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## Working Paper 96-7

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# CALIFORNIA LIBRARY REFERENDA: THE DETERMINANTS OF SUCCESS AND FAILURE 

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In the not-so-distant past, citizens could take it for granted that California communities would provide public libraries for their citizens. Libraries were a universally accepted component in the standard package of local public goods along with the police, fire department, water and lighting, K-12 education and local public transportation. New fiscal circumstances and a generational shift in how California voters view the role of government have drastically changed the situation for California's libraries. Increasingly, libraries must take their case for funding directly to the voters and sometimes in competition with other local services.

As Table 7 shows, the incidence of local library measures in California has risen considerably since 1989: there have been 58 (i.e., $67 \%$ ) such referenda since 1990 as compared to only 28 (i.e., $33 \%$ ) in the period 1980-89 ${ }^{1}$. There are two fiscal facts that underlie this trend. The first is the passage of Proposition 13 in 1978 which limited the level and growth rate of tax on property in California. This induced many cities to find alternative methods for financing local public services (e.g. special taxes and fees, etc), and forced the counties and special districts to look to the state for financial assistance. The recession that hit the state in 1989 worsened the situation for the counties especially, because the shortage in state revenues forced the legislature to cut back on its fiscal commitments to counties in the state budgets of the early 1990s. Overall, $53.5 \%$ of all of the measures passed and the total yes percentage was $60.8 \%$.

In addition to the shifting fiscal picture, there was a generational change in the perspective of California voters that contributed to the upsurge in local spending initiatives of all types. Beginning in 1974,

[^0]there was a detectable growing skepticism among California voters about the trustworthiness of public officials to spend money wisely and efficiently, and a corresponding demand to have greater choice and direct control over the spending level of each service. At both the state and local level, the contemporary California voter expects the opportunity to pick and choose among types of funding measures and levels of services. The days of approving general tax increases and giving elected officials the freedom to choose how to spend them are over -- at least for the foreseeable future. At the state level, spending on schools, prisons and health programs has been constitutionally fixed by statewide initiatives (so-called mandated expenditures and earmarked taxes) and bond measures. At the local level, increases in local sales taxes, the creation of special local taxing districts, bond measures and the like are frequently linked to the local services or capital improvements they will fund. Voters get to decide for themselves how much they want to spend on various local public goods.

This new fiscal world requires libraries to make their case directly to the voters. In theory, a library referendum is an opportunity for libraries to educate the public about the services they provide and to secure a level of funding that more closely matches what the local community wants. However, the reality of local elections is that voters often do not pay attention to local issues, anti-tax groups sometimes have overwhelming advantages in experience and resources, and library supporters are not always knowledgeable about how to run an effective campaign. Some library measures succeed and others do not. The purpose of this study is to contribute to our understanding of why this is so. Are some communities or types of voters more easily persuaded to fund library capital and services than others? Are there important differences in the acceptability of certain types of library referenda as opposed to others? What role does the timing and context of elections play in the final outcome? And finally, which campaign strategies and tactics seem to work best in successful campaigns?

There is a small, but growing, body of literature on these questions in recent years (see reference list). A goal of this project is to test some of the hypotheses that have been raised by previous studies and to introduce some new ones. The data for this study consists of all California city and county library measures
that have appeared on the ballot since 1980. It is the only comprehensive listing of such measures in existence. In addition, it has been supplemented with demographic data about the relevant local communities from the federal census and political registration data from the California Secretary of State's office. Information about the strategy and tactics of specific campaigns was collected from a retrospective survey of library directors and campaign consultants conducted in October 1995. We were able to get a high response rate $(88 \%)$ from our original population of measures. ${ }^{2}$ Results from this survey were coded and added to data set.

In the sections of the paper that follow we will begin by exploring a framework for thinking about the success or failure of library referenda. As we indicated earlier, some of this discussion draws from the earlier work of Richard Hall, Kenneth Dowlin, James Swan and others who have studied the phenomena of library referenda. From this discussion, we will generate some expectations about the determinants of success and failure in referenda which we will then test with our data. Lastly, we will speculate on the meaning and implication of our findings.

## THE ELEMENTS OF A REFERENDUM CAMPAIGN

Before we look at the patterns in the data, it is valuable to define the basic elements of referendum campaigns and consider how those elements might be related to the ultimate success or failure of a particular effort. There are four elements that are at least partly shaped by campaign activities and choices. Those elements are: (1) the characteristics and preferences of voters in the relevant constituency; (2) the characteristics of the specific library ballot measure; (3) the electoral context; and (4) the strategy and tactics pursued by the campaign. The distinction between what is and is not controllable by the campaign is important to bear in mind: campaigns can be lost because of mistakes (i.e. strategic or tactical errors that cost the campaign votes), but they can also fail due to circumstances beyond anyone's control (e.g. a bad economy,

[^1]bad weather that produces a low turnout, etc.). The presence of uncontrolled circumstances and underlying trends means that some elections will lose despite a superbly run campaign, and that some will be won despite an inept or even nonexistent campaign effort. In political science, conventional wisdom ascribes little importance to the campaign and much to the underlying nature of electoral preferences and characteristics. In the practical world of the electoral consultant, it seems as if every choice might potentially determine the final result. Our data could potentially give us some insight not only into what determines success or failure, but also whether campaigns matter in local library referenda. If they do not matter much, then the key issue for library supporters is to determine as best as one can whether the electoral climate and conditions are conducive to victory at a particular time and place. If campaign strategies do matter significantly, then library supporters must correctly choose their strategy and tactics if they plan to prevail in the end.

The second element in a library campaign is the referendum itself. Certain types of measures may be harder to get approval for than others. In particular, measures that are costly to California voters should receive more critical scrutiny than those that are less so. This means that local referenda that propose to raise taxes or to create bonds should be harder to pass than measures that have little or no fiscal impact. This generalization no doubt holds true throughout the U.S., but it is especially important in California, a state which has been in an almost constant tax revolt since 1978. Indeed, one of the reasons that so many tax measures and bonds have appeared on the ballot in recent years is that California local and state officials have learned that unpopular tax increases are a sure ticket to electoral defeat -- better to let the voters decide such potentially contentious issues than to vote for them and be held accountable at the subsequent election.

Another aspect of the measure is what it proposes to do for library services in the community. If voters approve of the tax or the bond, what can they expect in return? Voters may think differently about giving more money to maintain a current level of service than they do about money to improve or expand a service or facility. Voters may also be interested in whether the measure affects branch or central services (particularly if branches are extremely popular), or whether it restores a particularly popular service or historic building. In short, voters will focus on what the measure provides as well as what it costs.

Also, in California, the success of a measure will depend upon the vote requirement needed to pass the measure. Certain kinds of local taxes and bonds (e.g. those that use property values) require a two-thirds vote while others (e.g. a sales tax in a small city) can be passed with a simple majority. The higher the vote requirement, the greater the odds of defeat. Many local measures are defeated in California despite getting a majority approval. For instance, Contra Costa County's 1994 measure B received $61 \%$ of the vote, but failed because it needed two-thirds approval. By comparison, Placerville's Measure $L$ succeeded in the same year despite receiving only $53 \%$ of the vote. Of the 26 measures that we could identify as requiring simple majority approval, 19 of them passed (73\%). By comparison, of the 58 measures that required a two-thirds vote, 25 passed (43\%). In short, the content of the measure determines the vote requirement, and those that need supermajority approval should have a harder time succeeding than those that need only a simple majority.

The third element in local library referenda campaigns is the electoral context. One sense of electoral context is the timing of the referendum -- i.e. is it on the ballot in a general election, a primary or a special election? Timing matters in California because turnout varies in size and composition with different contexts. The smallest average electorate is usually found in special elections in which the turnout of registered voters can drop below $20 \%$ and the turnout of age eligible citizens below $10 \%$. For instance, the turnout for Butte County's Measure L in the 1991 special election was $11.4 \%$ of registered voters and $8.3 \%$ of the total eligible voters. The turnout in primaries statewide is typically between a quarter and $50 \%$ of the registered voters while the turnout in the general elections is typically above $50 \%$. In the jargon of the electoral consultants, the "universe" of voters "diminishes" as we move from general to primary to special election. In addition, the type of voter typically changes as the universe diminishes. Those who are younger, those who are less attentive to politics, those who have weaker ties to the parties, and those who have lower levels of education and income tend to turn out at lower rates in special elections than in generals unless there is an explicit effort to do GOTV (Get Out The Vote) in their communities. When consultants plan their strategies for primaries and special elections, they target the most likely voters who are typically those who have voted in the last
three or four local and state elections. It is more efficient to work with those who are likely to vote than to waste efforts on those who are infrequent participants in the political process. In theory, the compositional variations in different types of elections could affect both the cost of running and the odds of winning a given library referenda.

Another sense of electoral context is the general climate of opinion in a given year. State economic conditions, natural disasters, base and plant closings, scandals and the like can affect the general mood of the voters, making them more or less likely to vote for referenda in a given year. For library referendum supporters, the electoral mood is simply a "given," about which they can do little other than adapt and do the best that one can under the circumstances.

The last component is the strategy and tactics employed in the library referendum campaign. Strategy refers to the targeting goals and themes of the campaign while tactics refers to how the message is delivered to the voters. A campaign with a strategy identifies the voters who are likely to vote for the measure, those who are likely to vote against the measure, and those who are persuadable. It then has to decide whether, and to what degree, they will try to mobilize those who already support the measure as opposed to persuade those who are on the fence. Both mobilization and persuasion require motivation -- that is, the campaign has to provide reasons why voters should show up for and support a particular measure. Tactics refers to the implementation of the strategy and includes such things as whether the campaign does mailings, uses the local media, finds local officials to endorse the campaign and the like.

Much of our information about the strategy and tactics employed in these races comes from our survey of library directors and others who were involved in these campaigns. The overall picture that we get from this data is that there is not yet a uniformly high level of professionalization in California library referenda campaigns. Only a quarter of the campaigns sampled used a professional consultant, and less than half of these reported heavy use of their consultant's services.

In and of itself, this might not be a problem if those who run these campaign formulate well-conceived strategies and can find the resources to implement them. Here again, the survey raises some serious doubt. A
professional campaign conducts an early "baseline" poll to determine the measure's initial and potential levels of support and to identify the supporters and swing voters. If there are enough supporters to secure passage, the goal of the campaign is to make sure they vote (i.e. mobilization). More typically, a campaign needs to win over a certain fraction of the undecided or swing voters. The baseline poll can tell the campaign who those swing voters are, where they are located and what issues can sway them to support the measure. Polling and targeting are therefore absolutely essential ingredients to an appropriately formed strategy. Yet, over half of the library referenda sampled did no polling and close to $40 \%$ made no effort to target specific groups at all. At the same time, the vast majority of those sampled claimed that the aim of the campaign was to persuade voters rather than mobilize supporters -- only 11 of the campaigns made any serious effort at GOTV. But if there was no polling and targeting in many cases, this means that a number of these referenda campaigns consisted of generalized appeals aimed indiscriminately at an undifferentiated public -- a technique that is both inefficient and ineffectual.

Among those campaigns who did target, there are some clear patterns. The most heavily targeted groups were senior citizens (because they vote in high numbers), families with children, and homeowners. Women and the well-educated received some targeted attention as well (see Table 12). This pattern fits with themes that were emphasized in the campaigns: the most common message was that libraries were important for their impact upon children (hence the targeting of families with kids) and on the quality of life (hence the targeting of homeowners). The advantages of new technologies in the libraries and the quality of the libraries' past services were also popular themes. Few emphasized the impact of libraries upon literacy or their positive impact upon adolescents (see Table 14).

Tactics are the means for getting the messages to the voters. Typically, the tactics vary with the level of election: statewide races rely heavily upon radio and TV spots while assembly and Congressional races depend upon direct mail, absentee ballot, GOTV and grassroots organizing. Library referenda show a different pattern from both. Their most frequent campaign methods are producing pamphlets/fact sheets, working with grassroots organizations, making presentations to the community, posting signs and mailings
(in that order). Surprisingly, there is only sporadic door-to-door and phone canvassing (see Table 10). Almost all of the campaigns worked closely with a Friends of the Library (FOL) or similar such organization, and close to two thirds of them described the FOL participation as "critical." The picture with respect to tactics fits the picture with respect to strategy -- namely, that library referenda campaigns are mostly low budget affairs that rely heavily on existing community networks and low cost communication methods. The problem is that a sophisticated strategy that targets key groups requires the use of more sophisticated tactics as well -- not just community presentations, but targeted mailings to swing voters; not just contact with the FOL but canvassing of all potential supporters, etc.

## ASSESSING THE DETERMINANTS OF SUCCESS

The critical question is what determines success and failure in library referenda. We have outlined four main components in a library referenda campaign: the characteristics of the electorate, the features of the ballot measure, the electoral context and the campaign's strategy and tactics. Can we say anything with any statistical certainty about the relative effects of these elements upon the final outcome?

The ultimate goal of this project will be to develop a series of multivariate models that test the various hypotheses with appropriate controls. But for now, we will pursue a more modest statistical tactic of looking for correlates and trends in the data, running only a few multivariate equations (see appendix A). Also, we will confine our tests within each of the four component categories rather than testing across them. Finally, the dependent variables we will use will be the "percent vote yes" and categorical classification "pass/fail." Because vote requirements vary and supermajority votes are more likely to fail, we expect the pass/fail variable to be a less sensitive indicator of electoral support than the vote itself. This also fits with what the sponsor of a library initiative needs to know: namely, which elements increase the vote for a library referendum measure.

## 1. The Impact of Voter Characteristics.

As we mentioned earlier, the literature suggests that certain types of voters may be more disposed to vote for library measures than others. The following variables may determine some of the obvious candidates:

1. Education-- Some have suggested that better educated citizens are more likely to appreciate the importance of books, knowledge and education than less well educated citizens. Assuming there is sufficient variation in the education levels of different cities and counties, we can test this by looking at the relation between the percentage of those in a city or county with four or more years of college education and the percent yes vote.
2. Income-- Lower income voters may desire higher levels of public services. On the other hand, the costs of supporting libraries are easier to bear in wealthier communities. It is difficult to say which tendency should prevail. The proxy we use here is median household income.
3. Race and Ethnicity-- There may be variations in usage and support for libraries along racial and ethnic lines. In general, African-Americans and Latinos tend to prefer higher levels of government service than whites on average, but that may not hold for libraries. We include terms for the percent white, black and Asian in the city or county under consideration.
4. Age- Many of the campaigns targeted families with children and senior citizens. We test for this by including terms for the percent under the age of 18 and over the age of 65 in a city or county.
5. Gender-- A few previous studies have suggested that women are more supportive than men of libraries. Unfortunately, there is not much variation across census tracts in gender distribution, and although we include a term for the percent female in a city or county, this is not as good a test as a survey would be.

The results of running these variables against the percent vote yes in bivariate regressions are shown in Table 1. This evidence indicates that there are some socio-demographic variations in the support for libraries, but that these effects are not very strong. Highly educated communities (i.e. those with a high percentage of college educated persons) were more likely to vote for library measures, as were communities with higher median household incomes. There were, also, important variations by race and ethnicity, with black and Asian areas having been more supportive of library measures than white or Latino areas. Age and gender differences across cities and counties did not seem to affect the prospects of library measures. Given differences in the ways that liberals and conservatives view the government's role in providing services to citizens, it is not surprising to find that the partisanship of a community mattered: areas with higher percentages of registered Democrats were more supportive of library measures than those with higher percentages of Republicans and independents (i.e., decline to states). We also tested for differences that the size of communities might make on the prospects of success. There was a suggestion in some of the previous studies that it was easier to win in smaller communities, but our data do not confirm that. There is no simple relationship between size and the passage rate of library measures, but there is some indication that the largest communities (especially counties) had more success than smaller and medium sized ones. With respect to counties, at least, the reason, may have had less to do with size and more to do with the dire fiscal problems that smaller rural counties faced in the post-Prop 13 era (see Table 9).

## 2. The Features of Library Measures.

Various features of the measure itself could potentially affect its prospects for success. To begin with, we might suppose that advisory measures would be easier to pass than normal measures since the real effects are seemingly less. Also, advisory measures require only a simple majority of votes, but non-advisory measures often require a supermajority, making them as a rule more difficult to pass. Only eight of the measures could be classified as advisory, and although the average vote yes for the advisory and non-advisory measures was approximately the same, the success rate of advisory measures was also about 20 percentage points higher (see Table 3), for the likely reasons stated above.

Another feature of library ballot measures is whether they propose a tax, bond or something else. We said earlier that we would expect measures that impose real costs on voters to be less popular on average than those that impose little or no costs. By far, the most common source of revenue in the library measures to date has been the introduction of new parcel taxes (i.e., a third of all the measures). Other common types have been the general obligation bond, the sales tax and the creation of benefit assessment districts. As one might expect, measures with no fiscal impact or that request that the state increase its funding for libraries receive the highest levels of support and achieve the highest rates of success (see Table 2a). By contrast, measures that propose local taxes tend to have lower levels of support and success. Less than one-half of measures proposing parcel taxes, sales taxes and general obligation bonds are successful. Sales taxes, in particular, seem to get the lowest levels of support. Benefit assessments have been the most successful, passing at a 2 to 1 rate, but the numbers are as yet too small to indicate with certainty whether the public really regards them more favorably.

Another important aspect of what the ballot measure offers to the voter is the purpose for which the revenue is being raised. Many of the measures do not specifically designate how funds will be spent. Of those that do, there are three broad categories: operations, facilities and materials/programs. Table 2 b displays the success rates and average votes for each of the various purpose categories. There does not appear to be any substantial difference in the support across the broad categories of operations, facilities or
materials/programs. Certain subcategories (e.g., modifying facilities for the handicapped) have unusually high support levels, but the numbers are too small to warrant any confidence.

## 3. The Context of the Election.

As we said earlier, a library measure is decided in a particular electoral context. The question is whether certain contexts are more favorable to the passage of library measures than others. There are four aspects that we need to consider: whether the election is a primary, general, or special; the presence of other measures on the ballot; over time variations in the public's mood; and city versus county differences.

As was mentioned earlier, previous studies have indicated that the timing of the ballot measure can affect the size and composition of the turnout, and ultimately the chances of the measure's success. In particular, the turnout will tend to be lower in primary and special elections than in general elections, and the voters who turn out will tend to be more attentive to politics, better informed, more highly educated, and have higher incomes. Does this affect their propensity to vote for library measures?

The answer would appear to be no. We can measure this in two ways. First, we can look at the average percent vote yes on library measures considered in the general, primary and special elections respectively. By this standard, there is little difference between the various types of elections. The average yes vote for library referenda in general elections was $61 \%$, primaries was $58 \%$ and specials, $61 \%$. We get pretty much the same picture if we look at pass/fail rates. The split in general elections was 27 pass and 26 fail. In primaries, it was 7 pass and 7 fail, and in special elections, it was 11 pass and 7 fail. None of these differences is statistically meaningful (see Table 5).

Another sense of electoral context is the presence or absence of other funding measures on the ballot. Although one might suspect that the presence of other funding measures might decrease support for library measures by contributing to ballot fatigue or diminishing the salience of the measure to the public, or by giving the voters the feeling that there are too many requests for funding, the evidence suggests that this is not the case. The average percent yes vote was $63 \%$ when other funding measures were on the ballot and $59 \%$
when they were not, and $62 \%$ of the library measures passed when there were other funding measures on the ballot as opposed to $43.5 \%$ when there were not. The experience statewide is similar; only when there is a very large number of funding measures do voters seem to revolt. More important is whether the community has a tendency in general to support public services. Communities that were more inclined to be electorally supportive of police and schools tended to be more supportive of libraries. The success rate for library measures in communities that tended to vote for the funding of police services was $54 \%$ as compared to $26 \%$ in the communities that were not (although the average vote yes is about equal), and the success rate of library measures in communities that tended to financially support schools was $68 \%$ as compared to $20 \%$ in those that were not (with substantial differences in the average vote yes as well). These results can be found in Table 6.

Thirdly, there are year to year fluctuations in the electoral mood, as we can see in Table 7. Local referenda went down to defeat in large numbers in 1992 at the crest of the recession, but did extremely well in 1994, as the state was pulling out of the recession. But even taking the course of the recession into account, the contrast between the $12 \%$ success rate in 1992 and the $84 \%$ success rate in 1994 is quite remarkable, particularly if one recalls that 1992 was a good year for Democrats and 1994 was a banner year for Republicans. Part of the answer, as we shall discuss in greater detail in a moment, may be tactical. There was a big difference in the general level of professionalization between 1992 and 1994. In 1992, very few of the library referenda campaigns used professional consultants or ran a campaign that targeted voters heavily. In 1994, a majority of them did.

One last sense of electoral context concerns whether the electoral jurisdiction of the referendum is a city or a county. Conventional wisdom suggests that citizens tend to identify with cities to a greater degree than with their county governments. If so, then we would expect higher levels of support for library referenda in the cities than in the counties. There is, in fact, some evidence for this in Table 8. Two-thirds of the city library referenda passed as opposed to $39 \%$ of the county measures with an average yes vote of $63 \%$ in the former and $58 \%$ for the latter.

## 4. The Strategy and Tactics of Library Measure Campaigns.

As we saw earlier, there is a wide variance in the level of professionalism and activity in library measure campaigns. Does it matter to the outcome of these races? It would appear that it does. To begin with, we said earlier that only a minority of campaigns used a professional consultant and even fewer relied heavily on the consultant's services. Campaigns that used consultants succeeded $68 \%$ of the time versus $48 \%$ without, and they obtained an average yes vote of $67 \%$ versus $58 \%$ for those that did not. Although the average yes vote was $61 \%$ for measures with a consultant for the opposition, none of these measures passed due to some measures' supermajority vote requirement. When there was no consultant to the opposition, there was a $57 \%$ success rate and an average vote of $57 \%$. In addition, campaigns that heavily involved their consultants did much better than those that did not (see Table 11). In short, professionalism does seem to make a difference.

The second important message is that a well-run campaign needs to have a targeting strategy. Campaigns that did little or no targeting of key groups did not do nearly as well as those that did a lot: targeted campaigns succeeded at a $74 \%$ rate versus $33 \%$ for those without targeting, and the average yes vote with targeting was $65 \%$ and without was $56 \%$. Much the same can be said about polling. The average with polling was $68 \%$ and without was $56 \%$, and with $67 \%$ of the measures passing and $40 \%$ failing, there was a 27 point gap in pass/fail rates of the percentage. This is probably an underestimate of the true impact of good targeting because we have no information about the quality of the targeting that was used in these campaigns. It also does not reflect the efficiency savings of a targeted campaign--i.e. resources are not wasted when they are directed towards voters who are likely to vote and need to be persuaded, or who are persuaded but need to be mobilized to vote. On the latter point, campaigns that did GOTV had an average yes vote of $67 \%$ versus $56 \%$ for those that did little or none.

Indeed, a corollary tactical point is that active campaigns do better than inactive ones -- an obvious point, but an important one nonetheless (see Table 16). Do campaigns matter -- the answer is yes, they do increase votes on the margin. Almost every form of campaign activity increases the percent yes vote by a
statistically meaningful margin. This includes community presentations, door to door and phone canvassing, pamphlets, mailings, signs, using grassroots organizations, and media spots.

It also appears that targeting almost any of the usual specific groups -- i.e., seniors, families, homeowners, the better educated -- produces better results than not targeting. Targeting families with children stands out somewhat from the rest, but the numbers are too small to support any conclusion about this with confidence (see Table 13). Similarly, many of the common themes did well. With the exception of arguing the benefits of libraries for adolescents and for economic development, all of the other themes produced positive pass/fail rates and higher average votes than campaigns that ignored those themes (see Table 15). Earlier, we saw that communities that tend to support schools also support libraries, and as further corroboration, the data in Table 15 show that the themes that libraries have a positive impact on children and literacy seem to be associated with library referenda success. But almost equally, themes concerning the library's contribution to the quality of life, technology and the strength of the library past performance, as demonstrated by the $65 \%$ of the measures that passed when this point was emphasized, helps illustrate that these issues for the community seem to be well received.

## CONCLUSION

Our evidence suggests that there are a number of factors that seem to be related to library measure success. Certain kinds of communities are more prone to pass these measures -- especially higher educated, Democratic voting, higher income, and minority communities. Measures that propose real costs face a tougher battle, especially if they require a supermajority vote. The context of the election, surprisingly, matters less than we initially thought, with few differences in the timing of the election, and the presence of other measures. The electorate does seem to be subject to mood swings with respect to taxes and bonds, and these can affect the outcome at the local level. But most importantly, we discovered that campaigns matter,
and that those that hire a consultant, formulate a targeting strategy and have a high level of activity do better than those that do not do these things.

## APPENDIX A

## Tables

The total number of cases in this study is 86 , but, due to missing data, some tables have only 84 or 85 cases.

Table 1: Socioeconomic and Political Correlates

Table 2a: Types of Library Measures by Source of Money

|  | Benefit Assessment | Parcel Tax |  | Sales Tax |  | Appropriations Limit | Excise Tax | General Obligation Bond | State <br> Funding <br> Request | NonFiscal | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | new | in- <br> crease | new | in- <br> crease |  |  |  |  |  |  |
| \% of all library measures | $\begin{gathered} 11 \\ (9) \end{gathered}$ | $\begin{gathered} 34 \\ (42) \end{gathered}$ | $\begin{gathered} 2 \\ (2) \end{gathered}$ | $\begin{gathered} 14 \\ (11) \end{gathered}$ | $\begin{gathered} 1 \\ (1) \end{gathered}$ | $\begin{gathered} 6 \\ (5) \end{gathered}$ | $\begin{gathered} 1 \\ (1) \end{gathered}$ | $\begin{gathered} 14 \\ (11) \end{gathered}$ | $\begin{gathered} 1 \\ (1) \end{gathered}$ | $\begin{gathered} 6 \\ (5) \end{gathered}$ | $\begin{gathered} 2 \\ (2) \end{gathered}$ |
| \% passed | $\begin{gathered} 67 \\ (6) \end{gathered}$ | $\begin{gathered} 47 \\ (16) \end{gathered}$ | $\begin{aligned} & 100 \\ & (2) \end{aligned}$ | $\begin{gathered} 45 \\ (5) \end{gathered}$ | $\begin{aligned} & 100 \\ & (1) \end{aligned}$ | $\begin{aligned} & 40 \\ & (2) \end{aligned}$ | $\begin{gathered} 0 \\ (0) \end{gathered}$ | $\begin{aligned} & 45 \\ & (5) \end{aligned}$ | $\begin{aligned} & 100 \\ & (1) \end{aligned}$ | $\begin{aligned} & 80 \\ & (4) \end{aligned}$ | $\begin{aligned} & 100 \\ & (2) \end{aligned}$ |
| \% failed | $\begin{gathered} 33 \\ (3) \end{gathered}$ | $\begin{gathered} 53 \\ (18) \end{gathered}$ | $\begin{gathered} 0 \\ (0) \end{gathered}$ | $\begin{aligned} & 55 \\ & (6) \end{aligned}$ | $\begin{gathered} 0 \\ (0) \end{gathered}$ | $\begin{gathered} 60 \\ (3) \end{gathered}$ | $\begin{aligned} & 100 \\ & (1) \end{aligned}$ | $\begin{gathered} 55 \\ (6) \end{gathered}$ | $\begin{gathered} 0 \\ (0) \end{gathered}$ | $\begin{gathered} 20 \\ (1) \end{gathered}$ | $\begin{gathered} 0 \\ (0) \end{gathered}$ |
| Average \% vote yes | 60 | 62 | 71 | 50 | 57 | - 64 | 52 | 62 | 87 | 62 | 78 |

Note: Numbers in parentheses are raw numbers.
Table 2b: Purpose of Measure (Part 1)

|  | Maintain Collections | Purchase more Materials | Create new programs | Purchase new Technology | Maintain Library Operations | Expand Library Operations | Create new Library Operations | Restore <br> and <br> Maintain <br> Operations |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\%$ <br> Passed | $\begin{aligned} & 50 \\ & (7) \end{aligned}$ | $\begin{gathered} 57 \\ (4) \end{gathered}$ | $\begin{aligned} & 50 \\ & (2) \end{aligned}$ | $\begin{aligned} & 100 \\ & (1) \end{aligned}$ | $\begin{gathered} 40 \\ (8) \end{gathered}$ | $\begin{aligned} & 100 \\ & (3) \end{aligned}$ | $\begin{gathered} 33 \\ (1) \end{gathered}$ | $\begin{gathered} 64 \\ (7) \end{gathered}$ |
| $\begin{aligned} & \text { \% } \\ & \text { Failed } \end{aligned}$ | $\begin{gathered} 50 \\ (7) \end{gathered}$ | $\begin{gathered} 43 \\ (3) \end{gathered}$ | $\begin{aligned} & 50 \\ & (2) \end{aligned}$ | $\begin{gathered} 0 \\ (0) \end{gathered}$ | $\begin{gathered} 60 \\ (12) \end{gathered}$ | $\begin{gathered} 0 \\ (0) \end{gathered}$ | $\begin{gathered} 67 \\ (2) \end{gathered}$ | $\begin{gathered} 36 \\ (4) \end{gathered}$ |
| Average <br> Vote <br> Yes | 66 | 67 | 66 | 73 | 61 | 79 | 50 | 62 |
| N | 14 | 7 | 4 | 1 | 20 | 3 | 3 | 11 |

Note: Numbers in parentheses are raw numbers.
Table 2b: Purpose of Measure (Part 2)

|  | Replace <br> State/ <br> County <br> Funding | Maintain Facilities | Expand Existing Facilities | Modify <br> for <br> Handi- <br> capped | Renovate old <br> Facilities | Build a new Facility | General Not Specific | Library <br> Board <br> Member- <br> ship | Library Commission Structure |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\%$ <br> Passed | $\begin{aligned} & 100 \\ & (1) \end{aligned}$ | $\begin{gathered} 30 \\ (3) \end{gathered}$ | $\begin{aligned} & 56 \\ & (5) \end{aligned}$ | $\begin{aligned} & 100 \\ & (2) \end{aligned}$ | $\begin{gathered} 73 \\ (3) \end{gathered}$ | $\begin{gathered} 29 \\ (2) \end{gathered}$ | $\begin{aligned} & 54.5 \\ & (12) \end{aligned}$ | $\begin{aligned} & 100 \\ & (2) \end{aligned}$ | $\begin{gathered} 0 \\ (0) \end{gathered}$ |
| $\%$ <br> Failed | $\begin{gathered} 0 \\ (0) \end{gathered}$ | $\begin{gathered} 70 \\ (7) \end{gathered}$ | $\begin{gathered} 44 \\ (4) \end{gathered}$ | $\begin{gathered} 0 \\ (0) \end{gathered}$ | $\begin{gathered} 25 \\ (1) \end{gathered}$ | $\begin{gathered} 71 \\ (5) \end{gathered}$ | $\begin{aligned} & 45.5 \\ & (10) \end{aligned}$ | $\begin{gathered} 0 \\ (0) \end{gathered}$ | $\begin{gathered} 1 \\ (100) \end{gathered}$ |
| Average <br> Vote <br> Yes | 76 | 58 | 63 | 73 | 62 | 62 | 59 | 64 | 41 |
| N | 1 | 10 | 9 | 2 | 4 | 7 | 22 | 2 | 1 |

Note : Numbers in parentheses are raw numbers.

Table 3: Success of Advisory versus Non-Advisory Measures

|  | Advisory Measure | Non-Advisory Measure |
| :--- | :---: | :---: |
| $\%$ Library Measures | 78 | 51 |
| Passed | $(7)$ | $(38)$ |
| $\%$ Library Measures | 22 | 49 |
| Failed | $(2)$ | $(37)$ |
| Average Yes Vote | 61 | 60 |

Note: Numbers in parentheses are raw numbers.

Table 4: Rules Matter

|  | Majority | Super-Majority |
| :--- | :---: | :---: |
| \% Library measure | 73 | 43 |
| passed | $(19)$ | $(25)$ |
| $\%$ Library measure | 27 | 57 |
| failed | $(7)$ | $(33)$ |
| Average \% yes vote | 58 | 62 |

Note: Numbers in parentheses are raw numbers.

Table 5: Election Type and Success

|  | General <br> Election | Primary <br> Election | Special <br> Election |
| :--- | :---: | :---: | :---: |
| $\%$ Measures | 51 | 50 | 61 |
| Passed | $(27)$ | $(7)$ | $(11)$ |
| $\%$ Measures | 49 | 50 | 39 |
| Failed | $(26)$ | $(7)$ | $(7)$ |
| Average \% Yes | 61 | 58 | 61 |

Note: Numbers in parentheses are raw numbers.
Table 6: General Ballot Information

|  | Community Generally: |  |  |  | Other <br> Funding <br> Measures <br> on the <br> Ballot | No Other Funding Measures on the Ballot |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Supports School <br> Measures | Doesn't <br> Support <br> School <br> Measures | Supports Fire/Police Measures | Doesn't <br> Support <br> Fire/Police <br> Measures |  |  |
| \% Measures Passed | $\begin{aligned} & 68 \\ & (25) \end{aligned}$ | $\begin{aligned} & 20 \\ & (4) \end{aligned}$ | $\begin{aligned} & 54 \\ & (21) \end{aligned}$ | $\begin{aligned} & 26 \\ & (5) \end{aligned}$ | $\begin{aligned} & 62 \\ & (23) \end{aligned}$ | $\begin{aligned} & 43.5 \\ & (10) \end{aligned}$ |
| \% Measures Failed | $\begin{aligned} & 32 \\ & (12) \end{aligned}$ | $\begin{aligned} & 80 \\ & (16) \end{aligned}$ | $\begin{aligned} & 46 \\ & (18) \end{aligned}$ | $\begin{aligned} & 74 \\ & (14) \end{aligned}$ | $\begin{aligned} & 38 \\ & (14) \end{aligned}$ | $\begin{aligned} & 56.5 \\ & (13) \end{aligned}$ |
| Average \% Yes | 65 | 51 | 59 | 57 | 63 | 59 |

Note: Numbers in parentheses are raw numbers.
Table 7: Trends Over Time

| 1980 | 1982 | 1983 | 1984 | 1985 | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \% of total | 1.2 <br> $(1)$ | 1.2 <br> $(1)$ | 1.2 <br> $(1)$ | 3.6 <br> $(3)$ | 4.7 <br> $(4)$ | 4.7 <br> $(4)$ | 3.5 <br> $(3)$ | 10.6 <br> $(9)$ | 2.4 <br> $(2)$ | 12.9 <br> $(11)$ | 2.4 <br> $(2)$ | 20.2 <br> $(17)$ | 8.2 <br> $(7)$ | 22.4 <br> $(19)$ | 2.4 <br> $(2)$ |
| \% passed | 100 <br> $(1)$ | 0 <br> $(0)$ | 0 <br> $(0)$ | 0 <br> $(0)$ | 75 <br> $(3)$ | 25 <br> $(1)$ | 33 <br> $(1)$ | 56 <br> $(5)$ | 50 <br> $(1)$ | 73 <br> $(8)$ | 50 <br> $(1)$ | 12 <br> $(2)$ | 71 <br> $(5)$ | 84 <br> $(16)$ | 100 <br> $(2)$ |
| \% failed | 0 <br> $(0)$ | 100 <br> $(1)$ | 100 <br> $(1)$ | 100 <br> $(3)$ | 25 <br> $(1)$ | 75 <br> $(3)$ | 67 <br> $(2)$ | 44 <br> $(4)$ | 50 <br> $(1)$ | 27 <br> $(3)$ | 50 <br> $(1)$ | 88 <br> $(15)$ | 29 <br> $(2)$ | 16 <br> $(3)$ | 0 <br> $(0)$ |
| \# campaigns <br> that <br> targeted <br> heavily | 0 | 0 | 0 | 0 | 4 | 2 | 0 | 4 | 1 | 11 | 0 | 8 | 7 | 17 | 3 |
| \# campaigns <br> that used <br> consultant | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 2 | 2 | 9 | 2 |
| Average \% <br> Yes Vote | 69 | 29 | 42 | 52 | 57 | 63 | 61 | 57 | 71 | 65 | 60 | 56 | 63 | 66 | 68 |

Note: Numbers in parentheses are raw numbers.
Table 8: City versus County Success

|  | Cities | Counties |
| :--- | :---: | :---: |
| \% Measures Passed | 67 | 39 |
|  | $(30)$ | $(16)$ |
| \% Measures Failed | 33 | 61 |
|  | $(15)$ | $(25)$ |
| Average Yes Vote | 63 | 58 |

Note: Numbers in parentheses are raw numbers.

Table 9: Population Size and Success

|  | $<=30,000$ | $30-99,999$ | $100,000-249,999$ | $>=250,000$ |
| :--- | :---: | :---: | :---: | :---: |
| \% Library <br> Measure <br> Passed | 50 <br> $(11)$ | 44 <br> $(8)$ | 53 <br> $(9)$ | 63 <br> $(17)$ |
| \% Library <br> Measure <br> Failed | 50 <br> Average <br> Vote Yes | 56 <br> $(10)$ | 47 <br> $(8)$ | 37 <br> $(10)$ |
| \% Measure <br> Requiring <br> Majority <br> Rule | 23 <br> $(5)$ | 39 <br> (7) | Measure | 77 |
| Requiring <br> $2 / 3$ | $(17)$ | $(11)$ | 25 | 66 |

Note: Numbers in parentheses are raw numbers.
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| ， | Not Used at All | Used Some | Used Heavily | Don＇t Know |
| :---: | :---: | :---: | :---: | :---: |
| Polls | $\begin{aligned} & 51.4 \\ & (38) \end{aligned}$ | $\begin{aligned} & 21.2 \\ & (18) \end{aligned}$ | $\begin{gathered} 20 \\ (17) \end{gathered}$ | $\begin{aligned} & 1.2 \\ & (1) \end{aligned}$ |
| Grassroots Organizations | $\begin{aligned} & 13.5 \\ & (10) \end{aligned}$ | $\begin{gathered} 27 \\ (20) \end{gathered}$ | $\begin{gathered} 58 \\ (43) \end{gathered}$ | $\begin{aligned} & 1.2 \\ & (1) \end{aligned}$ |
| Signs | $\begin{aligned} & 21.6 \\ & (16) \end{aligned}$ | $\begin{aligned} & 44.6 \\ & (33) \end{aligned}$ | $\begin{aligned} & 32.4 \\ & (24) \end{aligned}$ | $\begin{aligned} & 1.2 \\ & (1) \end{aligned}$ |
| Media Spots | $\begin{aligned} & 36.5 \\ & (27) \end{aligned}$ | $\begin{aligned} & 39.2 \\ & (29) \end{aligned}$ | $\begin{gathered} 23 \\ (17) \end{gathered}$ | $\begin{aligned} & 1.2 \\ & (1) \end{aligned}$ |
| Mailings | $\begin{aligned} & 21.6 \\ & (16) \end{aligned}$ | $\begin{aligned} & 43.2 \\ & (32) \end{aligned}$ | $\begin{aligned} & 33.8 \\ & (25) \end{aligned}$ | $\begin{aligned} & 1.2 \\ & (1) \end{aligned}$ |
| Get Out The Vote | $\begin{aligned} & 51.4 \\ & (38) \end{aligned}$ | $\begin{gathered} 27 \\ (20) \end{gathered}$ | $\begin{gathered} 20 \\ (15) \end{gathered}$ | $\begin{aligned} & 1.2 \\ & (1) \end{aligned}$ |
| Presentations in the Community | $\begin{aligned} & 18.9 \\ & (14) \end{aligned}$ | $\begin{aligned} & 43.2 \\ & (32) \end{aligned}$ | $\begin{aligned} & 36.5 \\ & (27) \end{aligned}$ | $\begin{aligned} & 1.2 \\ & (1) \end{aligned}$ |
| Door－to－Door Canvassing | $\begin{aligned} & 45.9 \\ & (34) \end{aligned}$ | $\begin{aligned} & 29.7 \\ & (22) \end{aligned}$ | $\begin{gathered} 23 \\ (17) \end{gathered}$ | $\begin{aligned} & 1.2 \\ & (1) \end{aligned}$ |
| Telephone Canvassing | $\begin{aligned} & 48.6 \\ & (36) \end{aligned}$ | $\begin{aligned} & 18.9 \\ & (14) \end{aligned}$ | $\begin{aligned} & 31.1 \\ & (23) \end{aligned}$ | $\begin{aligned} & 1.2 \\ & (1) \end{aligned}$ |
| Pamphlets／Fact Sheets | $\begin{gathered} 12.2 \\ (9) \end{gathered}$ | $\begin{gathered} 27 \\ (20) \end{gathered}$ | $\begin{aligned} & 59.5 \\ & (44) \end{aligned}$ | $\begin{aligned} & 1.2 \\ & (1) \end{aligned}$ |

Note：Numbers in parentheses are raw numbers．
Table 11: Consultants and Professionalization

Note: Numbers in parentheses are raw numbers.
Table 12: Targeted Groups

|  | Senior <br> Voters | Families <br> with <br> Children | Homeowners | Women <br> Voters | People with <br> High Levels of <br> Education | Other <br> Voters |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Not <br> targeted | 11 <br> $(8)$ | 12.3 <br> $(9)$ | 27.4 <br> $(20)$ | 37 <br> $(27)$ | 30.1 <br> $(22)$ | 23.3 <br> $(17)$ |
| Targeted <br> some | 19.2 <br> $(14)$ | 19.2 <br> $(14)$ | 5.5 <br> $(4)$ | 8.2 <br> $(6)$ | 13.7 | $(10)$ |

Note: Numbers in parentheses are raw numbers.
Table 13: Specific Targets and Success

| , | Senior Voters Targeted | Families Targeted | Homeowners Targeted | Women <br> Targeted | Higher <br> Education <br> Targeted | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| \% Library Measures Passed | $\begin{gathered} 67 \\ (10) \end{gathered}$ | $\begin{gathered} 85 \\ (11) \end{gathered}$ | $\begin{gathered} 64 \\ (7) \end{gathered}$ | $\begin{aligned} & 100 \\ & (1) \end{aligned}$ | $\begin{aligned} & 100 \\ & (2) \end{aligned}$ | $\begin{gathered} 69 \\ (11) \end{gathered}$ |
| \% Library <br> Measures <br> Failed | $\begin{gathered} 33 \\ (5) \end{gathered}$ | $\begin{aligned} & 15 \\ & (2) \end{aligned}$ | $\begin{gathered} 36 \\ (4) \end{gathered}$ | $\begin{gathered} 0 \\ (0) \end{gathered}$ | $\begin{gathered} 0 \\ (0) \end{gathered}$ | $\begin{gathered} 14 \\ (5) \end{gathered}$ |
| Average \% <br> Vote Yes | 65 | 68 | 63 | 65 | 59 | 68 |

Note: Targeted means the group was targeted heavily. Numbers in parentheses are raw numbers.
Table 14: Strategic Themes

| , | Children | Adolescents | Literacy | New Technologies | Economic Development | Quality <br> of Life | Library Record | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Not targeted at all | 11.3 <br> (8) | $\begin{aligned} & 53.5 \\ & (38) \end{aligned}$ | $\begin{aligned} & 71.8 \\ & (51) \end{aligned}$ | $\begin{aligned} & 43.7 \\ & (31) \end{aligned}$ | $\begin{aligned} & 57.7 \\ & (41) \end{aligned}$ | $\begin{aligned} & 14.3 \\ & (10) \end{aligned}$ | $\begin{aligned} & 36.6 \\ & (26) \end{aligned}$ | $\begin{gathered} 69 \\ (49) \end{gathered}$ |
| Targeted Some | $\begin{gathered} 31 \\ (22) \end{gathered}$ | $\begin{aligned} & 33.8 \\ & (24) \end{aligned}$ | 12.7 <br> (9) | $\begin{aligned} & 33.8 \\ & (24) \end{aligned}$ | $\begin{aligned} & 33.8 \\ & (24) \end{aligned}$ | $\begin{aligned} & 27.1 \\ & (19) \end{aligned}$ | $\begin{aligned} & 29.6 \\ & (21) \end{aligned}$ | $\begin{aligned} & 5.6 \\ & (4) \end{aligned}$ |
| Heavily Targeted | $\begin{gathered} 54.9 \\ (39) \end{gathered}$ | $\begin{aligned} & 9.9 \\ & (7) \end{aligned}$ | 12.7 <br> (9) | $\begin{aligned} & 19.7 \\ & (14) \end{aligned}$ | $\begin{aligned} & 5.6 \\ & (4) \end{aligned}$ | $\begin{gathered} 55.7 \\ (39) \end{gathered}$ | $\begin{gathered} 31 \\ (22) \end{gathered}$ | $\begin{aligned} & 21.1 \\ & (15) \end{aligned}$ |
| Don't Know | $\begin{aligned} & 2.8 \\ & (2) \end{aligned}$ | $\begin{aligned} & 2.8 \\ & (2) \end{aligned}$ | $\begin{aligned} & 2.8 \\ & (2) \end{aligned}$ | $\begin{aligned} & 2.8 \\ & (2) \end{aligned}$ | $\begin{aligned} & 2.8 \\ & (2) \end{aligned}$ | $\begin{aligned} & 2.9 \\ & (2) \end{aligned}$ | $\begin{aligned} & 2.8 \\ & (2) \end{aligned}$ | $\begin{aligned} & 4.2 \\ & (3) \end{aligned}$ |

[^2]Table 15: Campaign Themes and Success
Did the Campaign Heavily Emphasize the Positive Impact of Library on:

|  | Adolescents |  | Children |  | Literacy |  | New <br> Technology |  | Economic Development |  | Quality of Life |  | Library Performance |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | yes | no | yes | no | yes | no | yes | no | yes | no | yes | no | yes | no |
| \% <br> Library <br> measures <br> passed | $\begin{gathered} 43 \\ (3) \end{gathered}$ | $\begin{gathered} 51 \\ (19) \end{gathered}$ | $\begin{gathered} 55 \\ (22) \end{gathered}$ | $\begin{gathered} 37 \\ (3) \end{gathered}$ | $\begin{gathered} 60 \\ (6) \end{gathered}$ | $\begin{gathered} 46 \\ (23) \end{gathered}$ | $\begin{gathered} 57 \\ (8) \end{gathered}$ | $\begin{gathered} 36 \\ (11) \end{gathered}$ | $\begin{aligned} & 43 \\ & (3) \end{aligned}$ | $\begin{gathered} 49 \\ (19) \end{gathered}$ | $\begin{gathered} 53 \\ (21) \end{gathered}$ | $\begin{aligned} & 40 \\ & (4) \end{aligned}$ | $\begin{gathered} 65 \\ (15) \end{gathered}$ | $\begin{gathered} 42 \\ (11) \end{gathered}$ |
| \% <br> Library <br> measures <br> failed | $\begin{gathered} 57 \\ (4) \end{gathered}$ | $\begin{gathered} 49 \\ (18) \end{gathered}$ | $\begin{gathered} 45 \\ (18) \end{gathered}$ | $\begin{gathered} 62 \\ (5) \end{gathered}$ | $\begin{gathered} 40 \\ (4) \end{gathered}$ | $\begin{gathered} 54 \\ (27) \end{gathered}$ | $\begin{gathered} 43 \\ (6) \end{gathered}$ | $\begin{gathered} 64 \\ (20) \end{gathered}$ | $\begin{gathered} 57 \\ (4) \end{gathered}$ | $\begin{gathered} 51 \\ (18) \end{gathered}$ | $\begin{gathered} 47 \\ (19) \end{gathered}$ | $\begin{gathered} 60 \\ (6) \end{gathered}$ | $\begin{aligned} & 35 \\ & (8) \end{aligned}$ | $\begin{gathered} 58 \\ (15) \end{gathered}$ |
| Average \% yes vote | 56 | 59 | 63 | 55 | 64 | 59 | 64 | 56 | 60 | 60 | 62 | 61 | 64 | 58 |

Note: Yes indicates that theme was heavily used by campaign. No indicates that theme was not used at all.
Note: Numbers in parentheses are raw numbers.
Table 16 (part 1): Tactics and Success

Note: Numbers in parentheses are raw numbers
Table 16 (part 2):Tactics and Success

|  | GOTV |  | Community <br> Presentations |  | Phoning |  | Pamphlets |  | $\begin{gathered} \text { Door-to-Door } \\ \text { Canvassing } \end{gathered}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | yes | no | yes | no | yes | no | yes | no | yes | no |
| \% Library measures passed | $\begin{gathered} 80 \\ (12) \end{gathered}$ | $\begin{gathered} 38 \\ (14) \end{gathered}$ | $\begin{gathered} 64 \\ (18) \end{gathered}$ | $\begin{aligned} & 50 \\ & (7) \end{aligned}$ | $\begin{gathered} 78 \\ (18) \end{gathered}$ | $\begin{gathered} 44 \\ (18) \end{gathered}$ | $\begin{gathered} 64 \\ (29) \end{gathered}$ | $\begin{gathered} 37 \\ (3) \end{gathered}$ | $\begin{array}{r} 82 \\ (14) \end{array}$ | $\begin{gathered} 50 \\ (17) \end{gathered}$ |
| \% Library measures failed | $\begin{aligned} & 20 \\ & (3) \end{aligned}$ | $\begin{gathered} 62 \\ (23) \end{gathered}$ | $\begin{gathered} 36 \\ (10) \end{gathered}$ | $\begin{gathered} 50 \\ (7) \end{gathered}$ | $\begin{aligned} & 22 \\ & (5) \end{aligned}$ | $\begin{gathered} 56 \\ (20) \end{gathered}$ | $\begin{gathered} 36 \\ (16) \end{gathered}$ | $\begin{gathered} 67 \\ (5) \end{gathered}$ | $\begin{aligned} & 18 \\ & (3) \end{aligned}$ | $\begin{gathered} 50 \\ (17) \end{gathered}$ |
| Average \% yes vote | 67 | 56 | 66 | 54 | 68 | 56 | 64 | 47 | 68 | 59 |

Note: Numbers in parentheses are raw numbers.

Table 17: Endorsements and Success

|  | Local Political <br> Endorsements |  | Group Political <br> Endorsements |  |
| :--- | :---: | :---: | :---: | :---: |
|  | yes | no | yes | no |
| \% Library <br> measures <br> passed | 58 <br> $(29)$ | 38.1 <br> $(8)$ | 61.7 <br> $(29)$ | 36 <br> $(9)$ |
| \% Library <br> measures <br> failed | 42 <br> $(21)$ | 61.9 <br> $(13)$ | 38.3 <br> $(18)$ | 64 <br> Average \% <br> yes vote |

Numbers in parentheses are raw numbers.
Table 18 （part 1）

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Library Relief Act of 1980 |  | Library Relief Act of 1988 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| IIes／ssed | d | 0 | $\checkmark$ | $\checkmark$ | $\checkmark$ | $\bigcirc$ | 0 | $\bigcirc \cdot$ | － | － | － | － | $\bigcirc$ | $\bigcirc$ | 0 | 0 | O | 0 | － | $\bigcirc$ | $\checkmark$ | 0 | $\checkmark$ | $\bigcirc$ | － | － | － | － | － | $\checkmark$ | － | － | $\checkmark$ | O | － |
| $\begin{gathered} \text { ssed } \\ 0+\frac{1}{2} \end{gathered}$ |  | $\stackrel{?}{1}$ | $\stackrel{m}{N}$ | $\cdots$ |  | $\cdots$ |  |  |  | N | N | － | \％ | $\sqrt{N}$ | $\sqrt{N}$ | － |  |  | － | ¢ | － | ¢ | ～ |  | ล |  | N |  | $\stackrel{n}{N}$ | N |  | $\stackrel{m}{N}$ |  |  | M |
| ON \％ |  | 望 |  | $\stackrel{y}{4}$ | $\stackrel{4}{4}$ |  |  |  |  |  |  | ¢\％ ¢ \％ \％ | gin \％ \％ | $\begin{gathered} \text { in } \\ \text { in } \\ \text { N } \end{gathered}$ |  |  |  |  |  |  | \％ | \％ | 免等 | （inctis |  |  | 族 | c | \％ |  |  | ＊ |  |  | $\dot{y}_{6}$ |
| 210＾ON |  | $\begin{aligned} & n \\ & N \\ & م \\ & N \end{aligned}$ | $\begin{array}{ll} 8 \\ 0 \\ 0 \\ 0 \end{array}$ | $\stackrel{N}{N}$ | $\frac{\mathrm{N}}{\mathbf{N}}$ |  |  |  | $\otimes_{0}^{\infty}$ | $\left\|\begin{array}{l} 5 \\ 0 \\ 0 \\ n^{2} \end{array}\right\|$ | c｜c | （1） | － | 促 |  | － |  |  |  | － | N | N | O | \％ | ल | ？ | － | N | － | － | 第 | ¢ | － | N | ［ |
| sed \％ | 6isk |  | $\stackrel{8}{4}$ |  | 多多 | ${ }^{9}$ |  |  |  | $\begin{aligned} & \text { 4, } \\ & \text { 4ive } \end{aligned}$ |  |  | $\stackrel{i}{i}$ |  |  |  |  |  |  |  |  |  | $\stackrel{ }{\circ}$ | \％${ }_{\text {\％}}^{\text {\％}}$ |  |  |  |  |  |  |  |  | 然緆 |  |  |
| 10＾so人 | $\begin{aligned} & N \\ & \\ & 0 \\ & 0 \\ & 0 \end{aligned}$ | $\frac{\downarrow}{\substack{2}}$ | $\begin{aligned} & \stackrel{\rightharpoonup}{\mathrm{N}} \\ & \underset{\sim}{2} \\ & \underset{\sim}{2} \end{aligned}$ |  | $\begin{gathered} \text { 운 } \\ \frac{0}{8} \end{gathered}$ |  |  |  | $\begin{aligned} & \underset{N}{N} \\ & \underset{\sim}{2} \end{aligned}$ | $\left\lvert\, \begin{aligned} & \infty \\ & N_{n} \\ & m_{0} \\ & \mathbf{v}^{2} \end{aligned}\right.$ | － | N | （1） | $\underset{\sim}{N}$ |  |  |  |  |  | N | W | － | m | － | \％ |  |  |  | $\stackrel{o}{N}$ | $\begin{gathered} 5 \\ 0 \\ 0 \\ 7 \end{gathered}$ | $\begin{aligned} & 0 \\ & N_{2} \\ & \sigma^{2} \end{aligned}$ | ¢ | N | $\left\lvert\, \begin{aligned} & \infty \\ & \infty \\ & - \\ & \end{aligned}\right.$ | （1） |
| $\frac{2}{0}$ |  | $\begin{array}{ll} 2 \\ \hline \end{array}$ |  | $\begin{aligned} & \frac{\square}{\omega} \\ & \frac{\pi}{\omega} \\ & \frac{2}{\omega} \\ & \hline 0 \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |  | む U U U |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 0 <br> 0 <br> 0 <br> 0 <br> 0 <br> 0 <br> 0 <br> 0 |
|  |  |  |  |  |  |  |  | $\begin{aligned} & \frac{\pi}{0} \\ & \stackrel{\otimes}{6} \\ & \frac{\pi}{4} \end{aligned}$ | $\begin{array}{\|c} \frac{\pi}{0} \\ \mathbf{0} \\ \underline{E} \\ \frac{0}{\mathbf{d}} \\ \hline \end{array}$ |  | $\underset{\substack{0 \\ \underset{\sim}{2} \\ \hline}}{ }$ | － |  |  |  |  |  |  |  |  |  | 안 |  | $\stackrel{\otimes}{\stackrel{y}{\omega}}$ |  |  | $\begin{gathered} c \\ 0 \\ \\ \end{gathered}$ |  |  | $\begin{array}{\|c\|} \hline \underline{c} \\ \frac{0}{0} \\ 0 \\ 0 \\ \frac{c}{4} \\ n \\ 0 \\ \hline \end{array}$ |  | $\begin{aligned} & \frac{0}{2} \\ & \hline 0 \\ & \frac{2}{8} \\ & 0 \\ & 0 \end{aligned}$ |  |  | 들 |
| Jead | 18 | ¢ | $\infty$ | 8 | － | － | か | 院 | す | \％ | \％ | б | ${ }_{\sim}^{\circ}$ | － |  | － | $\bigcirc$ | Nা |  | $\pm$ | ¢ | － | $\bigcirc$ | 0 | $\underset{N}{N}$ | N | は | $\bigcirc$ | $\infty$ | ¢ | \％ | \％ | す | ＊ | － |
| Keg | ¢ | $\bigcirc$ | $\infty$ | $\bigcirc$ | $\cdots$ | の | の $\infty$ | $\infty$ | へ | N | $\bullet$ | $\cdots$ | － | $\bigcirc$ | $\cdots$ | $\cdots$ | の | の $\infty$ | $\infty$ | －$\quad$ | $\cdots$ | $\cdots \infty$ | － | ＋ | m | － | $\infty$ | ＋ | $\infty$ | － | N | － | N | ¢ | の |
| 42UOW | ${ }^{\circ}$ | F | － | $F$ | $\square$ | $=$ | $F \%$ | $F$ | $\bigcirc$ | 0 | F | F |  | $F$ | F | $=$ | 二F | F\％ | $\div 0$ | $0 \cdot$ | 0 | の |  |  |  |  | － | － | F | $\bigcirc$ | $\bigcirc$ | $\bullet$ | $\omega$ | $\bigcirc$ | 0 |


| 11 | 3 | 92 | Marin |  | 34，024 | 52． 2. | 31，194 | 4＊＊${ }^{\text {a \％\％}}$ | 2／3 | 0 | Library Tax＊ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 11 | 3 | 92 | Marin | Corte Madera | 2，459 | 5\％\％\％ | 2，242 | 4\％林 | 2／3 | 0 | Special Tax |  |
| 11 | 2 | 93 | Marin | Zone 1 | 5，328 | \％\％\％\％ | 2，138 | 20\％\％\％楽 | 2／3 | 1 | Library Special Tax＊ |  |
| 4 | 12 | 94 | Marin | Zone 2 | 13，819 |  | 6，663 | 3． 5 \％ | 2／3 | 1 | Library Special Tax＊ |  |
| 4 | 12 | 94 | Marin | Corte Madera | 1，496 | \％4＊\％\％ | 508 | 25．3\％\％ | 2／3 | 1 | Special tax－Library Services |  |
| 6 | 6 | 95 | Marin | San Anselmo | 2，239 | 8\％K\％\％ | 1，060 | 3\％k\％ | 2／3 | 1 | Library Tax＊ |  |
| 6 | 7 | 88 | Mendocino |  | 12，343 |  | 10，705 |  | 2／3 | 0 | Library Tax＊ |  |
| 6 | 2 | 92 | Mendocino |  | 15，087 |  | 11，021 |  | 2／3 | 0 | Library Tax＊ |  |
| 11 | 8 | 88 | Modoc |  | 2，726： |  | 1，287 | 3\％絃 | 2／3 | 1 | Mella Roos |  |
| 11 | 7 | 89 | Monterey | Marina | 1，347 |  | 750 | 3ys\％\％ | 2／3 | 0 | General Obligation Bond |  |
| 11 | 3 | 92 | Monterey | Pacific Grove | 4，256 |  | 4，352 | 50\％0絃 | 2／3 | 0 | General Obligation Bond |  |
| 11 | 3 | 92 | Monterey | Pacific Grove | 3，768 |  | 4，246 |  | 2／3 | 0 |  |  |
| 11 | 3 | 87 | Nevada |  | 8，366 | 6\％ki楽 | 4，550 | 35，谁 | 2／3 | 0 | Constructing a new lib．＊ |  |
| 11 | 3 | 92 | Orange | Mission Viejo | 18，681 | 50\％$\%^{*}$ | 14，406 | 4， 5 \％ | 51\％ | 1 | Library Construction |  |
| 4 | 12 | 88 | Riverside | Corona | 2，486 | \％ 0 \％ | 1，026 |  | 2／3 | 1 | Bond for library construction |  |
| 11 | 3 | 92 | Riverside | Hemet | 9，925； |  | 7，977 |  | 2／3 | 0 | Bonds for library construction |  |
| 4 | 13 | 93 | San Benito |  | 2，026 | 36．0沙 | 3，510 |  | 51\％ | 0 | Advisory |  |
| 11 | 3 | 87 | San Diego | San Diego | 83，427 | S\％紋 | 82，901 |  | 51\％ | 0 | Appropriations limit adjustment |  |
| 11 | 6 | 90 | San Diego | Chula Vista | 20，636 |  | 6，991 | \％inkysk | 51\％ | 1 | Prohibit dual membership |  |
| 11 | 6 | 90 | San Diego | Chula Vista | 15，060 | \％約洨 | 12，658 |  | 51\％ | 1 | \＃of members on Trustee Board |  |
| 11 | 6 | 90 | San Diego | San Diego | 149，546： | 60，䜌 | 96，803 |  | 51\％ | 1 | Advisory－－Upgrade Lib．System |  |
| 1 | 28 | 92 | San Diego | Del Mar | 566 | 39\％0\％的 | 886 |  | 51\％ | 0 | Advisory－Bonds for new lib． |  |
| 11 | 8 | 83 | San Francisco |  | 62，002 | 4K．0\％\％ | 87，080 | 58\％4\％ | 51\％ | 0 | Blind and Disabled |  |
| 11 | 8 | 88 | San Francisco |  | 186，336 | \％6\％\％\％考 | 58，048： | W\％明㴎 | 2／3 | 1 | Bond Act |  |
| 6 | 7 | 94 | San Francisco |  | 82，860 |  | 35，800 |  | 51\％ | 1 | Library funding |  |
| 6 | 5 | 90 | Santa Barbara |  | 12，085 |  | 2，646 | \＄8．8\％絞 | 2／3 | 1 | Special Tax Measure |  |
| 11 | 3 | 92 | Santa Barbara |  | 10，346 | 54n6\％ | 8，593 |  | 2／3 | 0 | Special tax and approp．limit |  |
| 6 | 4 | 85 | Santa Clara |  | 6，097 | 8\％\％樃 | 2，646 | 50．3洤 | 2／3 | 1 | Library Special Services Tax |  |
| 11 | 6 | 90 | Santa Clara |  | 12，204 | 74 \％\％ | 4，241 |  |  | 1 | Library Special Services Tax |  |
| 11 | 2 | 93 | Santa Clara |  | 185，558 | \％ 6 \％\％$=1$ | 52，355； | \％2．$\%$ \％ | 51\％ | 1 | Advisory－tax allocation |  |
| 11 | 8 | 94 | Santa Clara |  | 78，440 | 68in\％ | 35，736； | 3 kjokn | 51\％ | 1 | Advisory－Libraries restoration＊ |  |
| 11 | 8 | 94 | Santa Clara | San Jose | 114，178） | 8\％\％\％\％ | 60，927 | 34． 8 樃 | 51\％ | 1 | Advisory－Lib．books／improve． |  |
| 11 | 8 | 94 | Santa Cruz |  | 39，655 | 4id\％ | 42，788 |  | 51\％ | 0 | County Library Tax |  |
| 11 | 8 | 94 | Santa Cruz | Scotts Valley | 2，349 | 58\％\％\％ | 1，659 | \＃＊緼 | 51\％ | 1 | Sales Tax Share |  |
| 11 | 8 | 94 | Santa Cruz | Capitola | 2，191 | 60．6\％） | 1，461 | 40\％0\％ | 51\％ | 1 | Sales Tax Share |  |
| 11 | 8 | 94 | Santa Cruz | Watsonville | 3，108 | 5， 9 \％ | 2，452 | \＃iky | 51\％ | 1 | Sales Tax Share |  |
| 11 | 8 | 94 | Santa Cruz | Santa Cruz | 11，365 |  | 7，470 |  | 51\％ | 1 | Sales Tax Share |  |

Table 18 (part 3)

| 3 | 1 | 88 | Shasta |  | 8,916 | 318\% | 19,063 | 68.1\% | 2/3 | 0 | Transaction and Use Tax |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 90 | Shasta |  |  |  |  |  |  |  |  |  |
| 3 | 2 | 93 | Shasta |  | 14,424 | 48.0\%\% | 15,638 | 52, 074 | 2/3 | 0 | Library Commission Tax |  |
| 11 | 3 | 92 | Siskiyou |  | 7,810 | 30.9\% | 11,769 | 80.1\% | 2/3 | 0 | County Library Funding |  |
| 11 | 3 | 87 | Solano | Dixon | 1,250 | 66.9\% | 619 | 33.1\% | 2/3 | 1 | 5 year tax |  |
| 11 | 8 | 88 | Solano | Vacaville | 9,900 | 52.4\% | 8,995 | 47. $6 \%$ | 2/3 | 0 | Tax for municipal improvement |  |
| 8 | 18 | 86 | Stanislaus |  | 14,226 | 51. $8 \%$ | 13,175 | 48\%\% | 2/3 | 0 | Special Tax |  |
| 3 | 7 | 95 | Stanislaus |  | 28,205 | 88. $2 \%$ | 13,131 | 31. $8 \%$ | 2/3 | 1 | Sales Tax |  |
| 11 | 5 | 85 | Tehama |  | 2,538 | 30.2\% | 5,869 | 69\%8\% | 2/3 | 0 | Property Tax for library service |  |
| 11 | 5 | 85 | Ventura | Santa Paula | 2,018 | 7\% $7 \%$ | 720 | 20.3\% | 2/3 | 1 | Special Tax |  |
| 11 | 6 | 90 | Ventura | Santa Paula | 3,373 | 5\%.4\% | 2,501 | 42.6\% | 2/3 | 0 | Temporary Tax |  |
| 11 | 6 | 90 | Ventura | Santa Paula | 3,548 | 60.3\% | 2,332 | 39.7\% | 51\% | 1 | Appropriations Limit |  |
| 6 | 2 | 93 | Ventura | Santa Paula | 2,906 | 69\%\%\% | 1,266 | 30.33\% | 2/3 | 1 | Library Tax* |  |
| 11 | 7 | 94 | Ventura | Santa Paula | 2,866 | 83.7\% | 560 | 10.3\% | 51\% | 1 | Temp. increase, approp. limit* |  |
| 11 | 5 | 85 | Yolo | Woodland | 1,922 | $52.8 \%$ | 1,708 | 47.14 | 51\% | 1 | Advisory, Lib. restoration |  |
| 11 | 7 | 89 | Yolo |  | 7,131 | 78.1\% | 2,002: | 21. $9 \%$ | 2/3 |  | Special tax \$ bond, Davis Br. |  |

## APPENDIX B

Multivariate Model of Campaign Effects

|  | 1 | 2 |
| :---: | :---: | :---: |
| Constant | $\begin{gathered} .20 \\ (.102) \\ \hline \end{gathered}$ | $\begin{gathered} .22 \\ (.07) \end{gathered}$ |
| Used Polls | $\begin{gathered} .02 \\ (.018) \end{gathered}$ | $\begin{array}{r} .006 \\ (.01) \end{array}$ |
| Used Targeting | $\begin{gathered} .06 \\ (.029) \end{gathered}$ | $\begin{aligned} & .07 \\ & (.03) \end{aligned}$ |
| Hired Consultant | $\begin{gathered} .05 \\ (.03) \end{gathered}$ | $\begin{gathered} .04 \\ (.03) \end{gathered}$ |
| \% College Educated | $\begin{aligned} & .15 \\ & (.13) \end{aligned}$ | - |
| Median Income | $\begin{array}{cl} 2.20 & (E-06) \\ (1.60 & (E-06)) \end{array}$ | - |
| \% Democratic Registration | $\begin{gathered} .37 \\ (.17) \\ \hline \end{gathered}$ | - |
| Proposition 85 Vote |  | $\begin{gathered} .56 \\ (.12) \end{gathered}$ |
| R | . 34 | . 36 |
| SE | . 11 | (.11) |

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[^0]:    ${ }^{1}$ Our study ranges from 1978 to the present, but there were no measures until 1980.

[^1]:    This figure includes one survey which stated that the campaign, since the measure affected more than just the library, was not managed by them.

[^2]:    Note: Numbers in parentheses are raw numbers.

