

**A Report on State Humanities Council
Resource Centers**

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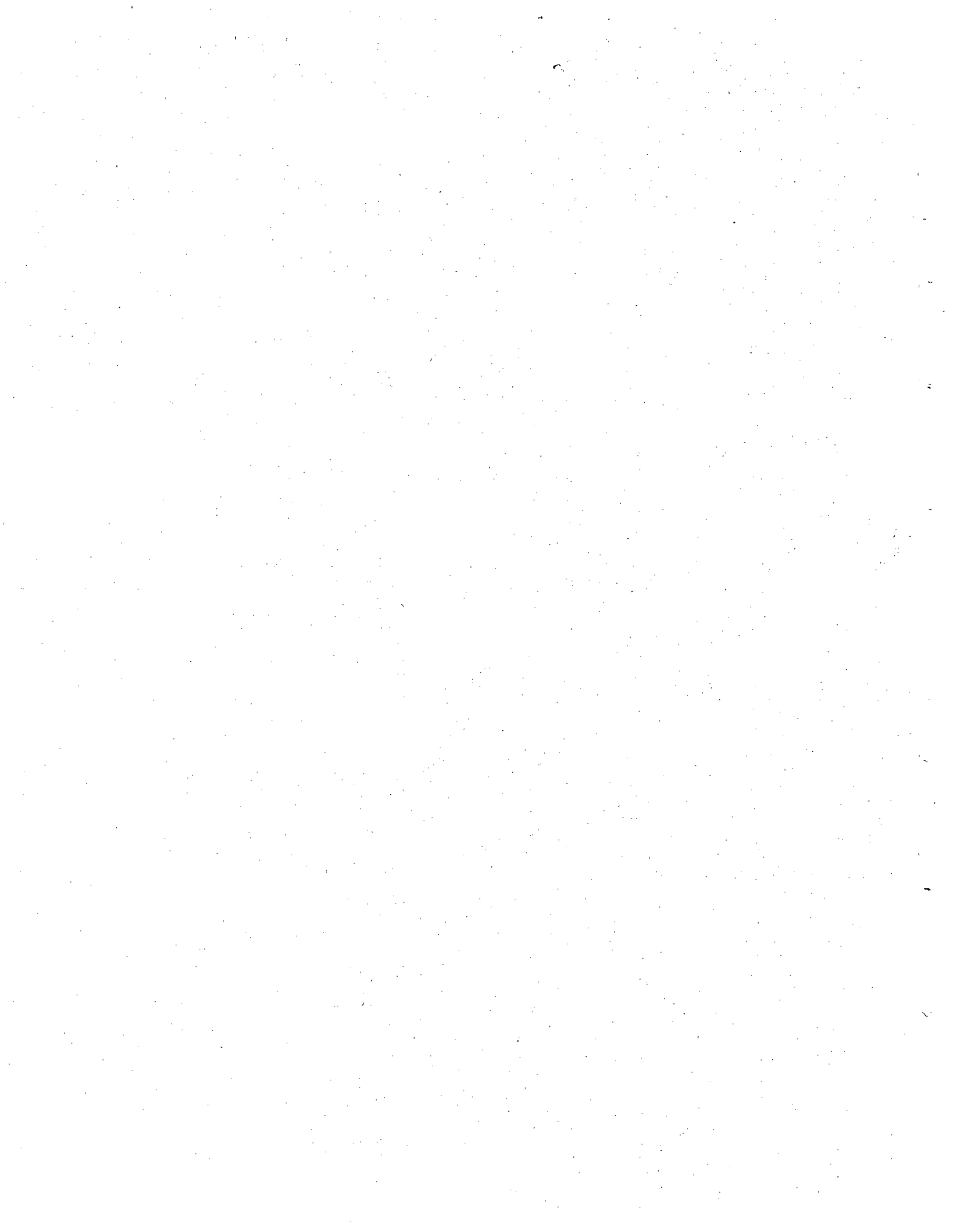
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STATE HUMANITIES COUNCIL RESOURCE CENTERS

INTRODUCTION

It is scarcely an exaggeration to state that humanities resource centers have boomed since the first ones were established in the mid-1970's. A 1980 study reported approximately ten resource centers in existence, most of which had been operating for scarcely two years. The average reported budget at that time was in the neighborhood of \$25,000, only one was administered directly by a state council, and the overwhelming majority of the centers were operated by part-time staff. Since that time the number of formally organized resource centers has increased steadily as councils have found them to be efficient mechanisms for extending the useful life of council-funded projects and for reaching new audiences. There are now over three times as many centers in existence as there were in 1980, the average budget currently exceeds \$45,000, and many of them benefit from full-time staff. While many states continue to utilize packaged programs without organizing their distribution and use through a resource center, many other councils have found the structure of a resource center to be an efficient way to incorporate these materials into their overall programming.

Yet, the paradox of the successful resource center is that it can fall prey to its own triumphs. The increasing public demand for its programs, be they media, speakers, exhibits, or other formats, can create serious burdens on a center's human and financial reserves. It would be difficult (if not impossible) to find a resource center coordinator who did not have a vision of his or her center's possibilities if funding were no object. However, the need to respond to rising demand with a finite budget has meant that councils have had to strive for the most efficient ways possible to organize the centers. Some have worked to achieve this by maintaining an in-house center. Others have established liaisons with other cultural institutions, such as libraries or colleges, which are willing to share or assume aspects of the administrative responsibility of the day-to-day operations. Still others have established the resource centers as totally autonomous organizations. And, of course, some councils have centers whose various components are hybrids of these various models. Like the state councils themselves, the centers exhibit a range of variability and have found it necessary to define their niche carefully within the state so as to make the most efficient use of their available institutional and financial resources.

At the same time, few of the resource center coordinators or directors have the time or the opportunity to share experiences or to compare notes with their counterparts in other states in any kind of systematic fashion. Aside from occasional newsletters or sessions at national and regional meetings, there is little formal structure within which communication or data-gathering can be carried out. In addition, current comprehensive information regarding the centers is hard to find. The latest summary report was completed in 1984, and some centers have undergone significant changes since that time. With these considerations in mind, the Division of State Programs undertook early in 1989 a project

to assemble information on the current state of affairs among the resource centers with the hope that such a study could furnish some broad comparative data for use by the people who administer the existing centers, by those councils which may be contemplating the creation of a center, and by the state councils in general. After some very helpful preliminary discussions with resource center personnel to assess the kinds of information which would be most useful to those people who actually operate the centers, data were collected from virtually all of the state humanities councils, even those which do not have a resource center. (Because the use of packaged program materials is widespread it would have made little sense to ignore this potentially helpful information from each of the states.) To furnish a greater sense of context for the ensuing discussion, a copy of the questions posed as part of this data collection has been included as an appendix to this report.

Currently there are approximately 35 resource centers claimed by various states throughout the country and in Puerto Rico. The division was fortunate in being able to obtain data from all but one of the currently operating centers, virtually a complete sample. Furthermore, nearly all of the other state councils cooperated and are represented in the narrative presented below, a degree of participation which has been most helpful in enabling the division to paint a portrait of the resource centers as they are presently constituted. While the ensuing narrative should speak for itself, a word or two about the way in which the information has been organized (particularly in the graphs and tables) is in order so as to clarify the rationale underlying the manner of presentation.

First, a word about the term "resource center" itself. Unlike a rose, there is no necessary consistency among what the various states choose to call a resource center. To some states a center is an all-encompassing structure under which the distribution of visual and audio media, speakers, exhibits, books, and even Chautauqua presentations is organized. To another state it may constitute simply a media lending library. Still others may utilize "resource center-like" materials, such as a series of speakers, but may consider them as a separate administrative category. Clearly, states are prone to mix and match components depending on what best suits their administrative and programming needs. There is no easy resolution to the problem of constructing a parsimonious universal definition. Therefore, for purposes of this study, I have chosen (in the best anthropological fashion) to depend on the perceptions of the people in the field. If a state claims to have a resource center, then it is included in the summary, regardless of what it may include or proscribe. While in some cases this might lead to comparisons among entities which may differ markedly from one another, this structural variability is worthy of note in that it reflects the possibilities inherent in the structure itself.

For discussions of the various aspects of the centers, the data are

arranged generally according to the frequency of the responses by resource center personnel. Put simply, an item or topic that was mentioned more often appears at the top of the sequences in the charts and graphs. There has been no attempt made, nor should there be, to imply that higher numbers indicate preferable responses or that infrequently mentioned topics are of correspondingly lesser importance. The variability with which items have been reported is rather a reflection of the concerns that are specific to a particular resource center within its own unique setting. Since the centers exhibit a wide spectrum of structures, emphases, and histories it should be expected that the perceptions of their respective staffs vary accordingly. I have considered all of the information to be intrinsically useful.

Wherever possible, generalizations have been drawn from the patterns in the information, and potential issues or problem areas singled out by the respondents have also been noted so as to offer the most complete summary possible. While any generalization is obviously open to revision, the overall goal of the analysis has been one of objective assessment. Nonetheless, nothing contained here should be construed as suggesting that there is only one correct model for a resource center. To attempt to make such a claim would not make sense. In fact, as Davy Crockett is reputed to have once quipped, it wouldn't even make good nonsense.

While fairly complete information was obtained from the 35 centers, it should be noted that actual numbers in the graphs or tables frequently vary for different reasons. In some cases the information requested may not have been applicable to a certain center's operations and was simply omitted. Conversely, in some instances a person may have responded to a question with more than one answer. Rather than limit the responses arbitrarily, I have deemed it preferable to include as much information as possible so as to represent better the variety of perspectives of the center directors and coordinators. (In the graphs, medians are used occasionally, as well as averages, to summarize data. A median -- the mid-point -- is usually a more reliable indicator, since it is less affected by numerical extremes.) Finally, it should be noted that the quality of the information gathered is only as good as the questions posed. Since responses were open-ended for the most part, undoubtedly there is some variability in the degree of coverage of some topics. In some cases I have attempted to fill in missing information based on supplemental materials furnished by the centers, but this has not been possible in all instances. However, while precise quantification may not have been attained, the overall tendencies and patterns should be both valid and reliable. In the event that readers may wish to have more detailed information on a topic that is covered only generally in the report, they should feel free to contact the division. Information was gathered on several aspects of the resource centers: structure, staffing and operations, general policies, budgets, and overall assessment. The following discussion will touch on these general topics and attempt to relate them to one another in some systematic fashion.

MISSION AND STRUCTURE

With the exception of a slight decline in 1986-1987, there has been a fairly steady growth in the number of resource centers since 1976 (Graph 1). This increase roughly parallels the growth of the councils themselves and their own augmented program needs. As the number of council-funded projects has increased, so has the need for some systematic way to guarantee that the products resulting from projects can be utilized in public programs on a continuing basis. Resource centers address this need, as well as others, as Table 1 demonstrates.

Table 1
Primary Mission

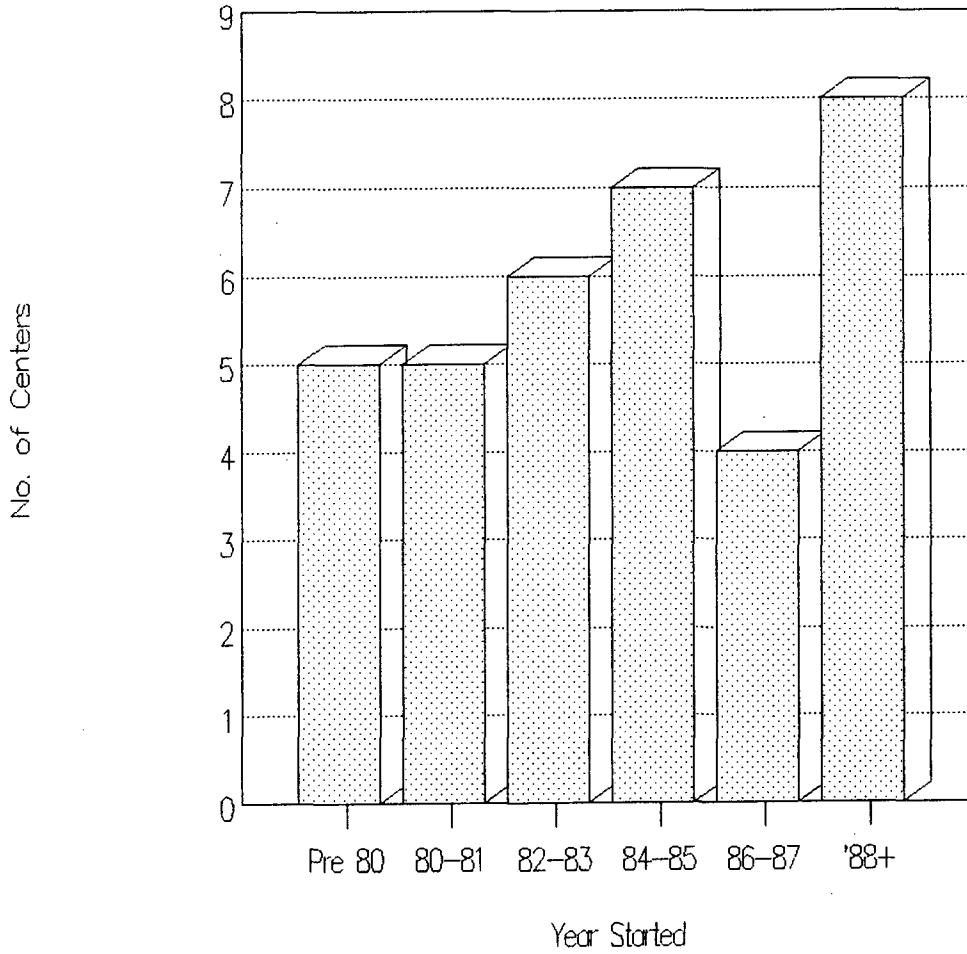
Provide outreach and program development	17
Make a variety of materials easily accessible	9
Increase the life of council-funded projects	7
Increase council visibility	5
Draw new participants into council program	3
Promote reading and discussion programs.....	1
Promote environmental education	1

The need for some kind of outreach mechanism to take programs to hard-to-reach audiences was mentioned nearly twice as often as any other reason, frequently with reference to rural audiences. Given the paucity of institutional resources in most rural areas, the centers appear to be a response to a real need there. However, the D.C. council has found packaged programs to be extremely useful for reaching underserved urban populations, so the approach appears to be well suited to a variety of venues. The next most frequently mentioned rationale for a center's existence, ease of access to materials, obviously complements the outreach focus. It is clear from the responses above that the centers have been designed with specific purposes in mind.

However, many councils have found the centers to be useful for their more general overall programming and institutional purposes as well. While ten centers responded that they were tied to council program development only informally, the majority have found that, in addition to using the centers' programs as a way of acquainting new audiences with the council's work, they can have other beneficial side effects (which may become goals in and of themselves). Several people indicated that the center, because of the publicity it generated, had been helpful in familiarizing people with the grant process, and had proven to be a powerful program development tool for involving new audiences in the core grant program. Some centers have also found this type of publicity to be useful in fundraising activities and in promoting various program emphases.

Graph 1

Reported Ages of Resource Centers



Structural Models

In establishing the centers as programming mechanisms, several structural models have been devised. In 1980 there were three models in existence: in-house operation, assignment to an outside agency, and regrant. These models still can be found today, with some modifications. For purposes of this report, both the assignment model and the regrant model are treated as variations on a model involving "external" institutions, and the in-house type of arrangement is categorized as "internal." Most councils (twenty-six) have chosen to handle the centers as in-house operations and to maintain close administrative control over the way in which the materials are integrated into the council program. In fact, there is a slight tendency for the older centers to be handled in this fashion. However, approximately one-third of the councils (twelve) have availed themselves of other institutions within the state as partners in the enterprise. For the most part this cooperative arrangement involves outside handling of portions of the resource center holdings rather than the holdings in toto. For example, some utilize state library systems to administer the distribution of videotapes, films, or books. University or college departments of audiovisual services are also common collaborators, especially as repositories for the media collections as well as for their actual distribution (although, as in the case of the Massachusetts center, approval for the bookings may be handled by the council offices). Some centers utilize state historical societies (which frequently have access to museum storage facilities) to handle council-funded exhibits. While some of these kinds of arrangements may be handled through the regrant process, some are also closer to the assignment model and involve an institutional quid pro quo in which the cooperating agency gains some access to the use of the council materials in exchange for the services rendered.

Taken to its logical conclusion, the idea of some cooperative arrangement for specific formats can lead to the eventual farming out of the entire resource center operation to another organization, frequently through a regrant. About one-fourth of the councils have opted for this type of arrangement. In some cases this involves an agreement with another agency to the effect that all council-funded media or other materials will be deposited there, with administrative control (e.g., booking, shipping, etc.) residing with the outside agency. This appears to be an arrangement which is particularly suitable for those centers operating primarily as lending libraries and which do not require the use of a scholar with the materials. However, it is still possible for the council to retain a substantial amount of control over the distribution of materials within this framework, especially if carefully negotiated interorganizational agreements exist. One example of this is the arrangement between the Maine council and an outside regrantee which collaborates in tailoring the development of its exhibit materials to suit the overall council directions. Exhibition Programs of Maine

submits an application to the council every two years for specific projects which fit the council's program needs, and also serves as a repository for other council-funded exhibits. EPM also handles the booking and distribution arrangements, and submits frequent reports to keep the board informed. Another option is for the council actually to create the organization de novo, something which the Texas council has done since 1986. Prior to that time the council had relied on a university library to handle the materials, but cutbacks in state budgets prompted the need for a new arrangement.

HOLDINGS

Whatever the institutional arrangement, the centers' holdings typically consist of a wide variety of materials which have either been purchased or developed through regrants. Some centers have chosen to focus on only a few selected formats. For instance, Vermont handles only books through its center, while Puerto Rico (in its island center) and Tennessee specialize in visual media. However, it is more common for the holdings to be quite varied. Table 2 (page 6a) details this information. Graph 2 (page 6b) shows the most prevalent formats represented in the collections, and Graph 3 (page 6c) furnishes another perspective on this information by providing a summary view of the numbers of actual titles (both as averages and medians) contained within each of these formats in the centers' collections.

It can be seen that videocassettes are the most popular format by far, partly because of the relatively modest purchase cost as compared to film and partly because of the relative ease with which they can be shipped, stored, and maintained. While a videocassette does not lend itself as easily to programs involving large groups, it nonetheless remains an effective format. Numerically, titles on audiocassettes are second only to videocassettes among the holdings, followed thereafter by film, speakers, and books. Exhibits, program guides, and slide/tape programs comprise smaller percentages of the overall holdings.

It has been noted that one of a center's main functions is to extend the useful life of council-funded products. Graph 4 (page 6d) illustrates this tendency of the centers to hold many products funded by state council money, especially regarding media.

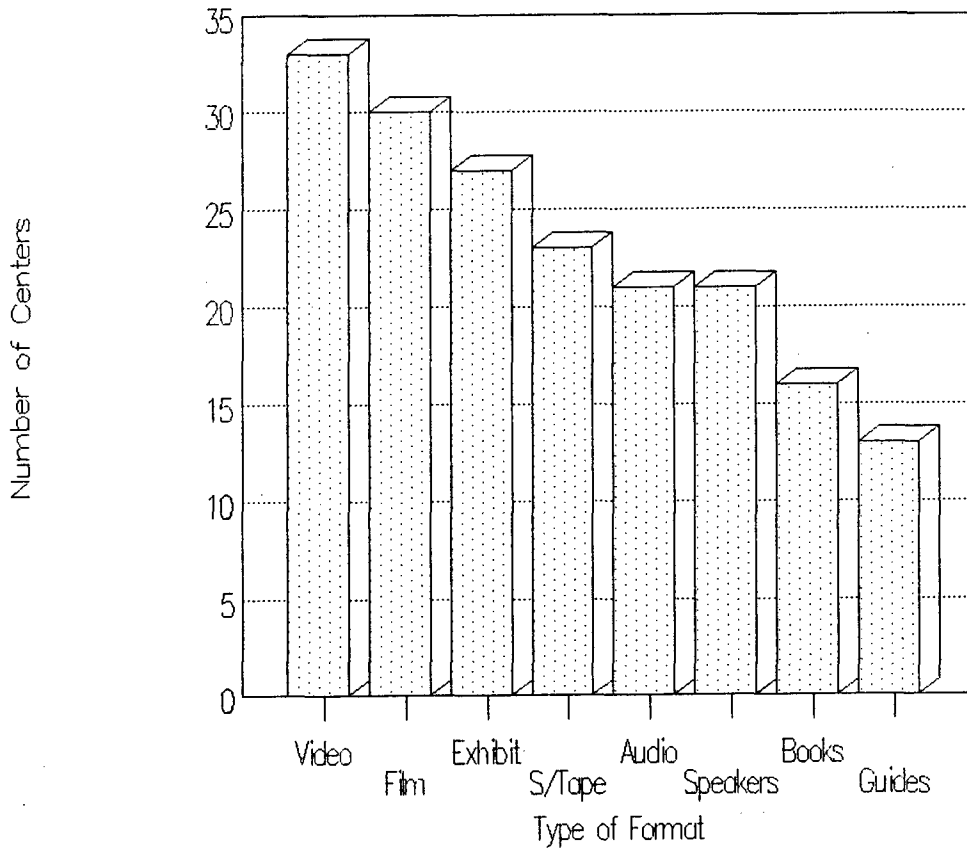
Since many of the holdings derive from regrant projects which may reflect a particular aspect of a state's heritage, it comes as no surprise to find that, as seen in Table 3 (page 7), over half of the centers report that state and local history constitutes an important area of emphasis among their collections.

TABLE 2: Reported Holdings of Resource Centers

STATE	Video	Audio	Film	Speakers	Books	S/Tape	Exhibits
AR	336	59	66	0	0	43	27
AL	80	0	30	15	0	10	12
AZ	150	100	30	60	0	20	14
CO	410	50	20	35	25	10	6
CT	150	20	50	0	180	10	15
DC	33	15	5	80	70	0	3
FL	104	8	1	15	20	0	0
GA	231	79	16	0	52	21	4
HI	71	0	0	83	0	2	7
IN	800	100	75	0	0	0	12
KS	97	7	41	36	86	7	10
KY	150	0	25	40	0	15	0
LA	100	0	40	0	0	0	0
ME	9	5	187	21	14	5	27
MA	20	0	30	0	0	0	0
MI	200	100	6	25	0	12	5
MN	14	0	0	16	0	0	1
NE	178	65	124	112	6	13	10
NH	7	2	25	116	72	1	6
NJ	383	0	118	0	0	0	6
NM	100	50	10	35	25	0	10
OH	130	2	20	0	0	10	6
OK	100	0	20	0	0	15	28
OR	4	0	27	26	30	4	3
PR	37	0	16	0	0	0	0
SC	200	30	50	0	10	0	0
SD	52	55	39	58	0	11	8
TN	11	0	2	0	0	0	0
TX	150	3	105	200	27	50	33
UT	550	500	80	10	82	50	10
VT	0	0	0	50	240	0	0
VA	475	150	68	26	0	7	8
WI	12	0	0	0	0	2	6
WV	58	250	10	0	15	18	8
WY	73	0	89	30	0	5	3
Average	156	47	41	31	27	10	8
Median	100	50	26	35	29	10	8

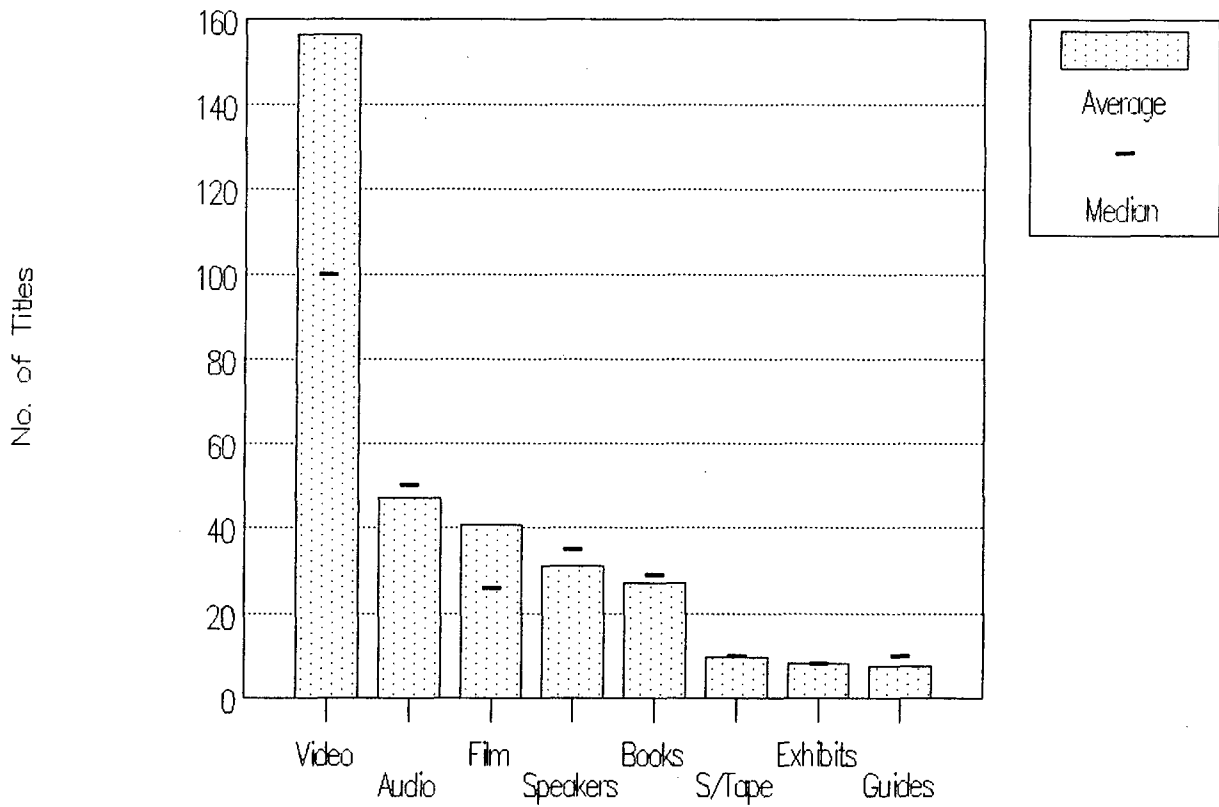
Graph 2

Formats Represented Within Resource Centers' Holdings



Graph 3

Average & Median Holdings (Titles) of Resource Centers



Graph 4

Council-Funded Media in Centers' Holdings (%)

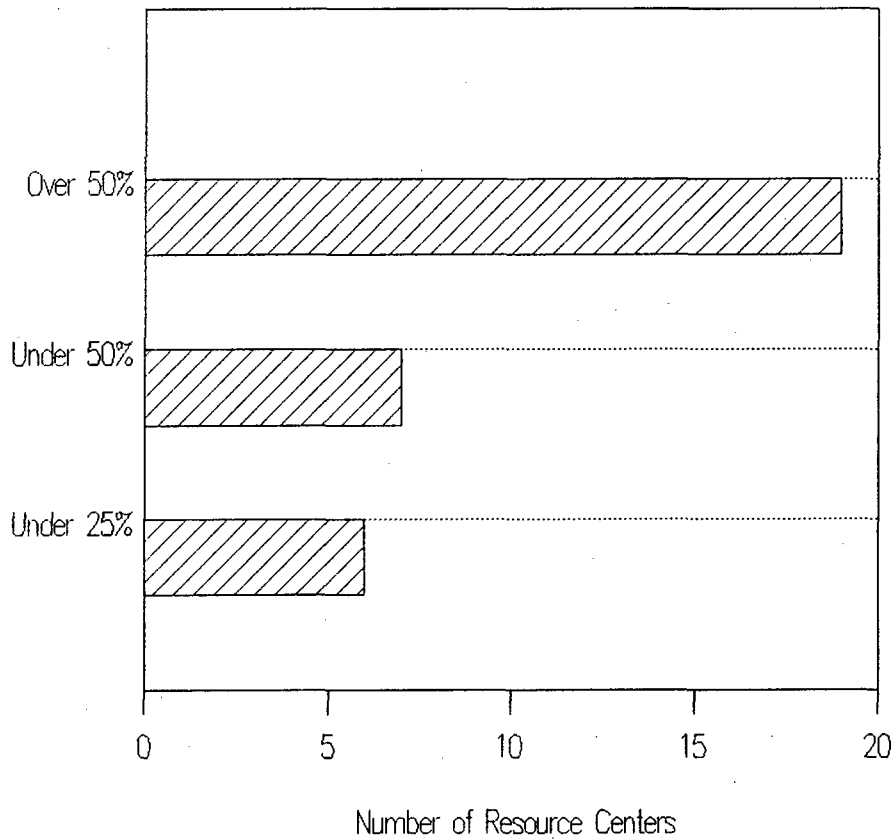


Table 3
Areas of Special Emphasis in Collections

State and local history or heritage	18
Various topics	18
Ethnic heritage	4
Literature	3
General history	3
U.S. Constitution	2
Women's studies	2
Ethics	1

However, equally as many centers also maintain an eclectic mix of topics so as to appeal to a broad audience. Other kinds of special foci within holdings frequently reflect a particular council interest or direction. Overall, it would be fair to say that most of the centers aim to maintain a mix of topics even though their collection may be weighted in a particular direction, depending on funding patterns for media projects, on specific outreach needs, or on particular program emphases.

Of course, the centers' holdings are constantly growing as new projects are funded or as new acquisitions are made. Graph 5 (page 7a) give some idea of the frequency with which various kinds of formats are being added to resource center holdings.

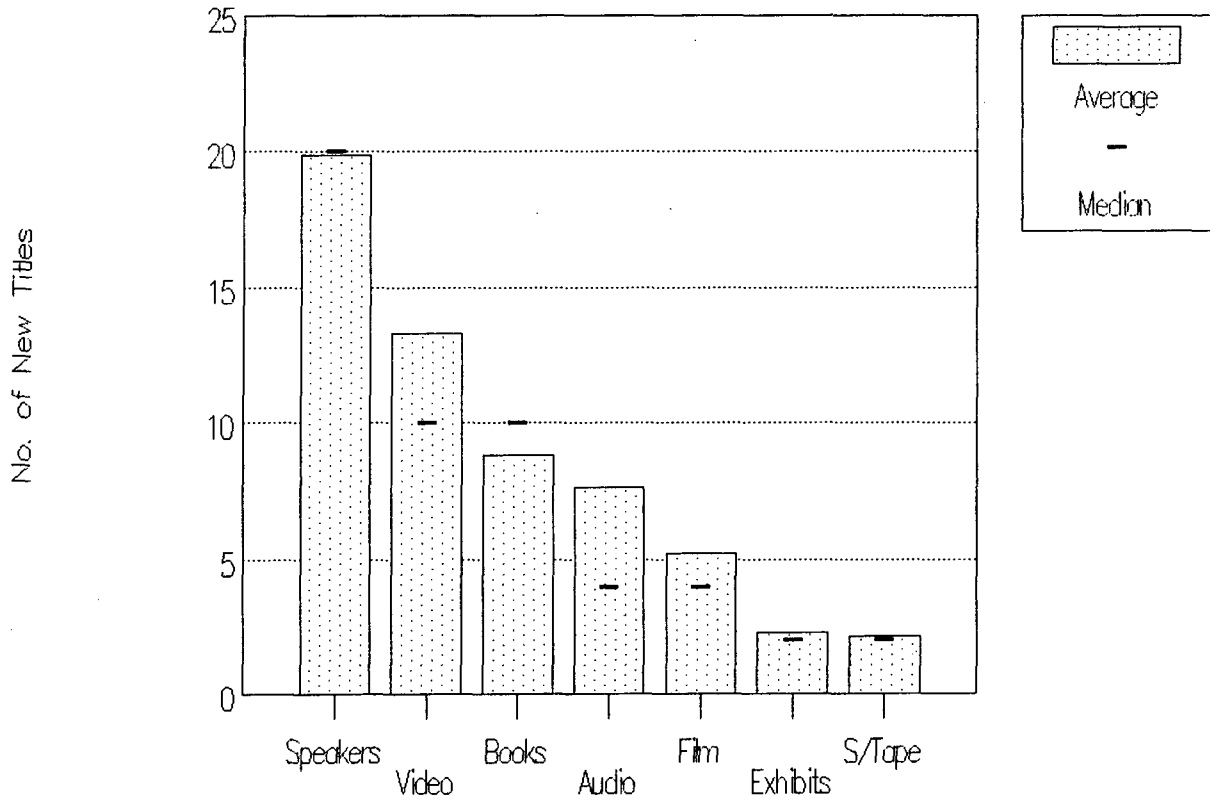
The pattern of the frequencies with which various formats are being added to the centers appears to parallel the patterns which were seen in the centers' basic holdings, with the exception of speakers, a format category which appears to be very popular. In terms of permanent holdings, however, this particular number is probably somewhat misleading because speakers rotate in and out of the available offerings and cannot be considered as "acquisitions" in the strict sense.

Acquisition Policies

However, who decides what should be acquired? Sometimes the council can be directly involved. For example, council-funded projects of various kinds can be expected to find their way almost routinely into the resource center. In cases involving outright purchases, the role of the council may be more variable. Often both the council and the staff have a voice in the decisions, but approximately one-third of the centers (11) indicated that the staff alone is responsible for the selection of new material. These acquisitions are then reported out to the full board as a way of keeping them involved in the center's operations. Four of the centers reported using outside evaluators to assist in selecting new acquisitions. For example, Nebraska utilizes an elaborate and effective panel of sample users (project directors, librarians, scholars, members of the general public, etc.) as a way of evaluating the potential appeal of the material. These panelists then submit written comments which form

Graph 5

Average & Median Yearly Resource Center Acquisitions



the basis for the final selection. Turning to the question of why new material is selected, as opposed to how, table 4 indicates the kinds of criteria that the centers reported using in their acquisition decisions.

Table 4
Acquisition Policies

Audience appeal	10
Quality/content	10
Consistency with council direction	9
Council-funded project	7
Informal policies, or under development.....	5
Outside evaluations	4
Specifically targeted topic	2
To supplement holdings	1
Good council publicity	1
Ease of use (regarding exhibits).....	1
Cost	1

Clearly, concerns about quality and audience appeal top the list for good reason. Given the rationale for a center's existence, it would be unwise not to match the new materials to the interests of the potential audiences. Equally interesting is the last-place ranking of cost as a consideration, at least according to the responses provided, given the budgetary constraints under which many centers operate. While the expense of acquiring materials is obviously an important consideration for centers, evidently other criteria more related to quality and effectiveness also play an appropriately large role.

Removal of Materials

Equally as important as the policies regarding acquisitions are those which relate to how unused materials are removed from the collections. Curiously, few centers indicated that this was carried out in any kind of formalized way.

Table 5
Methods For Removal of Materials

Informal or ongoing	16
Systematic	8
No removal	3

Respondents indicated that the normal pattern is for centers to track materials as they circulate and to remove them on an ongoing basis. However, most also indicated that the basis for removal depends more on the physical condition of the item than on its content. A film,

videocassette, or other type of program is normally culled if it has accumulated enough wear and tear to make it unserviceable, but materials are usually retained as long as they are requested by sponsors. Even infrequently requested items may be retained as "archival" copies. Perhaps this a reflection of the current stage of development among the centers (since half have been in operation for fewer than seven years) in which the concern might be for building up a diverse collection rather than paring down the holdings. (This pattern would be consistent with the reported future plans for the centers, discussed below).

While the borrowing of materials from other sources might be a logical and cost effective way to expand the programming materials available to a center, very few (three) centers reported any pattern of systematic use of materials from other institutions or distributors within their states. While many centers (eighteen) indicated that they utilize outside materials on an informal basis, the general pattern seems to be one of relative programmatic autonomy. Perhaps this is to be expected, given the unique nature of the centers' collections. With few exceptions, it would be unusual to find comparable assemblages of humanities programming resources among other cultural institutions within a given state. It would also be rare to find other institutions whose mandates paralleled those of the state councils. Most centers thus fill a specialized niche, a fact apparently reflected in the fairly self-contained nature of their programming.

USAGE PATTERNS

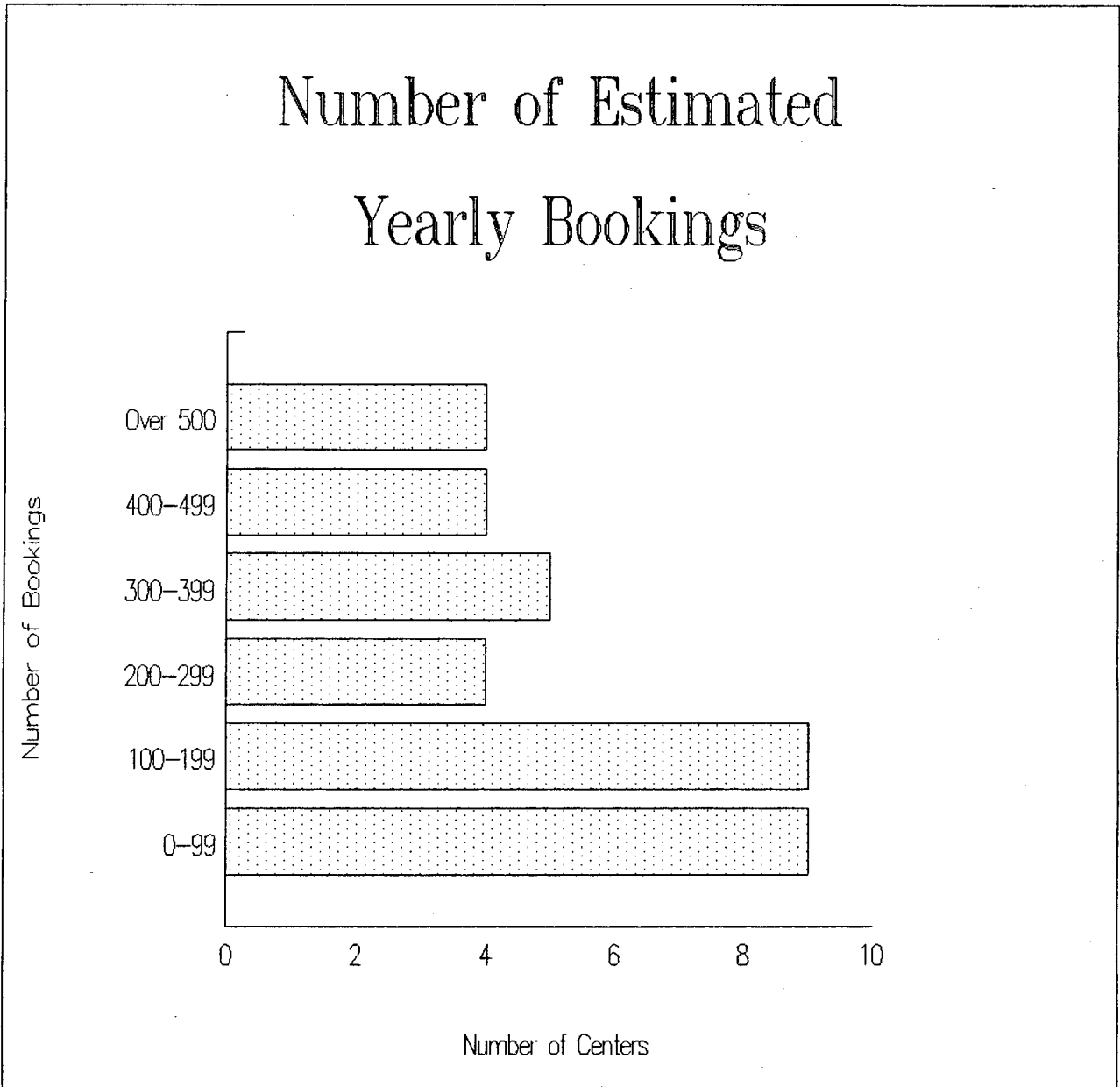
But how often are the materials used? And which materials are used most frequently, by whom, and for whom? Graphs 6 through 10 (pages 9a-9e) reflect the respondents' assessments regarding each center's yearly bookings, as well as the center's two most frequently represented formats, disciplines, audiences, and sponsors. All together, these responses furnish some clues as to current usage patterns.

Formats

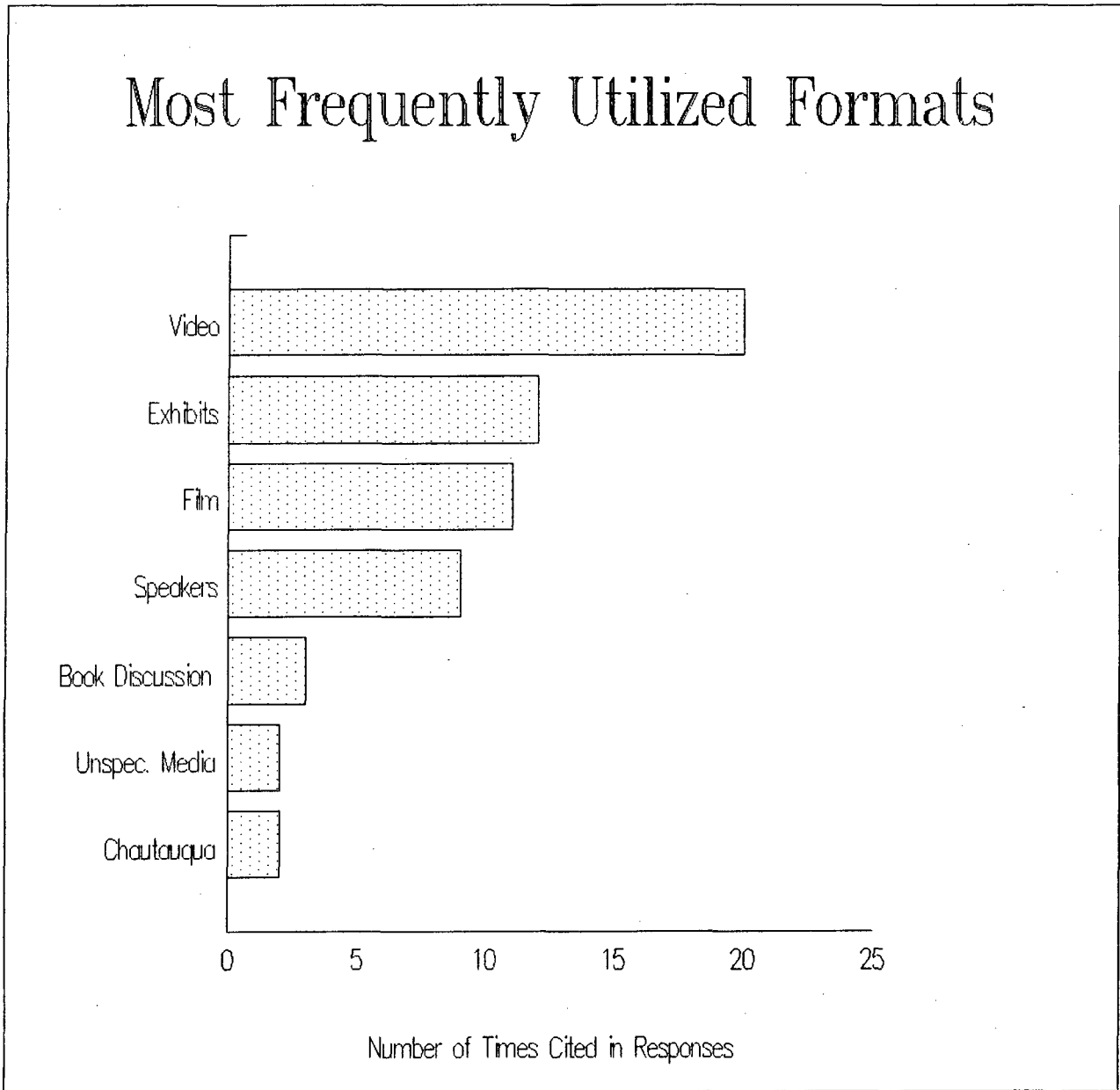
It is instructive to hark back to the information on resource center holdings at this point. For example, videocassettes dominate the field, both in terms of the actual collections and in terms of public demand, a reflection of their ease of use referred to earlier. Films are also heavily utilized. Likewise, if one considers speakers and Chautauqua presenters to be essentially variants on the same theme in terms of personal contact with an audience (though not, obviously, in their manner of recruitment and selection by the councils), they are used as frequently as films. They are also well represented in the holdings.

But exhibits, though constituting a small percentage of holdings, are

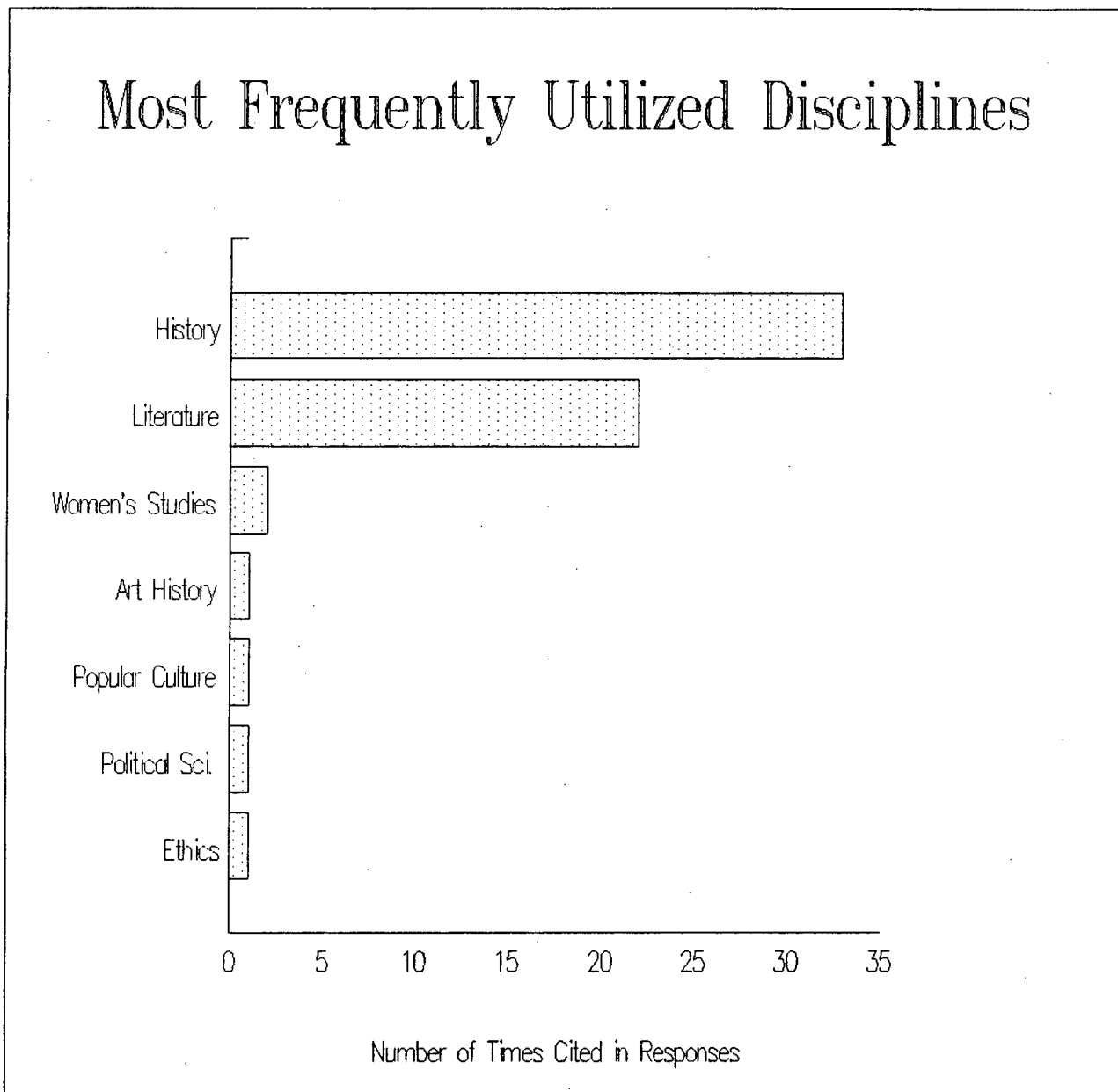
Graph 6



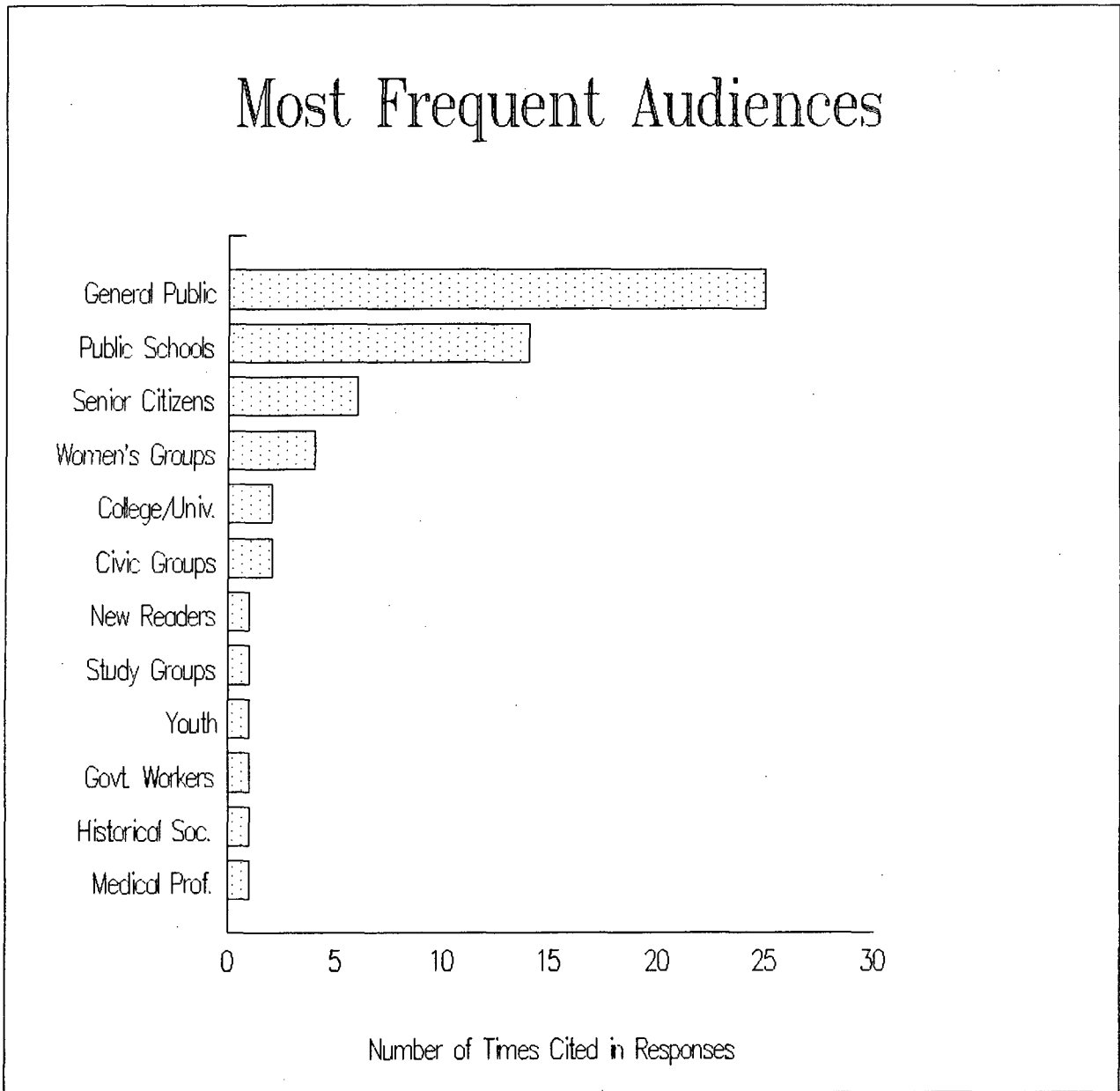
Graph 7



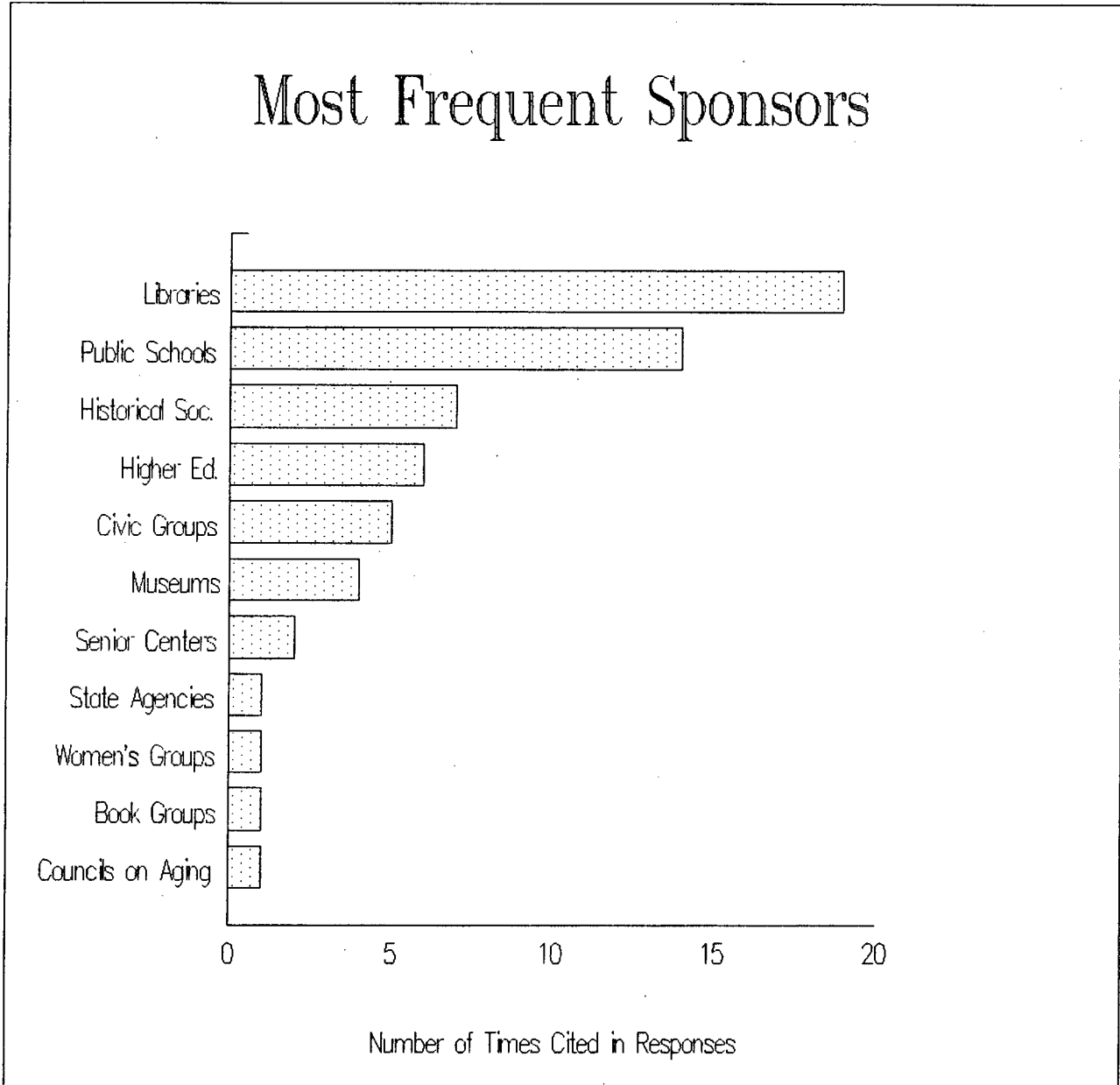
Graph 8



Graph 9



Graph 10



disproportionately effective program tools if one looks at their popularity. By virtue of their format, they can reach large numbers of people since their project life is often measured in terms of days or weeks rather than hours. The same might be said of books. Even though a center might possess only a modest number of titles, programs can be organized which have a relatively long-term impact since the books are typically used in reading series which extend over the course of several weeks (although the overall size of the audiences may be smaller). The reverse of this pattern appears to occur with reference to audiotapes. On average they constitute the second most frequent item in a center's repertory, yet no center listed them as being among their most frequently used formats. Perhaps this is because, like some aspects of the humanities, audiotapes are more appropriate for solitary listening and do not lend themselves as easily to public programming as some other formats. A similar low-usage pattern appears to characterize slide/tape programs, perhaps because this format cries out more than some others for scholarly accompaniment and because it requires a more sophisticated setup of equipment, making it somewhat less flexible.

Disciplines

In considering the most popular disciplines reported, literature and history overwhelm the others mentioned by the centers. This is probably partly an artifact of the kinds of materials available to the centers in addition to being an expression of consumer interest. There are simply more media products available in those two categories than in areas such as jurisprudence or ethics, especially with purchased items which may constitute a series (e.g. "American Short Story Series", "Voices and Visions", etc.). In similar fashion, topics for exhibits which involve regional or local history might lend themselves more easily to visual presentation than, say, philosophy. Also, book discussion groups almost inevitably end up dealing with works of fiction. Still, it is interesting to note the heavy disciplinary skewing. While nobody could reasonably argue that history and literature are restrictive categories, the responses would seem to indicate that it is more difficult to encompass a comprehensive span of humanities disciplines with the kinds of packaged programs utilized by the centers, at least if the congressional definition of the humanities is used as a yardstick.

Audiences and Sponsors

Since one of the purposes behind the creation of resource centers has been their effectiveness at outreach, the reported preponderance of general public audiences confirms that the centers have great success in that aspect of their role. The more active sponsoring organizations reported - libraries, historical societies, civic groups, and museums - are the logical partners in reaching these general audiences. In addition, public school audiences (mostly consisting of high school students) tend to be frequent beneficiaries of resource center programs

in comparison with other groups mentioned, a pattern which is also reflected in the public schools' active role as sponsors. (For those councils with an interest in reaching within the educational system, resource center materials appear to furnish one possible avenue of access.) Based on the diversity in the other types of audiences described in the responses (new readers, special study groups, government employees, etc.) it is clear that the resource centers also can be very effective at reaching a targeted audience which a council might wish to single out for special attention.

The centers' interest in reaching diverse groups with a wide variety of programs is reflected in the kinds of restrictions (or, more accurately, the general lack of restrictions) which the centers place on who may use the materials. Aside from some obvious ones (non-profit sponsors, no entrance fee), few centers place obstacles in the way of potential users. Seven of the centers follow a policy of not allowing schools to use the materials, sometimes because media resources for schoolroom use already exist within their states and sometimes because they fear becoming swamped with requests. The bulk of the centers, however, retain fairly liberal use policies so as to guarantee maximum access to the materials. Only two of the centers reported requiring a minimum audience size, and only one restricts sponsors to one usage per year.

Scholars

Similarly, only six of the centers said that they required the use of scholars with their materials. This is an apparently low number, but when placed in context it is not as low as it might otherwise seem. While twenty-six of the centers said they did not require the use of scholars, they encourage them whenever possible. Furthermore, in a speakers bureau program, the scholars are present by definition. In addition, some centers require the use of scholars with certain formats but not with all. For example, if resource center materials are used in a program funded by a small grant, that program normally includes scholars. The Rocky Mountain Resource Network constitutes another variant on this pattern; while each of the five participating states may not require the use of a scholar with their own materials, if those materials are part of a Network package they must be accompanied by a humanist scholar. Finally, many materials are often used in an academic setting, since (as noted above) schools are frequent patrons.

STAFFING AND OPERATIONS

Of course, in order for the various audiences to be served effectively, the daily operations of the center must be coordinated effectively. It was somewhat unexpected to find that, given the active

nature of most centers, only slightly more than one-third (twelve) have full-time directors, if this is defined as someone whose job description involves administering the humanities collection to the exclusion of other duties. Twenty-two centers operate with part-time directors, and these are usually members of the council staff who are responsible for handling the resource center activities in addition to other program duties. Regarding additional support staff, only five states reported having other full-time staff to assist in the center operations. Sixteen states utilize some additional part-time help. It should be noted that there appears to be little or no correlation between the structural type of the center (e.g. in-house, etc.) and the presence of full-time staff. Clearly, with a median of 175 bookings per year reported, the relatively small number of center personnel are obviously kept fairly busy, especially when all the tasks associated with running a center are considered (e.g., program development and publicity, maintenance of the collection, evaluation and purchasing of new materials, etc.) in addition to the job of tracking the bookings and distribution of materials.

These bookings and distributions are typically handled by the staff through a variety of arrangements. In the case of centers which operate as lending libraries, access to the materials is fairly routine as long as the requested item has not been previously booked and as long as the sponsor meets the center's eligibility requirements. Bookings can be handled either by the institution which may house the materials or (more typically) by the council staff. Even where the potential sponsor submits a small grant application (such as a mini-grant or quick grant), the councils have usually approved the use of the materials in advance (since their quality is known to the board) and the grant approval is left to the staff. The councils then receive periodic reports on the center's activity and approve them as part of normal council business. Since one of the espoused purposes of having a resource center is the ability to respond quickly and flexibly to requests from applicants, this reliance on staff approval is to be expected. Council members appear to be directly involved in the process of prior approval of specific resource center projects only to the extent that small-grant subcommittees may be part of the council structure, and then only if a grant involving resource center materials is large enough to come before the subcommittee.

Computerization

Approximately 22 centers (about two-thirds of the total) use computers to assist in the booking and tracking of materials. Some also use computers to assist them in the preparation of printed materials which publicize the center. 18 states reported having IBM PC's or PC compatible machines, while 6 states utilize Apple Macintosh computers. Of course, some states may use both types. Table 6 lists the types of software used, together with the number of centers which reported using it.

Table 6
Computer Software

D-Base	7
WordPerfect	6
Word	3
Jazz	2
Q&A	2
Lotus 1-2-3	2
Microsoft Works	2
Other custom software	2
Pagemaker	2
Wang Word Processing	1
Word Plus	1
R-Base	1
Alpha 3	1
Revelation	1
Paradox	1
Page	1
Report Writer	1
Unspecified Desktop pub ..	1
Unspecified database	1
Ventura Desktop Pub	1

Fees

Of course, costs are involved in distribution of the programs, and policies regarding the imposition of user fees for a center's materials may be handled in different ways. While virtually all of the centers require the user to bear the burden of return shipping, all but eight of the centers have additional surcharges. The amounts vary, depending on the format involved. Fees for media such as videocassettes and film typically run from \$5 to \$10 (with an average figure of about \$7.75), and those for slide/tape programs usually are in the neighborhood of \$10. Some centers waive the fee for these materials if the sponsoring organization uses them via a grant as part of a more inclusive program involving a scholar. Charges for exhibits are more variable, ranging from about \$30 to \$45, although one center waives the fee if the user picks up the exhibit in person.

None of the centers reported charging fees for speakers, most likely a reflection of the different ways in which speakers are used by sponsors as opposed to media or exhibits. Speakers are utilized more commonly as parts of organized group meetings (with the exception of classroom use) and are probably more likely to be funded through a small grant. In addition, speakers bureaus normally offer free presentations.

Publicity

Obviously, even the most complete holdings will not be utilized if the public is unaware of their existence. Most centers get word out about themselves through several different avenues. On a routine basis, essentially all of the centers feature their holdings in council newsletters, which are mailed out three or four times a year. Many centers also have comprehensive catalogues of their holdings which are issued anywhere from annually to triennially, although the systematic updating of these appears to be more variable, due to the time and energy involved. Other routine publicity mentioned is carried out through the use of mail-out flyers or brochures.

In addition to depending on council-sponsored publications and channels, many centers also take advantage of the publicity vehicles (mostly newsletters) of other cultural institutions, especially those groups which are frequent sponsors. This type of networking is undoubtedly more time-consuming to arrange since it involves inter-agency coordination, but it can effectively expand the number of people reached by the center's publicity. Table 7 lists those publicity contacts which were reported.

Table 7
Additional Publicity

Nothing formalized	15
Library groups	10
State agencies	4
Historical societies	3
Education organizations	3
Museums	2
Arts publications	2
Professional organizations	2
Civic groups	2
Senior citizen groups	2

Many centers also take advantage of various meetings, whether these be organized by the council or by target groups, to make people aware of the available resources. (See Table 8.) Many center directors reported that personal contact has been one of the most effective ways of promoting their centers, hence these types of publicity efforts would seem to be particularly important. For instance, the Arizona center publicizes both itself and the council through a series of traveling workshops which reach dozens of small communities throughout the state on a periodic basis.

Table 8
Special Publicity

Council sponsored workshops ...	15
Meetings of target groups	6
Nothing formalized	6
Special mailings	5
Public meetings	4
Special conferences	2
Flyers, posters, etc.	1
Newspapers	1

It was surprising, however, to discover that only about half of the centers (see table 9) include any kind of publicity kits with the materials which are sent out. This may be an artificially low number, though, since public schools are frequent users and there is little need for publicity to attract an audience in that type of setting. It is also probably the case that, with the exception of exhibits which tend to be few in number, it is difficult for most center personnel to find the time to devise tailored publicity kits for every one of the hundreds of items in their inventories. Regarding the press kits mentioned in the table, these most often consist of one or more of the following: camera-ready council logos, speaker biographies, sample press releases, generic posters, tips for press etiquette, and names and addresses of important contact people. While some centers include tips for project organizers regarding everything from how to publicize the program to how to conduct a discussion, most centers' ancillary materials appear to be more modest.

Table 9
Publicity Kits

Nothing systematic	15
Press kit	13
Council publicity materials ...	4
Program guides	2
Prior news releases	1

INTERSTATE LINKAGES

The double bind of effective publicity, however, is that the increased public demand may very well strain a center's available funds. One possible way to meet this challenge and to expand access to programming materials is to share resources with other states. Yet, only a few centers pursue this option in any systematic fashion. Two examples of ways in which this is being accomplished currently are the Rocky Mountain Humanities Resource Network and the New England Foundation for the Humanities.

The Network consists of the resource centers in Arizona, Colorado, New Mexico, Utah, and Wyoming. After obtaining an initial grant from Apple Computer company for the start-up hardware, these states devised a series of thematic packaged media-speaker programs which are available to audiences in all five of the participating states. The impetus for the formation of the Network was the need for some efficient way to make materials accessible to rural audiences. In the Intermountain West this is often best accomplished without regard to state boundaries but by considering which programs or scholars are located nearest to the target community. This is particularly true when speakers' travel costs are involved. The states of North Dakota, South Dakota, Nebraska, and Kansas are seeking to implement a similar network.

In comparison, the geography of the New England states is quite different, but regional cooperation there is also being carried out, albeit within a different type of structure. Rather than relying on a linked set of centers, the councils work through a separate organization, the New England Foundation for the Humanities, which has been planned as a mechanism for coordinating activities among the northeastern states and also as a separate granting agency. Plans are for the foundation to house its own collection of programming materials and to initiate truly regional projects on its own. While the foundation's role will not be limited to distribution of resource center materials exclusively, it will provide a mechanism through which these kinds of materials can be developed and distributed regionally. For instance, film funding proposals of regional interest can be handled through one organization instead of several different councils. In addition, resource center materials which may have saturated the market within one state can be distributed through the foundation and reach new audiences regionally. As an autonomous organization, the foundation can complement the work of the councils in the region, thereby furnishing some valuable programming services by filling a niche which no one council can fill.

Systematic regional cooperation among other centers in other parts of the country is rarer, although the southeastern states have issued a regional media catalogue, Changing Perspectives which publicized those centers' holdings. Several of these states are interested in pursuing some kind of regional cooperation, but nothing formal has been established yet.

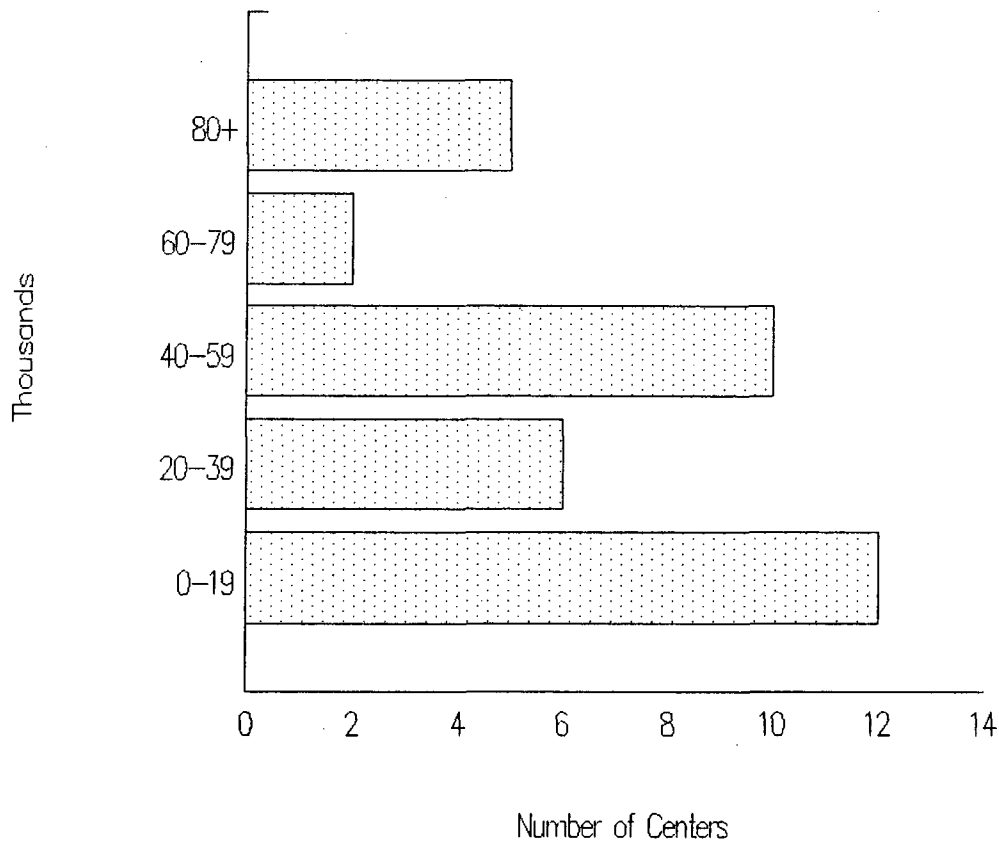
BUDGETS

The reported budgets in Graph 11 (page 16a) give a rough idea of the size of resource center budgets.

The figures should be used with some caution. Some centers folded the amount of regrant money, which usually supports small grant projects involving resource center materials, into their estimates, and some centers did not. Furthermore, as seen in graph 12 (page 16b) a center

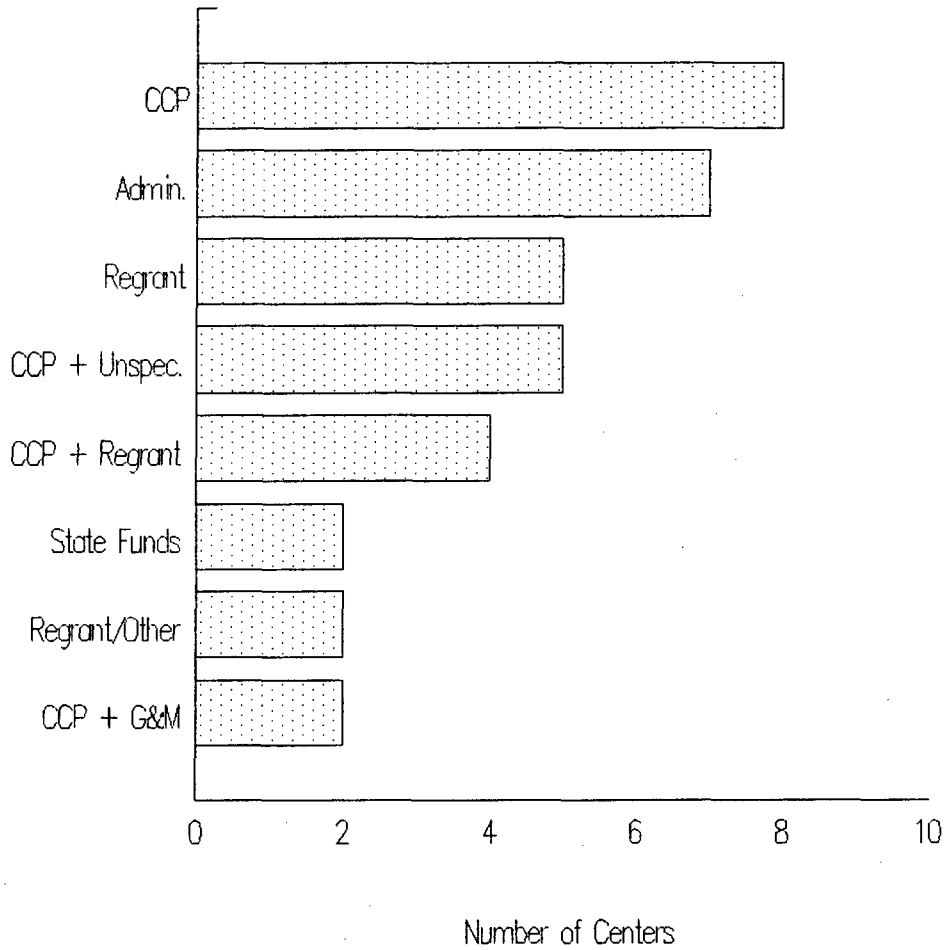
Graph 11

Reported Resource Center Budgets (in thousands of dollars)



Graph 12

Source of Resource Center Budgets



can maintain itself financially in a variety of ways, and some centers considered only federal funds in their estimates. Finally, some center directors listed a cost of \$0 since their centers rely on administrative funds, and it is difficult to designate a precise cost for a part-time position; while there are obviously expenses involved in operating a center, in these cases I have considered the total amount to be under \$20,000 and (in terms of the breakdown on the graph) they should not skew the distribution significantly.

Still, the overall trends can be considered as reasonably accurate. The typical resource center operates on an annual budget of around \$45,000, with a median figure of close to \$40,000. The lion's share of the budget appears to be taken up by the costs of staffing and operations (Graph 13, page 17a), with relatively small amounts going toward acquisitions. With the number of bookings handled by the average center, the labor-intensive nature of the enterprise is to be expected.

OVERALL ASSESSMENT AND FUTURE PLANS

In measuring the successes of their respective centers, most directors were enthusiastic about their programming and outreach accomplishments. The most frequently cited reasons for those successes (Table 10) centered on effective publicity for a high-quality and distinctive collection, coupled with good ties with sister institutions and careful attention to audience interests and needs.

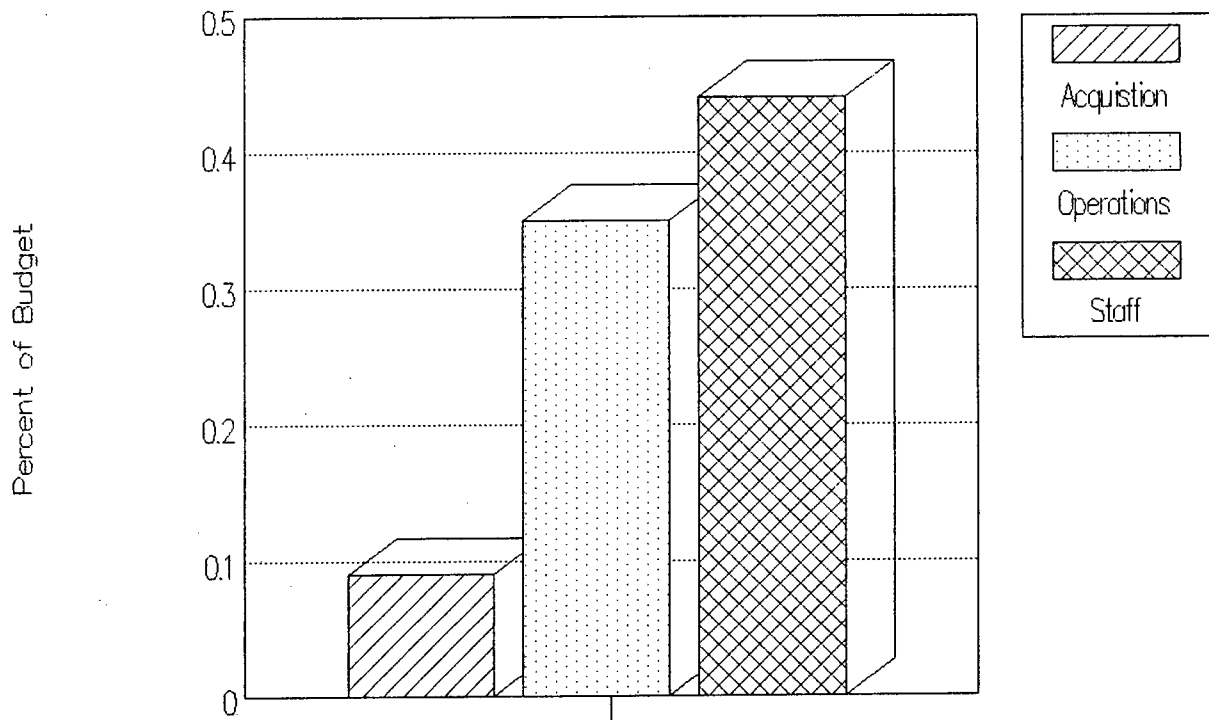
Table 10
Best Strategies for Success

Good, active publicity	11
Distinctive, high quality, varied holdings	10
Effective intrastate networking with sponsors, users, and scholars	8
Holdings tailored to audience needs	6
Ease of application process; accessibility	6
Personal contact and assistance	5
Materials tied to council goals and objectives ...	4
Administrative and financial stability	4
Operational efficiency	3
Effective integration of the center's com- ponents (speakers, media, etc.)	2
Fundraising	1
Consistent and directed acquisitions	1
Regional cooperation and sharing	1
Good storage and maintenance facilities	1

Other crucial considerations appear to be the ease of accessibility

Graph 13

Median Allocations of Funds In Resource Centers



of the materials to users, together with personal contacts to help applicants with the requisition process (particularly if small grants are involved). These are elements which could be expected to comprise effective program outreach in any council. Other factors, such as financial stability, and overall efficiency and integration of the operation, relate more to purely administrative details which undergird the delivery system. Many also reported that the center's effectiveness was enhanced if the holdings were tied to the council's goals and objectives, thereby enabling the center to serve as a more effective mechanism for the council's work in general.

When queried as to what the next step in their centers' development would be, the directors' responses varied (see Table 11), although the predominant direction appears to involve an emphasis on expansion of services and program development.

Table 11
Next Step in Center Development

Expand types and formats of packaged programs	13
Continue current pattern	6
More active and targeted program development	5
Raise funds	4
Add to existing holdings	4
Increase intrastate networking	3
Increase publicity efforts	3
Expand activities generally	3
Tie more closely to council programming	3
Pursue Columbian Quincentenary initiatives	2
Assist users better	1
Increase interstate networking	1
Produce more study guides	1
Improve ties with teachers	1
Improve outreach	1

Indeed, if program development is broadly defined, the centers are most actively involved in attempting to find new ways to reach a broad spectrum of new audiences through a variety of avenues. In essence these types of activities are extensions of things which the centers are engaged in already, and major shifts in direction would be unexpected. Most directors reported that their centers had been very successful at fulfilling their primary missions of outreach and dissemination of council-funded projects, so there would appear to be little reason to alter current patterns radically. Less frequently mentioned plans are probably a bit more tailored to a particular center's or council's specific needs.

GENERAL OBSERVATIONS

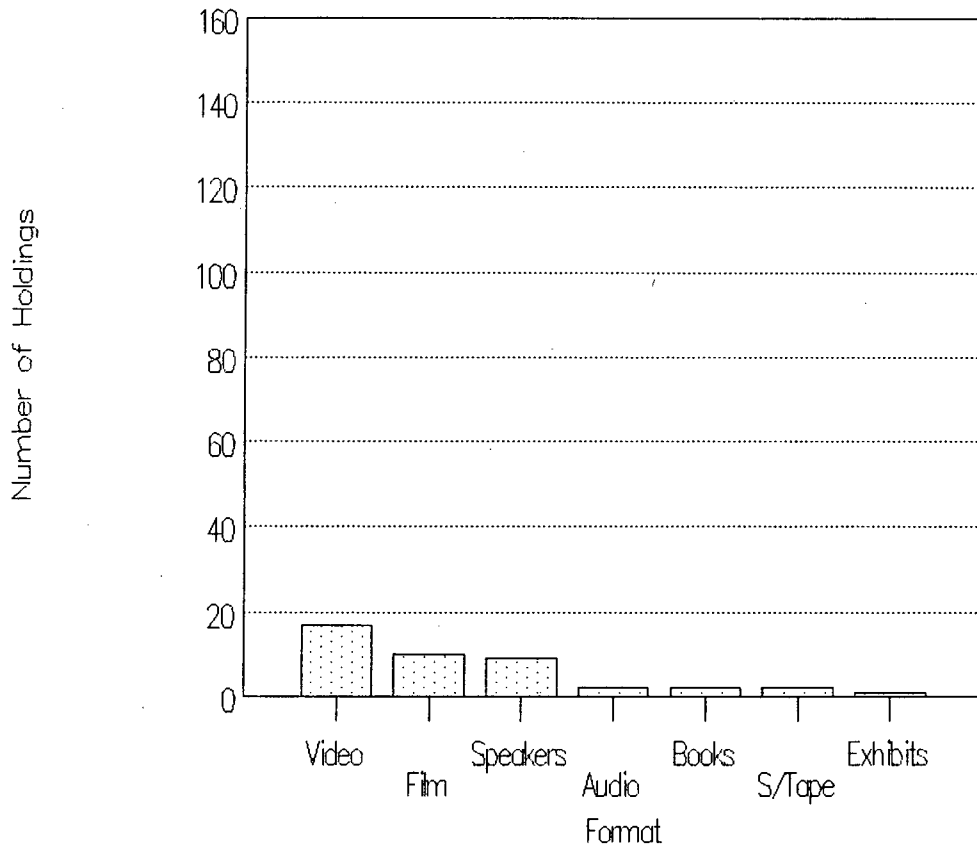
After reviewing the data presented above it would be tempting to try to construct a hypothetical "typical" resource center, a composite if you will, which would reflect the most salient characteristics of all the centers. Unfortunately, a composite of this sort would be such an artificial creature that it would do violence to their diversity and would probably obfuscate more than it would clarify. Like the state councils, the centers have developed along a variety of paths depending on the possibilities and limitations with which they must deal. Rather, it seems more profitable at this point to try to pinpoint some general issues which have been raised as a result of the survey and in conversations with the various center directors. While many of these issues may be familiar ones to those people involved in operating the centers, a discussion may be helpful as a summary and as a way of highlighting some areas to be considered by those states which may be planning to establish a resource center.

Throughout this report the focus has been on existing resource centers, and the evidence points to the fact that they have been very effective at providing programs for a wide variety of audiences. The data from the survey confirm that the states with resource centers have a substantially greater number of bookings of packaged programs than those states which distribute these materials without a center. (See Graph 14 page 19a.) Yet, that conclusion poses the question of why centers do not form a part of every council's operations. Several executive directors indicated that their council's decision to not set up a center has been based on one or more of several factors. Cost was often cited as one inhibiting factor. More importantly, though, some said that a state should not rush into the resource center business unless the council had a clear reason for doing so. In some states, most notably California, there are existing media distribution networks which can circulate council-funded projects far more efficiently than the council can. In other instances, the councils have found it more economical to circulate packaged programs through established networks such as statewide library systems rather than to create an additional level of administration. Other states have decided that media products do not suit their needs well and that they would prefer to focus their attention on programs which rely more heavily on extensive contact between scholars and the public. Still other states find that it is preferable to distribute only a limited number of packaged programs, such as a speakers bureau, within their current administrative structure.

Clearly, then, there is nothing inevitable about resource centers. Many councils obviously find that they can provide program development as well as quality programs which involve effective outreach in other ways. If a council decides to set up a resource center, then, the best reason for doing so appears to be that it will do something that cannot be

Graph 14

Average Holdings of States Without a Formal Resource Center



accomplished through existing means, either within the council or in conjunction with other institutions within the state. While it is relatively easy to become involved with a resource center almost by default, as the need for organizing and utilizing burgeoning council-funded media products becomes more acute, it appears as if the most effective resource centers are those which have been planned consciously, based on a defined set of goals, and which are coordinated with the council's other programming emphases. Once the policy issues have been resolved and the decision to establish a center has been agreed upon, some other fundamental follow-up questions present themselves.

The issue of the resource center's mission and focus impinges on several other factors, such as staffing, budget, and overall structure, and thus seems to be the undergirding factor par excellence. An illustration of this can be seen in the fact that one of the most counter-intuitive findings which emerged from the data was the lack of a correlation between the size of a resource center's budget and its number of yearly bookings. Although the budget figures which were reported did not reflect the costs per-person-reached by the various materials, it seems safe to conclude that the operating budget appears to be heavily influenced by the kinds of programs the centers choose to emphasize. For example, "lending libraries" evidently can be set up fairly inexpensively, especially if the holdings consist primarily of council-funded products. Even the cost of purchasing supplemental videotapes or films, however, does not necessarily increase the yearly budget significantly since they can be added incrementally over a period of time. Books which are purchased as components for reading and discussion programs can also be acquired at relatively minor cost (and the discussion groups themselves can be supported through additional regrant funds). Such components as speakers bureaus or exhibits, however, tend to be fairly expensive. Obviously, the travel, per diem, and honoraria costs for speakers add up fairly quickly, in some cases unexpectedly so. Still, some states find that speakers are very cost effective since they typically can reach fairly large audiences. Likewise, exhibits reach large numbers of people, but the expense of conceiving and constructing exhibits needs no further comment. The variability in cost of these formats implies that a center need not consume gargantuan amounts of money and staff time if a council chooses to limit its focus to a specified number of formats. As mentioned earlier, some states appear to have limited the components in their centers in this fashion so as to minimize their cost and concentrate resources where they may be most effective. These kinds of decisions most likely reflect each council's overall direction since different formats will reach different audiences (at different costs per capita) and will present different types of opportunities and limitations.

Since the chosen focus of a center also influences its organizational structure, it might be helpful to consider some of the benefits and drawbacks of the various types of arrangements. As noted previously,

centers tend to be labor-intensive operations, but most council staffs tend to be small in size. A state council which chooses to assign part or all of a center's operations to an outside agency, either through some collaborative arrangement or through a regrant, gains a welcome respite from demands on its own staff time, but also runs some risks which may be more or less serious depending on the center's articulated mission. If the council is simply interested in finding a repository for council-funded projects from whence they can be loaned out, the assignment model in its most straightforward form might work well. In light of the comment of one center director who remarked that "we could sure use some more boxes!," some outside agencies (such as university audiovisual departments) offer the obvious attraction of appropriate storage and maintenance facilities. However, if a council is interested in establishing a more active center and in tying it to the council's program more closely, the coordination between the two bureaucracies might pose problems. It can be difficult to direct the distribution or to track information regarding how and by whom the materials are being used. While a rough idea of usage can be gained through monitoring the number of bookings on a periodic basis, it can still be a challenge to integrate the materials into larger program development efforts. This type of arrangement also poses serious problems regarding program evaluation since the quantity of bookings is a poor reflection of the quality of the actual presentations, especially with reference to the audience involvement in the program and the caliber of the explicit humanities content.

Assigning the center to an outside party can present other problems if the council's media products constitute only a small portion of the other agency's holdings and, consequently, do not draw as much attention (particularly with reference to publicity) from the persons charged with their administration. Especially in instances such as these, the council may find that its materials may be seen by the public as belonging to the outside agency rather than to the council, something which makes it more difficult for the council to take credit for its own accomplishments and efforts. In addition, relations with any outside entity entail a built-in risk in the sense that the two institutions' agendas may not always work in tandem, and changes in personnel or institutional philosophy on either side may affect the ability of the two organizations to work together effectively. Indeed, one council found that just such a change in personnel at a partner institution made it necessary for them to search for a new partner, a quest which created a substantial time lapse in their ability to distribute materials.

Where these kinds of pitfalls can be avoided, an assignment type of arrangement nonetheless may suit a council quite well. For example, both the Massachusetts and the Utah councils utilize outside institutions to house their materials, but the authorization for booking and distribution resides with the council offices. In the case of Massachusetts, the university gains access to the materials for classroom use, the council

staff handles distribution for public audiences, and each party gains something by the arrangement.

As mentioned previously, one other way to formalize the relationship with a third party is by having the outside institution apply as a regrantee, as in the cases of Maine (with their exhibits) or Texas, so that the council has the opportunity periodically to review and approve a written work plan. Where there is a carefully spelled-out plan, this can strengthen the council's ability to maintain quality control, but it should be noted that even a regrant recipient might be free to operate fairly autonomously. Much depends on the degree to which this regrant process is used as an opportunity to further the council's work and to encourage genuine collaboration. The crucial variable here, as in so many cases, is the council's overall vision of what the center's mission is. If the center is intended to operate as a lending library, this can be accomplished fairly easily with either kind of "external" model. On the other hand, if the council is interested in integrating the center's activities into its overall program more systematically, the regrant mechanism appears to allow for more oversight and control on the part of the council. (Of course, to the extent that the third party handles only selected materials -- only media, only exhibits, etc. -- rather than the entire gamut of packaged materials, the tasks of coordination and management would presumably be more easily met.)

Other councils have opted to keep their resource centers in-house rather than farming them out. Here the challenge is finding enough space, funding, and staff time to house the materials and coordinate the daily operations, particularly if a full-time person is warranted. One way around this problem is to utilize existing staff on a part-time basis to cover the bookings and distribution. This can make good fiscal sense as long as the number of bookings is kept to manageable levels. As noted at the beginning of the report, the single most serious problem which may be faced by a successful center is that it will simply not have enough financial or human resources to meet the public demand for materials. Little wonder, then, that most councils have opted to fund the center as a council-conducted project and to supplement that basic funding category from other sources. While presenting its own set of problems, the advantage of the "internal" model is that it makes it much easier and more efficient to tie the center's work into the council's ongoing initiatives and directions, provided that the council is committed to meeting the funding challenges. In addition, since operational efficiency is an important aspect of a center's overall success, this "internal" model has some obvious advantages.

Regardless of whether a center is handled internally or externally, the capacity of successful centers to become almost autonomous programming arms of a council presents an interesting question. Just how much coordination and administrative integration should there be? Since the distinguishing hallmark of a center is its ability to provide easily

accessible packaged materials, there might be no intrinsic need to relate the center's operations to the council's program initiatives at all. Paradoxically, however, some center directors indicated that it is impossible to avoid having a successful center relate to their councils' ongoing directions. Since the centers can offer a wide variety of programs to diverse audiences, they are de facto effective program development tools. The council's visibility in the state is normally enhanced substantially through its resource center, and it is almost inevitable that, as new audiences are reached, the council's other programming will benefit. In addition, the diversity in a center's holdings furnishes a real opportunity for this broad spectrum of materials to be integrated in cost-effective fashion with programmatic initiatives in the core grant program. The question, then, would appear to be not one of whether or not a center complements the work of a council, but rather how this complementarity can be accomplished most effectively. Indeed, as noted previously, several of the directors indicated that the next step in their centers' development involved increasingly closer ties with the council's other program directions.

Finally, it is interesting to reflect on the experiences of those states which have chosen to move beyond their own borders and to begin to experiment with regional linkages of resource centers. While cooperation among states has some obvious advantages in terms of being able to form a consortium in order to purchase some materials at lesser cost in some cases, the coordination of actual programming is more complicated and time consuming.

In the case of the Rocky Mountain Humanities Resource Network, the participating states are generally enthusiastic about their experiences so far. The Network, partly through its visibility, has been successful at enabling the five states to organize and disseminate a series of thematically integrated packaged programs to audiences which had been difficult for each individual center to reach. In addition, the regional structure has made it possible for the states to move beyond the existing resources of each center and to coordinate a larger regional project consisting of a travelling exhibit which will circulate throughout the intermountain region in conjunction with speakers programs. As noted previously, several other states in the Great Plains are attempting to devise their own variant of the Network, prompted partly by its anticipated successes, but also by the unforeseen benefits reported by the intermountain states. Evidently, the publicity generated by the Network has enabled each individual center to achieve greater visibility within its home state and to enhance its overall effectiveness. Furthermore, the resource center directors indicate that the newly regularized contact among their states has enabled them to share both information and experiences among themselves. It has given the center directors a new appreciation for their colleagues' work and has opened up some new programming ideas. Interestingly, however, some of the Network states report that the increasing efficiency (which had been part of the

original rationale for the acquisition of computers through Apple) has not necessarily resulted in a decreased workload. In fact, the new possibilities for regional programming have created the potential for more demands on each director's time, depending on the way in which a state might choose to take advantage of some of the new avenues available.

The New England Foundation for the Humanities is also in a position to promote regional programming, but through the mechanism of an entity which exists independently of any of the councils themselves. The foundation's proposed purpose has been described in detail above. While the utilization of a separate organization raises the obvious problems of inter-agency coordination discussed above, one advantage is the availability of full-time staff which can devote more time to the tasks at hand than is possible for any one state's resource center director. While the foundation works closely with the participating councils, it has more potential leeway for its own program development since it can act as a granting agency. The issue of the relationship (overlap, etc.) between the foundation's holdings and those of the individual states is another question that the participating states will address as the foundation's role continues to develop. Thus, while a more formalized mechanism for regional resource sharing creates some problems at the same time that it solves others, on balance the New England states anticipate that the foundation will suit their needs, and they hope that it will enable them to expand their programming more efficiently.

These examples point to some of the possible ways in which the sharing of resources within a region can be accomplished. Since interstate cooperation is not without its pitfalls, however, some other states have proceeded more cautiously. The southeastern states are continuing to work on defining the ways in which regional cooperation will work to their advantage. Based on the responses from other parts of the country, there are several other centers whose plans do not include any plans for increased interstate resource sharing, at least for the immediate future. It will be interesting to track the development of the centers as they continue to grow to see if more interstate linkages develop. However, since regional resource center cooperation is still a fairly new development much may depend on the experiences of those states currently engaged in testing the limits and possibilities of these kinds of arrangements.

CONCLUDING REMARKS

This report should help to furnish the reader with a sense of the structure and functioning of the various resource centers throughout the country, as well as with some insights into the issues involved in the centers' development and operation. A retrospective glance shows the possibilities which have been realized up to this point in time. Regardless of the particular structural arrangement, many centers have moved far beyond their original modes of operation and have become

virtually indispensable programming arms and program development tools of their state councils. The centers have proven their ability to provide high quality programs to underserved or hard-to-reach audiences, to enhance their councils' publicity and programming in general, and to reach large numbers of people very cost-effectively. At the same time, it should be noted that a written report such as this cannot do justice to the vitality and creativity evinced by those people who are actually engaged in the daily work of the centers. Like the councils themselves, the centers are undergoing constant change as they become tailored to the needs of their constituents. As new centers are established, and as the existing ones are reshaped as part of their ongoing evolution, the information gathered here can serve only as a prologue to the new horizons which remain to be discovered.

APPENDIX I: Questions Used as Part of the Study

1. STRUCTURE AND BACKGROUND

- A. How long has the resource center been in operation?
- B. Are the resource center holdings housed or handled by an outside institution or agency, either partially or wholly? If so, please elaborate.
- C. Is the resource center a separate organization from the state council? Does it have 501(c)(3) status?
- D. Approximately how many titles in each of the following categories are included in the resource center's holdings: Videocassettes, Films, Audiocassettes, Speakers Bureau Listings, Books, Exhibits, Users' Guides/Bibliographies, Slide/Tape Programs, Other?
- E. Does the resource center have any particular emphasis or emphases in subject area or format? (i.e. ethnic history, women's studies, media, speakers, etc.).
- F. Does the resource center either provide or receive materials for circulation in conjunction with other institutions such as libraries, universities, public schools, film distributors, or other sources?
- G. Approximately what percentage of the media holdings consist of materials which were funded (either completely or partially) by your council or by NEH?

2. STAFFING AND OPERATIONS

- A. Is the resource center coordinator full-time or part-time? What is his/her background?
- B. How many other staff assist in the resource center operations? How many are full-time? Part-time? What are their responsibilities?
- C. About how many bookings or circulations per year does the resource center handle?
- D. What are the two most popular or frequent formats? Disciplines? Sponsors? Audiences?
- E. What procedures are followed in approving the use of the center's materials (i.e. quick or mini grant, regular regrant, staff approval, etc.).

- F. Do you charge fees (rental, shipping and handling, etc.) for the use of the materials? If so, what are the fees for the various materials?
- G. Who is responsible for handling booking and circulation arrangements?
- H. Which aspects of the daily operations are computerized? Which hardware and software are utilized?
- I. How do you ship the traveling exhibits? (UPS, etc.)
- J. How, and how frequently, are the resource center holdings routinely publicized?
- K. Are any outside groups or channels used for routine publicity (i.e. state agency publications, etc.)?
- L. How are any special publicity efforts carried out (workshops, etc.)?
- M. What publicity kits (if any) are routinely included with the materials when they are sent out?
- N. Does the resource center share material systematically with any other states in your region or elsewhere? If so, how does the linkage operate?

3. GENERAL POLICIES

- A. On average, about how many new titles a year are added to the center's holdings in the following categories? Films; Videocassettes; Audiocassettes; Speakers Bureau Listings; Books; Slide/Tape Programs; Exhibits; Other.
- B. Who is responsible for selection of the new material?
- C. Generally, what collection development policies guide the acquisition of new materials?
- D. To what extent is the resource center utilized as a tool for general council program development, fund raising, etc.?
- E. What restrictions, if any, do you place on who may use the resource center materials?
- F. Do you require that scholars be used in conjunction with the materials? If so, please specify the nature of the involvement

- G. How, and how frequently, are materials reviewed for purposes of removal from circulation? Who is responsible for carrying out the evaluations?

4. BUDGET

- A. What is the approximate total annual operating budget of the resource center?
- B. Approximately what percentage of the total budget is devoted to: Acquisitions? Operations? Staffing?
- C. Historically, how have the resource center's operations been principally funded (i.e. state funds, council administrative funds, council-conducted project, etc.)? How is this pattern likely to change or remain stable in the future?

5. OVERALL ASSESSMENT

- A. What is the primary mission of your resource center? Has it been successful at fulfilling that mission? Why or why not?
- B. How do you see the resource center's operations evolving over the next two years? (Special projects, etc.).
- C. In general, what do you think the best strategies are for maximizing the success of resource centers?
- D. What other issues connected with packaged programs or resource centers are you particularly interested in?

APPENDIX II: Addresses for Resource Centers

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COLORADO

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Colorado Endowment for the Humanities
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PUERTO RICO

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