.

The Executive Board may, or upon petition of twenty-five members shall, present to the membership by mail a proposed dues schedule to be voted into effect for the

forthcoming year by a two-thirds vote. If the membership fails to act upon such schedule, the schedule in effect at that time shall continue in effect until changed by action of a subsequent vote.

#### Section 5.

Annual dues shall be due and payable on January 1 following the regular Annual Meeting of the Association. To be entitled to vote, personal members must have paid their dues by June 30.

### Article V: OFFICERS

#### Section 1.

The officers shall be a president, a vice-president who is president-elect, a secretary, an executive secretary, a treasurer, and two directors. The duties of the officers shall be those which pertain to their offices.

#### Section 2.

All officers except the Executive Secretary shall be elected by the Association and shall serve one year beginning with the adjournment of the annual meeting of the Association and ending with the adjournment of the next annual meeting or until their Successors are elected, except for the Treasurer, who shall serve for two years, and the Directors, who shall serve two-year staggered terms.

#### Section 3.

The Executive Secretary shall be appointed by the Executive Board and finally be an Ex-officio member of the Board without voting privileges. If the Executive Secretary is a resident of Massachusetts s/he shall serve as Clerk of the Corporation; if not, the Massachusetts Library Association representative to the Executive Board shall serve as Clerk of the Corporation.

#### Section 4.

In the case of a vacancy of any office, except that of Executive Secretary, the Executive Board may appoint a person to serve for the unexpired term of that office.

### Article VI: EXECUTIVE BOARD

#### Section 1.

There shall be an executive board composed of the Officers, the immediate Past-President, and one representative selected by each of the Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont library associations and selected by each Section of the New England Library Association. Executive Board members must be personal members of the Association, except that the Executive Secretary may elect such membership at his/her pleasure.

Section 2.

The Executive Board shall have general supervision of the activities of the Association.

Section 3.

The Executive Board shall meet no fewer than four times annually other than at the annual meeting.

Section 4.

The officers of the Association, together with the immediate Past-President, shall constitute the Administrative Committee, which shall act for the Association between meetings of the Executive Board.

Section 5.

The Executive Board shall cause an examination of all accounts of the Association to be made annually by a Certified Public Accountant. The level of this examination shall be determined by the Executive Board upon recommendation of the Finance Committee.

## Article VII: MEETINGS

Section 1.

An annual meeting shall be held at a time and place to be determined by the Executive Board.

Section 2.

Special meetings may be called by the Executive Board or shall be called upon written request of 25 members of the Association.

Section 3.

The purpose of any meetings shall be included in the call; at least 30 days' notice shall be given.

Section 4.

Seventy-five members entitled to vote shall constitute a quorum.

## Article VIII: NOMINATIONS AND ELECTIONS

Section 1.

## Nominations

- a. The Nominating Committee shall comprise the six state representatives to the Elective Board and the immediate former Past-President, who shall serve as chair. If the latter cannot serve, the President shall appoint a chair not later than January 1 of each year.
- b. Names of candidates, together with their written acceptance, shall be presented to the President in sufficient time to enable the membership to be informed of the nominations prior to May 31.
- c. Further nominations, except for the office of president, may be made by written petition of 25 personal members of the Association in good standing. Such petitions, accompanied by written acceptances of the nominees, must be filed with the Executive Secretary of the Association not later than June 30.
- d. The Executive Secretary shall prepare an official ballot, including nominations by petition.
- e. All candidates, whether nominated by committee or by petition, must be a personal member of the Association. It shall be the responsibility of the nominator to verify such membership with the Executive Secretary, but in any case the Executive Secretary shall omit from the official ballot any names improperly submitted.

## Section 2.

### Elections

- a. Not later than 60 days prior to the beginning of the Annual Conference, the Executive Secretary shall mail a copy of the ballot to each voting member. Ballots shall be marked and returned to the Executive Secretary at least two weeks prior to the beginning of the Annual Conference in covering envelopes bearing on the outside the name and address of the member voting and the words "Official Ballot."
- b. The chair of the Nominating Committee shall certify the results of the election, which shall be determined by the tally of the Executive Secretary, and shall notify each candidate and each member of the Committee of such results.

## Article IX: COMMITTEES

### Section 1.

#### Standing Committees

The president-elect shall select for staggered two-year terms each, the chair, and in consultation with the chair, the members of all standing committees except the Finance Committee and the Conference Planning Committee. Committee members must be personal members of the Association. There shall be the following standing committees with the purposes and objectives indicated:

a. Membership - To enlist a large and active membership in the New England Library Association.

b. Public Relations - To promote the purpose and objectives of the Association.

c. Bylaws Committee - To formulate and recommend to the membership such changes in the Bylaws as may be desirable.

d. Educational Assistance Committee - To administer the programs of the educational assistance endeavors of the Association, with the approval of the Executive Board. Educational assistance funds, held by the Treasurer, shall be managed by this Committee with the approval of the Finance Committee.

e. Finance Committee - There shall be a finance committee composed of the President, Vice-President, Treasurer, Executive Secretary, and a member elected from the Executive Board. The committee's duties shall be to make recommendations to the Executive Board regarding the budget, applications for expenditures of funds, and other financial matters.

f. Conference Planning Committee - The Vice-President, as chair, shall appoint, subject to the approval of the Executive Board, three members at large, together with an Exhibits Manager. The President, Executive Secretary, and Directors shall also be members of the committee. The committee shall host the Association's Annual Conference. Its functions, subject to the approval of the Executive Board, shall include planning the program and managing the exhibits for the Association's Annual Conference.

g. Publications Committee - To provide information and advice to the Executive Board in the issuance of all Association publications.

Section 2.

Special Committees - Special committees may be created at the discretion of the President, subject to approval by the Executive Board.

Section 3.

Committee Reports - It shall be the duty of all committee chairs to submit annual written reports to the President prior to the Annual Conference.

Article X: Sections

Section 1.

Personal members of the Association engaged in the same general field of activity or having special interests in common may organize Sections of the Association upon approval of petitions to the Executive Board.

Section 2.

A petition for a Section shall state the purpose of and need for the proposed Section and be signed by not fewer than ten members who thereby signify their intention of becoming charter members of the Section.

Section 3.

Personal membership in the Association is a prerequisite to Sectional membership.

Section 4.

A Section shall file with the Executive Secretary of the Association the names of all officers and the name and address of the member named to serve on the NELA Executive Board immediately following the filling of these positions.

Section 5.

A Section may adopt bylaws not in conflict with those of the Association and shall file a copy of its bylaws and amendments thereto with the Executive Secretary.

Section 6.

A Section may seek funding for its activities from the Executive Board.

Section 7.

A Section may be dissolved by vote of its membership or by vote of the Executive Board at any two consecutive annual meetings.

## Article XI: SPECIAL INTEREST GROUPS

Section 1.

Personal members of the Association, engaged in the same general field of activity or having special interests in common, and there being no existing Section representing those special interests may organize as a special interest group of the Association upon approval of a petition to the Executive Board.

Section 2.

A petition for a special interest group shall state the purpose of and need for the proposed special interest group and be signed by not fewer than five members who thereby signify their intention of becoming charter members of the special interest group.

Section 3.

Personal membership in the Association is a prerequisite to special interest group membership.

#### Section 4.

A special interest group shall file with the Executive Secretary of the Association the names of all officers or contact person. The special interest group may designate a member to serve on the Executive Board and shall file with the Executive Secretary of the Association the name and address of the member named immediately following the filing of these positions.

#### Section 5.

A special interest group may adopt bylaws not in conflict with those of the Association and shall file a copy of its bylaws and amendments thereto with the Executive Secretary.

#### Section 6.

A special interest group may seek funding for its activities from the Executive Board by submitting an annual budget.

#### Section 7.

A special interest group may petition the Executive Board to organize as a Section prior to the third year of its organization after approval of the petition to organize as a special interest group.

#### Section 8.

A special interest group may be dissolved by vote of its membership, by petition to organize as a Section, or by vote of the Executive Board at any two consecutive Annual meetings after the third year of its organization.

### Article XII: AFFILIATION WITH ASSOCIATIONS

The Association may affiliate with other associations by a vote of the majority of the members present at any Annual Meeting of the Association.

### Article XIII: PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Association in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Association may adopt.

### Article XIII: AMENDMENTS

These bylaws may be amended at any meeting of the Association by a two-thirds vote. The amendment must be submitted in writing to the Executive Board not later than 60 days and to the membership not later than 30 days before the meeting.

These bylaws may also be amended by mail ballot with a two-thirds vote. Mail ballots must be sent to the membership not later than 30 days prior to the deadline for return.

## Article XIV: DISSOLUTION

In the event that the Association ceases existence, all moneys and other asset which remain after liabilities have been satisfied will be divided among the existing New England state library associations, for their unrestricted use. The percentage received by the Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island or Vermont Library Association will be based on the percentage of Association members from the respective state.

## Section C. Key Elements of an Advocacy Campaign

# Library Advocate's Handbook

Adapted from material made available

By the

American Library Association

Revised Second Edition, 2000

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***(These materials were adapted from an American campaign. We are interested in hearing what you feel will work in your country. Feel free to adopt, adapt, or reject any of the ideas included here.)***

#### ***Acknowledgement***

The American Library Association has benefited from the expertise and experience of many excellent media trainers and library advocates. This handbook includes much of their wisdom. This handbook includes much of their wisdom. Our special thanks go to ALA President 2000-2001 Nancy Kranich, whose support and dedication made this effort a reality.

## **Introduction**

“Isn't the Internet going to put public libraries out of business?”

“Why do school libraries need money for books when everything is online?”

“Why do we need a campus library when students can do their research on the Internet?”

As we enter the 21<sup>st</sup> century, technology has greatly enhanced library and information services. It has also raised disturbing questions.

Library advocates have a critical role to play in answering these questions. In schools, in neighborhoods, in the halls of academia, in legislative chambers and throughout their communities, library advocates are the voice of our libraries.

The handbook is designed to support library associations, librarians, and library supporters in delivering the library message to legislators, the media, campus, community and school officials who shape public opinion and control support for library services.

Librarians and library advocates have a key role to play in educating our communities about why libraries and librarians are essential in an information society. To be effective, they must speak loudly, clearly and with a unified voice.

Democracy needs libraries. And libraries need advocates.

## **Who are Library Advocates?**

Library advocates believe in the importance of free and equitable access to information in a democratic society. Library advocates believe libraries and librarians are vital to the future of an information literate nation. Library advocates speak out for libraries. Library advocates are everywhere although they don't always call themselves that. They are:

### **Association leaders**

Your Advocacy Campaign is being planned by the Confederation of South Caucasian Library Associations and the National Library Associations in each country. You will be the leaders of this campaign and work with local libraries to implement the campaign on a local level. This local, national, and multi-national campaign should produce results at all three levels.

### **Library trustees**

Whether elected or appointed, trustees generally have political and community connections that can benefit the library. They also have clout as public officials charged with representing the best interest of the library and their community.

### **Friends of Libraries**

As library "ambassadors" in the community, Friends play a valuable role as the eyes and ears of the library as well as its voice. They also help provide the numbers that make legislators sit up and take notice.

### **Library users**

Students, faculty, parents, seniors, business people and other library users are key to any advocacy effort. Their testimonials about how the library has helped them and how much they need libraries provide powerful evidence that commands attention from decision makers.

### **Institutional and community leaders**

School principals, college presidents, union leaders, CEOs and foundation officials should be part of your advocacy network. Support from such leaders helps to ensure your message will be heard at the highest levels.

### **Librarians and library staff**

On the job or off, all library staff have countless opportunities to build public understanding and advocate support. Library administrators are responsible for developing and coordinating an ongoing advocacy effort, one with well-defined roles for staff, board and Friends.

### **Potential advocates**

Every library also has many supporters who may not belong to a library support group or even use the library. But they may have fond memories of using the library, have family members who benefit or simply believe libraries are important. Some may be highly placed in their institutions or communities. These potential advocates are often glad to speak out if asked.

## **Building a Library Advocacy Network**

While crisis may foster a sense of urgency, building an effective library advocacy network requires a sustained effort.

There must be ongoing recruitment, clear structure and regular communication to keep library advocates informed and involved. In many cases, the Friends of the Library are the nucleus for such a network. While there may not be a need for formal meetings, there should be personal contact with key advocates on a regular basis.

To be most effective, your library advocacy network should represent a cross section of your campus, school or community by age, income and ethnicity. It should include distinguished alumni, newspaper editors and legislators, as well as library users and staff. The larger and more diverse your network and the more powerful its members, the stronger the influence it will wield.

What can each of the groups above do to participate in an advocacy network?

### **Tips**

- **Designate** an advocacy coordinator responsible for coordinating and communicating advocacy activities with staff, board members, Friends and others. Citizen groups should work closely with the library board and administration to ensure consistency in the library message and avoid duplication of effort.
- **Have a clear message.** Provide training in how to deliver the message as part of orientation for all library staff, trustees, volunteers and advocates.
- **Survey** the library's trustees, Friends, users and supporters. What civic or professional organizations do they belong to? Are they willing to write letters, call legislators and recruit other advocates? Do they have key contacts with the

media, administration, school board or community that might be helpful? Are they experienced, skilled speakers?

- **Create a database (electronic or on paper)** with names of advocates, their contact information, names of their elected representatives and other pertinent information. Keep the database current.
- **Make sure** library advocates receive the library newsletter and annual report, as well as updates on funding, legislation and other concerns. Set up a telephone tree and electronic mailing list to quickly disseminate action alerts.

## Planning the Advocacy Campaign

Library advocacy should be tied to the Association's overall goals and the needs of each country and local libraries in each country. To mount an effective advocacy campaign, you must have an action plan with a clear goal and objectives. You must have a clear message and speak with a unified voice.

If the Confederation develops multi-national campaign materials and strategies, it can make the task of national associations and local libraries easier. If a multi-national campaign is not a possibility because of the different needs of the different countries, a national campaign can serve the same purpose for local libraries within a country. Using multi-national or national campaign materials can make your job easier and strengthen the voice of libraries and librarians nationwide on education, access, and other policy issues that will shape the future of library and information services. These materials can be easily adapted for use by different types of libraries at the national and local levels.

Having an advocacy action plan will save you time and energy. It will also give you a "bigger bang for your buck" by helping you use your resources more efficiently. You will, of course, need to prepare a budget that identifies how much money will be needed to accomplish your goals and where the money will come from.

Before you even put your plan on paper, you must know exactly what it is you want. Is it money? A new law or policy? Are you trying to defeat a particular piece of legislation? What will it take to make it happen? Once you have identified your goal(s), you are ready to organize.

## Getting organized

1. **Define goals and objectives.**  
Identify desired outcomes: New legislation, more funding, greater visibility.
2. **Assess the situation in targeted areas based on your objectives.**  
Identify barriers/opposition/strengths/potential supporters.
3. **Identify critical tasks.**  
Key areas include:
  - Steering committee

- Budget
- Volunteers
- Coordination of activities with national associations
- Fundraising

**4. Develop a communications plan.**

Key elements include:

- Defining the key message
- Targeting key audiences
- Identifying communication strategies and resources needed

**5. Develop a work plan with tasks, assignments and deadlines.**

Monitor progress regularly.

**6. Document and evaluate results.**

This is how you learn to do it better next time.

5.

## Delivering the message

A key element of any public awareness/advocacy campaign is a communication plan with clearly defined key messages, target audiences and strategies for reaching those audiences. It's important that all library staff and advocates understand the plan, its rationale and their role in supporting it.

### Step 1. Define the key message.

Your central or key message should be one that is simply and consistently communicated, whether in a radio interview or over the backyard fence. It may be as simple as:

*"There is no such thing as good education without good libraries."*

The key message should be easily adapted for various audiences – parents, business people, educators, legislators. For each group, you will want to have talking points, stories and examples that address their particular needs and interests. This set of core messages will provide the basis for presentations to groups, articles in newsletters, news releases, letters-to-the editor and other communications. You also will want to have a clear call to action. What do you want each group to do? Be prepared to give concrete ways each group can demonstrate its support.

The "Defining the Message" Worksheet is based on concepts developed by marketing expert Philip Kotler. The answers to these questions will guide development and implementation of your communication strategies.

### Step 2. Target your audiences.

Who can help you achieve what you want? Once you know your goal and have identified the key message, brainstorm potential audiences. For example, if your library enjoys strong support among senior citizens, they may be a key audience for a ballot initiative on funding. Teachers and parents are key to winning support for bigger school library budgets. Alumni may be a key audience for college and

university libraries. If you do not have good relationships and have enough lead time, you may want to start building them. If time is short, your funding tight or there is opposition by some groups, you may wish to target those who are most likely to be supportive. Don't forget to include children, who can be especially effective in delivering a message to parents, grandparents and the media.

### **Potential target audiences**

#### *External:*

- Library users
- Elected officials
- Other librarians
- Civic/neighborhood associations
- Donors and potential donors
- Journalists
- School board members
- College students/alumni
- Professional associations
- School children
- Seniors
- Teachers/school administrators
- Faculty/administrators
- Business community

#### *Internal:*

- Staff
- Trustees
- Volunteers
- Friends
- Advocates

Step 3. Identify communication strategies.

**There are three primary types of communications strategies: outreach to groups, personal contact and the media. In developing your communication plan, think carefully about how best to reach your key audiences. Selecting the right strategies can save time and money, as well as increase the reach and effectiveness of your message.**

**Although all three types of strategies have advantages, the most effective is one-on-one communication. A visit to a legislator is more likely to be remembered than a letter. A personal letter of support carries more weight than a direct mail brochure. What your neighbor tells you is more likely to be remembered than a newspaper or radio ad. One-on-one communication is also the most time consuming, which is why having a network of library advocates ready and willing to speak out is invaluable.**

**Outreach to groups—through speaking engagements, library tours or exhibits—can be an effective way of reaching key audiences who share particular interests and concerns. Mass media are most effective in reaching large audiences.**

For any of these strategies to work, you must have a well-defined message with supporting points that are meaningful to your audience. You must be ready to answer any questions that might arise. Having effective spokespeople is critical for speaking engagements, radio and TV shows where personal appearance and speaking skills are key to delivering the message successfully.

**In addition to identifying strategies, your communication plan should include goals for the number and timing of telephone calls to key leaders, news releases and public service announcements, placement of newspaper editorials, radio and TV interviews and speaking engagements.**

Consider the following when deciding which strategies to use:

- **WHO** is the audience and what is the key message for that audience?
- **WHAT** is the best way to convey the information to the target audience—radio, TV, direct mail, other? What kind of image do you want to project? Will it be an effective part of your total communication effort?
- **WHEN** is the deadline? Will your message be distributed in time to be effective?
- **HOW** much will it cost? Is this the most effective use of available funds?
- **WHY** is this the best strategy for this audience?

## Sample strategies

Consider the following when identifying outreach opportunities:

### Advertising

If funds permit, do what commercial advertisers do: buy space or time in your local media. Most newspapers, radio and TV stations offer nonprofit discounts. As well as targeting your audience, paid advertising allows you to control the placement and timing of your message, which may be critical in cases such as an election. Friends of the Library, a business or other partner organization may be willing to underwrite the costs.

### Editorial board

You may wish to schedule a meeting with the editorial board of your local newspaper to seek an endorsement. (Some radio and TV stations offer this too). The editorial board generally consists of the editorial page editor and key staff. Sometimes reporters with expertise in a particular area are invited. These meetings--usually about an hour--are an opportunity for you to make the case for support and to answer questions. You will want to take two or three of your most knowledgeable and articulate advocates, fact sheets and other briefing materials. Prepare ahead of time to make a 15-minute presentation and to answer difficult questions.

### News conference

You may wish to hold a news conference or briefing but only if the news is of such magnitude and urgency that it is best released all at once to a large group. This is rarely the case. Exceptions might be the immediate and unexpected closing of a library or a policy change with major impact. Have a handout--and be prepared to answer the questions you would least like to be asked.

### **News release/media advisory**

Send a news release or advisory to alert news/assignment editors to announcements, events or developments of wide community interest. Both a release and media advisory should include the 5W's (Who, What, When, Where, Why) and H (How). A release should have the most critical information in the first paragraph with facts of lesser importance in descending order. Include a statement/sound bite from a spokesperson. The media advisory can be a simple outline highlighting key information, availability of spokespeople and photo opportunities. Always include a contact and/or Web site for further information. Follow up with a phone call to make sure the piece was received, to pitch coverage for the event and to answer any questions.

### **Non-library publications**

Consider where your target groups, including your partner organizations, get their information. Ask if they would be willing to carry news or feature articles about the library in their newsletters or magazines. Offer to supply articles for legislators' district newsletters, the campus newspaper, alumni magazine, PTA and other publications.

### **Op-eds/Letters-to-the-editor**

Op-eds and letters-to-the editor provide a forum for readers to express their views. Op-eds are guest opinion columns that appear opposite the paper's own editorials. Call the editor of the op-ed or editorial page and explain your idea briefly. Explain your library affiliation. Also ask about length—most op-eds are about 750 words. When submitting your copy, include a proposed headline to let the editor know your theme, but don't be surprised if the newspaper changes the actual headline or does minor editing for style or length. Send a copy of any pieces that appear to others you wish to influence such as elected officials, the college board of trustees or school board. Some radio and TV stations will air guest opinions. Call the news or public affairs director to inquire.

### **Partnerships/coalitions**

Recruiting other organizations with common concerns to endorse your position and publicize your cause is one of the most effective ways to communicate your message. Building a coalition of groups focused on a joint initiative can be particularly effective in gaining credibility and influence with legislators.

### **Publications**

Print communications continue to be a primary source of information. Today, because of competition with other media and shortened attention spans, it's more important than ever that your publications be graphically attractive and to the point. Most libraries have a core set of publications, such as an annual report and newsletters for staff and the public. Be sure to include them as well as any new fact sheets, flyers or brochures in your communication strategy.

### **Public Service Announcements (PSAs)**

Most radio and TV stations have community calendars and/or public service announcements they offer free of charge to nonprofit community groups. These messages must focus on events or news of

community interest. Contact info should be included. The spots generally run around 30 seconds (75 words) but may be shorter. They are run at the discretion of the station when free air time is available, which is generally not during prime time. Your spots should be written and submitted based on the type of audience you hope to reach. Don't bother sending an announcement geared to seniors to the local rock station.

### **Radio and television talk shows**

Talk shows producers are frequently looking for guest speakers. Send a letter pitching your topic, its relevance to their audience and the qualifications of the guest you are proposing. Follow up with a phone call. Make sure your spokesperson understands and is comfortable with the needs of the broadcast media and is prepared to adapt the message for a particular audience and to answer any difficult questions.

### **Speaking engagements**

Many groups are looking for speakers to address timely topics and how they relate to their communities or campuses. Seeking out speaking engagements with partners, such as school, campus or community groups, can be a particularly effective way to deliver your message. Most libraries have a listing of community organizations. Simply send a letter or make a phone call to program chairs of groups you wish to target. Library advocates may be especially helpful, both by reaching out to groups they belong to and as knowledgeable, enthusiastic speakers. A draft script should be provided for speakers to personalize with their own experiences and examples. There should be a clear call to action, whether it's to call public officials, share the library message with three friends or contribute funds. Handouts and library advocate sign-up forms should be provided.

### **Special events/promotions**

Special events can be designed to take the library message outside the library or to bring key audiences, such as legislators or nonusers, into the library. Activities such as an exhibit at a shopping mall, "Why I Love my Library" contest, postcard campaign or rally, provide a hook to get media attention and help educate the public. An event may be scheduled to focus attention on new Internet training for kids, celebrate an anniversary or kick off a new building or fundraising campaign. Make sure the event supports your key message and reaches one or more audiences you have targeted. Scheduling an event during National Library Week, Freedom of Information Day, Library Card Sign-up Month or other national observances can help attract media interest.

### **Story pitch**

Send a letter to a specific editor, producer or reporter. Briefly explain your story idea and why it's important. Include relevant examples, names of possible spokespeople and photo possibilities. Call to check on the status and offer your assistance.

### **Telephone tree**

Having an established network of advocates who are willing to pick up the phone and call three friends

is one of the fastest, easiest and cheapest ways to deliver your message, particularly when there's a crucial vote the next day.

### **Web/Internet**

The electronic media offer many new opportunities for delivering the library message to a wider audience. Make sure the library's Web site has an advocacy section that is updated regularly with library concerns, advocacy alerts, tips for how to be a library advocate and contact information for local officials. Ask partner groups to post articles or banners with links to the library's Web page. Create an electronic mailing list for those who wish to receive action alerts and other news online. When posting action alerts, encourage recipients to "Please share this message with a friend."

### **Evaluate**

A number of methods can be used to evaluate your advocacy campaign. You may want to consider focus groups or surveys of community members to examine their attitudes. You will want to collect quantitative measurements, such as the number and type of media placements, number of letters to the editors and number of constituents contacting legislators.

Key indicators might be:

- Has funding improved?
- Did the law pass?
- Did demand for a particular service increase?
- Does the library enjoy greater prestige?
- Did you receive editorial support?
- Did you get requests after items appeared in the media?
- What type of comments did you receive or hear?
- Did you build your advocacy network?

If your goal is the passage of legislation or a library bond issue, it's easy to tell when you've had a successful campaign. Make sure you follow up with plenty of publicity and thanks to all the people involved. If the campaign or some aspect of it was not successful, analyze the process. Ask decision makers what happened. What key elements were missing? Were you unable to mobilize important support groups? What supporters will you need for next time? Was your timing off?

Remember that advocacy is an ongoing process. The answers to these questions may make the difference in future advocacy efforts.

# Defining the Message Worksheet

What is the goal? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are your objectives? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is the key message? (10-15 words) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who is the audience(s)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why is this important to them?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

What do we want the audience to:

1. Think?

\_\_\_\_\_  
\_\_\_\_\_

2. Feel?

\_\_\_\_\_  
\_\_\_\_\_

3. Do?

\_\_\_\_\_  
\_\_\_\_\_

Three supporting points:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

Examples/stories/facts that support this message:

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

# Sample Communications Plan

## For Information Literacy Campaign

### Key message

Information literacy is a critical life skill in today's information jungle. Libraries and librarians can help you find your way.

### Goals

- Communities enjoy a high quality of life thanks to leaders who make good decisions based on sound information, a workforce that is economically competitive and a populace that is informed, aware and involved in their self-governance.
- Workers have the skills and competencies they need to work effectively in a complex information environment.
- Students graduate with the skills and competencies they need to succeed on the job and throughout their lives.
- People of all ages and backgrounds have the resources and skills they need to fully participate in our democracy.
- Libraries of all types--public, school, academic and special—receive increased support as dynamic centers for information literacy and lifelong learning.
- Librarians are recognized as information experts and key players in the education process who teach others how to navigate a rich and complex, evolving information/technology environment.

### Objectives

- Librarians and library advocates will speak out about the critical importance of information literacy skills and the key role of libraries and librarians.
- Academic libraries will expand their reach and involvement in K-12 schools, institutions of higher education and the community-at-large.
- Public libraries will expand their programs to include information literacy training.
- Librarians in all types of libraries will partner with leaders in government, education, business and other sectors to create models for information literate communities.

### Target Audiences

(Internal)

### **Librarians/Library advocates**

School library media specialists, academic librarians, public librarians, special government and corporate librarians, administrators, managers and supervisors, frontline personnel, Friends, trustees, faculty and other library supporters

**Key message:** Technology is changing how we live, learn, work and govern. Library advocates must speak out for the importance of information literacy and the critical role of libraries and librarians.

#### **What we want them to:**

*Think:* Libraries and librarians have a key role to play in helping our communities become information literate.

*Feel:* In today's rich and complex information environment, we have a unique opportunity to demonstrate the value of libraries and librarians.

*Do:* Take a leadership role in educating their communities about the importance of information literacy and why libraries and librarians are essential.

(External)

### **Business Community**

CEO's, heads of labor and business-related organizations, e.g., the Chamber of Commerce

**Key message:** Good decisions depend on good information. Information literacy is critical to a competitive workforce.

#### **What we want them to:**

*Think:* To succeed in the 21<sup>st</sup> century, our businesses must have employees who can find, analyze and use information.

*Feel:* Librarians are valuable partners in building an information literate workforce and community.

*Do:* Work in partnership with all local libraries to create learning opportunities for the adult workforce and to ensure students graduate with the information literacy skills they need to succeed in tomorrow's workplace.

### **Community Leaders**

Heads of civic, education and other influential organizations

**Key message:** Information smart communities use the latest and best information to develop sound policies. They know the importance of having citizens who are information literate. And they invest in their school, public and academic

libraries as centers for information, culture and lifelong learning.

**What we want them to:**

*Think:* Our community must address the new challenge of information literacy.

*Feel:* Librarians have valuable expertise in how to build information literate communities.

*Do:* Work in partnership with librarians to develop programs and strategies to help their community become information literate.

**Decision makers**

Legislators and public officials at the local, state and national levels with influence or control over library funding and policies

**Key message:** Americans of all ages must develop information literacy skills if they are to prosper in the new global information economy. Libraries and librarians are critical to this effort.

**What we want them to:**

*Think:* Libraries are the core of our nation's information infrastructure.

*Feel:* It's important that all children and adults have the resources and skills they need to fully participate in our democracy and a global information society.

*Do:* Increase funding for all types of libraries and support policies that protect the public's right to know in a democratic society.

**Education Community**

School and college administrators, boards, trustees, faculty/teachers

**Key message:** Information literacy is critical if students are to prosper in today's global information society.

**What we want them to:**

*Think:* The library is essential to the success of our institution, students and staff.

*Feel:* Librarians are key partners in enhancing teaching and learning.

*Do:* Integrate information literacy into the curriculum. Allocate funds to ensure school and academic libraries are fully equipped and staffed to support students and teachers in becoming effective users of information. Partner with public and special libraries to increase information literacy venues throughout the community.

**Employees**

Workers of all types

**Key message:** Information literacy is critical to success in today's job market.

**What we want them to:**

*Think:* I need information literacy skills to keep up in today's job market.

*Feel:* Libraries and librarians are important resources for developing the information literacy skills I need.

*Do:* Take advantage of the wealth of opportunities available at all nearby libraries.

### **Library Users and Potential Users**

Parents, children, faculty, students, adult learners

**Key message:** Information literacy is a critical life skill in today's information jungle.

**What we want them to:**

*Think:* I (my children) must become information literate to live successfully in today's information society.

*Feel:* Libraries and librarians can help my family and me learn this important skill.

*Do:* Support public, school, academic and special libraries as essential centers for information literacy and lifelong learning.

# Delivering the Message

## For Information Literacy Campaign

As part of your planning, brainstorm ways to deliver the message about libraries, librarians and information literacy to key audiences. Suggestions follow.

- Aim to become a model "information literate" community. Host a working lunch for representatives of key groups, including local government, the media, the business community and literacy, education and social service groups. Include representatives of all area libraries, public, school, academic and special. Focus on identifying information needs at the widest level and developing strategies for addressing them. Examples might be computerizing local government records, expanding computer access in low-income neighborhoods and integrating information literacy into school curriculum. Establish priorities and form working groups. Sometimes communication among these groups is the first best step.
- Work with the Friends, library boards, and community groups to host a public forum on information literacy and its growing importance. Invite school and college officials to discuss information literacy in formal education, a special librarian to address information literacy in the workplace and a public librarian to talk about information literacy and lifelong learning.
- Host a "cybercafe" for parents, teachers, faculty, board members or alumni to demonstrate how students are benefiting from the revolution in information technology, to talk about the importance of information literacy and to highlight other resources and information they might find interesting and useful.
- Organize regular workshops for parents, seniors, school staff, faculty and community groups to help them develop their information literacy skills. Provide handouts with tips for finding the best sources of information; how to evaluate information in a variety of formats, including the Web; and how to guide children in viewing TV, surfing the Internet or doing homework assignments. Encourage participation in Internet and other instruction offered at the library.
- Highlight the library's role in promoting an informed electorate. (See ALA's *Smart Voting Tip Sheet* at [www.ala.org/kranich/librariesandelections](http://www.ala.org/kranich/librariesandelections).) Display books, pamphlets and other information presenting all points of view. Hand out bookmarks with helpful Web sites and sources of information. Convene public meetings of candidates. Invite candidates to respond to questions about library and information issues.
- Survey all government departments to determine their information needs. Offer to work with them to develop resources and programs tailored to their needs on site or at the library.
- Develop a media plan, including outreach to talk shows, on the topic of information literacy, library resources and the role of librarians.

- Reach out to community groups by providing speakers and articles for newsletters about information literacy and resources available to their members. Start an e-mail newsletter to let them know of new and important resources.

## Library Advocacy - A Generic Presentation

**Here is a generic presentation you can use as you work on national and multi-national advocacy campaigns. It is adapted from a model speech prepared by the American Library Association. It is based on a speech prepared by Sally Reed, Director of the Norfolk Public Library in Norfolk, Virginia, USA.**

*Librarians and library supporters have a new role to play. That role is one of advocacy.*

*Our Association leaders are encouraging librarians to be silent no more -- to speak out, to work to make government leaders understand the importance of libraries and the vital need for support.*

*As a profession, librarians have become much more adept at making our message heard. But to be truly effective, we cannot do it alone.*

*We need all of us in the library community -- school, college, special and public -- to speak out. We need library staff and library supporters, and everyone who uses and values these service -- to join us in making their voices heard. That is what [name of advocacy campaign] is all about.*

***We must speak with a united voice.*** *And we must use the strength and resources of our national and multi-national associations if libraries and librarians are to achieve the recognition and support they deserve as a vital part of this nation's information infrastructure.*

*We must think globally, and act nationally and locally.*

*We must deliver the message in every community: Our citizens can't wait for the information services they need to live and work in an information society. We need full funding for libraries -- school, college and public. And we need it now. There is no more important message.*

*Our approach must be two-fold.*

*Our publicity campaigns must educate government leaders. However, there is a simple fact we must face. Until we do, we can never fully convince those government leaders who stand in the way of adequate support for our nation's libraries.*

***That fact is:*** *No matter how many stories we tell, no matter how many statistics we provide, no matter how compelling the arguments we put forth -- some government leaders will never care about libraries.*

*In the end, the message must be crystal clear: "I'm pro library, and I vote."*

*Our ultimate goal is a network of hundreds of thousands of librarians, library supporters and citizens who are ready, willing and able to speak out effectively on behalf of libraries -- and the millions who depend on their services.*

*We can start right here -- today -- with all of us here.*

***Our objective is to give you the tools that you will need to build a library advocacy network. We are going to talk about how to mount an effective public awareness and legislative campaign and some of the key elements involved -- how to be an effective spokesperson -- how to work with the media -- how to communicate with legislators -- how to motivate and involve others.***

# Section D. Sample Advocacy Initiatives

## SAMPLE ADVOCACY INITIATIVE

### National Library Week

First sponsored in 1958 in the United States, National Library Week is a national observance sponsored by the American Library Association (ALA) and libraries across the country each April. It is a time to celebrate the contributions of our nation's libraries and librarians and to promote library use and support. All types of libraries – school, public, academic and special – participate.

Many school libraries also celebrate the month of April as School Library Media Month sponsored by the American Association of School Librarians, a division of ALA, with the same theme as National Library Week.

The Public Information Office of the American Library Association coordinates the promotion, placing articles and public service advertisements in national media. The President of the United States issues an annual proclamation. Librarians, Friends and trustees of libraries join in sponsoring local promotions. Posters and other promotional materials are available through the ALA Graphics Catalog.

The ALA Public Awareness Committee and National Library Week Subcommittee advise and assist in planning National Library Week and related activities. The committees hold open meetings at the ALA Annual Conference and Midwinter Meeting. Suggestions are welcome.

### Themes For National Library Week

Libraries Change Lives  
Kids Connect @ the Library  
Read! Learn! Connect! @ the Library!

The theme for 2001 is the kick-off for ALA's five year Campaign for America's Library '@ your library.'

## How Libraries Participate in Celebrating National Library Week

Across the country, libraries of all types — public, school, academic and special — host exciting events to celebrate National Library Week (NLW). These events, ranging from bilingual story times and scavenger hunts, to author readings and theater group performances, will engage children and adults alike and showcase the vibrancy, vitality and real value of today's libraries.

### Sample Activities

Write articles or invite reporters to from local newspapers, campus newsletters to promote the event. A state library in the U.S. has a featured billboard on a major highway that says, Celebrate National Library Week @ your library.

Academic libraries can feature their website to students and faculty. A Fact of the Day and a question and answer about What Do Librarians Do? They will list three days of trivia questions with searchable answers on the library's web page that will allow patrons to better familiarize themselves with your site. Three winners from this trivia contest receive gifts.

Attend meetings of local community groups during the week to talk about innovative library services.

Coordinate with youth and student groups are get involved with the library celebration. They can host a "read aloud" where people will read their favorite poems and passages from books.

Offer a computer and/or Internet "teach-in" for people of all ages, including how to log on, how to conduct a search, use online databases and navigate the Internet. Create bookmarks with "rules of the road" for online searching.

Invite professors or local or national authors to give lectures during the week or present a symposium.

Plan other cultural events such as music

Provide special programs for children at the children's library.

## Presidential Proclamation for National Library Week

### White House Statement on National Library Week

April 4, 2001

National Library Week  
April 1 - 7, 2001

I am pleased to join my fellow Americans in observing National Library Week.

An educated citizenry provides the foundation for a free and democratic society. Libraries promote the sharing of knowledge, connecting people of all ages with valuable information resources. These dynamic and modern institutions, and the librarians who staff them, add immeasurably to our quality of life.

Libraries serve as important centers for collecting, storing, and organizing information. Each year, more than 100,000 books are published in the United States alone, and the U.S. government publishes as many documents. Even beyond these numbers are incredible volumes of newspapers, magazines, and

other copyrighted material.

In public, government, professional, or academic facilities, librarians help individuals use numerous resources to complete the simplest or most complex of research-related tasks. This ability to search for information from the oldest manuscripts to the latest references available demonstrates the enduring versatility of libraries.

During this special observance, I commend librarians for their contributions to education and learning throughout our Nation. I also encourage all Americans to visit their neighborhood library. Laura and I send our best wishes to the staff, volunteers, and patrons of libraries across America.

GEORGE W. BUSH

## National Library Week - Sample Press Release

Edit copy as needed. Retype on your library's letterhead, double-spaced. Be sure to include contact information.

For release during National Library Week  
April 9-15, 2000  
Contact: (name, title, phone number)

Read! Learn! Connect! @ the Library

(CITY, STATE) -It's National Library Week, a time to "Read! Learn! Connect! @ the Library" and celebrate all that our nation's libraries have to offer.

"The library has always been, and will continue to be, a one-stop shop for all your information needs," says [name and title of spokesperson]. "Whether you're checking out the latest bestseller, browsing your favorite Web site or attending a performance, the library has the resources and staff to help you find what you are looking for."

This year, the [name of library] will join libraries across the country in hosting a "Connect for Kids" Day on Saturday, April 8, to kick off National Library Week. The day will highlight the variety of resources available to kids and their families at the library and in their community. The American Library Association (ALA) is sponsoring the event in cooperation with the Benton Foundation, sponsor of a "Connect for Kids" Web site (<http://www.ala.org/connectforkids.org>) and campaign to raise public awareness about how to make the world a better place for kids, starting at the library.

The [name of library] will also offer other events to highlight library programs and services, including: [List schedule of activities.]

"National Library Week is a great time to see what's new at your local library and to get a library card if you don't have one," adds [last name]. "We encourage everyone in the community to come check us out."

For more information, including library hours, visit the [name of library] at [address], call [phone number] or see the library's Web site at [provide URL].

## **ALA Advocacy Pays Off in First-Ever “Week of Slovak Libraries”**

More than 100 Slovakian libraries of all types worked together to put on the first-ever “Týudex slovenských kniûnic,” or Week of Slovak Libraries, March 27–April 2. The celebration featured 300 events, including children’s hours, open houses, behind-the-scenes glimpses of how libraries work, readings of poetry and prose—and amnesties for overdue materials.

ALA Director of Chapter Relations Gerald Hodges and Sharman Smith, state librarian of Iowa, planted the seed for the events at a library advocacy workshop presented in Bratislava, Slovakia, in April 1999. The workshop was one in a series sponsored by SK-Libris: The Slovak Free Flow of Information Project, originally funded by the U.S. Information Service. Matthew A. Kollasch, director of instructional resources and technology services in the College of Education, University of Northern Iowa, Cedar Falls, is director of the series.

Kollasch reports that Slovakian Ministers Milan Ftá’nick (Education) and Milan Kxaûko (Culture) attended opening-day events. Daniela Gondová, president of the Slovak Association of Libraries and the chief organizer of the week’s activities, was pleased. “This is a historic day for Slovak libraries,” Gondová said. “Librarians got the participation of two ministers on the same day!”

Dominating discussions during the week was a law pending in Parliament that would make the National Library independent from “Matrica Slovenská” (Mother Slovakia), a government agency that many believe impedes the National Library’s ability to conduct its business properly. Minister Ftá’nick encouraged the librarians to continue their political involvement by participating in parliamentary work sessions concerning the law. “I wish you much strength and energy, and I hope our cooperation is a good one,” he said.

## SAMPLE ADVOCACY INITIATIVE

### Library Legislative Day

Library Legislative Day is a day when librarians across the country visit their elected representatives to talk about the importance of libraries. Each year in the United States ALA organizes Library Legislative Day. Hundreds of librarians and library supporters from all fifty states come to the capitol in Washington, D.C. They are briefed on current legislative issues and then they go out to speak with their Senators and Congressional representatives about the issues vital to libraries.

Most state and regional library associations also organize a Library Legislative Day for librarians in each state and region visit their local officials and representatives to discuss library issues.

The American Library Association and state library associations provide updates on library issues and advice to librarians on what to say to legislators.

### Sample Legislative Day Primer on Issues for Librarians

#### Issue

Proposed Closing of the National Technical Information Service (NTIS)

#### Background

ALA remains concerned about the ongoing need for access to the broad range of federal government scientific and technical information (STI) that is only available through NTIS.

In 1999, the U.S. Department of Commerce proposed closing the National Technical Information Service. It is unclear at this writing what position the Bush Administration or the 107th Congress will take on this proposal. Meanwhile, NTIS remains in "limbo" with hiring freezes and open-ended questions about their long term survival.

#### **Message to Congress**

Do not make cuts to NTIS and maintain access to scientific and technical information (STI). Do not allow the Department of Commerce to close the NTIS until a systematic implementation plan has been developed to continue its important functions. Maintain and further expand public access to STI by making NTIS information products available through the Federal Depository Library Program (FDLP).

#### **Issue (From the Wisconsin Library Association)**

Increased funding for The University of Wisconsin (UW) System Libraries.

#### Background

The Wisconsin Library Association supports the UW System libraries' goals of making available up-to-date, comprehensive library resources and rebuilding each campus's access to current books and periodicals in relevant fields of study. The UW

System's libraries are priceless assets for the State of Wisconsin. They are crucial not only to the instruction and research missions but are also heavily used by Wisconsin businesses, government agencies, the K-12 education community, and other citizens.

Message to Legislators

Funding UW System libraries at the amount requested by the Board of Regents is a key component of maintaining the University of Wisconsin System's reputation for excellence.

Effective Ways to Communicate with Legislators

## FIVE BASIC RULES FOR EFFECTIVE COMMUNICATION

1. Be brief. A legislator's time is limited. So is yours.
2. Be appreciative. Acknowledge past support, and convey thanks for current action.
3. Be specific. Refer to local library and district needs.
4. Be informative. Give reasons why a measure should be supported.
5. Be courteous. Be positive and polite. Ask for a specific action or support. Do not demand or threaten.

## PERSONAL VISITS

Face-to-face discussion is the most effective means of communication, and is essential to the establishment of a solid working relationship. A meeting is more easily arranged early in a session, before pressures build up.

Take along others—library director, trustee, friend, representative of a community organization, citizen, student activist and/or academic-library supporter. Keep the delegation small enough for an easy exchange of viewpoints with the legislator. Leave your card and any written information you may have prepared. Follow up with a letter of appreciation for the time given to you, and include any additional information suggested by the visit.

## TELEPHONE CALLS

Once you have made the acquaintance of your representative, telephone calls are appropriate and easy. Make them sparingly to the legislator, whose time is heavily occupied. Regular contact with staff is possible and often effective.

Telephone to ask support before a hearing or a floor vote; to ask for help with legislative colleagues; to convey urgent local concern. Judge how far to pursue by the reaction. Remember that it is more difficult for a legislator to temporize in a conversation than by letter.

## LETTERS, LETTERS, LETTERS

Letters are the chief fuel which power any legislative vehicle. They are read. They elicit responses. They represent votes. Each letter-writer is deemed to represent several like-minded if less highly motivated constituents.

Letters may be formal or informal, typewritten or handwritten. You should compose them giving your reason for a position and giving the legislator reasons for a position and giving the legislator the reasons to support that position. If you are asking support for a particular bill, cite it by number and author, and give its title or subject matter.

#### E-MAIL, FAX, TELEGRAMS, MAILGRAMS

E-mail, fax, telegrams and mailgrams are the fast, easy ways to communicate with legislators when the need for action is critical. The same general rules for regular correspondence apply. Explore how your congressional offices react to newer means of communicating, such as fax or e-mail. Some offices embrace these new technologies more readily than others.

## SAMPLE ADVOCACY INTIATIVE

# Freedom of Information Day

March 16

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances." --The Constitution of the United States, Amendment 1

A time to celebrate, be vigilant  
A time to exercise your right to know

Free and open access to information created at taxpayer expense is a basic principle that has enabled the United States to endure and prosper for more than 200 years.

In the new information age, our very survival, as a nation and as individuals, will be determined by how successfully we use information. That is why the American Library Association and other groups are concerned about steady erosion of the public's ability to obtain government information.

Critical issues are at stake: preservation of official information, public access, government accountability and an informed electorate.

On Freedom of Information Day, March 16, the American Library Association urges libraries and librarians across America to join in celebrating the public's "right to know" by sponsoring activities to educate their communities about the importance of promoting and protecting freedom of information.

The Issue

The public's right of access to government information is a cornerstone of our democratic society.

Our system of representative democracy depends on the free flow of information produced, collected and published by the government and available to the American people so they can participate as an informed electorate and be aware of actions the government takes in their name.

Since the early 19th century, libraries have served as depositories for the written record of our nation's development and as gateways to the decisions of its leaders, thus assuring public access to government information. Throughout its history, ALA has taken an active interest in the library and information activities of the federal government. ALA believes all Americans should have equal and ready access to unclassified information of public interest or educational value so that they can educate and inform themselves.

As information professionals who serve the public on a daily basis, librarians constantly seek and use government information that serves the diverse interests, information needs and expectations of their communities. Many Americans depend

on information collected, organized and disseminated by the federal government. They include businesspeople, journalists, college students, community interest groups, farmers, economists, health care professionals, local and state government officials, researchers, veterans, voters and others.

Americans come to libraries to find census and other statistics to help them plan new businesses and marketing strategies, to research environmental issues and hazards, to study major social and governmental policy issues, and to research the laws and regulations applicable to an issue or problem.

Some in Congress have joined librarians in a growing concern about the public's access to government information, particularly the loss of information to federal depository library collections where it is available for free use by the public.

The ongoing transition to more electronic dissemination of federal government information has brought both promise and problems for the public, and for libraries, both inside and outside the Federal Depository Library Program.

As access providers, organizers and navigators of government information for the public, librarians are especially concerned that government information appears and disappears from agency Web sites, and that no one is charged with capturing, preserving and making electronic publications available for future generations.

Disclosure that federal agencies are failing to make public information available on their World Wide Web sites or withdrawing it for security reasons raises concerns about public access to government information in the present and future.

Based on experience promoting public access to government information and helping to overcome barriers, the library community endorses the following principles:

- The public has a right of access to government information.
- The government has an obligation to disseminate and provide broad public access to its information.
- The government has an obligation to guarantee the authenticity and integrity of its information.
- The government has an obligation to preserve its information.
- Government information created or compiled by government employees or at government expense should remain in the public domain.

## **Action**

ALA and library advocates work actively to secure public access to government information.

These actions include publication of "Less Access to Less Information By and About the U.S. Government," a chronology updated biannually by the ALA Washington Office since 1981. The latest update can be found on the ALA Washington Office Web site at <http://www.ala.org/washoff/>.

ALA's concerns led to establishment of the Coalition on Government Information in 1986. The coalition now has 50 members, including the American Association for the

Advancement of Science, American Physical Society, the National Security Archive and the Society of Journalists and Authors.

The James Madison Award honors those who have championed, protected and promoted public access to government information and the public's right to know. The award is presented annually by the Coalition on Government Information and is named for our fourth President, the father of the Constitution and architect of the Bill of Rights. The coalition and the National Security Archive established the award in 1989. It is presented on Freedom of Information Day, March 16, the anniversary of Madison's birth.

In 1997, ALA established the Inter-Association Working Group on Government Information Policy with membership from several national library organizations to work on the revision of the law governing the distribution of government information to the public.

ALA representatives have testified frequently in Congress in support of public access to government information. ALA has also passed numerous resolutions and sent letters to Congress and officials in the Executive Branch supporting the public's right to know or protesting restrictions on government information.

Legislative successes include helping to secure passage of the GPO Access Act (P.L. 103-40) that provided no-fee access to electronic government information and the Electronic Freedom of Information Act.

Current activities focus on strengthening distribution of government information to ensure the public's right to know is protected in the electronic age.

## SAMPLE ADVOCACY INITIATIVE

### Thank You Day

Thank You Day is a program to thank elected officials for making resources available to your library.

Your library is the center of information in your community. During National Library Week, the American Library Association invites libraries to participate in Thank You Day — a new nationwide event to highlight and celebrate library programs and success stories made possible through the support of elected officials and federal and state dollars.

We realize that thanking your elected officials is something that you may already be doing on a regular basis. In establishing Thank You Day, we are asking your library to band together with thousands of libraries across the country to generate media attention on a national scale.

You should invite elected officials, the community, the media, and library supporters and users to meet people who have benefited from your library's programs. Get your board of trustees, friends group, and public supporters involved as early as possible. (They can help you get the elected official there and work with you to improve the day's presentation.) School library media centers can involve the Parent Teacher's Association and school administrators.

Design a presentation that highlights your new and innovative programs tailored to your community. As you know, government dollars benefit libraries in a number of ways. There are many reasons to say "thank you" to state or federal representatives for advances in your library that resulted from the impetus of government funds.

This event demonstrates to elected officials the widespread community support for library programs, reinforce the importance of these programs to the community with the public, and encourage more libraries to apply for more resources from local, state and federal elected officials. Educate elected officials on the importance of school library media centers and libraries while providing media exposure and contact with the public. Illustrate the use of technology in libraries.

Good publicity increases awareness and builds support among the general public, government decision-makers and other supporting organizations, and likely library users.

# Section E. Working with Government

## CASE STUDY ON WORKING WITH GOVERNMENT

### E-rate Program

(Universal Service Program for Schools and Libraries)

#### Overview:

The Universal Service Program for Schools and Libraries was established as part of the Telecommunications Act of 1996 with the express purpose of providing affordable access to telecommunications and advanced services for all eligible schools and libraries, particularly those in rural and inner-city areas.

The American Library Association worked with other education based associations to include the program in the legislation that was passed.

Funded at up to \$2.25 billion annually, the Program will provide discounts of 20% to 90% on telecommunications services, Internet access and internal connections. As of November 2, 2000, more than 4,500 libraries have received about \$77 million in discounted services.

Funding for E-rate program discounts comes from the telecommunications industry, in an Information Age update to the time-honored concept of universal service. The level of discounts schools and libraries are eligible to receive depends on economic need and location, rural or urban. Once approved, they apply their discounts to telecommunications services, Internet access and internal connections, then pay the difference out of their own budgets.

Congress created the universal service program for schools and libraries with bipartisan, public and private support to meet the urgent need for equitable access to telecommunications and advanced services for all Americans. The Program's deepest discounts go to rural and inner-city communities where the need for modern telecommunications services is most pressing.

ALA has played an active role in the implementation of the program, working with a diverse range of groups, including the Education and Library Networks Coalition (EdLiNC), government agencies, and industry on the ruling and the subsequent implementation of the FCC order. ALA continues to work with the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC), and with the Federal Communication Commission to improve the operation of this program and to increase library participation.

# Building Partnerships with other Organizations

## Steps to success

1. Identify potential partners with a common concern and commitment to building information literate communities. Recruiting key players early on will help to attract other participants.
2. Promote a sense of ownership among all participants. Success is more likely when all partners are involved in the planning stages.
3. Create a shared vision. Involve all participants in identifying community needs, available resources, potential strategies and desired outcomes. A facilitator may be helpful.
4. Respect that partner groups have different constituencies and agendas. It's important to keep an open mind, stay flexible and be willing to negotiate.
5. Make a plan and assign tasks. Promote a "can do" attitude. If those involved have a willingness to do whatever it takes, the project will be successful.
6. Run good meetings. Have a clear agenda and adjourn on time. Solicit everyone's input. Don't meet more than is necessary.
7. Maintain regular communication. Keep everyone informed by using each agency's established communication channels as well as creating new outlets.
8. Keep your community informed. Prepare a communications plan and provide opportunities for public input when appropriate.
9. Express appreciation. Make sure each group is recognized for its participation as well as the joint outcome.
10. Evaluate your effort. Identify what worked, what didn't and next steps.

## Dealing with Legislators/Parliament

Whether you do it in person, or by phone, or letter, communication is the key to good relations with public officials--not just when your library's funding comes up for a vote, but on a regular basis, so the lawmaker can become familiar with library issues and trends. The first step should be a face-to-face meeting.

Keeping legislators informed about library concerns, trends and successes is the best way to turn them into supporters and even library champions. Invite them to participate in special events that showcase the many resources and services available in libraries today. Send letters or phone to alert them to library issues you are concerned about. Send the library newsletter and other PR materials. Send a letter highlighting library resources of special interest to a legislator and expressing your desire to be of service. Include a business card with the library's address, telephone number, Web site and e-mail. Be sure to thank legislators for their ongoing support.

Although many people are intimidated or put off by having to compete for the time and attention of legislators, lobbying or advocating for a particular cause is the appropriate. Politicians are busy people but they usually welcome their constituents' input, both as a way of gauging community opinion and learning about issues with which they may not be familiar.

### Tips

- **Start with legislators** you know support libraries. Keep them informed as your issue/legislation moves forward.
- **Recognize** that public officials can't be experts on everything. Be prepared to provide them with information or referral sources.
- **Stick to one issue.** Decision makers do not want to listen to a "laundry list" of issues.
- **Do your homework.** Find out what you can about an official. Link the library message to something you know that relates to his/her special interest or cause.
- **Develop relationships** with national as well as local lawmakers. A growing number of national policy issues have a direct impact on libraries and their users.
- **Get to know staff.** Legislative staff members can be very powerful. If convinced about your issue, they can become important allies. Staff members change frequently. Be sure to stay current. Offer to brief new staff on library issues.
- **Don't give misinformation.** If you don't know the answer or have the information at your fingertips, promise to get back to the lawmaker as soon as possible.
- **Be personal.** Don't be afraid to use charm to impress the legislator.

- **Seal the deal.** Be direct about what you want and try to get a commitment.

## Know your legislator

The more you know about a legislator or official, the more effective you can be in communicating the library message and ensuring a successful outcome from your advocacy efforts.

Some legislators are more important than others because they control more votes, sit on important committees, are members of the governing body's power structure/leadership or are considered experts in a particular area. When deciding which legislators to approach, always ask yourself who can make or break this piece of legislation. Policymakers who hold appointments on key committees should be targeted first. After all, if your bill doesn't make it out of committee, it will never be voted on.

## Shaping the message

To be effective, your message should show how the proposed legislation/policy benefits or harms the lawmaker's constituents. Be clear about what you are asking (vote for/against a particular measure, persuade other committee members to support your side). Whenever possible, include supporting facts, examples and stories specific to the legislator's district.

Be prepared to summarize the library message in one minute or less. Time is extremely precious for public officials because of the many demands on them. It's not uncommon for legislative visits or testimony in legislative hearings to be limited to five minutes. Don't expect meetings to last more than a half-hour and often, much less.

A well-organized presentation is much appreciated by time-pressed legislators and their staffs. Well-intentioned individuals who do not stay "on message" hurt your cause more than help it.

## Who can be most effective?

Selecting the best person to deliver your message can make the difference as to whether or not you are successful. Smart legislative advocates know which legislators are most important. They also know the names of those who are in a position to influence the legislator. The most important person to any elected official is **a voting constituent**.

Other important people are:

- Campaign donors
- Local civic and business leaders

- Editors of local media who shape editorial opinions and news coverage
- Potential candidates who may oppose lawmakers in future elections
- Individuals who have had a positive impact on his her/life

Libraries have just about every kind of person imaginable as users and supporters. Just as politicians rank the importance of certain constituency groups in terms of their value, we need to do the same in order to know who can best champion our cause.

# Know Your Legislator Worksheet

Name of official

---

District

---

Political party

---

Political philosophy (liberal, conservative, moderate)\_\_\_\_\_

Date first elected -

---

Key supporters (seniors, labor, business, education, etc.)\_\_\_\_\_

---

---

---

Key areas of concern

---

---

Position on libraries

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---

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Library connections (family, friends, advocates) \_\_\_\_\_

Positions held (chairmanships, committee memberships)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Who should deliver the message?

How? \_\_\_\_\_

# Shaping the Message Worksheet

The issue:

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The message is: (25 words or less)

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Three key points:

1)

---

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2)

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3)

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This is important to your constituents  
because:

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We need you to: (call for action)

1)

---

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2)

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# Section F. ALA Assistance

# ALA Sister Libraries Initiative

To promote the concept of a global community of libraries, the American Library Association (ALA) has created a Sister Library Initiative to encourage U.S. libraries to form relationships with libraries in other countries as part of the Sister Library Program.

There are many reasons to build a partnership with a library in another country. These include to:

Promote awareness of the library and its international "reach."

Exchange information between libraries.

Improve access to published information in both countries.

Offer opportunities to learn more about a region or country represented by an immigrant group in your community.

Share techniques and technologies to help solve problems.

Broaden both your own and your staff's view of the library profession.

Increase staff and community knowledge of other cultures.

Increase diversity of interaction between professionals.

Share strengths through exchange of resources and expertise.

Address weaknesses by providing resources, training and exposure.

Participants in the ALA Sister Library initiative should choose the level of involvement with their Sister Library based upon the mutual needs of the libraries. Sister Libraries should make commitments at levels that are comfortable for both participants. Some relationships will be informal, while others may involve formal contracts and ceremonies.

## Suggested Activities

Organize a pen pals program for library staff and users to learn from and about each other.

Initiate contact via e-mail to discuss issues and concerns.

Arrange to exchange displays of books and cultural materials.

Arrange for short-term exchanges of professional staff.

Organize a delegation of staff and community members to visit your Sister Library.

Arrange for interlibrary loan to facilitate document delivery between libraries.

Donate useful books or journals.

Exchange local newspapers, cultural materials, bibliographies, artifacts and displays of interest.

Offer to assist in purchasing material that are difficult to find in the other country.

Exchange staff newsletters.

Create a bulletin board display with photos of your Sister library, its staff and users. Send a scrapbook, slide presentation or videotape of your library to your Sister Library.

Publicize your Sister Library status via your library newsletter and at speaking engagements with the Chamber of Commerce and other groups with an international focus in your community. Provide interviews and photo opportunities with local media.

Set up an evaluation mechanism to help both libraries celebrate their successes and learn from their mistakes.

### **How To Search For A Sister Library in the United States**

ALA has created a Sister Library website which contains a form where you can input information on your library. The url is <http://www.ala.org/sisterlibraries/>

On website you can search the list of U.S. libraries looking for a sister library and U.S. libraries can look at your information to see if a match is possible.

The ALA International Relations Round Table has created a special committee to assist with the Sister Library Initiative.

### **SISTER ASSOCIATION RELATIONSHIPS**

The ALA International Relations Office will work to try and match each national association with a state library association in the United States. Azerbaijan has already set up an informal relationship with the Texas Library Association. The Office will also look to see if a regional association is interested in partnering with the Confederation of South Caucasian Library Associations.

### **CAUCASUS DISCUSSION LIST**

To continue the dialogue at the workshop and maintain connections ALA is creating a special CAUCASUS discussion list for participants of the workshop. Participants can use this list to freely discuss ideas after the workshop and regional participants can

get advice from US participants as they plan their advocacy initiatives. ALA will sign up all of the participants for the list.

# Section G. Miscellaneous

# Facilitating and Recording for Groups

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## **FACILITATION**

Facilitating group processes can be challenging and rewarding experience. Professionals possessing skills in facilitation are valuable assets to organizations. Although attending one workshop or reading one document can never make anyone an instant expert, basic skills can be enhanced by practice with evaluation. The most successful facilitators, however, are those that have knowledge of the group process, group discussion techniques, specific communication techniques for managing the group as well as the complete knowledge and skills required of group recorders.

### **Facilitator Responsibilities Include**

- 1) Management of the group learning process,
- 2) Direction of **group ideas and feelings**,
- 3) Development of thoughts from all group members,
- 4) Continued focus of group process on main ideas,
- 5) Maintenance of a space where members feel safe and comfortable as well as valued
- 6) Production of usable group memory,
- 7) Success of group goals.

As with other group roles, there are misconceptions on how facilitators operate. As with recorders, there are several things that a facilitator or a facilitated session isn't.

What it is...

- Valuing all group members, their background and contributions,
- Allowing group members to talk much of the time,
- Helping a group focus energy, gather ideas and find solutions.

What it isn't...

- It isn't having the opportunity to expound on one's beliefs.
- It isn't a passive group guidance that involves only calling on members.
- It isn't a discussion where only views that agree with the facilitator are allowed.
- It isn't a randomly planned discussion.
- It isn't sessions where views are presented which represent only one area such as one office or department, or one way to do a service.

## **Facilitator Guidelines**

- Prepare for the process as well as the content,
- Value diversity in the group,
- Note where gaps in background of participants occur and try to get the group as a whole to expand ideas,
- Practice nonverbal behavior that doesn't indicate judgement,
- Attend all speaker sessions and take notes to aid in question/process preparation,
- Communicate with (if possible) your recorder and co-facilitator before, during, and after the session,
- Stress the value and use of the recorders as a team members,
- Pick upon group member clues such as body language showing hostility, boredom or upset, or having difficulty with the concept because of the language barrier,
- Be aware of conscious or unconscious bias of members such as gender, age, department or service area or career level,
- Consider using techniques such as "echoing" a person's thoughts back to allow the group to comment or clarify,
- Build flexibility into your presentation so if one technique doesn't work, you can switch.
- Concentrate on your primary role -- that of listener and interpreter and give each member your complete attention

## **Outline of the Discussion**

- 1) Make sure the group understands the purpose of the session
- 2) Indicate groundrules for the session: (We will prepare on flip chart paper in both languages in advance)
  - All opinions are valued
  - All group members have equal status
  - All members should contribute to the discussion
  - Be considerate and let others share their opinions
  - One person speaks at a time
  - Be considerate of the interpreters and those who do not speak your language
  - No side conversations
- 3) Depending on the session, ask the group to think and jot down their own thoughts before beginning the group discussion.
- 4) Solicit opinions by going around the room one by one. This ensures everyone will participate.
- 5) Work with the recorder to create a "group memory" of the outcome of the session on flipchart paper. Touch base with the recorder as necessary,
- 6) Stop at least a few minutes before the end of the group activity for the recorder to recap and clarify,

- 7) Create a "closure" with thank-you's.

### **Post-Group Time**

- 1) Meet with the recorder to clarify issues
- 2) Sign-off' on the group memory.

## **ROLE OF THE RECORDER**

Recording information from a group process is also called creating a group memory. It is one of the most, if not the most important group role to assume. Because it is such a misunderstood role, it is first important to clarify what it is and what it isn't.

'In most of the literature of recording, "group memory" most often refers to the recorder's flip chart-sized notes that are posted on the walls around the group discussion room.

What it is...

- It is working as a team member, specifically with the group leader, the facilitator.
- It is creating an instant group memory that captures not only words, but priorities, comparisons, rankings and the group spirit.
- It is being the best possible listener.
- It is being a participant in the group after stating, "I'm not speaking as the recorder now."
- It is assuming responsibility of clarification needed and a smooth flow of group process.
- It is playing a major verbal supporting role to the facilitator as needed.

What it isn't...

- It isn't recording every word that is said, exactly as it is said.
- It isn't occasionally jotting down important phrases.
- It isn't recording what the recorder agrees with or what the recorder thinks the outcome should be.
- It isn't taking notes only as the recorder thinks.
- It isn't using an unknown shorthand.
- It isn't (or doesn't always have to be) a recorder spending endless time rewriting the content for broad understanding.
- It isn't relegation to a totally silent group role.
- It doesn't insure a lack of involvement or take away a right to contribute.

### **Recorders Responsibility**

- 1) Record the facts, issues and ideas generated by the group.
- 2) Use techniques to organize the information to increase accuracy.
- 3) Help clarify the discussion to be sure you are recording key points and issues. Work with the facilitators to do this.

- 4) Do not substitute words of the speaker without permission but do attempt to summarize
- 5) During brainstorming, write keywords as quickly as possible, there will be time for clarifying later.
- 6) Work with your other recorder to ensure you are writing the same thing in Russian and English
- 7) Use a variety of colors to indicate priorities, rankings, decisions, etc. When listing ideas, alternate colors to help the reader distinguish them. Number each page in each language.
- 8) Concentrate on listening before writing to capture the differences between main ideas and supporting ideas, and seek facilitators and group member clarification at any point, is open-minded.
- 9) Participate as necessary in recapping,
- 10) Participate in closure activities.

### **Post-Group Time:**

- 1) Meet with facilitator to clarify issues,
- 2) "Sign off" on group memory with facilitator.

## **WAYS TO GENERATE GROUP DISCUSSION AND ACHIEVE GROUP GOALS**

Although they are not the only ways to discuss or achieve group goals, these ways should be considered:

- 1) Questioning -- any group process chosen can begin by the facilitator posing questions to the group, however, the process itself may be the choice of relevant questions and recording participant response.
- 2) Brainstorming -- this process has the facilitator tossing out ideas and the group responding with wild, not-so-wild, and even impossible ideas. The guidelines for brainstorming include:
  - A rapid flow of ideas during a designated period of time
  - No evaluation or critique of the ideas until all ideas are listed
  - Revisiting ideas one by one to discuss their viability
  - Combining ideas as relevant
- 3) Nominal Group (or Round Robin) -- members individually respond in some order to specific ideas or issues presented. One issue is handled at a time. The strict definition of nominal group techniques includes options individually written on paper and either a verbal or written discussion taking place for each idea or issue presented.
- 4) Impossible Questions -- the facilitator structures a question to illicit responses concerned with "what may be impossible ... but if we could, we would."
- 5) Visualization -- group members are given an ideal situation and asked to visualize it and respond, or group members are asked to create an

ideal situation, and then describe it so that others may "see it" and then the group discusses.

- 6) Problem Solving -- the facilitator, a group member or the group as a whole, discusses a situation or issue, identifies a problem, generates a list of options or ways to solve the problem, and develops a plan.
- 7) Evaluate Options -- the facilitator presents an issue, idea or problem with a list of ideas, concerns or solutions, then the group members analyze, reduce, add and decide on the list or the options presented.

We will discuss at the training session which approach is most relevant in each of the sessions.

### **Techniques, words, phrases, and questions to use with the group**

We need to be always cognizant of several issues:

- We are working in two languages and many people understand only one of them
- We are from different cultures and what may be appropriate in one may not be appropriate in another
- Still we should push boundaries and assumptions, particularly in the arena of what is possible

Here are some suggestions of ways to accommodate our multi-cultural approach in the discussion:

(suggestions are from Pat Wagner, a consultant in Denver):

- What has worked best for you in your country
- What is your advice for other library associations based on your current successes?
- What lessons does your culture and history teach you about building community and professional alliances?
- What are your plans for the immediate future?
- What resources would you need to take the next steps?
- What have been some of your biggest successes?
- What are the special challenges within your communities?
- Do you have information about how other professional groups in your country have created their associations that you can share?
- What do you wish other people knew about your country? Do these things affect the library associations, and how?
- What is your library association best at?
- What are your members asking for in the way of services?
- Are there special geographic, political, language, or cultural issues that your association must deal with?
- What is unique about your situation?
- If you could have an ideal situation, what would that be?
- What is one thing you would change, if you could, to improve your association?
- What are librarians in your country talking about these days?

# Information Literacy Competency Standards for Higher Education

Adopted by the board of the Association for College and Research Libraries, January 2000. See *Organizations and Leadership*.

**Standard 1:** The information literate student determines the nature and extent of the information needed.

**Standard 2:** The information literate student accesses needed information effectively and efficiently.

**Standard 3:** The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

**Standard 4:** The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

**Standard 5:** The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.