

THE WHITE HOUSE
NATIONAL ADVISORY COMMISSION ON LIBRARIES

Minutes of Meeting

Corrected and Approved

Session: Fourth

Date: March 5 and 6, 1967

Place: March 5--Roosevelt Hotel
Madison Avenue and Forty-Fifth Street
New York, New York
March 6--New York Public Library
Fifth Avenue and Forty-Second Street
New York, New York

NATIONAL ADVISORY COMMISSION ON LIBRARIES

Minutes of Meeting

March 5-6, 1967

The Commission convened for its fourth meeting at 10:00 a. m., on Sunday, March 5, in the East Room of the Roosevelt Hotel, New York, New York. Dr. Douglas M. Knight, Chairman, presided.

Commission Members present were:

Dr. Estelle Brodman
Dr. Launor F. Carter
Mr. Verner W. Clapp
Mr. Carl Elliott
Dr. Alvin C. Eurich
Mrs. Mildred P. Frary
Dr. Herman H. Fussler
Mrs. Marian G. Gallagher
Mr. Emerson Greenaway
Dr. William N. Hubbard, Jr. (Present Sunday, March 5 only)
Dr. Douglas M. Knight (Chairman)
Mr. Dan M. Lacy
Mrs. Merlin M. Moore
Dr. Carl F. J. Overhage
Mrs. George Rodney Wallace

Absent were:

Dr. Frederick H. Burkhardt
Dr. Caryl P. Haskins
Dr. Harry H. Ransom
Dr. Wilbur L. Schramm
Dr. Stephen J. Wright

Also present were:

Mr. Melville J. Ruggles, Executive Director
Dr. Daniel J. Reed, Deputy Director
Miss Adrienne M. Driben, Research Assistant

Witnesses:

Sunday, March 5, 1967

**Miss Kathleen Molz
Editor, Wilson Library Bulletin**

**Miss Jean Connor
Director, Division of Library Development
New York State Library**

**Mr. Edward G. Freehafer
Director, New York Public Library**

**Dr. Frank L. Schick
Director, School of Library and Information Science
University of Wisconsin (Milwaukee)**

Monday, March 6, 1967

**Mr. Bill M. Woods
Executive Director
Special Libraries Association**

**Dr. Frank E. McKenna
President
Special Libraries Association**

**Dr. Lester E. Asheim
Director, Office for Library Education
American Library Association**

**Mr. John M. Cory
Executive Director
New York Metropolitan Reference and Research Library
Agency**

**Mr. John A. Humphry
Director
Brooklyn Public Library**

**Dr. Paul Wasserman
Dean, School of Library and Information Services
University of Maryland**

**Mr. Eric Moon
Editor, Library Journal
R. R. Bowker Publishing Company**

Executive Session

The Chairman opened the session by pointing out the need for a precise definition of Commission goals and the importance of balancing the metaphysical against the practical in the final report. He noted that a more solid background in some areas will be provided by the proposed studies than has ever existed in one place before. He also posed the question of willingness on the part of the Commission to make recommendations on such difficult and controversial questions as the interrelation of the national libraries and information centers and the interaction of private, local, state and Federal support.

In view of the necessarily general nature of interviews by the full Commission, the Chairman suggested answers to sharply pointed questions might be more freely obtained by two or three questioners with particular expertise in the visitor's field, giving the Commission an active rather than a passive role in conducting interviews. The Chairman also suggested that those Commission Members with a special interest in a study should work rather closely with the individual or group carrying out the study, in order to provide close liaison and regular review.

At this point the Chairman felt that some solutions to major library problems might now be advanced--that the Commission might compile an inventory of urgent needs. Outside financing seemed desirable for pooling ideas since one of the major groups of propositions advanced will involve the Federal Government, including the structure and nature of a continuing national commission. He suggested perhaps six or eight weeks intensive work by a senior man on the library problem as a whole, in which time he could assimilate the Commission's most imaginative ideas. He summarized his wish that the Commission might:

1. Sharpen the interviews and their assessment by focusing the Commission's best skill on the particular visitor.
2. Decide how best to stay close to the studies as they are prepared.
3. Use the assimilative, articulative and synthesizing skills of a very able person if funds can be obtained.

Mr. Elliott endorsed the method of procedure proposed by the Chairman. Mr. Greenaway suggested that the senior individual chosen be authorized to confer with others as he found necessary. Dr. Fussler proposed this individual be given funds to draw in consultative relationships on his own initiative--either directly with Commission Members or with others. Mrs. Moore expressed the hope that each Member would contribute in his area of expertise.

In relation to developing a set of major topical headings, Dr. Hubbard expressed the fear that unless suitably restrained by a "household budget", the Commission's time might be invested unevenly, pursuing some important topic at such length as to limit pursuit of other equally important topics.

Dr. Overhage asked if the Commission's treatment of the topics would be a detached, dispassionate view or an active, committed judgment. Will the Commission be prepared to say, e.g., based on our study, here is what we think the Federal Government ought to do? In discussing the final report, he felt the tough, controversial recommendations could be contained in the structure and that the list of topics accompanying the informal progress report sent recently to Members suggested studies of analytical examination rather than recommendations.

Regarding the central sixty pages of the report, the Chairman diagrammed a model with both positive and negative recommendations--those where the Commission has enough information and those where it does not--and suggested that interviews, studies, and preliminary recommendations thought through by an expert mind and brought back to the Commission for judgment, is a way to proceed from the general to the specific.

Dr. Overhage asked if the task before the Commission was to generate a program of action rather than a set of studies. Does the Commission not need an outline to create a synthesis?

The Chairman would add another step--use of studies to pull our recommendations out of the realm of abstract theory. The use of studies should precede and underlie our recommendations.

Dr. Carter expressed enthusiasm about the general idea of small sub-groups or individuals addressing important problems and framing solutions as a means of getting on with the actual program. Mrs. Moore agreed and pointed out her own special concern over many years with the problems of state libraries.

Mr. Greenaway felt that one item of prime importance missing from the "Major Topics" was the library's "public"--user and non-user--and that not enough was known about motivation or non-motivation of people to use libraries. He cited the experience in Philadelphia, where half a million people are registered for library service and a million and a half are not, expressing his feeling that library service should be so structured as to provide the easiest means of access to information. Mrs. Wallace concurred.

Dr. Hubbard pointed out the need for one broad theme running through the outline--the role of the Federal Government, not exclusively, but as a recurrent question at each of these multiple points of intersection between the various topics. Dr. Brodman countered: the fundamental question was not the role of the Federal Government in libraries but the role of libraries in our society, and further, the role of the Federal Government and other agencies in support of libraries.

Mr. Clapp recalled three questions raised in the President's statement accompanying the Executive Order:

What part can libraries play in the development of our communications and information exchange networks?

Are our Federal efforts to assist libraries intelligently administered or are they too fragmented and disposed among separate programs and agencies?

Are we getting the most benefit for the taxpayer's dollar spent?

He suggested that if these directions are insufficient, the Commission ought to amend them, proceeding from there but checking back from time to time to see that the initial mandate is met. The Commission's discussion of procedure was postponed and the Chairman welcomed the first guest of the day.

Interviews

Miss Kathleen Molz, Editor of the Wilson Library Bulletin

Miss Molz spoke with the Commission about manpower, access to libraries and research in librarianship. (See Appendix A).

She called attention to the use of manpower rather than commenting on shortages, and advocated: First, delimiting the professional standard in such a way that a Master's Degree is not required. (She felt the Master's Degree requirement to be the main barrier to recruitment). Second, she listed the necessity for individual institutions to take upon themselves in-service training of their staff. Third, she might require a graduate degree possibly for supervisory work in libraries. (She questioned the necessity of a graduate degree, for example, for teaching a child how to look up a word in a dictionary.) On the other hand, bibliographers in college and research libraries probably do not need library science degrees, but specialization in some other subject field.

In answer to Mrs. Wallace's question as to whether library schools need modernization in their courses and teachings in libraries today, Miss Molz stated she would like to see the traditional curriculum of library schools severely delimited, with 80% of the courses taken outside the library school. She would leave four basic courses in the library school, these to be completed in one semester-- cataloging and classification, book selection, reference and information service, history of the library--and then send every graduate student out to other disciplines in the university.

She agreed with the Chairman that judgments as to quality of public library service should be based on broad rather than individual experience.

In response to Dr. Hubbard's query about the direction of the evolution of the professional librarian, Miss Molz predicted a strong trend toward specialization. Noting that she had recommended handling pure librarianship in one semester and subject matter thereafter, she pointed out that the latter could embrace numerous fields. For example, since many libraries are using sub-professionals, Miss Molz said it was highly possible that we could train an administrative class, members of which would have received the bulk of their training in the Business School. Also, with computers covering routine functions in large public libraries, the student could specialize in computer technology in the Engineering School. She agreed with Mr. Greenaway that the requirements probably will stem from the evolutionary course of libraries themselves and as they change so should the requirements for the staff.

When asked to expand her comments on the need for serious research in libraries and social institutions, Miss Molz cited the development of the Educational Park as an example of a radical change which will affect traditional children's work in public libraries, but which librarians are ignoring instead of studying. She asked when would libraries emulate industry by founding offices for research and development? How else can anyone know whether or not the anti-poverty program, for example, is viable and effective? Mr. Greenaway noted that such an office would open at the Free Library of Philadelphia in 1967 and mentioned that funds are now available to design a study of service to all students, regardless of age, in Philadelphia.

Dr. Overhage pointed out that Federal support for school libraries might be organized in the context of: a general Federal concern for libraries or a general Federal concern for new techniques of instructions.

Miss Molz agreed with Dr. Overhage's assumption that the Federal Government will expect libraries to be enthusiastic partners in a new mixture of techniques in schools, involving audio-visual devices such as TV and teaching machines.

In response to a question by Mrs. Frary regarding Title IV of ESEA and Title III of LSCA, Miss Molz felt research projects undertaken under these Titles are not specifically enough directed but become splinter programs lacking national implications. She spoke for better understanding and identification of consumer needs. But to illustrate the importance of research, and its neglect, she cited as an example of lack of coordination an ALA study currently being conducted on the merit of library systems which will come out after the public library standards for library systems are already in use.

Miss Molz does not expect research leadership to come from the library schools. She felt that the highest level of the profession is found in the great university libraries and large public libraries. Has this not been a reflection of the impoverishment of the library school training program?, asked Mr. Clapp--now hopefully to be ameliorated by Federal programs, namely, grants and fellowships? Dr. Brodman agreed that the schools were the logical place for doing it, and if they are not now capable of doing it: Why is this so? Can it be changed? Miss Molz did not suggest doing away with the library schools, but restructuring the program into two terms of general university instruction and one term library instruction, i. e., in a school program having three semesters.

Emphasizing the great divergence in funding available for studies of the sociology or ecology of the library situation versus the information science people (engineering, psychology, sociology, etc.) which presumably results in disproportionate advances in these heretofore more favored fields, Dr. Carter asked whether or not, under current Federal or other funding, there are adequate research funds to undertake such ecological type studies and what kind of people can do them. Miss Molz suggested getting a fresher view from people outside the library discipline, and did not know whether Federal funds, as now structured, could be deployed for this purpose. She agreed with Dr. Carter as to seeming fragmentation of Title III funds and lack of a grand design.

Observing that Title VII of NDEA had been amended since its passage in 1958 to make it possible to do research in printed media, and that he knew of only one project (Columbia Library School) funded since then for that purpose, Mr. Lacy asked if there was any real movement to take advantage of that? Miss Molz said there was not and attributed this to lack of leadership in the people who can do the research. Mr. Clapp agreed on the weakness of the library schools and felt, as did Mrs. Wallace, that the schools are unequipped and could not make this change overnight.

Dr Hubbard inquired as to the usefulness or feasibility of a Federal activity in the library field paralleling the NIH with its identification of problem categories and central responsibility without centralization of effort. Miss Molz was more familiar with OSIS in the National Science Foundation and favored it as a prototype, some council or central organization being desperately needed. She agreed with Mr. Greenaway on the need for not one but several research units carried on by different people from different points of view, all tackling the problem as a whole, but with a parent body to ensure progression toward a common goal.

Mr. Lacy described with approval OE's progress in ten years from a passive to a dominant role in the curriculum content of elementary and secondary education, as a result of grants, and hoped that the same vigorous leadership could be taken in regard to research in librarianship, in particular drawing in social scientists in order to avoid a wholly internal, technical study.

Enumerating the tremendous, catapulting problems of academic libraries (acquisition, cataloging, etc.), Mrs. Frary asked if Miss Molz saw in the future, speaking as a representative of the H. W. Wilson Company, any way to get acquisition information of all kinds of material and review information rapidly. Miss Molz felt there were small breakthroughs, cited the leadership of the Library of Congress in the MARC project, felt "instant acquisition" was impossible, and wondered about the necessity to acquire so much material so quickly. She questioned the acquisition programs for large college libraries, feeling that size of collection rather than its superiority has become the criterion of excellence. Dr. Eurich observed that accrediting associations are an important factor influencing this, since they are impressed by number of volumes. Mrs. Gallagher thought substituting selection for speed creates a worse problem. Mr. Clapp asked, why do we bloat our libraries? Dr. Hubbard mentioned the problem of outdated material, which forces the student to use new material as it is produced in some fields.

Dr. Fussler brought up the complex interdisciplinary problems of research in this field and asked how one provides an instrument for a high-level attack on problems without upgrading library schools so they would have this kind of capability? What other instrument can continue a research program or sustain one?

Miss Molz suggested research and development officers in the libraries, attached to large institutions. Within the next ten years, she sees no comparable leadership within library schools to sustain the research that could now be sustained by ongoing institutions under our more brilliant librarians.

Since Miss Molz considers the M. A. requirement the principal barrier to recruitment, Mr. Clapp asked the cause underlying that: Cost? Inconvenience? As to her suggested substitution of B. A.'s or B. S.'s and giving them in-service training, would this give the equivalent of the M. A. or library school training, making these people eligible for advancement? Or in-service training with exams by mail? Otherwise there is an unpromotable group at the bottom.

Miss Molz felt there were jobs in libraries for the sub-professional, that many young pre-professional women are eliminated by marriage, that scholarships take care of the exceptional student, and that the teacher who becomes a school librarian is, after all, carrying on the work.

Mrs. Moore expressed deep concern over two points, de-emphasis of which would be a disservice to the library profession:

1. Master's Degree. (Without the M. A. requirement, political forces would hire the untrained.)
2. Certification. (This has permitted development of a regional library system.)

Miss Molz completed her testimony, took leave of the Commission, and the Chairman introduced Miss Jean Connor, Director of the Division of Library Development, New York State Library, and invited her to make a statement.

Miss Jean Connor, Director, Division of Library Development, New York State Library

Miss Connor discussed the New York State Program, which has been developing since 1950, with its unique feature of state aid amounting to just under \$14 million a year, to public library systems, a network covering 99% of the state (Appendix B). Another New York program of national interest is the reference and research program, initiated in 1966

by a legislative appropriation of \$700,000 to the Education Department. This regional and state level program is aimed at helping serious library users gain access to materials. Eight or nine regional reference and research library systems have been formed involving both private and public colleges and universities, special libraries, and public libraries. At the state level there is a program for facsimile transmission in the interlibrary loan program. The Library Development Division's advisory service to colleges and universities is probably unique.

Dr. Fussler referred to a statement in Miss Connor's memorandum to the Commission and asked if she really meant that all support for libraries -- medical, academic, research, education, etc., should be channeled through state agencies. Miss Connor replied that she thought she did. She pointed out that public library aid and school library aid are channeled through state agencies while aid under Title II of the Higher Education Act is not, and the provisions within the Act for communication with the state agencies are vague. She felt that the HEA Title II, basic and cooperative effort programs, would gain strength if supplemented by statements from the state agencies as to how they fit into the total programs that may be developing with state funds or state leadership.

Dr. Overhage asked if there was not still a substantial distinction between effective coordination of the state plan and having the grant actually channeled through the state library agency. Miss Connor replied that something better than what we now have can be worked out. She added that a key to coordination and strength in the Federal, state, regional, and local relationship is placing responsibility for total planning within a state in a strong educational agency and a strong state library agency. Working into such a program in a period when some state agencies are strong and able and others are not is a matter of phasing.

Dr. Fussler asked if every state has a state library agency operating as she suggested. Miss Connor replied that Title III of LSCA provides for interstate cooperation.

Dr. Brodman said that in the Public Health Services program, the NIH program of giving money through institutions is more dynamic and useful than the Bureau of State Services which gives money directly to the states. She asked if Miss Connor thought that the difference was inherent in the method of channeling funds. Miss Connor replied that one of the roles of the Federal Government in the library field is in library research and felt that grants-in-aid should be worked out on a state grant basis and go down through the institutions to the state. She further stated that Title V of ESEA is a sound title because it strengthens State Departments of Education.

Dr. Brodman asked Miss Connor if in her opinion it was better to channel all funds through a state agency rather than through a network of institutions. Miss Connor said that it was.

Mr. Greenaway asked about the apparatus or means for evaluating gains in the library system in New York, and Miss Connor described the recently completed two-and-a-half-year study of the public library system program. The reference and research program is now being evaluated; facsimile transmission is underway, and a monitoring system is being set up to produce statistics by late summer, and facts on a study of the new interlibrary loan program will be furnished by early fall.

In answer to a question from Mrs. Moore, Miss Connor felt that investing money in state libraries is a proper role for the Federal Government and saw no conflict in having a title in the library program which would strengthen state libraries. Miss Connor recommended that there be a Federal incentive fund to promote the development of state libraries and saw no danger of entrapment into Federal domination of state programs through state libraries.

In answer to Mrs. Wallace's questioning concerning school and public library cooperation, Miss Connor replied that the Library Development Division and the School Library Bureau work closely together and expressed hope that a coordinated state program was being developed.

In discussing the diversity and meaning of state library systems, Miss Connor described various methods of organization, functions, and services and pointed out that New York State's library has a very large collection of books and has a broad concept of the functions of the library and its comprehensive nature. Its relationship to both public and private college and university libraries is advisory with emphasis on the promotion of cooperative effort between institutions of higher education.

Mr. Clapp asked if the reduction of local support had become a problem. Miss Connor replied that any state or Federal aid program should require maintenance of local effort to prevent cutbacks at the local level.

In reply to a question from Mrs. Moore, Miss Connor said that the amount of funds available under Title III of LSCA is so small that the funds can only be used by the New York State Library to strengthen existing programs for interlibrary loans.

Since funds for automation became available in the early Summer of 1966, the New York State library system has attempted:

1. to automate its serials acquisition program. (At present, a statewide union list of periodicals is being discussed.)
2. to establish a single cataloging center for all public library systems. (Of the twenty-two public library systems, approximately nineteen now have their own centralized processing.)
3. to conduct a study of centralized acquisitions and processing using automatic data processing equipment and procedures.

Dr. Overhage asked if the desire of local libraries to retain a measure of autonomy over their cataloging operations was a problem. Miss Connor said yes, but the fact that centralized cataloging was a free service had surmounted most obstacles.

Lunch

After Miss Connor completed her testimony, the Commission Members recessed for lunch at 1:10 p. m.

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Interviews

Mr. Edward G. Freehafer, Director, New York Public Library

The Commission reconvened at 3:15 p. m. in the Board Room of the New York Public Library, where the Chairman introduced

the first guest of the afternoon, Mr. Edward G. Freehafer, the Director of the N. Y. P. L. (See Appendix C)

Mr. Freehafer opened the conversation with a description of the N. Y. P. L. as a unique institution, a private, nonprofit corporation consisting of two major library functions carried on within the organizational framework:

1. The branch library system (82 branch buildings) supported almost entirely by city and state funds and operated by the New York Public Library by contract with the city (total budget about \$12 million).

2. One of the major research libraries of the country, supported mainly from private funds, endowment and a small grant from the state (total budget of about \$6 million). The library's general deficit began in 1950, and has fluctuated in accordance with the amount of state aid received. Last year's deficit was \$1.2 million, and the projected deficit for this year is \$1.1 million. The deficit has eroded the library's \$100 million endowment by about \$3 million.

Mr. Freehafer said that New York looks upon both parts of the library as a single institution. The library had recently acquired a \$2 million annex, and about five years ago it had purchased a \$3 million building for a proposed central library of a large public library system. In its far-flung system the library lacks an intermediate size library for the general public, a major objective for which it has been seeking operating funds from the city for three years.

The mid-Manhattan library support is crucial to supplement inadequate college libraries and hopefully will siphon off enough of the general public and undergraduates to allow better service to advanced research workers, graduate students, business and industrial research workers, and reduce wear and tear on hard-to-replace research collections.

The library has five budgets:

1. City capital budget for the branch library system (construction, rehabilitation--all city supported).

2. Capital budget for the central building. (City provides repairs. Private monies provide some half million dollars for housekeeping costs, elevators, attendants, security staff, maintenance, etc.)

3. City expense budget for operation of the branch library system.

4. Private funds expense budget for operational costs of the research library in the central building and the annex, and for the research collection in the field of performing arts, housed in Lincoln Center's Library Museum.

5. "Other than City Funds Budget", derived from fines, overdue books, and endowment, and used primarily for the circulating branch library system.

Its trustees are distinguished citizens interested in libraries and are replaced on recommendation of a nominating committee of the Board of Trustees. They are divided into classes; each class serves a 3-year term and may succeed itself. Most work at this level is done through the several standing committees.

Mr. Greenaway asked if the Board had considered cutting services to avoid further depletion of the endowment, and Mr. Freehafer said the trustees thought the services so important that they had been unwilling to do so in the past, but curtailment might soon be in order. Last year's closing of branches had to do with the Mayor's economy move on vacancies which depleted the library's staff; however, the branches were reopened because the communities rose and went to City Hall.

Dr. Carter asked: since the Library is not eligible for Federal support because it is a private library and not in an academic institution, what is its policy toward Federal funding? Mr. Freehafer said it cannot obtain any significant amount of Federal funds toward operation of the research library in the central building. It does not have authorization and has made no presentation to Congress.

Dr. Fussler asked if Federal monies become available, should this money flow to the library directly or through state programs? Mr. Freehafer felt it important that the money be clearly earmarked for support of the research library.

The difference between the Brooklyn and Queens Public Libraries and the other three boroughs was described by Mr. Freehafer. The former two libraries are private institutions without significant endowment income, hold similar contracts with the city, but their boards

of trustees are appointed by the Mayor, and they are supported mainly by city and state funds.

Occasionally the City raises the question of consolidation among these three systems; however, a study by Dr. Ralph Shaw concluded that since each of the three was one of the largest public library systems in the country, they were achieving maximum discounts on purchases now and might incur more cost through adding another echelon of administration. But Dr. Shaw did suggest greater cooperation and the three directors now meet periodically to discuss matters, such as salary modifications and budgets.

The N. Y. P. L. has generated interest in centralizing processing, acquisition and cataloging for the three systems. (by Nelson and Associates, who also surveyed the technical feasibility of centralized processing at state level) and they are moving in the direction of centralized processing. Mr. Freehafer advocates one central registration system for card borrowers for all three. Mrs. Gallagher remarked that the research library would need a different level of cataloging from the public library and Mr. Freehafer agreed.

Automation presently consists of a pilot project, development of an automated catalog of the dance collection, financed by a foundation grant, but many studies and surveys are in process and the Library hopes to adopt automated procedures for processing. The library has a study underway on the rehabilitation of its nine-million² card catalog, perhaps through photographic processes and published in book form. Another study pertains to gearing its cataloging to that of the Library of Congress in order to reduce cost.

The Chairman asked if the library had considered the new non-photographic Xerograph process as a way of getting things out in communities that could not have card catalogs? Mr. Freehafer felt that production of the catalog in book form would be useful throughout the world.

In answer to the Chairman's question which pointed out that the altered economic structure of the country leaves the concept of free availability of costly resources open to question, Mr. Freehafer asserted that American tradition, including that of the N. Y. P. L., has been and is now against charging for public library services. He added that the average research user's payment would not go far toward solving the financial problem. Also, there are legal restrictions on user fees inherent in its charter and endowment.

Mr. Freehafer discussed the problem of the volume of students who use the library rather than their college or university facilities; studies on this problem point to the need for a mid-Manhattan library--perhaps even five libraries. Dr. Carter asked why shouldn't the colleges and universities support this common facility? Mr. Freehafer said these institutions looked upon the public library as chartered and established to serve reference and research needs above a certain level. He recalled that from 1930 to 1955 the research library did limit undergraduate use, resulting in a storm of complaints and bad public relations, though it did force local college libraries to build up their collections. After the war, the research library relaxed the rules and now the undergraduates are back in force.

Mr. Freehafer felt the state formula for distribution of support has worked quite well, but in the future there may have to be more state money to improve the quality of so-called "central libraries".

Mr. Freehafer emphasized the need for research in planning public library services in the next decade. As a public librarian, he sees a need for closer cooperation between public and school libraries and the need to define their separate roles.

Shortage of staff, he feels, will continue, due partly to the proliferation of new libraries and the inability of schools to turn out a sufficient supply of qualified librarians. This will be so even though more library schools and more scholarships are provided, because clerical and professional duties frequently are confused, and the country should be provided with a better public image of the professional librarian. Also, the salaries of librarians should be competitive with other professions. Mr. Freehafer advocates a work-training, work-study program, a so-called "trainee program", which recruits college graduates to work part-time and attend school part-time. (There are thirty-five recruits in the present program of the N. Y. P. L.).

Mr. Freehafer pointed out that the library does no basic research into the entire library problem. Research, he feels, is a big problem, and the state agency might have a role here. But basic research is needed to know what kind of services are needed.

When asked if the library had gone full circle, since in the twenties it supplied librarians to the rest of the country, and now it engages once more in training programs, Mr. Freehafer agreed that it has a work-study program which sends its people back into institutions.

Mr. Greenaway asked what the New York Public Library was doing about the disadvantaged person and Mr. Freehafer referred to the North Manhattan Project, financed under LSCA, which is an effort to give some saturation service in the Harlem area by providing more books and staff. It has been successful to date, and in the future should be funded locally. Mr. Freehafer would like to extend such an activity to the South Bronx.

Mr. Greenaway asked if the N. Y. P. L. has been able to get Federal poverty funds. Mr. Freehafer said the library had been offered school dropouts but no funds for actual services.

Mr. Freehafer ended his statement by reminding the Members that they would hear more about the whole area of cooperation from Mr. Cory the following day.

Dr. Frank Schick, Director, School of Library and Information Science, University of Wisconsin

The Chairman thanked Mr. Freehafer, and next introduced Dr. Frank Schick, Director of the School of Library and Information Science at the University of Wisconsin (Milwaukee), formerly Assistant Director of the Library Services Branch of U. S. Office of Education. (See Appendix D.)

Dr. Schick explained that his written statement was confined to library statistics and research, and that he hoped library education could be touched on at some other time. In regard to the shortage of librarians, he referred to an imbalance in Federal legislation, at least in Wisconsin, where there is a drive to get a library school in many universities, but what is probably needed are more librarians and not necessarily more library schools. Dr. Brodman asked if librarians should be trained in library schools or other parts of the university. Dr. Schick spoke for library schools in the universities in order to expose students to the university's intellectual resources. Mr. Elliott asked how we are going to solve the need for library systems and librarians. Dr. Schick replied that in the library field, unlike the medical field with its nurses, there is no well developed or naturally recognized supporting sub-professional group. He advocated on-the-job training of library technicians with some assistance from academic institutions.

Mr. Elliott asked if it would be possible to set up a course at Wisconsin to train library technicians in one year. Probably, said Dr. Schick, but graduate library schools in larger universities are moving rather toward a doctoral than a technician's program, yet technicians could help solve the manpower gap. Dr. Schick was asked, how many library schools are there? About forty accredited, he replied, some sixty non-accredited or in

the process of being accredited -- over 100 library schools that offer a Master's program, and 300 or 400 if you include undergraduate instruction in library science.

Dr. Schick also pointed out an imbalance, in that the \$600 million commitment of the Federal Government goes substantially for library construction and materials, yet 60 or 70% of library budgets are spent on manpower. He feels the Federal Government has not shouldered the manpower burden as it has in others. He advocated a national technician program to backstop the professionals. Mrs. Gallagher noted that there are twenty-six such programs in existence now, which have great difficulty in recruiting enrollees. This may be due to insufficient national promotion and coordination, added Dr. Schick; perhaps more emphasis from Washington and the American Library Association could bring about a change. He feels that the image of the librarian has changed substantially, because Congress has spent so much time and effort in considering library programs.

When asked by the Chairman about his specialty of statistical analysis, Dr. Schick outlined briefly what has happened since the reorganization of the Office of Education. Until the Library Services Act was passed in 1956, there was no real funding by the Federal establishment for libraries except its own. The reorganization has changed the basic mission of OE. Until 1965 its statistical services were consumer-oriented; now they are rather producer-oriented, i. e., what OE needs. Since 1965 the Office of Education has not published new library statistics, although it has contracted for some surveys. However, there is no national coordination in evidence. He believes the people on the Legislation Committees of the American Library Association will be the first to suffer because improvements or changes in the legislation cannot be suggested without sufficient statistical data.

Dr. Schick feels strongly the need for a permanent body of high stature to handle library statistics and the coordination of research must be present, and that this coordination is more essential now than ever before. He urges a permanent national commission.

Dr. Schick cited a book recently published by ALA: Library Statistics: A Handbook of Concepts, Definitions and Terminology, as an excellent guide toward standardization of statistics; also there will be a U. S. Library Statistics questionnaire which is based on standardized terms, definitions and concepts. Dr. Carter questioned whether the U. S. Standards Institute would actually deal with questionnaires, since up to now it has confined its

standardization to physical objects. Dr. Schick said that standardization of questionnaires is one of the concerns of the Sectional Committee Z-39 of the Standards Institute. He indicated that for a decade this is national and international common practice for various types of statistics. In the same way, the Office of Education has standardized statistical terminology in elementary education, and UNESCO in publishing. Mr. Lacy added that Z-39 had done a good deal in standardizing usages in the bibliographical and library fields. Dr. Schick added that Z-39 has also developed standards of indexing and abstracting.

Mr. Clapp called attention to the major push on the part of the International Standardization Organization for standardization of terminology, quite apart from any quantitative attachment to the terminology. Who would administer the questionnaire, and who would collect the information, asked Dr. Carter. Anybody who wants to do a quantitative or qualitative survey of international scope, replied Dr. Schick, as it assures comparability and validity.

Where are the greatest statistical gaps, asked the Chairman, as we look at libraries in the future? Dr. Schick thought the biggest gap was that resulting from OE failing to produce surveys periodically (as it had in the past 30 years), and in some way this activity should be continued. He felt the statistics collected by various state agencies, by researchers, by faculty and students in library schools - be they librarians or non-librarians - are usually bits and pieces that can not easily be related to the total national development. With the means of standardization now available this can be done. Statistical coordination makes it possible to relate one study to another. However, a central office is required to bring about this task effectively.

The Chairman asked, if someone wanted to set up a future model for a statistical analysis of reader use of a collection, do we know enough to do this sort of thing? Probably not, said Dr. Schick, because circulation statistics are not kept by academic institutions any longer and are inadequate measures of use. Dr. Fussler thought most academic libraries are keeping circulation statistics but they don't mean much. Dr. Schick said there was a revolt against keeping such figures in 1962 or 1963.

Mr. Lacy referred to the almost total lack of cost accounting in library services; he thought any valid cost accounting would bring out some very startling facts about differences in cost of different kinds of services, i. e. basic routine undergraduate library services on a college campus are relatively inexpensive per student, but almost unbelievably expensive for doctoral candidates. He thought probably we have neither realized the extraordinary burden on colleges and universities in terms of library services, nor budgeted adequately for library support of research projects universities are doing under Federal grants. Dr. Schick said the only study he knew of in this area was by Messrs. Clapp and Jordan, known as the "Clapp-Jordan formula."

Mrs. Moore pointed out that the Legislation Committee of ALA is deeply concerned about the lack of library statistics in OE, and that by and large the committee will have no supporting statistical evidence to take to Congress for legislation. Congress will ask for proof and there will be none. This, she feels, is an area of proper concern for the Commission.

Dr. Schick said the shift in the Office of Education was due to massive legislation and the need of the Office for internal management control of the funding. Also, he indicated it takes so long to get funds for smaller statistical or research studies that sometimes it hardly seems worth the effort to apply. Time is always pressing, guidelines take months to be issued and then time is too short for doing the proper justification; this should be eased, people must have time to apply for various grant programs and should not be made to wait too long.

Dr. Carter asked if Alex Mood's treatment of the library statistics was different from his treatment of statistics in other areas. No better, probably and no worse than anybody else's thought Dr. Schick, but before the reorganization, statistics were user-oriented; now the emphasis is on producing statistics on grant programs which are administered by other bureaus. Also, he noted, coordination between bureaus is difficult and slow.

Mr. Greenaway asked about using qualitative information instead of quantitative statistics before Congressional Committees to point up the values and needs of libraries. Mr. Elliott thought this would be difficult because members of Congress need to find something

to justify their vote. He cited as a good piece of lobbying a "book" from the Office of Education which explained what the library services had meant to every Congressional District in the country.

Mr. Clapp asked who was going to publish the statistics Dr. Schick was gathering. Dr. Schick responded that ALA received a contract from OE for the 1965/66 college and university library statistics which was subcontracted to his school. He indicated that ALA will publish the statistics in March 1967. He suggests the solution might be more contracting out, or getting more subject specialists to work not only on the library but on the education statistics as well.

The Chairman thanked Dr. Schick and asked if he would find time for further written observations on these statistical problems.

The Commission recessed until 9:00 a. m. the following morning, Monday, March 6, 1967.

Dr. Frank E. McKenna, President and Mr. Bill M. Woods, Executive Director, Special Libraries Association

At 9:20 a. m., Monday, March 6, the Commission reconvened in the Board Room of the New York Public Library. The Chairman opened the session by introducing two guests from the Special Libraries Association-- Dr. Frank E. McKenna, President, and Mr. Bill M. Woods, Executive Director. (See Appendices E and F.)

Dr. McKenna began by stating that one of the greatest problems, even within the Special Libraries Association, is the definition of a special library and how it differs from other libraries. One distinguishing characteristic is that the special library is usually found in an organization which is not a library (an organization concerned with finance, business, education, scientific research, etc.).

Special libraries are, to an extent, consumers of other libraries, explained Dr. McKenna; if they do not have the material available, then their staff must get it from another large library. In this sense, special libraries are users. The Chairman saw this as posing problems for them as well as burdening other libraries. Dr. McKenna agreed and pointed out that although special libraries attempt to become self-sufficient-- some do and others become only moderately so in their own areas of

specialization--they must at times seek help from university and public libraries, which rightly contend they must first service their own clientele. Some attention must be given to the ability of small libraries to borrow from the large ones. Could support in some way be given to the larger libraries in order that they might have sufficient staff to service interlibrary loan requests?

Mrs. Gallagher felt this also worked the other way-- often special libraries have the specialization general libraries lack. This was a second step, thought Dr. McKenna, since many special libraries have materials which are truly unique. Usually the material is made available through photocopy or library loan, but sometimes parent organization management insists the material remain on the premises, thus making the special library appear selfish.

The Association has about 6,700 members, with the libraries varying considerably in size. For example, Dr. McKenna said his own (Air Reduction Company Research Library) would rank as a medium-size special library (25,000 volumes plus many microfilms). Was a certain minimum considered important, wondered Dr. Eurich? No, said Dr. McKenna, some may have only 1,000 volumes-- but they may be exceedingly specialized materials.

Dr. McKenna said he depended on other libraries for material for about 10 to 15% of the questions asked (usually for older material, for which he turns most frequently to the New York Public Library, John Crerar, Linda Hall or Engineering Societies Library).

As time goes on and their holdings mature, asked Dr. Carter, will special libraries depend less and less on large public libraries? Five years ago, replied Dr. McKenna, he would have said yes for Airco but then new interests occur and materials in new subject areas must be acquired--thus there is a time lag in matching new acquisitions to the new interests.

Dr. Brodman suggested that another factor is that a special library tends to weed its collection more stringently than a university or public library. Dr. McKenna agreed that this was true in most cases, due to limited space and control through the criticism of a specialist clientele.

Asked by Dr. Fussler if his corporation contributed to the support of the NYPL, Dr. McKenna said he believed so but had no idea what this contribution was because the request for a contribution was addressed to the Company's New York Office.

Asked if a fee structure would be important and desirable, Dr. McKenna thought it reasonable the special library should pay the larger libraries though many SLA members might not agree with him. But as to the reverse, he felt that small billings by a company would be too troublesome for the average corporation. Industry will pay for services and he feels that the library community has not realistically looked at costs and charged accordingly.

Noting that the Commission had heard yesterday that the New York system gives to Cornell or any other resource library a certain amount of money for each library loan made to other system members, Dr. Brodman asked Mr. Woods if it was a good method to do so through a regional or state organization. Perhaps a first way, responded Mr. Woods, noting that Dr. McKenna was addressing his comments primarily to the technical library; however, the ordinary business libraries (advertising, insurance, banks, finance, as well as corporate office libraries) being smaller, perhaps are not as aware of what their support of the larger research library should be. Education is needed and SLA makes an effort in this regard. NYPL, used so heavily by hundreds of other libraries, should approach business more emphatically, either through direct charge per transaction or larger contribution.

In seeking loans, asked Dr. Brodman, is it better to rely on a geographical or a subject breakdown? Dr. McKenna replied that in his own library (a physical sciences and engineering library) a subject specialization is not the only consideration used in selecting a library from which to borrow. Usually the selection is made on the basis of the chances for rapid service from a given library. He mentioned that many chapters of the Association have prepared union lists of serials in a geographical region and these lists are subscribed to from as far away as Europe and Asia.

Mr. Lacy asked if the hypothesis is borne out by his experience that the use of other libraries by a special library is more likely to be restricted to locality or to libraries giving good service rather than to those concentrating on a subject specialty. Mr. Woods

thought this is probably true. Business libraries are more restrictive than technical libraries. They are usually in a high rent area, with space at a premium cost, which determines how much a library can hold. He mentioned an article of a few years ago, entitled "Must Special Libraries Be Parasites?", and said the tendency was to feel that the special library was becoming more and more reasonably self-sufficient in areas of its principal interest.

Dr. McKenna said that management (particularly business and non-profit organizations) which once gave only lip service to the needs of library information, has become more and more sold on it, and willing to spend money. He mentioned that there are several hundred nearly staffless special libraries in New York City close to NYPL; in some instances these are parasites.

As a general rule, observed Mr. Clapp, every library would like to be completely self-sufficient, but various universal limitations make this practically impossible for every library. He then asked Dr. McKenna what arrangement he would like to see in practice in order to permit a library to meet insufficiencies--a straight fee charge per service, a contractual arrangement or as a matter of service as a member of the library community? Dr. McKenna chose not a contractual arrangement between two libraries; this would limit freedom of choice, direction and request for the borrower. He preferred a straight fee charged per transaction.

Assuming present techniques, added Mr. Clapp, how do you maintain the network which makes the loan of materials among libraries not only possible but optimum? Dr. Fussler interjected that library loan arrangements, contrary to a general assumption, are not reciprocal but operate as a chain of dependent relationships. He gave as an example the University of Chicago Library which cannot balance borrowing operations with the institutions to which it lends.

Fees are becoming more common, e. g. , about two months ago the SLA Board added a service charge to the photocopy charge for its Translations Center at the John Crerar Library in Chicago and Dr. McKenna feels that at least at the moment the concept of a service charge would be accepted in the special library community. Public funds, Dr. Fussler suggested, are needed to make the network viable. Dr. Overhage concurred, citing networks emerging in New York with state support.

Mr. Clapp pointed out that since SLA has National Science Foundation grants to support the Translations Center, the person getting a translation pays a fee direct but also enjoys the benefits of national support, because the Center also receives support from other sources. There are four sources, said Mr. Woods, including:

1. payment for cost of photocopy
2. payment in part for cost of service through service charge
3. some Federal support through NSF
4. the contribution of the original organization who paid for the original translation.

Mr. Lacy observed that individual fees for use of expensive and rare collections could be so high as to inhibit the service, yet actually the whole library community benefits in many ways from the presence of such a collection in one library. Another fundamental difficulty with fees, added Dr. Fussler, is that shopping occurs--in terms of the most favorable photocopying rate, speedy service, etc.--which creates odd loan patterns.

Mr. Greenaway suggested that with the development of facsimile transmission, special libraries might shrink rather than grow, with increasing dependence on centers supported by multiunits of industry or business. Dr. McKenna replied that in theory this may be true, but in practice it may be otherwise, depending upon how well and rapidly the proposed gadgetry works. Information is wanted instantly and if there are delays, the decision will be to have it on the premises, which would then make the service aspect the ultimate determining factor.

At the invitation of the Chairman, Mr. Woods next described the activities of the Council of National Library Associations of which he is Chairman. The CNLA is a "holding company" of thirteen associations, including SLA, ALA, Medical Library Association, American Association of Law Libraries, American Documentation Institute, and a number of other smaller specialized associations.

During its twenty-five years of existence, the Council has engaged in such activities as:

1. Sponsored the U. S. Book Exchange.
2. Was responsible for the Princeton Conference on Library Education in the late forties.
3. Now giving support to efforts at the University of Maryland Graduate School of Library and Information Sciences in its manpower considerations in the field of library and information science.
4. Supported publication of the Bowker Annual of Library and Book Trade Information.
5. Recently sponsored publication of Who's Who in Library Service.
6. Recently organized the CNLA Program Committee, a group of five persons including some of the best thinkers in the library profession.

On behalf of the Commission, the Chairman warmly thanked both guests and asked if Mr. Woods could inform the Commission on paper of the prospects of the Council of National Library Associations.

Dr. Lester Asheim

The Chairman next introduced Dr. Lester Asheim, formerly Dean of the Graduate Library School of the University of Chicago, and now Director of the ALA's newly-established Office for Library Education. (He submitted two statements to the Commission: one on the international relations of American libraries, Appendix G, and one on library manpower, Appendix H.)

Dr. Asheim said since the Commission did not have his written statement, he would summarize some of the points he had made regarding library manpower: there are changing demands at every level. Changing technology affects the libraries even when it is not library technology that is being changed. The explosions of education, information and population affect libraries and increase the demand for more and better trained and differently trained personnel. Thus there are conflicting demands in library education between quantity (shorter period of training to get more people in the field) and quality (longer period of training to cover more ground in greater depth). This, he feels, means reorganizing library education and the administrative organization of libraries. The

field must, in terms of the libraries of today and tomorrow, analyze individual tasks performed in libraries, not just analyze existing jobs but reorder and re-describe jobs and position titles in order to train specifically and to use talents effectively at each level.

Dr. Asheim said the present operation (putting professional library education at the 5th year following graduation from liberal arts college, concentrating everything into a year and a half) is obviously not working ! This assumption must be reviewed. He hopes that the Office of Education will assume a more aggressive role through the Library Services Branch, and believes the ALA and other groups will voice their hope for a library services unit at the bureau level with a staff of competent and experienced librarians.

Automation is here to stay, but Dr. Asheim views the new technologies as not replacing but merely adding to the traditional functions of libraries. Serving the scientist does not eliminate the need to serve children and the general reading public.

Overall he hopes the Commission will consider as deserving of support:

1. experimentation in new programs for educating librarians and teachers of librarianship since they are very scarce
2. intensive and extensive analysis of tasks in relation to training, education and background
3. the role of OE and its units concerned with librarianship
4. other research related to manpower utilization.

In this connection, Dr. Asheim mentioned the elaborate basic research project of Dr. Wasserman at the University of Maryland, the problem of scholarship support, and the need to be flexible and forward-looking.

The Chairman mentioned the radical changes occurring in librarianship, and he pointed to some disturbing statistics: median age of male librarians is 40, women 40, 2; 23% of public librarians will be eligible for retirement in a decade; median earnings (public libraries) in 1961 was \$5,625, (school libraries) \$4,873; male public librarians increased their primary earnings 23% through secondary employment.

Dr. Asheim thought that the low level reflected in such salary statistics may be caused by the inclusion in surveys of many untrained persons who pass in part as librarians and who settle for a salary below what a professional ought to take. He agreed with the Chairman that the lag here is analogous to the lag that existed for so long in public education. The financial problem is not resolved, though Dr. Asheim felt it was improving.

Observing that the Commission had been told yesterday that the master's degree was the principal barrier to recruitment, Mr. Clapp asked Dr. Asheim to comment. Dr. Asheim felt this might be true in terms of quantity but not quality recruitment; with increased applicants, schools are becoming more selective. With reorganization and a new look, beginning positions and many others might require less than the master's level--but hopefully this would upgrade the quality of education at the master's level; better jobs with more authority and responsibility would be attractive even if they required a master's degree. He is dubious about training technicians with two years of junior college because this limits their cultural background, and pointed out that many large libraries prefer giving in-service training to someone with a full college education and that community junior colleges will need a new look if technicians are to be used advantageously.

Dr. Brodman asked for his comment on yesterday's suggestion to reduce library schools to a smaller core of courses concentrated in one semester and to send students to other parts of the university for specialized training, which differs from the University of Chicago theory of bringing specialists into the library school. Dr. Asheim thought this possible in training personnel for positions in special subject libraries, not so in others, and suggested more flexibility in the use of existing courses on the same campus but outside the library schools. He did not favor reducing librarianship to a single semester for many positions.

How far have we gotten to date in redefining the librarian's responsibility? asked the Chairman. Not just changing the image, but the real nature of the venture? Dr. Asheim thought it was happening and being recognized outside the field. Broadening the field to call itself "information science" rather than "librarianship" he saw as an interesting challenge, and cited Dr. Fussler's plans for the University of Chicago.

Dr. Asheim felt an earlier career choice was required of people going into the information science in order for them to acquire a grasp of the necessary mathematics and sciences. One reason students

with a humanistic background seem not attuned to the new kind of information science is because they are not science-oriented. At Chicago, the program for librarians requires an ability to think in the abstract, in order to take a systems analysis approach to information science and a humanities background is equally at home. Dr. Carter found it difficult to understand how one masters systems analysis without a reasonably sound mathematical and basic science background. Dr. Asheim mentioned Don Sqanson's attempts at the Graduate Library School, where he considers students with a variety of backgrounds.

Isn't this the dichotomy between the British and the American systems, asked Dr. Brodman, the British feeling a person trained in the classics can be taught librarianship, the Americans feeling you must train technically first? Dr. Carter felt we have a real dichotomy here between those who want to keep the librarian as a humanist loving books, and those who want efficient operation of science information systems. Mr. Greenaway stated that expanded industrial and research requirements do not rule out the traditional use of the book. Dr. Asheim said that for academic and research libraries in the humanities, the constant growth of collections poses big problems requiring librarians with strong subject specialization to select, use and discard books. University library administrators cannot ignore other disciplines just because the pressure is on the sciences.

Dr. Fussler remarked that it seemed that some libraries, e. g. small public libraries, required a very different kind of training and degree of specialization than others, e. g. large university libraries.

Dr. Asheim thought a better career ladder in librarianship might be one solution to the manpower and training program, followed by more selectivity and more emphasis on continuing education.

Dr. Overhage noted that the problems in libraries are brought about by inadequate control and poor access which afflicts the humanities as severely as science and engineering. The new technology has been applied to humanistic and social science materials successfully.

Dr. Eurich compared the library manpower problem with that in teaching and particularly in nursing--the great shortage, the need for broad training, better utilization, the very large turnover, the relatively low salaries--alleviated in those fields somewhat by teachers' aides and nurses' aides, and asked if a new category of librarian aides

could be established.

Mrs. Wallace spoke for better cooperation between librarians and trustees. She feels trustees too need to be educated and that they need mandates; she also stated that OE should defend the libraries. Dr. Asheim replied that a step in the right direction was ALA's division for trustees made up of non-librarians.

Dr. Asheim noted the recent rapid development of technician training courses. A problem here is that many courses are beginning to exploit the Vocational Education Act; guidelines are needed, based on the real needs of librarians, not just the desire to multiply programs of technical training at the junior college level.

Dr. Eurich noted that in nursing and in teaching the aides do not have technical training at the outset, i. e. the large corps of well-educated housewife volunteers in New York City who do not have the particular courses for certification but who assist the teachers. Controls are needed, said Dr. Asheim; inadequate service must not be the norm. He cited a Woman's Bureau publication that promises the starting technician will soon move up to full professional responsibilities.

The Chairman hoped Dr. Asheim would have a little more time for the special group which will deal with manpower, and Dr. Asheim said his office would help in any way it could.

Dr. Asheim made a plea for the use of subject specialists to support library operations. He concluded his remarks by distributing a second prepared statement on the international library relations problem, (Appendix G) explaining that ALA has an international relations office concerned with the kinds of international assistance and exchange that American librarianship can have with other countries. This office has existed for ten years, supported by a grant from Rockefeller Foundation and a grant from the Council on Library Resources, and has built up a background on expertise.

Mr. John Mackenzie Cory, Deputy Director, New York Public Library, and Executive Director, New York Metropolitan Reference and Research Library Agency, Inc.

The Chairman thanked Dr. Asheim, and introduced Mr. John Mackenzie Cory, Deputy Director of the New York Public Library and also

Executive Director of the New York Metropolitan Reference and Research Library Agency, Inc. (Appendix I.)

Mr. Cory observed that in his paper he chose to concentrate on two priority problems of appropriate Federal concern: communication among libraries and between libraries and users; and compensation to a library that is willing to extend access.

He visualized a system analogous to the Federal Highway Program, with joint Federal and State funds establishing a fully-developed interlibrary communications network, perhaps beginning with teletype (teletype links over 100 libraries now) but expanding to terminal console access, central and regional computers, and possibly telefacsimile and other long distance facsimile systems (they are experimenting with facsimile in New York City).

Mr. Cory said NYPL had explored the utility of employing library aides for years. Though initially reluctant, they have begun to realize the need, especially in their branch library system, and are reaching the conclusion that aides can assist librarians very effectively.

Mr. Greenaway asked about the feasibility of conducting joint training for the entire city. Mr. Cory thought that METRO rather than NYPL would introduce joint training. METRO includes in-service training for affiliated organizations. The first in-service training program for the METRO units outside NYPL will be in the field of electronic data processing especially as it applies to the humanities.

Dr. Fussler asked about the career pattern of the aides, and in particular whether they would force them to get professional degrees. Mr. Cory said no; their concept would be a career service in itself with increments and advancement within the aide scale. If desirable, they might establish a second or supervisory aide category.

Noting the great supply of woman-power, Mrs. Gallagher asked if he sees part-time positions for library aides. Definitely, said Mr. Cory; generally half-time. They favor part-time employment also in their clerical trainee program because it helps with peak load afternoon and week-end use. They do not favor volunteers because they are usually undependable in their work schedule. They prefer college-educated mothers of grown children.

Asked if in-service training in public libraries would be acceptable to academic institutions, Mr. Cory replied that it would, but only in part. Having served in both public and academic libraries, he thinks too much has been made of the differences between the two. There is, however, a greater emphasis on informal training in the public libraries. Each of the four systems in the New York Metropolitan Area is large enough to justify conducting its own in-service training, METRO might, therefore, concentrate on the needs of small and independent libraries.

At Dr. Brodman's suggestion, Mr. Cory described METRO. It is an outgrowth of New York State's "three R's" program (reference and research library resources); it is the first statewide and one of the first metropolitan projects for channeling the cooperative efforts of all kinds of libraries to meet local needs. Fifty institutions--libraries, colleges and bibliographic organizations--are affiliated with METRO, and there is a potential affiliation of perhaps one hundred in the near future. Mr. Cory enumerated the experimental projects (12-library network for facsimile transmission, union listing of serials, establishment of an academic and research library bureau in the State Library, etc.). METRO has modest support but is planning, developing projects, has organized affiliates and committees, and is establishing an interlibrary clearinghouse. The original proposal was \$8 million a year; if implemented by the legislature they should have some \$3 million a year to channel through METRO to libraries in New York, which should work minor miracles.

Mr. Greenaway asked the names of the board members and how they function. Mr. Cory said he had passed around the membership list (Appendix I). METRO has been chartered for nearly two years, has been organizing during that time, and will have the first annual meeting of affiliates next month. Potential eventual membership (including special libraries and a number of libraries of all types in New Jersey) is around 1,000, but it is doubtful that there will ever be more than 200 affiliates. METRO has two categories of institutions:

1. Voting affiliates which meet state standards.
2. Non-voting affiliates which do not.

Asked if membership qualifies an institution for receipt of state aid, Mr. Cory said the non-profit and chartered and standard-meeting institutions will be eligible, through METRO, for state grants when they

become available. METRO's services will be provided freely (except direct grants of aid) to institutions in the metropolitan area that do not meet the regulation guidelines (corporation libraries, profit-making). They have adopted the principle of a sliding scale of fees, to be determined in April (probably from \$100 or \$200 for smaller libraries, up to \$1,500 for larger libraries with \$1 million a year budget or more). This would bring METRO \$15,000 to \$20,000 a year in application fees and enable it to undertake such basic services as:

1. Interlibrary clearinghouse function.
2. Consultation service function.
3. Newsletter
4. Some support to committees for preparation of projects.

The expected basic state grant of \$25,000 will enable continuation of the secretariat, and until substantial state aid becomes available they will rely upon foundation grants for special projects. They hope for a city-wide telefax network supported by the larger members on a fee basis.

Noting that Mr. Cory had referred to fees as a barrier, Mr. Clapp asked if they hoped to eliminate or gradually supplant fees in the exchange of library services in the area? Mr. Cory saw two phases:

1. They might actually encourage fees to broaden access.
2. They might simplify fees by making them institutional rather than individual.

Also, they must play a catalytic role in working up reciprocal arrangements between libraries of fairly equal strength. There is little enthusiasm for this so far, but with substantial state or federal funding this could change. One problem arises when a university undertakes a doctoral program without library resources to support it; other universities are less than enthusiastic. Fortunately they have the NYPL with its great research library and might work out contractual arrangements to broaden access and facilities through this program.

Mr. Cory said NYPL's restriction against interlibrary loan is primarily because of its worldwide use. Photocopying will solve some

of this. He does not see the New York Public Library broadening its lending powers. However, they now are publicly committed to a new mid-Manhattan library across the street. It will take two years to develop; it will open with 250,000 to 300,000 volumes, and a capacity for 700,000 volumes. This annex may provide lending facilities for materials short of rare items and thus fill the gap.

Asked by Mr. Greenaway if METRO would try cooperatively to solve the problem of disintegration of papers, materials and books, Mr. Cory said yes, it is an area of responsibility of their Committee on Professional Projects.

METRO will cooperate on a statewide basis with eight other regional agencies, establish similar agencies where they don't exist-- as in nearby metropolitan New Jersey--and also work with specialized cooperative groups. They see METRO as a logical channel for communication and liaison with other agencies in other states, other professional organizations such as the Association of Research Librarians, and individual institutions such as the Library of Congress, the National Library of Medicine, and with federal agencies such as the Commission.

The Chairman suggested this was a model for access in the most intensive situation, just as in a state such as his own there is an extensive problem with no urban concentration where the problem must be solved differently. Mr. Cory agreed and said this raises two points:

1. They might establish a workshop next fall for representatives of the existing regional agencies to compare notes (some 15 or 20 are developing around the country).

2. When New York State planned to set up a cooperative referral program for interlibrary loan and transmission of photocopies, a survey indicated surprisingly that every strong referral center in the statewide plan is located in New York City. This raised grave questions. Therefore the role of the state library or any cooperative network might be different in other states. They hope that their pioneering activities will be a pattern for other states but they will have to be adapted because of the unique situation in New York.

The Chairman asked Mr. Cory if neither Cornell nor Rochester were adequate to serve as state referral centers in any one of these ten special fields? Almost, said Mr. Cory; both have moderate strength, like several other centers, but when their resources are exhausted final

recourse is always made to strong subject holdings, all of which happen to be in New York City. Incidentally, one unit of Cornell, the Cornell Medical Center, is one of these.

The Chairman felt this was a spectacular example of a great state with a unique city. It could have strong implications for recommendations about the distribution of responsibility in building uniquely strong resources. He could picture diffusion again if two other university libraries elsewhere in the state assumed it--here is a problem of coordination to which the Commission must address itself.

Mr. Cory said METRO has tried to keep its structure flexible enough so that it could go beyond the six counties in New York State for which it has primary responsibility. He does not feel state boundaries represent electoral boundaries. METRO's by-laws permit nearby counties in adjoining states to be affiliated and he hopes that if Federal funds were to become available, they might be used on a multistate, regional basis.

Asked by Dr. Fussler if he thought it desirable to have Federal funds flow to a facility like METRO directly or through a state agency, Mr. Cory said he thought university libraries and college libraries in New York State would trust the State Education Department, but that the stronger universities, particularly the private ones, in most or all other states would not. METRO hopes for as many sources of funds as possible, understands they must qualify before the U. S. Secretary of Commerce to determine whether they meet the criteria for competence a non-profit agency would have to meet. He suggests a national information network, jointly financed by state and Federal funds-- which almost necessarily would go through the state level so it could be compatible and gradually comprehensive. Compatibility is critical because a piecemeal basis will seriously handicap the very long-range access to central or regional computers.

Mr. Greenaway suggested the National Union Library Catalog might solve their problem. Had they given thought to this?

Yes, replied Mr. Cory. There has never been a union card catalog in New York City, because financial resources were lacking. Therefore, they plan to work toward an inter-library computer network within the city instead. Until adequate financing is available, they will work toward a modest teletype network and a telephone clearinghouse which will be used on a referral basis.

Why should not the base of this bibliographic corpus be national instead of regional, asked Dr. Fussler? Mr. Cory assumed it would tie in with the national; their concern is compatibility, concentrating on regional and local strengths as part of an ultimate national network.

Mr. Clapp thought it tragic that ALA's contract for publishing the National Union Catalog prior to 1956 could have, by the same keyboarding or a little bit added, gotten a machine readable record, but didn't. A proposal and offer of money on this now lies on the desk of the Association of Research Libraries; METRO should get in touch with Gordon Williams there. Dr. Fussler shared Mr. Clapp's concern, but pointed out the present plan involves keyboarding between 1.2 and 1.6 of the eight million and the rest will be photographically reproduced. The problem is still the time.

The Chairman suggested they continue the discussion at lunch and the meeting was recessed at 12:05 p. m.

Lunch

Mr. John A. Humphry, Director, Brooklyn Public Library, (appointed State Librarian and Assistant Commissioner for Libraries, New York State Department of Education, a position which he assumed in April, 1967)

During luncheon Mr. Humphry was invited to speak, supplementing the statement which he had submitted to the Commission. (Appendix J).

He predicted that the states and the Federal Government will undoubtedly play increasingly significant roles in library development. The states administer state and Federal funds in support of libraries. Mr. Humphry foresaw an even greater role for the state in stimulating, directing and evaluating programs of library service. No other unit of government is in a position to view total library programs as well as the state. In the interest of economics, efficiency, effectiveness and common sense, programs must be developed that build on units of service large enough to do the economical, efficient and effective job needed. We should be looking toward a reduction in the number of small, ineffective, independent units of library service. State leadership can provide this kind of direction.

In addition to state-wide programs of library service, a more sophisticated library network at regional and metropolitan levels cutting across local, regional and state boundaries should be developed. This level of operation will require additional Federal funds. Much can be learned from the New York Metropolitan Reference and Research Library Agency as it is now constituted and as it develops more comprehensive plans and programs.

Business and industry should play a more important role in library development; their libraries and information centers become links in chains of services and their leadership utilized in automation and computer adaption. Libraries, business, industry, the professions and technical information agencies must join forces to cope with the explosion of knowledge.

Education for librarianship should be carefully reviewed in the light of present and future needs of the profession. The growing concept of library systems should make significant revisions in manpower requirements.

Mr. Humphry concluded his remarks by stating that the library profession needs and should enlist the help of sociologists, scientists and other professional personnel in its attempt to marshal and control resources, reach and serve all segments of the population and to cooperate with other committee and educational resources in becoming as active and dynamic as possible in the mainstream of society.

Dr. Paul Wasserman, Dean, School of Library and Information Services,
University of Maryland

At 2:25 p. m. the Commission reconvened in the Board Room of the New York Public Library, at which time the Chairman introduced Dr. Paul Wasserman, who discussed manpower for libraries and the educational implications involved. (See Appendix K.)

Dr. Wasserman noted that a better popular understanding of the culture of the library and information profession is essential. His previously distributed paper discussed what he considers the most vital underlying issues confronting librarianship in the 1960's and 1970's. His library school, he reported, has recently brought together a group of interested scholars, librarians, and social scientists to design a comprehensive study covering the numerous aspects of the problem and to seek solutions.

Like other competing professions, librarianship suffers an acute shortage of professional personnel, especially of those qualified to handle innovations in library procedures. There is a shift underway from a stable, conventional profession to one undergoing perhaps the most dramatic metamorphosis of any in our society. This rapid change in the librarian's role in our culture brings a need for personnel with somewhat different orientations from those found heretofore in the profession. The implications for education should be obvious.

Dr. Wasserman described his library school as working toward a broadscale research program addressed to manpower considerations. Earlier groups have centered on these issues, and there have been individual attempts to tabulate and assess elements in the problem; however, the witness claimed, his is the first, integrated, broadly-conceived and designed approach to understanding of the whole range of issues relating to manpower considerations in the library and information world.

Dr. Wasserman mentioned several specific areas that will be studied by both librarians and non-librarians.

1. the economics of the library and information professions, including the structure of the job market, the current supply and demand, wage patterns, etc.

2. personality and ability patterns, definition and identification of work specialties and psychological equipment of individuals in the profession in their several settings.
3. image and status in the library and information fields and an analysis of such problems as:
 - (a) the view of the profession held by people entering and leaving it.
 - (b) reasons for the difficulty in holding people with certain kinds of orientation.
 - (c) the assessment of the profession by people the profession would like to attract.
4. patterns of administration in librarianship, including a view of the administrative leadership in those organizations where innovation has been most effective and rapid.
5. the sociology of the information professions. Other fields now challenge the traditional notion that librarians are responsible for the transmission, dissemination and access functions of information. Obviously, the culture will make its choice on the basis of economy, efficiency and imagination. Since the profession is seriously threatened in both a positive and negative way, Dr. Wasserman pointed out that librarianship must be reinvigorated if it is to win the battle for control of the information function. If the profession loses, then people lacking the history, ethics, technology, cultural orientation, values which librarians can contribute may take over. He added that the profession is losing and has lost the battle in some communities in much of the science community and may eventually lose it in the community served by the public library unless there is a drastic and fundamental reassessment of librarianship's role, mission, and mandate. He cited a study by the School of Social Work at Columbia University entitled, "The Neighborhood Information Center", which called for the establishment of a national system of libraries to provide information on day-to-day problems at grassroots level. If social

workers feel the need so strongly that they are proposing a national information system, Dr. Wasserman felt that the public library is in great jeopardy.

6. an analysis of education and training patterns in the information professions.

In response to a question from Mr. Greenaway, Dr. Wasserman said that it is the library's responsibility to provide access to all forms of information, unpublished as well as printed. Furthermore, he hopes the public library will be reinvigorated to conceive of its role more fundamentally than merely the dispenser of printed publications to a limited clientele. Mrs. Frary added that the idea of setting up libraries for non-readers was originally shocking to a librarian, but was later seen as possible. Personnel in libraries thus reoriented will be quite unlike traditional librarians. She agreed with Mr. Greenaway that part of the problem is the responsibility of the educator rather than the librarian, but she also felt the need for a new kind of personnel in training.

Dr. Wasserman outlined the three directions in which library education is now proceeding: (1) traditional programs. (2) programs whose orientation has shifted completely from library education to an identification with technological institutions. (3) middle-ground programs which hold fast to the intellectually viable ingredients of the past and graft onto them new insights and values that grow out of such activities as systems analysis, computer hardware, the behavioral sciences, etc.

When asked by the Chairman if such issues as library education were a major matter of discussion with fellow library school deans, Dr. Wasserman replied that like most other fields of concern fundamental issues tend to be shunted aside, although there is probing about how to revise future library education.

Dr. Wasserman finds the implications of advancing technology staggering, expects rapid and dramatic changes in the next five years, and calls for more experimentation in library education.

In response to Mrs. Moore's question regarding the helpfulness of a title in the LSCA allowing for innovation, similar to Title II of ESEA, Dr. Wasserman stated that innovation is essential, that field experience and field experiments will provide some new methods and new

approaches to library problems, and that the combined processes of research, experimentation, and innovation are essential to the advancement of the profession. He felt that there is great opportunity open under Title II of the Higher Education Act which provides funds for education and research in librarianship, and provides the prospect for studying fundamental library problems through careful analytical approaches rather than on an ad hoc basis. More than anything else, he feels the profession needs detachment, because it has been too pragmatic and needs the help of other professions in reviewing and analyzing its problems. Unfortunately, talent is short in most disciplines and librarianship is possibly the scarcest human commodity in the university world today.

Was it possible to bring in economists and psychologists for experimental field testing as well as some basic research and innovative work? asked Mrs. Moore. She emphasized that the Commission should be concerned with the role for the Federal Government in this whole area.

When asked by the Chairman how long it would take to effect the radical changes in library education described by Dr. Wasserman, he explained that a metamorphosis in the doctoral training was needed, which required a long time. He agreed with the Chairman that there is an absolute shortage of people for the fellowships now available. Of fifty-two doctoral grants available last year, about thirty were actually awarded because the library schools did not have enough time to attract potential recipients.

The Chairman expressed interest that Dr. Wasserman, as a new dean in a major library school, was working with important long-range shifts in library education; both agreed, however, that the problems would not be resolved by 1970. The Chairman thanked Dr. Wasserman and called the next witness.

Mr. Eric Moon, Editor of Library Journal.

The Chairman introduced Mr. Eric Moon, Editor of Library Journal since 1959, and a Director of the Bowker Publishing Company.

Mr. Moon's written statement had briefly outlined some pressing problems in the library area, and in his oral presentation before the Commission, he noted additional problems such as: the state library program, which must be strengthened, and the manpower question. He suggested that the Commission set up a body with enough financing and

time for a good critical look at this problem.) He added a third problem: the metropolitan library service. (He doubts however that any lasting solutions can be found until something is done about reorganizing local government in metropolitan areas.) (See Appendix L.)

When asked how to solve the problem of the state library, Mr. Moon pointed out that the profession has never considered the state level as particularly significant, with the result that many state agencies are desperately underpaid and full of less than adequate people. (To send out a \$6,000-a-year library consultant who is merely three months out of library school to advise legislators and community leaders strikes Mr. Moon as ludicrous.) The solution must start with the profession, perhaps in the library school, and certainly in the associations. In any forthcoming Federal legislation he hopes to see fiscal strengthening of staffing at the state level, a matter frequently omitted from legislation. Mr. Greenaway observed that this fact is true at all levels. Mr. Moon suggested that some money could go to strengthening the permanent consultant staff at the state level.

Mr. Greenaway asked what the role of the Federal Government might be in mandating or establishing library service, how this might be done and if it would be effective, practical and possible. Mr. Moon thought it peculiar that the United States, with more library legislation over the last decade than perhaps any other country, had failed to mandate library service. He recognized states' rights as the basic obstacle.

Mr. Greenaway thought Czechoslovakia's Thomas Masaryk got his idea for mandating public library service from residence as an exile in Springfield, Mass.; when he returned to Czechoslovakia, he had the idea written into its Constitution. Mandating seems to be a trend (Totalitarian countries have mandated library service, but democratic nations--for example: Denmark, Britain, and Finland--have also done so); he feels this possible solution needs study in depth. Mr. Lacy pointed to the parallel in education, observing that while there is no requirement that the Federal Government provide public education, every state requires itself to offer public education at least until the age of fourteen. It was agreed that for Federal mandating of library service a constitutional amendment would probably be necessary.

On the municipal level, Mr. Greenaway thought the New York Metropolitan Area was showing one way toward acceptable library service; another way might be library service that transcends not only state but local political lines. Mr. Moon thought the answer here was more political than professional. His recent survey of public library circulation in the cities showed that in general it was declining, one reason being the population movement of heavy users toward the suburbs. In areas where amalgamation has taken place between city and county libraries there is

no decline, but without amalgamation there appears a very clear drop in circulation in the cities. City librarians, however, have informed Mr. Moon that this was only half the story. Though circulation is down, reference and research use (much of it by non-city taxpayers) of major city libraries is soaring, which he thinks can be adjusted only politically, among jurisdictions.

Mr. Greenaway felt there is no decline in reading, that total use of libraries of all types is increasing, and that bookstore and paperback sales add to the total increase in the use of the printed word. Mr. Moon agreed and pointed out that librarians had seriously underestimated the wider availability of reading material outside libraries-- in paperback form, for example--as a reason for declining circulation.

How will we service meaningfully the coming megalopolis, asked Mr. Greenaway. We need to know more about exactly what people need, how much and when and where, replied Mr. Moon; building up school or public libraries as discrete institutions may not solve the problem. But without an overall plan there is no assurance of adequate coverage of the total American output. The United States has no regional plan, like that in Britain or Scandinavia, for insuring that at least one copy of everything produced in the country is easily available within a region. Future planning and legislation, he believes, must encourage institutions to concentrate their attention on two basic questions:

1. How to meet the needs of their own public, as in the university or school?
2. How to meet their wider responsibilities to people outside these institutions?

Mr. Moon agreed with Mr. Greenaway that some of the new legislation has promise of accomplishing this purpose--certainly in Titles III and IV of LSCA and to some degree in Title III of ESEA. He pointed out that it would cost less than \$10 million a year to have in every state a complete set of everything (including serial titles) published in this country. Mr. Lacy thought the cost would be under \$5 million.

The Chairman asked if the establishment of fifty national repositories, analogous to LC in this one way only, was a major answer to the problem of library provision of useful information. Mr. Moon emphasized his point about the availability within each state of all materials published in the United States, perhaps split up among many libraries, providing

that the latter, probably large libraries, would make all holdings freely available to everyone. Mr. Greenaway brought up servicing and housing costs of the materials as such collections would continue to grow fast and perhaps exponentially. Though not against the proposal, he preferred a regional rather than state-for-state basis; New York State, for example, might have more than one repository. Mr. Greenaway observed that the cost was small, even if a hundred million dollars a year, compared to GNP and what industry and individuals would gain from it.

When asked by Mr. Elliott if housing costs equalled the original cost of the books, Mr. Clapp pointed out that costs differ for various areas and different building costs. Whatever the cost, observed Mrs. Wallace, it will be less than it is worth. The Chairman felt there was agreement here that cost was secondary to the effective relationship of people and ideas, but questioned whether the total volume of publication in each year was the best way to get at this without a great deal of highly skilled processing and guidance to readers.

Asked what he included in these total deposits that should be available to any citizen in the country, Mr. Moon specified the total output of the American printing press, including trade publications, government documents, major newspapers, magazines, serial as well as monographic publications.

Mr. Moon was asked if he would prepare, with the help of other directors of the Bowker Pub. Co., a special document for the Commission on the company's activities and function in helping to solve library problems. Mr. Moon pointed out that one of Bowker's objectives is to put together a world list of books in print in English. Also, the company would like to publish a new edition of Libros en Venta, which covers the Latin American and Spanish output, and provide similar bibliographic coverage for other areas of the world if the market could stand the strain or if support from other sources could be obtained.

Mr. Greenaway thought it would be ideal to have a "buying guide" which annually listed the best publications of each country--if it were feasible to select the "best." The Chairman observed he would like to see a repository with no copies of some books and five copies of others, but not necessarily one in Delaware, one in Pennsylvania, one in New Jersey. Your next door neighbor might be unhappy with your choice, pointed out Mr. Moon, and you with his, thus bringing up the whole problem of selectivity. Then he buys five and I buy five, replied the Chairman--availability is at the heart of Mr. Moon's suggestion.

Mrs. Gallagher briefly pursued the discussion of regional repositories, particularly regional systems, with interstate compacts. Mr. Moon was not opposed to the idea and pointed out the existence of such compacts for a variety of library services; however, he felt that the more government agencies are involved, the more complicated such compacts become.

Automation, Mr. Moon noted, has been an expensive mistake for many publishing companies and libraries. (The Bowker Company uses IBM machinery, Flexo-Writers, etc., but it is not convinced automation is cheaper than human labor, at least for Books in Print or the subject index. The updating problem each year is enormous.)

Mr. Clapp asked Mr. Moon's views on the manpower crisis. Mr. Moon felt many categories of manpower are needed--not all professional librarians, that no real solutions have been found regarding responsibilities and functions that can be handled by non-professionals or technicians, that many kinds of services need not be staffed entirely with professionals, and that unquestionably there is misuse of manpower in libraries now. He saw little change in library schools toward meeting this problem, but some change in libraries is discernable. Administrators of libraries, faced with professional personnel shortages, are being compelled to regroup their staffing patterns, although mostly on an ad hoc basis. He thought leadership for revision of the total pattern should come from ALA, which, however, presently lacks resources to study the nature of the problem. Serious research in this field is badly needed and at present non-existent. Mr. Greenaway thought research in this field is the responsibility of practicing librarians rather than ALA. But Mr. Moon and Mrs. Wallace agreed that librarians grouped together in an effective bloc such as ALA, might provide the proper leadership.

When asked if the Master's Degree is the principal obstacle to recruitment for library work, Mr. Moon felt it was a major obstacle. Another major obstacle, he thought, was the salary level: librarianship as a profession loses out competitively against other professions that pay more and require less. As to alternatives, he regards the fifth year as an unnecessary requirement for all librarians, and suggests that it be reserved for people going into administrative or consultative functions. He thought the British system, as it used to be, worked very well but is changing fast. The basic difference between British and American practice was that most British librarians did not become qualified by attending a postgraduate course in a university but in the postwar years at least were taught in library schools and qualified by the Library Association on the

basis of examinations, plus a number of years of experience plus age of applicant. The two levels of qualification by the Library Association were:

1. Associateship (the basic qualification for a professional librarian.)
2. Fellowship (for those few who pursued the higher regions of librarianship. Mr. Moon suggested that this status might well be regarded as an equivalent of the U. S. fifth year library degree: reserved for those bent on assuming leadership roles.)

In reply to a query from Mr. Greenaway about the meaning of present-day changes in the British system of education for librarianship, Mr. Moon ended his testimony by observing that he could see no meaningful rationale in the changes, that they seemed to be only part of a general adoption in Great Britain of American patterns of education, that the changes did not seem to him to be motivated by a feeling that there had been something wrong with the traditional method, and that he did not view the changes as improvements.

The Commission, therewith, following departure of all witnesses, convened in Executive Session at four fifteen o'clock.

Mr. Greenaway opened the Executive Session with the following suggestions:

1. the Commission request from H. W. Wilson Company a statement of its activities in the publication of bibliographical materials which would be corollary with the statement requested of Bowker.
2. the Commission set up a lengthy Executive Session to review the information it has received to date, and find ways to secure much more information.

Mr. Clapp suggested that the Commission members question one another, as well as the witnesses.

The Chairman reported that Mr. Cory had agreed to do the study on library cooperation and networks, provided that he might call on Dr. Carter and his associates at SDC for technological advice, particularly the technology of communication. Dr. Carter agreed to provide

such assistance upon request.

The Chairman proposed that the Commission conclude its hearings of witnesses with the meeting in May and that thereafter it deliberate on the evidence before it in executive session. He suggested that one meeting of the Commission be in Durham, as his guests, in a sort of "retreat."

Dr. Eurich proposed that in future meetings where witnesses would appear, the Commission break up into panels so that more could be heard in less time. Mrs. Moore thought it very important for the Commission to hear from State librarians such as Mary Ann Reynolds of Washington, Lura Currier of Mississippi, and Lucille Nix of Georgia, all of whom would probably be in San Francisco for the ALA meeting in June. Mr. Elliott recommended that the Commission invite these three individuals to its June meeting in San Francisco.

The Chairman pointed out that in May the Commission was hoping to hear from LC and OE, while in April ALA representatives would present their views to the Commission.

Mr. Elliott suggested that Julia Bennett, who was active in the passage of the original Library Services Act and may now be Chairman of the Board of Trustees of the Knoxville (Tennessee) Public Library, be invited to present the viewpoint of the trustee.

Mr. Clapp asked if the Commission should hear from science information centers or technical report information centers. The Chairman recommended certain major industrial groups such as Bell Laboratories, Xerox Corporation, RCA, Eastman, , having visited with the latter three groups; Mr. Clapp endorsed Bell Laboratories and du Pont.

Dr. Carter suggested that the Commission hear from Bill Knox, who was a prime mover in establishing the Commission. Mr. Clapp thought it would be helpful to the Commission to have Keith Doms discuss the efforts of his committee in promoting freedom of access to information, or, in other words, desegregated access. Mr. Elliott saw a need to hear from an expert in the copyright field. Mr. Ruggles pointed out that the staff is negotiating with individuals from Harvard University for a study on the copyright problem, including its legal aspects. He felt that the problem of copyright is a classic case of the

impact of technology on social problems. The Chairman added that the Commission will be informed of the present official government view of the copyright issue when it meets with the Register of Copyrights at the May meeting. Mr. Lacy preferred a panel discussion with a few knowledgeable people in the copyright area.

Mrs. Moore suggested a study of state library systems. Mr. Clapp brought to the attention of the members a recently published book, The Library Functions of the States, commonly known as the Monypenny Report. The Chairman pointed out that time pressures would bring a termination point to the number of studies to be considered.

While discussing the possibility of an extra meeting to hear witnesses, Dr. Reed suggested that it would be more efficient to add more people to the two already scheduled meetings, and, the Chairman furthered, to lengthen the meetings by half a day. Mr. Elliott felt that the staff might need additional help to prepare an extra meeting, that meetings could be held in non-metropolitan areas without much inconvenience to members or witnesses, and that the very importance of this Presidential Commission should insure interest of witnesses and their willingness to appear.

Mrs. Moore felt that the Duke University atmosphere would be highly conducive to the kind of thinking necessary to prepare an outline for the final report. Dr. Carter suggested that the Commission hold longer meeting hours--starting earlier in the morning, shortening luncheons and convening for night sessions. Mrs. Moore agreed with extending meetings into the evening, but she felt that discussions during lunch recesses had been extremely useful.

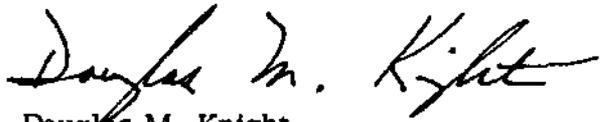
The Chairman outlined four matters for considerations by the members:

1. working out evening sessions for the Commission
2. adding more witnesses for the April, May, and June meetings and dividing the Commission into panels to accommodate them all
3. arranging more time at future meetings for Commission discussion in executive session

4. planning for an additional two-day meeting in a peaceful setting possibly before the ALA meeting in late June.

The fourth meeting of the Commission was adjourned at 4:50 p. m.

I hereby certify that, to the best of my knowledge, the foregoing minutes and attachments are accurate and complete.



Douglas M. Knight
Chairman, National Advisory
Commission on Libraries

Corrected and approved by the Commission at its fifth meeting on April 18 and 19, 1967, at the Water Tower Hyatt House, Chicago, Illinois.

Melville J. Ruggles
Executive Director
National Advisory Commission on Libraries

STATEMENT TO THE MEMBERS
OF THE
NATIONAL ADVISORY COMMISSION ON LIBRARIES
BY
Kathleen Molz
Wilson Library Bulletin
March 5 and 6, 1967

Appendix A

The following statement was prepared by Kathleen Molz, editor of the Wilson Library Bulletin, the nation's largest circulating periodical issued for professional librarians and published in the interests of the library profession by The H. W. Wilson Company, publishers of reference books, indexes, and bibliographies.

Established in Minneapolis in 1898, the Wilson Company moved to its present location at 950 University Avenue in the Bronx in 1917. In almost seventy years since its founding by Halsey W. Wilson, the Company has become the world's largest publisher of bibliographical tools. Among the Company's publications which are perhaps best known to the American reading public are the indexes to U. S. and foreign periodical literature, such as the Readers' Guide to Periodical Literature, Applied Science and Technology Index, Social Sciences and Humanities Index, Art Index, Biological and Agricultural Index, Business Periodical Index, etc. In order that the library profession share in the full usefulness of each one of these indexes, the American Library Association has maintained a Committee on Wilson Indexes since 1952. The members of this Committee meet regularly with the staff and executives of the Company so that the coverage of each index is kept under continuous scrutiny and review. In the course of these meetings, periodical titles are examined, and suggestions are made for better coverage of the subject areas in question, e.g. art, business, science. The Committee then submits a voting list to the librarian subscribers of the various indexing services so that their choices and preferences concerning individual journals can be recorded.

The most monumental of the Company's publications is the Cumulative Book Index, first issued in 1898. This monthly listing by author, title, and subject provides a bibliographic guide to current books published in the English language in all countries of the world. The information in each monthly issue is then cumulated in a semi-annual bound volume, and permanently bound two-year cumulations are also issued.

In the field of selective bibliography, the Company issues a number of guides, such as the Standard Catalog for High School Libraries and Standard Catalog for Public Libraries, the Fiction Catalog, and the Children's Catalog. The books entered for listing are selected by consultants nominated by the appropriate sections of the American Library Association. These catalogs are continuously revised, and serve as a basic buying guide for the collections of small and medium-sized school and public libraries.

A wide variety of other reference books is made available by the Company, such as the biographical directories of noted authors, e.g. American Authors: 1600-1900 and British Authors Before 1800; "The Reference Shelf" series, comprising some five or six titles a year on subjects of topical interest; a number of books and manuals on cataloging, children's work, administration written by specialists in the library profession.

Two periodicals are issued by the Company: Current Biography, a monthly journal containing biographical sketches of persons important in all fields of American life; and the Wilson Library Bulletin, a magazine which purports to keep some 38,000 institutional subscribers in the nation's school, academic, and public libraries abreast of new developments in librarianship.

For several years, each issue of the Bulletin has been devoted to a central theme of particular interest to the profession. Covered in recent issues have been such topics as poverty, illiteracy, automation and data processing, which reflect the profession's increased concern with both the social climate of their country and with many of the new advances in the technological field. Almost all of the Bulletin's articles are solicited, and for the most part, its lists of contributors comprise non-librarians, i. e., specialists in other fields whose findings indirectly influence the conduct of the country's libraries. The diversity of our list of contributors is represented by such figures as Karl Shapiro, Susan Sontag, Morris Ernst, Dr. Kenneth Clark, Michael Harrington, Fred M. Hechinger, Professor Eli Ginzburg, and others. The relevance of the viewpoint of non-librarians is well illustrated in our most recent issue (March 1967) in which three attorneys, a college professor, and a clergyman address themselves to the question of the constitutionality of the Elementary and Secondary Education Act of 1965.

Ultimately, of course, all libraries whether those serving the public, the school, or the college, concern themselves with four basic areas: the selection of material to be preserved; its classification into logical order;

its maintenance for informational use; and its dissemination to the library's consumers. Since these areas are subject to constant change as new materials are evolved and new markets for library consumption are explored, the range of topics for library literature continuously expands and the journal literature can take a broad view indeed.

I list the following topics as those which seem to be of recurring interest to almost all types of librarians:

- a. personnel: the increase of federal monies only accentuates the need for many library positions throughout the country. The shortage of librarians only accentuates the need for reviewing library education and training.
- b. a definition of librarianship: the splintering of many library services and the diversification of activities make it increasingly difficult to define librarianship or the role of the librarian, be he curator, bibliographer, information scientist, or educator.
- c. a need for serious research into libraries as social institutions: almost all funding for present library research is directed toward technological improvements; what is needed is far more investigation into the viability of library services for its users. This is particularly true of public libraries.
- d. Since libraries are primarily urban services, far greater attention should be paid to their location than to their type: readers do not care which institution owns a book, but they do care where they can get it. A pattern of genuine inter-library cooperation, hesitantly begun in a few areas, requires careful stimulation.
- e. a clarification of the new technologies: although automation may result in more sophisticated service, it is too often regarded as a panacea for all ills; the limitations of the new technologies should be stressed as well as its advantages.

STATEMENT TO THE MEMBERS
OF THE
NATIONAL ADVISORY COMMISSION ON LIBRARIES
BY
Jean L. Connor
New York State Library
March 5 and 6, 1967

Appendix B

A. Introduction

I appreciate the opportunity to appear before you and to talk about the New York State program. I have been associated with the Library Development Division of the New York State Library since 1954, first as a field consultant, then as a section head and since 1963 as Director of the Division.

The Division of Library Development is a part of the New York State Library, within the State Education Department. Our mission is to extend and improve library service in New York State. We advise and assist the 726 public libraries of the State, the 22 public library systems, about 200 libraries in State institutions, 225 college and university libraries and the 8 reference and research library systems. School libraries are serviced through a separate Bureau under the Associate Commissioner for Elementary and Secondary Education. Our field staff includes specialists in children's, young adult, audio-visual, institutional, and reference services. The staff includes persons whose professional strength is in public library service and those whose strength is in college library service. We also operate a regional Library for the Blind.

The Division administers the State grant-in-aid program for public library systems totaling \$13,600,000 annually, the largest State aid program in the country. We administer the State plan under the various titles of the federal Library Services and Construction Act. Federal aid approximates 5 million a year. In 1965, the tax support picture for public library service was 76% local funds, 17% State and 7% federal.

B. The Public Library System Program in New York State

The most noteworthy feature of the New York State library scene is our public library system structure. Twenty-two public library systems cover all counties in the State and serve 99% of our population. There are 685 member

libraries in these systems, only 41 are not members.

The public library system structure has been evolving since the late 1940's. The first State aid to public library systems law was enacted in 1950. Rapid strides have been taken since 1958, when the concept of cooperative library systems was introduced.

A typical library system, based on the cooperative principle--an association of independent member libraries, serves approximately 300,000 persons and has about 30 member libraries. Each library system has a designated central library, whose collection is being built up to a minimum of 100,000 adult non-fiction volumes.

Each system is governed by a system board of trustees. In a cooperative system these trustees are elected by the member libraries. Member libraries continue to be financed from local funds; they are autonomous units, (not branches), governed by local boards of trustees.

Services performed by the systems include: direct borrowing access to any library, interlibrary loan, bookmobile service, centralized processing--including a union location file, consultant services, rotating collections and book pools, aid in book selection, loan of audio-visual resources, in-service training, and delivery service. Each system is connected to the New York State Library by teletype. The State Library serves as a backstopping agency.

Systems have resulted in increased local tax support, improved resources, extension of services, and a higher quality of public service.

C. The Reference and Research Library Resources Program

The newest major library program in the State is the reference and research library resources program, (known as the 3R's), initiated in 1966 by a legislative appropriation to the State Education Department. The purpose of the program is to assist the serious library user to identify, locate and gain access to the materials he needs, through a chain of resources.

In the first year of the program, the components have been:

I. Pilot facsimile transmission network, FACTS

A pilot experiment in facsimile transmission is being phased in

from January through March, 1967 and will continue through July. Fourteen libraries or library systems are linked to the State Library, which serves as the switching center. Six of the libraries have both sending and receiving units. They are Cornell University, Columbia University, The Research Libraries of the New York Public Library, Buffalo and Erie County Public Library, the Monroe County Library System (Rochester) and the New York State Library. The other eight have receiving units only.

2. Interlibrary Loan Experiment

In an effort to meet the demands for material which has not been found at the local, regional or State level, the State Library is entering into contracts to pay 3 major public libraries and 8 research libraries for requests for interlibrary loan referred to them. The research libraries which are to serve as backstopping centers in specified subject areas are New York Public Library, Cornell University, Columbia University, Teachers College Library, New York Academy of Medicine, The Engineering Societies Library, Union Theological Seminary, and the Metropolitan Museum of Art.

3. Studies relating to Automation

We have begun 3 projects related to electronic data processing. We have contracted for the development of a system design which will maintain a research library catalog in machine form and print that catalog in either book or card format. A second study centers on the design of an acquisition and processing system to be used with the catalog maintenance program. The third project is the automation of the State Library's Serials Section.

4. Regional Reference and Research Systems

We have almost completely organized the State into regional reference and research library systems. Eight have been chartered and registered, only one remains to be organized. Membership in these councils consists of institutions of higher education, special libraries in non-profit making organizations and the public library systems. These systems build on our existing public library network and draw into a cooperative program the libraries of research level strength. Some of the service programs will include interlibrary loan clearance and delivery, communications and consultant help.

D. Some Personal Observations and Points of View

1. The cooperative approach

- 1.1. State aid to library systems is needed if cooperative programs are to be a reality. Good will is not enough.
- 1.2. Both State and federal grants-in-aid programs should be designed to foster the systems approach.
- 1.3. There is a growing need for cooperation among various types of libraries and for comprehensive library planning among all levels of government. The federal government should foster such planning and coordination.

2. Library Services and Construction Act

- 2.1. Federal aid under L. S. C. A. , Title I, has provided a stimulus to further library development, innovation creativity.
- 2.2. The construction money, under L. S. C. A. , Title II, is badly needed and should be increased.
- 2.3. There is great potential in L. S. C. A. , Title III, inter-library cooperation, but it will never get off the ground unless funding is massively increased.

3. Federal - State relations

- 3.1. All federal library grant programs should be state plan programs, channeled through the State library agency.
- 3.2. State library agencies are now and will play an increasingly important role in total library development. They should be strengthened.
- 3.3. It has been exceedingly difficult to achieve effective coordination with many of the anti-poverty programs, largely because they were outside H. E. W. and their educational and library implications were not understood fully by their administrator.

- 3.4. There should be a continuing committee advisory to the Library Services and Educational Facilities Division of H. E. W. , to promote planning among the State library agencies, other library interests and the federal government.

4. The role of the federal government

- 4.1. Every effort should be made by the federal government to strengthen the Library of Congress, particularly its cataloging services and to give leadership in automation projects, especially in the development of new bibliographic tools.
- 4.2. The federal government should invest heavily in library research, particularly in user studies, cost-quality studies, etc. The statistical services for libraries should be improved.
- 4.3. The present plans for regionalization of the Library Services Branch are questionable. Regionalization should be carefully evaluated after a trial period.
- 4.4. Manpower is one of the most critical problems facing the library field. Aid to library education should be increased.

STATEMENT TO THE MEMBERS
OF THE
NATIONAL ADVISORY COMMISSION ON LIBRARIES
BY

Edward G. Freehafer
The New York Public Library
March 5 and 6, 1967

Appendix C

This statement mentions a few of the most important objectives of The New York Public Library. Some of them may reflect problems unique to that Library; others may be indicative of problems and goals shared by other large metropolitan libraries serving the public generally.

A principal objective should be to learn systematically and periodically who use the Library, for what purposes, how well they are served, what services in the opinion of users and potential users could the Library appropriately provide that it does not provide? If this information were gathered and analyzed systematically and with sufficient regularity to reveal changing needs and changing patterns of use, planning to meet the needs of the consumer most effectively might be approached with greater confidence than subjective judgment permits. For example, the public library and the school library more or less clearly define their respective roles, but each will admit, in New York City at least, to some uncertainty as to whether between them the needs of the student are met most effectively and economically. Although the inadequacy of school libraries is widely acknowledged in an era in which the student is encouraged, indeed required, to seek information on his own initiative, planning for wise use of new public funds available for school libraries should proceed from clearer definition of the ideal relationship between school and public library facilities and services. This is important also from the standpoint of public library planning if for no other reason than that a large proportion of public library use presently comes from students.

Similarly, the large urban library should repeatedly examine the appropriate nature and scope of its service in relation to the adequacy or inadequacies of higher education libraries in its area as the student population expands and new colleges are established. Further, since the large public library is central to the total complex of library facilities, it might well profit from periodic inquiry into the requirements of the general reader and of scholarly and industrial research in its area. From this could come valuable data pertinent to the informed development of local, regional, and even national information networks.

This is not to suggest that public libraries are ineffectual rather than dynamic. Generally speaking, they appear to serve their clientele well. Their efforts to organize into cooperative systems, to buttress small local units with district or regional units with larger collections, with still larger central libraries, and with backstop research collections in depth appear logical. It is to suggest only that continuing research into all kinds of informational needs could reveal new approaches for the fullest exploitation of the library's fundamental role as the purveyor of information and ideas.

In terms of the present structure of library staffing, a major goal of this and other public libraries is to overcome the critical shortage of professional personnel. This shortage has resulted in less guidance to readers at all age levels, notably in local neighborhood branches, and less activity in promoting the library as a useful participant in the activities of sociological, business, and cultural community groups. A high turnover means too many vacancies too long unfilled, frequent transfers of staff, and expenditure of considerably more than a normal amount of time in the training of new personnel and in training for advancement. Experienced public librarians in urban systems are frequently attracted to new suburban posts at higher levels and to new or expanding academic libraries prepared to offer salaries the scales of which are often higher than those of public libraries. In this situation, trainee or work-study programs are essential in recruiting college graduates for library careers, and should also be encouraged as a professional training device, through establishment of subsidized library school-library employer programs. Basically, it is incumbent upon public libraries to do everything possible to create an attractive image of librarianship by assigning full professional job content in positions classified as professional, and to assure salary scales competitive with other career opportunities.

Certainly in the City of New York, and probably in other large cities, adequate financial support of libraries is a major problem. The demand for more schools, more teachers, more police protection, better municipal transit, higher salaries and increased fringe benefits require vast increases in municipal spending when new sources of income are extremely difficult if not impossible of achievement. In competition with these politically powerful demands, the public libraries are hard pressed to obtain funds sufficient to sustain quality of service, let alone its improvement. Although State aid has provided substantial assistance, the pressure for greater income persists. It may well be that in these circumstances supplementary Federal funds for normal library operating costs as well as for demonstration or innovative projects may be justified. For one thing, when innovative projects are successful, their continuing support constitutes additional

pressure on the municipal treasury if it is expected to assume such support.

In one important respect The New York Public Library differs from other large public libraries in that it contains a major research library. This in turn differs from most research libraries in that it serves the public at large, beyond the high school level, but is supported in the main by private funds. Without belaboring the national importance of the research collections of The New York Public Library, I feel obligated to mention the fact that their sustenance is in jeopardy because of increasing excess of expenditures over income, notwithstanding astute investment of the endowment portfolio and unparalleled success in annual campaigns for contributions. To the extent that our research library and the comparatively few additional ones in similar circumstances are in fact important to the nation's research needs, I am convinced that they must look further to the public treasury for substantial assistance. Otherwise, in our case at least, the research collections must inevitably be reduced and their services curtailed.

In respect to the problems confronting all research libraries, I can do no better than to refer to the programs of the Association of Research Libraries, and at the New York State level to the cooperative programs contemplated by the State. As an example of cooperative planning within regions of the State of New York, I refer to the activities of the New York Metropolitan Reference and Research Library Agency, Inc., recently chartered by the State to plan and carry out cooperative programs designed to improve reference and research facilities within the New York metropolitan area.

As for automation, I think it will suffice here to repeat the obvious statement that automated procedures must be adopted, assuming availability of the necessary funding, as soon as they prove technically feasible and economically justified.

Since the above mentioned points seem to me to be of importance in sustaining and improving library services, it is my hope that they may be carefully considered by the Commission and may be incorporated into an appropriate program of Federal planning and action.

STATEMENT TO THE MEMBERS
OF THE
NATIONAL ADVISORY COMMISSION ON LIBRARIES
BY
Frank L. Schick
School of Library and Information Science
University of Wisconsin - Milwaukee
March 5 and 6, 1967

Appendix D

A. Library Statistics

1. The Contribution of the Office of Education

The current status of library statistics is given in Appendix A of this statement. It summarizes a century of library statistics which were generated by the Office of Education (OE) and others. OE released its first survey of the American library scene for 1876. This study is still of such wide interest that a reprint was published in February 1967 (Appendix A, item G-2-a). OE continued to conduct similar studies over the years. Its library statistics history can be divided into four periods.

Exploratory Phase: 1870-1937

During this period surveys were conducted intermittently. There was no organization unit within OE specifically responsible for library development. In 1919 legislation to create a separate library unit was introduced in Congress, but only in 1937 were funds appropriated to establish a Library Services Division. Library Statistics were published under various titles, but usually resembled the 1929 release: Statistics of Public, Society and School Libraries.

Developmental Phase: 1937-1956

During these years a new program of statistical compilations developed which resulted in separate nationwide surveys for public, college and university and school libraries. Twelve nationwide studies were conducted (four in each field) in intervals of five, six and seven years, but the six year cycle was prevalent. At the same time shorter annual surveys were initiated which dealt either with a limited number of data items or covered only a small segment of the respective survey universe (i. e. not all public libraries but only those serving communities of 100,000 population and over).

Broadened Responsibilities: 1956 - 1965

During 1956 Congress passed the Library Services Act which increased the professional and clerical staff of the Library Services Branch (LSB). In 1958 the position of Assistant Director with the primary responsibility for the research and statistics program was created. Comprehensive academic library surveys were conducted annually since 1959-60 and published in two series of "Institutional Data" and "Analytic Reports" (Appendix A, items B-1, B-2-a). A nationwide school library survey for 1960-61 was completed as were two shorter school library surveys for 1959-60 and 1962-63 (Appendix A, items A-1-a, A-1-b). Public library surveys were stepped up from 1960 on but the 1962 survey only partly released by OE. (Appendix A, item C-1). Plans were prepared to continue the School and Public Library Surveys by sampling. Special library (Appendix A, item F-2) and library education statistics were initiated (Appendix A, item F-2) and added to the growing number of new publication and programs such as a special study on library manpower (Appendix A, item F-1).

OE Reorganization and Library Statistics: 1965 to date

With the July 1965 reorganization the responsibility for statistics was transferred from all other units to the National Center for Educational Statistics (NCES). Eight staff members of LSB were transferred to NCES. Library statistics are now handled in the Adult and Vocational Education Statistics Branch of the Division of Statistical Analysis in NCES. At the time of the reorganization, 24 professional and clerical employees of LSB spent about 40% - 50% of their time on library statistics, research and related activities. The Adult and Vocational Education Statistics Branch of NCES consists presently of two professional and two clerical employees who are responsible for adult and vocational, library and educational TV statistics. Support is given this staff by other Divisions of the NCES. Since the reorganization no library statistics have been directly published by NCES. A new role of the Office of Education is now emerging which explains the present statistical operations.

The Reorientation of the Office of Education

Prior to the July 1965 reorganization, OE engaged in the conduct of statistical studies and education related research. With the new Congressional mandate which reached its peak during 1965, OE has become the primary federal grantor of funds to improve educational and library developments in all types of libraries and institutions. This emphasis on

grant programs has affected all parts of OE. OE no longer conducts an appreciable amount of non-statistical research. NCES still generates a vast amount of educational statistics but stresses now grant program-related statistics. To cope with its increased workload, it embarked since 1965 increasingly on contracting for statistical surveys, including those for libraries.

Additional reasons for this reorientation are probably the realization that the development of library grant programs has reached its current legislative peak and would not currently be subject to major additions or changes.

2. Library Statistics Produced Outside OE.

A large number of statistical library surveys are being conducted outside of OE because they are needed to plan on all levels of government and industry, to program improvements and to substantiate requests for financial support and other assistance which can't depend on OE schedules and priorities. There is no up-to-date information available on these statistical surveys because as a result of OE's reorganization the statistics coordinating function has been removed from OE's Library Services Branch. Between 1958 and 1961, 156 recurring statistical surveys covering all types of libraries were identified. Nearly 40 % of these surveys originate with State education agencies, 30% with State library agencies and 15% with the U. S. government, mainly USOE. Of these surveys 35.5% dealt with public libraries, 28.5% with school libraries-20.5% with college and university libraries and 8.5% with special libraries.

Most of these data are not comparable or compatible since they represent different items covering different States and different periods of time.

3. National Standardization of Library Statistics

During the last year two projects have been completed to accomplish national coordination and standardization. These projects are the ALA Library Statistics Handbook (Appendix A, item G-2-c) which was published in May of 1966 and the National Library Statistics Standard (final draft is given in Appendix B). Both of these documents were initiated with the support of the Council on Library Resources, Inc., and funded by the Council and NSF which provides the operating funds of the Sectional Committee Z39 of the USA-Standards Institute. After six years work and around \$75,000 which Mr. Clapp and Mr. Ruggles were instrumental in making available,

library statistics standardization is now possible. With proper support it could soon become a reality.

B. Non-Statistical Library Research

A status report of non-statistical research activities parallel to Appendix A could be compiled but its length and details are not essential for this presentation. Such a list would cover four distinct types of studies and publications which resulted in

- (1) OE studies authored by the library staff and published by OE.
- (2) Non-OE articles, authored by the OE library staff and published elsewhere.
- (3) Outside studies and publications on library development funded by OE under various grant programs.
- (4) Studies and projects conducted and published outside of OE.

The funding for studies under (3) above were initiated under the Cooperative Research program and worked out cooperatively between this OE unit and the LSB staff of OE. The 1965 OE reorganization shifted the responsibility for these activities to the newly established Bureau of Research, Division of Research Training and Dissemination which consists now among others of a newly created Library and Information Science Branch (which administers Title IIB-Research of the Higher Education Act) and the Educational Research Information Center. From 1959 through 1964 the coordination of non-statistical library related research activities was carried out through the Library Services Branch publication Library Research in Progress. During this period it reported in abstract form on over 900 research projects. This function has now been shifted to the Educational Research Information Center (ERIC), Bureau of Research, OE which is now in the process of contracting for the establishment of an ERIC Clearinghouse for Library & Information Science Research. This operation is expected to start in July of 1967 and that funding will probably continue for the next three-four years.

C. General Recommendations

1. Coordination of all existing library and information outlets and systems into one correlated and integrated national network to achieve maximum service and coverage at minimal cost and duplication which would include the integration of service of the national libraries, the other federal libraries

and their relation to existing state, local and private libraries and information systems.

2. Assessment of library and information center performance and requirements by means of statistical surveys and non-statistical studies to determine institutional needs and network capabilities.
3. Coordination of dissemination of research information concerning the library and information community.
4. Correlation of library and information science education programs and assessment of manpower supply and demand.
5. Since the tasks implicit in the preceding four recommendations could not be completed within a years time, this Commission should become a permanent, independent, national agency modeled after either the Federal Communications Commission or the National Foundation of the Arts and Humanities. This new permanent library agency should encompass the functions of similar existing organizations or agencies such as the Federal Library Committee and COSATI. (While liaison with all libraries information centers, particularly those of the federal government, are as essential as those with other related federal agencies such as OE and NSF, this permanent Library Commission should not be a part of existing agencies.)

D. Research Related Recommendations

1. Statistics and Research

This National Library Commission or Foundation should be given responsibilities to

- a. Coordinate and conduct and/or contract for statistical studies and surveys regarding all phases of library and information science.
- b. Coordinate and conduct and/or contract for non-statistical studies regarding all aspects of library and information science, including those in the field of library technology essential to the concepts of systems development.

2. Communication and Dissemination

To accomplish these tasks the Commission should be provided with the means to

- a. Publish its studies (or those it has contracted for)
- b. Sponsor meetings and conferences essential to its operations.

3. Limitation of Activities

To be freed from additional responsibilities the permanent Commission should be specifically enjoined from administering grant programs or to operate any type of library or informational facilities except those mentioned above and needed for its headquarter and clearinghouse operations.

These suggestions are made in the belief that they would equip the nation to solve its complex library and information requirements at the least cost by making maximum use of its intellectual and physical resources.

STATEMENT TO THE MEMBERS
OF THE
NATIONAL ADVISORY COMMISSION ON LIBRARIES
BY

Eric Moon
Library Journal
March 5 and 6, 1967

Appendix L

My name is Eric Moon. I have been the editor-in-chief for the past seven years of LIBRARY JOURNAL, which is the oldest of the national professional library periodicals in the United States and, I think, in the world. It was established in 1876, the same year that the American Library Association came into being. Under its first editor, Melvil Dewey, it was for a very short period the official organ for both the American and the British Library Associations, but it was, happily, quickly divorced from this role and its present strength and influence are, I believe, in some measure due to its independence from "official" influence or restraint.

With its offspring, SCHOOL LIBRARY JOURNAL, it now has the largest circulation (well over 50,000) of any library periodical. It produces the most comprehensive book information and is the leading professional news source among the library periodicals. And, I think I may add with immodest accuracy, it has the greatest editorial impact of any of the periodicals in the library area.

One other factor which is perhaps particularly relevant so far as the Commission is concerned is that LIBRARY JOURNAL sets out, as well as it can, to serve all kinds of libraries, all areas of library service. Its function, as we see it, is to attempt to do over the long haul some of what the Commission has been asked to do at a more powerful level and in more concentrated fashion during the course of this year: that is, to view the library situation whole, to provide such leadership as we are able, to examine weaknesses in the fabric of librarianship, to urge their further investigation and, where we can, to propose actions leading to their eradication or improvement.

I would like, with the Commission's indulgence, to make one or two general observations from the vantage point of my editorship of this leading library periodical during the past seven years. The observations, in this brief statement, must necessarily be general and somewhat undocumented, but I shall be pleased to discuss any of the points further.

First, I am pleased that the duties of the Commission-- as outlined in Executive Order 11301--include the study and appraisal of libraries not only "as components of the evolving national information systems" but also as "resources for scholarly pursuits" and as "centers for the dissemination of knowledge." There is, I think, a very widespread concern in the library profession that the interest in and the power behind the evolving "information" systems may be so persuasive that the less tangible (and almost certainly more difficult) matter of providing adequately for the needs of scholarship and the promotion and dissemination of knowledge will be, if not overlooked, forced into a position of unwarranted subsidiary importance. Information and knowledge are by no means synonymous terms. Both are important; both are necessary. And it is possible--perhaps likely-- that we shall ultimately need different or separate mechanisms or organizations to serve the different areas of need implied by the two terms.

The major weakness in the library legislation to date may be that it has been fractured along the same institutional lines which have traditionally divided library service. Thus, we have separate and different legislation for school libraries, for public libraries, for academic libraries, etc. Admittedly, guidelines and the like suggest that these elements cooperate and coordinate certain of their activities under various of the legislated programs, but this is hardly enough. Despite all the talk about networks and systems, the legislation indicates that the thinking by librarians and legislators alike has mostly started at the institutional end rather than at the user-need end. The user, as has been said often before, is not really interested in which institution or type of institution has the information or knowledge he seeks. The so-called "student problem" that has excited libraries in recent years has been created perhaps as much by institutional barriers and attitudes as by shortages of materials and staff.

A system for the provision of "information" may be more easily realized than one for the dissemination of knowledge, partly because the former is more susceptible to automation, because "facts" can be more easily stored centrally and transmitted quickly than can intangible and discursive ideas. Both "systems", however, will require much more coordination than has been available hitherto. And in the coordination of efforts to disseminate knowledge, the part of the process which depends on the provision of books and other library materials where and when they are needed will probably call for more decentralization than will a network supplying and communicating "hard" information.

In this respect the state level will be of crucial administrative significance. The importance of the state level has already been magnified

many times by the federal impetus to library service during the past decade. It has become increasingly clear that the state level must provide not only coordination but leadership in planning and execution. Historically, however, the state level has been the weakest link in the national library chain, and today it remains seriously weak for the important role already assigned to it. If it is to fill a larger role yet--and I believe it must--it will have to be immeasurably strengthened.

I do not believe that the great leap toward the cherished concept of a nationwide system of library service can be made across or around the gulf of state level inadequacy. The first steps toward the achievement of any nationwide system must encompass the goal of adequate statewide library services. How well even this much is accomplished must depend heavily on: 1) whether state governments can be persuaded or encouraged to adopt the kind of responsibility for library development that they have adopted for education proper; and for such previously local fields as public welfare, highways, health, etc.; and 2) the quality (and quantity) of library leadership at the state level.

Nor will statewide (or regional or interstate) networks of library service be complete or effective until there is more and better communication and coordination between the state agencies and the larger city libraries. The state agencies still, by and large, operate as they have been encouraged to do by the federal legislation for public libraries: heavily oriented toward rural needs, toward creating libraries where there were or are none, or to strengthening smaller libraries by bringing the system concept to them.

The city library, meanwhile, is caught up in the same tangle of governmental and social problems which beset the metropolitan areas generally: population movements into and outward from the core cities; the inadequate tax base for city services; and the multiplicity of conflicts arising from increasingly irrelevant jurisdictional boundaries. Receiving little support from the state, and little of the federally legislated aid which is specifically directed to academic research libraries via the Higher Education Act, the city library nevertheless becomes a de facto reference and research agency for a vast area, including the suburbs, perhaps several counties, sometimes virtually the whole state. Many of its traditional users who have moved and taken their tax support to the suburbs continue to place heavy demands upon the city library's research resources, and at the same time the city library, along with other social agencies, has acquired new responsibilities imposed, quite properly, by the thrust of the Great Society programs. To meet the needs of the "disadvantaged", the "functionally illiterate" and hitherto neglected groups requires new service approaches,

new materials--and though these "new" readers may not yet be as vociferous as the old in their demands for library service, they may very well be much more expensive to serve. It always costs more to run a restaurant on a personal service basis with a widely varied menu than it does to provide a fairly routine cafeteria service for people who know what they want.

Finally, I hope that a very considerable part of the Commission's attention will be directed toward what is appropriately called the "manpower crisis" in library and information services. The success of any plans for the future of such services will rest heavily on whether and how well this problem is tackled and conquered. Knowledge (or information) will not disseminate itself; its handling by knowledgeable and informed people will be essential.

The library profession has debated library education and the uses of manpower (professional and other) endlessly throughout this century and before, and it may be further from solutions than ever before. Several attempts to get under way some massive and serious study of this whole area have failed to find sufficient funds. The latest is a proposal by Paul Wasserman of the University of Maryland (outlined in LIBRARY JOURNAL, January 15, 1967), but this project also to date has not found financial support. It may be that the library profession is incapable of solving its own problems in this area, that it is so close to them that they appear hugely insoluble; and that some other group could bring a clearer perspective and a better sense of proportion to the task. Certainly, if the Commission is able to set in motion any project (and the financing for it) which will lead to an understanding of what kinds of manpower are needed, and in what numbers, and of how these should be educationally prepared for their various tasks, it might make one of the most important contributions possible toward the improvement of library and information services of the future.

STATEMENT TO THE MEMBERS
OF THE
NATIONAL ADVISORY COMMISSION ON LIBRARIES
BY

John A. Humphry
The Brooklyn Public Library
March 5 and 6, 1967

Appendix J

I wish to compliment both the President and the library profession for organizing a commission to take stock of the present library program of the Nation and to enlist thoughts on its future development. I am honored and privileged to be invited to appear before you today.

I am speaking to you in my capacity as Director of the Brooklyn Public Library and as the recently appointed New York State Librarian and Assistant Commissioner of Education for Libraries.

The recent adoption and continuing implementation of standards or goals for all types of libraries have resulted in substantial improvement of public, school, college, state, private and special libraries. Such hard-won recognition has contributed to the respect and acceptance of library programs throughout the Nation by political, educational and other leaders. The information explosion, the population explosion, technological advances including computers, new methods of communication and transportation, and problems arising from metropolitan and suburban living are among the factors that have influenced and will continue to influence library development. Libraries face tremendous demands in meeting the needs of research, education, information, recreation and the general intellectual requirements of all our citizens. But neither the economy nor manpower permit us to continue to develop our libraries to the point where all such requirements can be met unless meaningful cooperation and coordination among them take place. State-wide programs of library development embracing new concepts in the interdependence of the resources and services of libraries are being formulated and some are being executed. Miss Connor has already described the comprehensive program of the New York State Library. The leadership role of states should extend to the definition of a unique function and reason for the existence of each of the major types of libraries--state, public, academic, school, special, private, and governmental--to help eliminate any unjustifiable overlapping of service programs and competition that now exist. The Brooklyn Public Library has devised several interesting organizational and service concepts to meet the increasing

demands for more and improved library service through some pioneering approaches. It has developed the District Library Plan which includes the establishment of a District Office staffed by experienced specialists who handle such professional tasks as book selection and the planning of library programs for no more than four agencies in the surrounding area called Reading Centers. The Reading Center staff is supervised by an experienced library clerk called a Manager. Each Center maintains a collection of reference and circulating materials, but there are no full-time professional librarians for adult services. If library questions cannot be answered at the Center, a free telephone call is made for the patron to the District Library. In the face of increasing difficulties in securing properly qualified professional, the District Library Plan has permitted the Library to expand. The District Library in addition to serving as headquarters for the District Office staff is a fully staffed branch library with a large book and reference collection.

In addition to the District Library Plan, the Brooklyn Public Library has designated strategically located branch libraries as Reference Centers where extensive collections of directories, indexes, pamphlets and catalogues, as well as other specialized materials, are housed. There are fifteen of these Reference Centers in addition to the Ingersoll Library which houses the administrative offices and, of course, the largest reference and research collection maintained by the Library system.

Federal funds under the Library Services and Construction Act, administered by the State Library have made possible the expansion of our Community Coordinator Program which permits us to give concentrated service in culturally deprived areas by assigning librarians to use dramatic public relations efforts to encourage greater use of library facilities by those who have not yet found how much books and information can help them in their daily living.

Now about the role of the state in library progress. We must satisfy ourselves as a profession that state and public library service is not synonymous. Where state libraries once made up for the deficiencies of community and other types of libraries through extension agencies and services, the role has shifted dramatically to one of fostering the development of all types of libraries through a marshalling of resources, communication networks, inter-library loan machinery, including teletype, telefacsimile and other devices for receiving and transmitting information. The other major concern of the state library, it seems to me, should be that of providing a comprehensive, in depth

information service to the state government.

Areas in which the profession needs to be concerned include:

I. Legislation which

- a) encourages area library service and transcends jurisdictional matters involving political sub-divisions;
- b) supports library service provided by one or more types of libraries; and
- c) pays a premium for build-in cooperative measures among libraries to insure all people receiving information when and where they want it.

II. Personnel programs which

- a) recruit qualified young people of high school and college age to the profession;
- b) provide job opportunities for college graduates in libraries; and
- c) provide more interesting and challenging positions for graduate library personnel.

III. A determination of the responsibility for equitable financial support of library service and library development by the various levels of government.

STATEMENT TO THE MEMBERS
OF THE
NATIONAL ADVISORY COMMISSION ON LIBRARIES
BY

John Mackenzie Cory
New York Public Library
March 5 and 6, 1967

Appendix I

My name is John Mackenzie Cory and I am Deputy Director of The New York Public Library. Under a contractual arrangement between the Library and the New York Metropolitan Reference and Research Agency, I also serve, part-time, as Executive Director of the latter agency, known as METRO, and it is in that second capacity that I am testifying today. After explaining the nature of METRO and the reason for its existence, I wish to concentrate on two library questions of particular importance: (1) Communications among libraries and between libraries and users; and (2) Compensation for inter-library use.

METRO is a New York State chartered educational non-profit corporation. It was formed by a group of librarians who believed that cooperative action would be the best way to solve problems caused by world-wide expansion in publishing, increased enrollments in colleges, and enlarged activities in research. Its distinguishing features are: (1) its primary concern with reference and research resources and services for adults in public, academic and special libraries; (2) its broad geographic base in the New York Metropolitan area, including institutional affiliates in the Counties of Queens, Kings, New York, Richmond, the Bronx and Westchester in New York State and, with limitations, in nearby out-of-state counties. It works closely with the New York State Education Department and with eight other multi-county regional agencies which, with METRO, completely cover New York State with a network of cooperating libraries, institutions of higher education and other non-profit educational institutions and organizations.

The movement for the establishment of this statewide network emerged from a committee established by the New York State Commissioner of Education, which published a report in 1961, stressing the need to build on existing resource strengths of libraries, and proposing "a plan of sufficient flexibility that it can evolve to meet changing needs and remain sensitive to rapid shifts in the frontiers of knowledge and modern technology." The Commissioner's

Committee also recommended to the State Legislature the enactment of an eight million dollar a year program of State grants to the State Library and to the proposed regional agencies for the benefit of the users of reference and research libraries. While the State Legislature has not yet adopted that suggestion, a Governor's Library Conference in June, 1965 led to a 1966/67 State budget appropriation of \$700,000 to initiate the program.

In the meantime, METRO, with the aid of modest foundation grants, has been established (1964), has organized a Secretariat (1966), has applied for registration under the State aid program (1967), and has conducted several studies of user needs and library resources. It has solicited the affiliation of interested institutions and will hold the first annual meeting of these affiliates (approximately fifty libraries, colleges and bibliographic organizations) in April 1967. A list of its present Board of Trustees is appended to this statement, reflecting the continuing interest of representative librarians and the growing involvement of distinguished citizens other than librarians.

In the process of organizing the New York Metropolitan Reference and Research Library Agency and of sharing in the development of Statewide programs for such agencies, a number of needs have been identified which have implications for other metropolitan areas and other States. My previous experience as Senior Public Library Specialist in the U. S. Office of Education (1942-43), as Executive Secretary of the American Library Association (1948-51) and as a management consultant, conducting surveys in Philadelphia, New Orleans, Baltimore, Kansas City and St. Louis as well as in the New York area, leads me to believe that the problems and opportunities identified in New York have their counterparts, with variations, in many other sections of this country. There is an evident need for the development of a flexible network of libraries and other information sources not only on the local and sub-state regional basis, but also on a State, inter-State, and Federal level; not only in the field of adult reference and research resources but also in support of formal and informal education for all age groups; and not only among libraries for a single type as has been principally undertaken heretofore, but also among libraries and other library-related agencies of all types.

In the interest of brevity and in recognition of the variety of the speakers being heard by the National Advisory Commission on Libraries, I should like to concentrate on two of the opportunities which seem to be emerging as fundamental to inter-library cooperation and which would seem to be proper Federal concerns. These two areas are discussed below under the headings, "Communications" and "Compensation."

Communications

One of the greatest barriers in the path of access to information through libraries is the lack of knowledge in any given library about the holdings of other libraries to which users might be referred or from which materials might be borrowed or copies obtained. Some libraries, but not most, have published catalogs in book form; some commercial or cooperative union lists or union catalogs have been compiled and some have been published; locating specific titles, but these lists are spotty, expensive and inadequate; some efforts to establish library teletype networks or even telefacsimile networks have been undertaken but these are few, experimental, and also expensive. Modern technology and future technical prospects suggest the imminent possibility of linking libraries in sophisticated communications networks which would permit rapid sharing of bibliographical knowledge among libraries; would facilitate accurate referral of library users to appropriate information sources; and would, in many instances, provide copies of remote information to meet local needs.

The high cost and inter-state aspects of the inter-library communication problem suggest the need for Federal assistance to establish and maintain such networks. METRO is establishing an extremely limited clearing house of information on library resources in the New York Metropolitan Area; New York State has a number of important projects in the testing stage; and other states have undertaken modest commitments. All these efforts barely scratch the surface of the national needs and resources. Furthermore, locally supported networks inevitably suffer from parochialism, improvisation, and potential incompatibility with other networks established for similar purposes. The equivalent of the Federal highways program is required to insure complete coverage, high standards, flexibility and compatibility, and continued maintenance. Otherwise the flow of ideas and information will be clogged, incomplete and localized, and library users will continue to be thwarted and frustrated by lack of information, by mis-information, and by expense of duplicative individual effort in obtaining information.

Compensation

Each library has some source or sources of income and, hence, has a primary responsibility to serve a group of users, more or less circumscribed. Libraries and their financial supporters have usually been generous in sharing the use of their resources through on-site reference use and through inter-library loan and photocopying services. As the need and demand increase, however, barriers (usually fees) have had to be erected, since almost no library can afford to

serve everyone at the expense of its supporters and without compensation from others. Furthermore, many demands conflict and require duplication of resources and services beyond the capacity or propriety of individual library financing, METRO has found, in the New York area, an urgent need for multiple library access; it has also found a pervasive inability to open library collections to all comers without substantial compensation. Individual fees are cumbersome, irritating and inequitably burdensome. State and Federal funds, probably in combination, are needed. The need is urgent and extensive.

Substantial State Aid grants in New York (amounting to several times the total of State Aid grants in all other States combined) have been remarkably successful in lowering barriers to interlibrary access and use in public libraries. But even the generous New York payments have not made reference materials readily available except for onerous on-site use; and no State has yet made generally available the resources of its academic and corporate libraries on a compensated basis. Much Federal encouragement and assistance will be required if this country's vast library resources are to be adequately pooled, shared and used. Ultimately, international use of American library resources must also be considered and this will, clearly, be an exclusively Federal concern.

* * *

Many other national aspects of library needs and use might be mentioned. All of them seem to require financial commitments--for central services, for establishment and maintenance of facilities, for stimulating interlocking acquisitions, for publicizing existing resources and for generating new sources and new levels of knowledge. Nothing less than a substantial Federal effort is likely to avoid the continuing and growing dangers of inequitable, incomplete and inadequate availability of information and ideas.

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March, 1967

STATEMENT TO THE MEMBERS
OF THE
NATIONAL ADVISORY COMMISSION ON LIBRARIES
BY
Lester Asheim
Office for Library Education
American Library Association
March 5 and 6, 1967

Appendix H

My name is Lester Asheim, and I am director of the Office for Library Education in the American Library Association. The office is a newly-created one with responsibility for coordinating the activities of the Association as they are concerned with the preparation of personnel for work in libraries. From the beginning it has been clear that the education of librarians is closely tied to manpower problems: recruitment to the profession, selection of applicants, and manpower utilization as well as education in both its formal and informal aspects. It is with these broad implications of manpower selection, training and utilization that my remarks are concerned. I appreciate the opportunity to present these thoughts to you and to benefit from your comments and questions.

Libraries are social agencies which both affect and are affected by the social milieu in which they operate. Thus such well-known phenomena as the current explosions - of population, of education, of information - have a direct influence on our needs and our responsibilities. For example, new technological developments, many of them not within the field of librarianship directly, affect the kind of information that people need, and the means through which they get it. Information, and getting it, are an important responsibility of libraries. Developments on the social scene, as in the many federal and state programs for the underprivileged and the educationally deprived for example, create a new audience and require a new approach to providing them with services which are uniquely within the library's province. The pressure of numbers on schools, colleges, and universities is forcing new teaching methods, increased use of a variety of materials to support the teaching program, greater emphasis on independent study, and the introduction of new subject matter. All of these developments require adjustments and additional services in academic libraries at all levels if the educational programs are to realize their objectives. In every field of study, thought and action where new ideas and new approaches are being introduced, the effective library must not only keep abreast of the developments, but anticipate them. The library is a sensitive barometer of social change, but more than that, it too must change if it is to perform the services that a society like ours has every right to expect.

The field of library services, therefore, shares with other professional fields the present urgent need for more and better-prepared personnel. The demand is for both quantity and quality, and a major problem facing librarianship at the moment is how to reconcile these two, often conflicting, demands.

The exact dimensions of the quantity problem have not yet been clearly defined. In 1965, the American Library Association, working with the staff of the Library Services Branch of the U. S. Office of Education and with others in the library field, compiled a National Inventory of Library Needs which provided some rough overall statistics on resources, staff, expenditures and other data related to the operation of library services, primarily with the end in view of arriving at an estimate of what the dollar cost will be to provide adequate library service for the people of the United States. According to that inventory, the national shortage in professionally trained staff to meet ALA standards for public school, academic and public libraries today is around 100,000; it is sure to be greater tomorrow. School libraries are the farthest behind in professional staffing, and for public school libraries alone it was estimated that about 87,000 persons would be needed with at least 15 hours of library training (and another 79,000 with at least 6 hours of library training). This amount of training is below the standard set by the ALA for full professional preparation, but it reflects the minimum standards acceptable to the states for certification - and represents the kind of compromise now seen as necessary to get people with at least some basic training to work in this highly important area of library services. With the passage of the Elementary and Secondary Education Act and similar legislation which has set goals for better and more library service to children and young people in school, and which has provided money for the purchase of books which will require expert knowledge if the funds are to be used properly, the need for additional school librarians is undoubtedly one of the most immediately pressing.

The shortage of public librarians mentioned in the National Inventory is estimated at 6,400 professional persons in 1,439 libraries. The shortage of professional staff for the 1,570 academic libraries which were below the standard in 1965 is given as 3,800.

But in 1964, the total enrollment in the accredited schools for Master's programs was 5,744, and for doctoral programs, 134. The total number of graduates new to the profession (i. e., not including those returning as professionals to a position previously held) was only 1,359. This does not include, of course, all of those who are taking courses at the undergraduate level in schools not accredited by the Association and this is an

important source of supply for the school libraries. That a school is not accredited does not necessarily mean that its program is not a good one. On the other hand, it often does mean that it is a program whipped up to meet the current demand for some training - any training - and that it might well be taught by an already overworked member of some local library staff, with no support from a core of full-time faculty, without adequate library resources, and with no quality controls of any kind.

In the estimates of manpower need, these 15-hour people are considered professional librarians - or at least, they are filling positions which should be filled by a professionally qualified librarian. Their number is not included in the estimated shortage of nonprofessional staff of over 50,000 persons for public and academic libraries.

All of these estimates and projections, of course, are based upon library positions as they are presently constituted, and on job titles as they now exist in our tables of organization. But as in nursing, engineering and many other professional fields, the likelihood is that changes will have to occur in the way we organize and administer our work if we are to mount any kind of effective attack on the manpower shortage. Obviously the existing library schools and the existing programs of library education have not been meeting the needs of the field, and simply to attract a few more students to these programs will not really change the situation. Equally serious is the shortage of qualified teachers even for the existing schools, which makes it difficult to foresee a very great increase in the number of additional schools that could be expected to offer respectable professional education. The change will probably have to come through the creation of new positions in libraries and from educational programs different in kind from the traditional programs with which we are familiar.

Under our present system, the fifth year programs, following upon a four-year bachelor's degree, are set up to prepare librarians for every kind of job in every kind of library at virtually every level from 1st-professional position to top administration. I think it is apparent that this can no longer work, and that it is not the time and money saver we once thought it to be. Several changes in library education are going to come about - are indeed coming about in an unplanned and fortuitous manner as we meet here. One is the introduction of technical training at the undergraduate level which will - it is claimed - turn out technicians or technical aids who can relieve the librarian of tasks that are less than professional. Another is the review of the content of graduate programs to see what parts of it can justifiably be moved down to the undergraduate level to provide for first-level professional competence within the four-year college curriculum. A third is the extension

of programs beyond the fifth-year master's, but not necessarily leading to the Ph. D., to provide not only for wider coverage of the many new facets of librarianship that are developing but also for more intensive preparation for those qualified to move up in the profession. And there is also increasing attention being paid to the possibility that there is a need for a greater degree of specialization in librarianship, and for educational programs specifically designed to provide it.

As I see it, the overall need is for a carefully planned and clearly defined career ladder, which will establish the steps one must take to move up in the field. A weakness of the current programming at the junior or community college level, for example, is that it does not lead in logical sequence to the next steps that a potential librarian must take. To accomplish the kind of career ladder I should like to see established, the first requisite is a very clear and carefully thought-out analysis of tasks performed in libraries at all levels from page to Director. It will be necessary to review each of the tasks objectively, unprejudiced by the present job titles under which they are performed. Once we really break down into individual tasks the obligations of the staff of a library (and it will be different for different kinds of libraries) we can determine the amount of education, training, and background that is necessary to each. We could then reorder the job descriptions to put together under a single title those tasks that require a certain configuration of background and education, so that full advantage could be taken of the staff's qualifications at all levels. We would then have some implicit guidelines for the design of a logical sequence of training and education through which promising people could acquire the additional qualifications necessary to move up in the profession as they demonstrate their capabilities.

I make a special point of distinguishing between training and education, and I wish to underline particularly the term "background". A problem which confronts librarians, and others whose fields fall more into the social sciences or the humanities than they do into science or technology, is that it is very difficult to separate the purely technical-skill job from the job that calls upon the use of judgment, insights, and sensitivity to nuance. There are many library skills which, if they could be applied according to invariable rules and in a prescribed sequence, could readily be performed by a technical assistant whose training came immediately after graduation from high school - or even before that. But so much of what happens in libraries is tied immediately to the consequences of these technical acts; what is important is the relation of one thing to another, and it is almost impossible to assign one person to Job A and another to Job B, with clearly defined limitations placed on who does what. For the library is still one

of the last strongholds of individual attention to individual interests and needs; our service is not improved by finding ways to deliver the same book over and over again more rapidly; or to come up with the precoded answer to standard questions over and over again; or to prepare a list of readings related only to the subject, but not to the individual reader interested in the subject.

This is an important point to make. As libraries move towards automation and the use of machines; as the emphasis on "bits" of information increases for scientific and research purposes; as speed and greater detail become increasingly important if certain classes of users are to be served most effectively, the kinds of services represented by these demands are only added to the traditional services of the library, they do not replace them. The needs of the scientist for a specific piece of information right now is one kind of library service for which we must be prepared. But the child who is first discovering imaginative literature; the person who comes in, not in his professional capacity but as interested citizen, to read a general work on some topic of current interest; the reader who prefers to spend his leisure time with a poem, or a novel, or an essay rather than with the canned laughter and the canned content of a TV series, - all of these have a right to our services as well. Nor is it as yet definitely established which of these patrons of the library is the most important in social terms.

For these reasons, the general task before us - while very like that of other occupations and professions - may not be susceptible to the same solutions. Experience from other fields can be instructive and suggestive, but special adaptations and variations will have to be introduced by librarians themselves, both administrators and educators, to protect the unique values of library service. Librarians are deeply concerned about the situation, and a number of attacks upon the problems are being tried. Surveys of current utilization of both professional and non-professional personnel in libraries are being made, as are surveys of salaries, and of the actual numerical needs for personnel. Some attempts have been made to reclassify and retitle jobs and positions. New programs are multiplying at a rapid rate at the junior and community college level; many undergraduate colleges are introducing a few courses designed to meet minimum certification requirements; several graduate schools are attempting to raise their standards to meet those of the Accreditation Committee, and an encouraging number of new graduate programs, experimental and innovative in nature, are beginning to appear. Unfortunately the efforts have been sporadic, diffuse, and uncoordinated, and no central place exists where information can be found about what is being done. Yet without this, there is no adequate basis for identifying what needs to be done.

The Library Services Branch of the U. S. Office of Education is the logical central source of such statistical information, but staff losses, reorganization and budget cutbacks have forced the discontinuation (only temporarily, we hope) of many of its most valuable services. If the Library Services Branch is not properly manned and supported, it will be necessary for some other agency, perhaps the ALA's Office for Library Education, to seek some way to take over some of these clearing house functions. For not until these facts and figures are in can the larger and more challenging step be taken to accomplish the creative re-ordering of job titles and descriptions that will help to define the level and the content of training and education needed. This is a large-scale program - but it is a large-scale problem, and our recent experience has demonstrated that limited and uncoordinated measures do not suffice.

The manpower problem is one that touches upon - indeed, underlies - almost every other problem in the library field. As the National Advisory Commission on Libraries surveys the field and attempts to determine the order of priorities requiring attention, I believe that it will find Manpower - recruitment, education and utilization - to be of key significance in every aspect of the library scene.

STATEMENT TO THE MEMBERS
OF THE
NATIONAL ADVISORY COMMISSION ON LIBRARIES
BY
Lester Asheim
American Library Association
March 5 and 6, 1967

Appendix G

My name is Lester Asheim. I am presently Director of the Office for Library Education in the American Library Association. From October 1961 until September 1966 I was Director of the International Relations Office of the American Library Association, and it is on the basis of that experience that I have been asked to make this statement to you concerning library international relations.

The international relations activities and obligations of American libraries face in two directions. On the one hand, there is the need for American libraries to have access to materials from other countries, to build collections and programs around area studies, and to enrich the resources in the United States through the promotion of international communication and the free flow of materials. On the other hand, there is the contribution that American libraries and librarians can make to the promotion of library services in other countries.

Both of these aspects of our international relations have had a long history. American libraries and librarianship from their very inception have virtually depended upon their colleagues overseas and especially those in Europe. The early collections of books in our libraries would have been limited indeed if they had been held to American publication only, and users of our libraries have always had the right to expect that we would collect our materials from all over the world. Today, with the passage of the International Education Act, our recognition of this need has been further formalized to affirm that it is "both necessary and appropriate for the Federal government to assist in the development of resources for international study and research. . ."

Our contribution to librarianship abroad could not be, in the early years of our history, as great as our dependence on other countries but as soon as there was scholarly publication in the United States, the products of our presses found their way to scholars and readers elsewhere. We were signatories to the

Brussels convention proclaimed in 1889 and the Pan American agreement in 1902 providing for the exchange of literary and scientific publications and official documents, and we have, at long last and only in the past year, implemented the Florence and Beirut agreements to promote the free flow of information across national boundaries. These indirect contributions to the building of library collections abroad have been supplemented by more direct action in the form of establishment of libraries abroad, or the rehabilitation of foreign libraries damaged either by war or by natural disasters (American efforts to assist the flood-ravaged libraries of Florence are the latest example); and by a long series of cooperative efforts and associations designed to improve intellectual communication in all parts of the world, not just in the United States.

In today's shrinking world, it is clear that these efforts, however altruistically motivated in certain instances, are justified on the basis of the mutual benefit that accrues to all participants in international cooperation. To strengthen our relations with other countries is essential to our continued well-being; to assist in the progress of education in developing nations is a requirement of our world leadership; to promote the exchange of ideas, knowledge and information is not just a matter of disseminating communications but of receiving them as well. Thus the point that should be stressed here is neither extreme of the continuum: not just building up American collections of foreign materials, and not just condescending assistance to the less fortunate, but rather an exchange of equal value to both parties.

These broad generalities - "communication," "free flow of ideas," "access to materials," etc. - are quite specifically descriptions of the work of libraries. For that reason, I urge that libraries and librarians be included in any discussion or action having to do with education related to international subject matter or operating at the international level. For example, the President, in a message to the Congress in February 1966 relative to international education and health programs, proposed the establishment of a Center for Educational Cooperation within the Department of Health, Education and Welfare with an advisory Council on International Education composed of outstanding leaders of American education, business, labor, the professions and philanthropy. I should like to urge that an outstanding librarian be named among the professional experts appointed to that Council. The support that libraries can give to international education programs should be included in any deliberations on the American role in international education, especially since there is a steadily increasing interest in library development in the emerging nations, and a growing demand for assistance in the planning, establishment and organization of modern libraries to serve

education, business, industry and government throughout the world. The American library concept is virtually unique in the world; we have a contribution to make here that is distinctively American and most particularly applicable to the needs and interests of the developing countries.

The President also proposes to create a corps of education officers to serve in the U. S. Foreign Service and we wish to urge that librarians be recognized as representatives of education and be included among these representatives to help give sharper direction to international programs. One of the functions of the International Relations Office is the maintenance of a roster of names of American librarians and specialists who are qualified for overseas' assignments and interested in them. The Office has been called upon by the State Department (especially the Agency for International Development), by the Conference Board of Associated Research Councils, and by private foundations to recommend persons for both short and long-term assignments abroad, and has been instrumental in many instances in locating suitable personnel. It stands ready to assist with suggestions for inclusion in the Corps of Education Officers urged by the President.

As the International Education Act now stands, its emphasis is upon the building of American library collections, but the President's message envisioned far broader applications than that. He spoke of the leadership that the United States should take in promoting education, and encouraged the growth of school-to-school partnerships which would include the exchange of books as well as equipment, teachers and students. He urged the enlargement of A. I. D. programs of assistance to education, the development of new techniques for teaching basic education and fighting illiteracy, the establishment of binational educational foundations, the extension of the job of international education beyond the classroom through the increased flow of books and other educational materials. In any program related to any one of these objectives, the role of the library, and of persons with the kind of bibliographic knowledge and dissemination skills which are the particular expertise of the librarian, are obviously of central importance.

The librarians of the country are in full support of the objectives and goals enunciated by the President in his February 1966 message. A central portion of that message has been refined this year as the official position of the United States in this important area. We urge that every effort be made to make possible the program of international book and library activities proclaimed in the National Policy Statement.

Of first importance is the approval of necessary funding to implement

the International Education Act. While it is good to have the Act on the books, it merely flatters our ego without accomplishing its purpose if the necessary financial support is not provided.

There are other matters that touch upon international concerns that require attention and review. A proposal has been made by the International Relations Office for the consideration of A. I. D. and the Library of Congress, for the establishment of a central clearing house to which libraries and scholars from abroad could apply for copies of needed materials. Present regulations, staff shortages, and other problems hamper the Library of Congress in its attempt to fulfill this function properly, and the United States, which should lead the world in the liberal provision of up-to-date information on the findings of research and scholarship, has a poor reputation throughout the scholarly world for the delays and difficulties which we now unavoidably place in the way. I hope that the library world can continue to underline the importance of this kind of service until support for such a clearing house is produced.

Also of great importance would be the reinstatement of A. I. D. assistance to the United States Book Exchange, which was allowed lapse through an unfortunate series of irrelevant circumstances. The United States Book Exchange system of providing materials to overseas libraries is one of the most valuable and least costly of all our endeavors in this field, and has benefited innumerable libraries both abroad and at home. In no other book program for overseas libraries can we hope to receive for so small an investment so great a return, not only in materials but in good will and increased understanding.

Publishers have long been urging that the Federal government find ways to assist publishers, both American and foreign, in schemes to make good original works and needed translations available at prices people can afford to pay. Librarians join with the publishers in this request, for in the markets of the world the American book is at a great disadvantage because of its price. If we really believe that American books have something to say abroad, we must find ways to make it possible for them to say it.

The exchange of persons as well as of publications is important, and reforms are needed in our exchange of persons program. Obviously, inevitably, it would be good to have more money available to support students and scholars from abroad. But while an argument can be made for more liberality in this area, there should be stronger restrictions as well. Selection of students has been haphazard in many instances, and dictated by many extraneous considerations. Our screening of applicants for admission, especially to college and

university programs, should be as strict as those we impose on our own students if the purpose of the instruction is to be accomplished. Certainly, greater care should be taken to test for facility in the English language, or to provide remedial instruction to bring the applicant up to the standard which will make it possible for him to benefit from his exposure to the American classroom. Obviously these recommendations strike at problems broader than those of librarianship alone, but they are pertinent to our field as well.

These reforms are not all one-way. Better and more careful selection of Americans who go overseas is also needed. Too many appointments are made hurriedly and without sufficient care to meet some arbitrary American deadline like the imminent close of a budget period, or the schedule of the annual meeting of the board. Too many assignments serve a political purpose rather than a professional one. Too many are perfunctory--ill-supported and poorly planned--reflecting an indifference and a lack of concern at the top that cannot but affect the performance of the visiting expert. And too many are short-term and terminal, with no follow-up, no continuing review, and no evaluation of performance and results.

Especially if American librarians are going to be asked to spend longer periods abroad, there must be sufficient financial support and protection to justify the costs, not only in time and money, but in separation from American professional contacts and developments which affect one's future career. American librarians have shown a willingness to offer their assistance even when it means, as it often does, financial and personal sacrifice. But there are limits beyond which such sacrifices cannot be expected, especially if there is no real evidence that the supporting agency attaches much importance to the task. There must be more enlightened and serious attention paid by our own government to its overseas obligations at this level, more planning and less expediency, more selection of suitable people for the assignment and less filling the vacancies with anybody that happens to be available on split-second call, better definition of the level and the quality of the needed personnel as reflected in salaries, benefits, and conditions of employment.

I should also like to see a serious review of USIA policy concerning the role of its overseas libraries. At present they are merely one device, along with radio, television, and traveling vaudeville shows, for bringing a picture of America to the people of other countries. The major criterion of success seems to be the size of the audience attracted. The USIS Library is not permitted to demonstrate the American public library idea, which is one of our really great

and unique inventions. It may stock only American books by American authors on American themes--and even these are carefully screened (the impolite word is censored) to eliminate any which are deemed to be too critical or insufficiently favorable. The American library abroad is not an American library but a center for American propaganda, and in several overseas posts I have been told by the administrative officer that the library "is too much a library", meaning that the librarian has tried to give American library service instead of concentrating on more immediately measurable public relations activities.

I should like to suggest that even if we were to hold strictly to the State Department objective, we would accomplish our aims better by letting the rest of the world see a real American library rather than the library of selected Americana which now represents us abroad. Would we not create a better, and truer, picture of the United States if we were the one library in Addis Ababa or Rio or Bangkok to which a reader could go for real general library service, instead of being merely one of several foreign propaganda centers, no better, no worse, no different from those of Russia, or Germany, or the United Arab Republic? If the role of the library in the advancement of intellectual freedom is one characteristic of American librarianship worthy of emulation abroad, we are doing less than we could with our USIS libraries to demonstrate it.

In all of these recommendations there is seen the need for clearer understanding of the potentialities of the book and of libraries. The failure to provide reading material to support programs of literacy is a glaring example of a typical failure in many programs abroad, whether supported by private or governmental funds. Large-scale projects of university expansion have been underwritten, often containing no provision for concurrent library development. Where libraries have been given some recognition, it is often as an afterthought, tacked on as a token and obviously seen as an incidental rather than an integral part of the major program. And even when the library is the central object of support, the planning and implementation all too frequently reveal an almost complete ignorance of library needs and problems, resulting inevitably in missed opportunities, waste motion, and unrealized expectations. If we are to be more effective in the field of overseas library development there must be more total planning which recognizes the book and the library as integral parts of any educational project. I should like to recommend that the foundations and government agencies seek the advice of a professional librarian whenever educational projects are under consideration or in the initial stages of planning. It is typical at present to call in the librarian after the grant has already been made to recommend how best to use the designated funds for objectives already determined. If a professional

judgment were brought to bear when the objectives are being defined, many operational problems could be avoided and a more direct attack could be made on the professional aspects of the task.

As is so frequently the case when library problems arise, no small part of the difficulty can be traced to a failure in communication. Somehow, librarians have not yet been able to convey to those who make the determining decisions, the full importance of the library. A major task in gaining support for international library programs will therefore be one of education at home. The existence of the National Advisory Commission on Libraries, as a liaison between the library field and those government agencies whose decisions affect library programs, could well be decisive in effecting that communication breakthrough. I wish to thank the Commission for giving me this opportunity to place before it some of the objectives of international library relations towards which the American library profession is striving.

STATEMENT TO THE MEMBERS
OF THE
NATIONAL ADVISORY COMMISSION ON LIBRARIES
BY

Frank E. McKenna
Special Libraries Association
March 5 and 6, 1967

Appendix E

In this presentation to the National Advisory Commission on Libraries, emphasis is directed primarily to the requirements of specialized libraries and information centers which are neither in public libraries nor in agencies of the Federal government. Other voices speak for such library facilities. An important sector for which there is no voice, other than SLA, are the libraries in both the profit and non-profit organizations. These parent organizations are principal contributors to the economic and intellectual climate of the nation.

The 6, 700 members of SLA represent these categories of parent organizations:

Corporations	43%
Non-Profit Organizations	12%
Universities	20%
Public Libraries	6%
Government Agencies	19%

Who is the consumer in a national library system? Or, who is the most sophisticated consumer of such a system? I suggest that such sophisticated consumers of the library system are the clients of the specialized libraries, whether in science, engineering, medicine, education, economics, the social sciences, fine arts, or commerce.

In general, the specialized libraries have assembled their own resources so as to have available the primary materials which their expert clientele needs most frequently. When additional library materials are required, the specialized library acts as the agent for the expert in locating and obtaining the materials.

1. RAPID RETRIEVAL OF "DOCUMENTS" FROM THE LIBRARY NETWORK

Many discussions of the present day concern themselves with the "retrieval-of-facts", and often imply that the "retrieval-of-documents" is of diminishing concern. A very real concern of specialized libraries--both today and in the foreseeable future--is the rapid retrieval of a fact-containing document, so that the document can be placed in the hands of the knowledgeable expert who will then evaluate the facts contained therein.

If the document is in the collection of the specialized library, its rapid retrieval is a matter of in-house organization. However, when materials from other libraries are required by our clients, such as photocopies or loans, many external influences introduce frustrating delays.

Increased emphasis must be given to simple existing wire communications, such as teletype, for inquiries and requests among libraries.* In spite of the niceties of the inter-library loan request forms which have been standardized over many years, too much time is lost in the mail.

To achieve speedier deliveries, we need not wait for the ultimate day of cheap, trouble-free facsimile transmission. In metropolitan and suburban areas, commercial messenger services are usually faster and more certain than the mail. For longer distances, air freight with door-to-door pickup and delivery can be used. If small ampules of drugs can be sent routinely by such services, why cannot a small package of the library materials which lead to still newer drugs be handled in like manner?

If such existing means of communication and transmission are identified and assimilated rapidly into our library network of today, vastly improved services between libraries can be realized almost instantaneously.

Finally, unless the principal libraries are adequately staffed so as to handle such orders speedily and to minimize their turn-around time, no improvements will be felt by the ultimate consumer.

2. WHAT IS THE POSITION OF A SPECIALIZED LIBRARY IN A NATIONAL NETWORK?

*Telephone is deliberately omitted here because voice transmission can result in errors of complex bibliographic references.

One characteristic which usually distinguishes a specialized library from other kinds of libraries is that it is a part of a non-library organization. As a consequence, its resources and facilities may not be freely accessible outside of its parent organization. For example, policy of the parent organization may require that the library's materials always be available for use by in-house staff.

Special libraries have always tried to make their unusual materials available to other appropriate organizations. But a factor, which is frequently the controlling factor, is that the staff of a specialized library is small (one or two persons), and is unable to handle any appreciable volume of outside requests.

In the Commission's thinking of a national library network, it will be important to remember that most special libraries cannot be full-time nodes in the national network. They will most often appear as a part-time node and as a part-time terminal.

3. NEED FOR CORRECTIVE ACTION TO COUNTERACT ZEALOUS PUBLICITY

As nation-wide information networks or library networks are proposed, the publicity given to such experiments or to proto-systems has already resulted in one unfortunate by-product. This by-product may eventually even negate the ultimate good to be attained from such studies. This is the syndrome of apathy which occurs today in the ultimate user of specialized library materials: "Why should I try to read today? Tomorrow the touch of a button will bring me the answer."

In many of our specialized libraries we see that our clients, the knowledgeable experts, tend to read less and less. It is already necessary to re-educate our knowledgeable experts that each one must still bear his burden of reading or scanning existing publications--or that he will be incapable of reading the computer print-out when it appears on his desk console in the future.

This Commission and all similar groups must be ever on their guard against over-optimistic statements to the press, so that a feasibility study will not be misunderstood to be an established and productive operation.

4. EDUCATION AND RE-EDUCATION OF LIBRARIANS AND INFORMATION SPECIALISTS

The objects of criticisms now aimed at libraries often include areas which have been traditionally the purview of the learned societies. Admittedly, the products of these learned societies appear on the shelves of the libraries. In many instances librarians in the past have not been sufficiently vocal in criticizing the short-comings of abstracting and indexing services, for example. In many other instances librarians, who did not have a specialized subject training, were not able to completely evaluate the materials collected by the library.

I do not raise this point to gloss over the gaps in training of some of today's librarians (specialized or other). I do raise the point so as to indicate the need for appropriate changes in university curricula, both in library schools and in the subject departments, and at the undergraduate as well as at the graduate level. If an instantaneous change in curricula were possible, we would still be faced with a minimum of one generation of practitioners with less than adequate training.

Can the Commission consider the establishment of in-service training programs for our present generation of library practitioners? Special Libraries Association has sponsored one-or two-day sessions. Some of the larger special libraries occasionally have in-house training sessions; but all such activities operate under the shadow of daily operating burdens.

Is it feasible to establish a "librarian-renewal" program to gain time while calm unemotional studies continue in the more sophisticated techniques for tomorrow? Such "renewal" should include not only the new sophistication in equipment and techniques, but also a deeper knowledge of the newer subject areas which have come into existence since the termination of our own formal education. The prestige of the Commission's members can contribute significantly to the acceptance of such a program under sponsorship of the Commission.

STATEMENT TO THE MEMBERS
OF THE
NATIONAL ADVISORY COMMISSION ON LIBRARIES
BY
Bill M. Woods
Special Libraries Association
March 5 and 6, 1967

Appendix F

Activities of Special Libraries Association since its founding in 1909 have been designed to aid personal members by providing useful information and contacts, to assist organizations establishing or improving special libraries or information centers, and to inform other libraries, user and management groups, and the general public of the function and contributions of special librarianship.

As special librarians are often the only professional librarian in their company or institution they look to the Association for help, guidance, and contact. SLA's membership of more than 6,700 originates from for-profit companies--43 percent; government agencies--19 percent; universities--20 percent; public libraries--6 percent; and other non-profit institutions such as museums, hospitals, trade associations--12 percent.

A diverse program of meetings, publications and services is provided by the Association. Thirty-five Chapters, including two in Canada, provide frequent opportunity for members to meet and work together. An Annual Conference ordinarily permits about one-fourth of the membership professional contact. Association-wide activities are also planned in 25 fields such as pharmaceuticals, insurance, aerospace, and publishing.

Professional problems and solutions, together with news, are presented in the monthly journal, Special Libraries, while news is featured in some 50 Chapter and Division bulletins. A variety of serial publications bear the SLA imprint: Technical Book Review Index, What's New in Advertising and Marketing, Picturescope, Scientific Meetings (a calendar), Insurance Literature, Sci-Tech News, and Geography and Map Bulletin. Two serials begun by SLA were, in 1966, transferred to commercial publishers--Unlisted Drugs and Proceedings in Print. SLA is one of three sponsors of the new quarterly, Documentation Abstracts.

A diversity of scope is illustrated in the books issued during the past year: Special Libraries; A Guide for Management, German Chemical

Abbreviations, Aviation Subject Holdings and Classification Guide, SLA Directory of Members, A Checklist for the Organization, Operation and Evaluation of a Company Library, 2nd edition, and The Library: An Introduction for Library Assistants.

Unique among the services offered is the Translations Center located at the John Crerar Library in Chicago. Begun in 1946, the collection of translated scientific and technical material into English includes 124,000 items contributed by companies, universities, societies, and agencies doing the translating. Photocopies of nearly 8,200 translations were supplied in 1966 and information was supplied about an additional 5,600 items. Principal support of the Center since 1956 has come from National Science Foundation grants and from 1959 to 1966 from contracts with the Clearinghouse for Federal Scientific and Technical Information. 1967 plans for the Center include publication by SLA of its own announcement journal of available translations. Under a grant from NSF, the Center is compiling a cumulative journal index of nearly 130,000 scientific and technical articles, patents, and monographs available as translations into English.

Assistance to organizations establishing or reorganizing special libraries is provided through the SLA Placement Service, a 56 year old clearinghouse which in 1965-66 handled 564 positions, and through the Consultation Service which has since 1957 considered 1,081 inquiries, given 626 consultations, and helped establish 162 new special libraries. Objectives and Standards for Special Libraries formulated by the Association are accompanied by Profiles to assist in their interpretation. A Salary Survey of 4,000 members is scheduled for April, 1967 publication. Another recent survey reports on the automation activities of 1,130 special, college, and public libraries. The report of the 1966 U. S. - U. S. S. R. exchange of technical information personnel will be issued later this spring.

Educational activities of SLA include liaison with a number of graduate library schools, an annual dialogue with library educators on special library problems, an active scholarship and loan program, and an aggressive campaign to recruit qualified men and women to special librarianship. Special Libraries Association cooperates with more than three dozen other associations and agencies in furthering its basic objectives.

A report of the first phase of a program to launch a full-scale assault on "one of the most fundamental and pressing problems facing the library and information fields"

MANPOWER BLUEPRINT

Appendix K

by Paul Wasserman and Mary Lee Bundy

IN APRIL of this year, a group of librarians, social scientists, and information specialists met at the University of Maryland School of Library and Information Services to deliberate one of the most fundamental and pressing problems facing the library and information fields: manpower requirements. The conference (held with financial support from the U.S. Labor Department's Office of Manpower, Automation, and Training) was the first phase of a program to develop a research blueprint for a full-scale assault on the problem. For three days the participants explored basic issues and sought viable approaches susceptible of research analysis.

The current project represents in part an updating of an earlier proposal prepared by the Joint Committee on Library Education of the Council of National Library Associations in 1959. This earlier research plan was not carried out, but interest among members of the original group continued, leading in turn to the present project which also bears the endorsement of the CNLA.

An unanticipated by-product of the current research planning has been the widespread interest evidenced by virtually every segment of the library and information professions. Large numbers of requests for information about what transpired at the planning conference have been received; hence, this general report on where this effort now stands. The remarks which follow are, for the most part, drawn from the research blueprint which has been developed on the basis of the research seminar and which is currently being discussed by the research group with potential funding bodies. This report, written by Paul Wasserman and Mary Lee Bundy, is entitled *Manpower for the Library*

and Information Professions in the 1970's: An Inquiry into Fundamental Problems (University of Maryland School of Library and Information Services, September 1966).

THE MANPOWER SITUATION

The library and information fields are very rightly concerned with their manpower problems for, at present, to say nothing of the future, at every level and in every type of library and information agency there appear to be insufficient numbers of people competent to perform the tasks required. While present shortages appear grave, perhaps more importantly, the thin stream of creative and enterprising individuals entering the ranks falls short of what will be needed to influence change, to foster innovation in existing systems, or to fashion new alternatives.

Manpower authorities point out the sobering fact that librarianship is not only faced with a serious limit on the number of potential new entrants to the field, but is competing with many other professions which, faced by the same problems, are mounting major research programs and promotional campaigns designed to attract recruits to their ranks. The competition for the talented people entering one or another of the professions will become increasingly intense. Furthermore, studies show that the public image of a profession is not changed overnight. In the last 30 years, there has been little change in the relative occupational status of the various professions.

In a period of seeming intense shortage, manpower authorities also warn that there is a tendency for groups to seek temporary relief

through expedient short-term solutions. Administrators are more concerned with putting a man on the job tomorrow than with answering the more fundamental question of what persons—for what purpose and with what training—will be needed to foster and encourage and support the further development of the field. While not minimizing the very pressing problems of the moment, it seems clear that a profession—if it is to make progress—must also concentrate energies upon deriving the insights needed to resolve longer range manpower requirements.

The manpower situation in librarianship is particularly complicated by the state of change of the field. The introduction of the computer in libraries, larger unit formation, the trend toward national information systems—these and other developments offer exciting promise, but also obscure the clarity of the field's manpower requirements. The situation is further confused by the number of new information groups and specialists who have come into the picture in the last decade. While providing much of the impetus for development, they have changed the terms in such a way that there is greater competition for control of the information function in society than at any time in the past.

In contrast with other professions which are undergoing more gradual metamorphosis, and which are not compelled to compete for the survival of their traditional roles, there is less stability for those engaged in the library and information arts than for their counterparts, for example, in law or teaching or journalism. Librarianship does not now have an adequate basis for predicting with any degree of precision, where, how many, at what level of sophistication, and

for what particular purposes personnel will be required. The psychological orientation, the academic background, and the educational content needed to fit individuals for careers in library and information service in the 1970's is veiled by uncertainties, doubt, and confusion. In recruitment and selection, the field may well be perpetuating a self-image at a time when that image and the realities of practice require dramatic change. And present educational programs may in effect be training for yesterday's libraries. It is perhaps fortuitous that a full-scale manpower investigation has been delayed as long as it has, since we are only now beginning to perceive how major and how fundamental are the changes facing this field. The objective of the research inquiry will be to seek to identify and to illuminate these and other shadowy areas of obscurity.

THE RESEARCH DESIGN

The foregoing sketch of the situation may perhaps be enough to identify the rationale of the research program. The manpower problem in essence is conceived to be the need to improve understanding of what is requisite in the selection, recruitment, training, and utilization of personnel in this rapidly shifting field. The purpose of the research will be to provide evidence and insights needed to develop informed policy judgments about these issues, so as to contribute ultimately to a more orderly and systematic future development of information service.



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From the outset, the problem has been conceived as a behavioral one, rather than a more narrow professional problem. A group of social scientists will conduct all but one of the studies, bringing with them the insights and analytical tools of their disciplines and providing the detachment which stems from having no prior commitment or vested interest in the library profession. Several of the scholars who participated in the research planning conference sustained their interest in the project and have agreed to carry out studies in their areas of competency as part of the inquiry plan. A planning and advisory body, representative of the various interests in the information professions, will counsel and advise the research team through the course of the project.

Three days of discussion convinced all the conference participants that the proper approach to an investigation of manpower requirements lay in a broad-scale and integrated, interrelated set of basic studies. It was also clear that the inquiry needed to cross type-of-library lines and include within its scope all the groups and agencies with a stake in the information field, including some of the more recent and nontraditional entrants. Perhaps most importantly, it was the consensus that the research be predicated on the notion that manpower analysis must comprehend where change is necessary and, to the degree possible, identify the nature of such change. The past—or even the present—considered alone was seen as inadequate in providing a basis for planning a different future. The research is, therefore, planned to be built upon as much of a future model as can now be forecast in spite of the uneasy grounds upon which it may rest. In this way, the research will seek to clarify and to elucidate, to test and to project, and so help to mold and construct the future.

THE MODEL FUTURE

In projecting the future, extant models and parallel experience offer guidelines. Librarianship and information service reflect certain characteristics common to other professions which have undergone evolution and maturation and which are somewhat farther along in the process. The field of information science, spurred on by national leadership and strong research support incentives, represents the most advanced patterns of information centers, national networks, and technological innovation. It is from these sources that the clues to where and how the entire field of information service will develop in the 1970s have been sought. The model



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future against which our research will be cast is the following:

The Consumer: Not only will the number of consumers of library and information programs and their demands increase dramatically, but their expectations of service will be much greater. Rapid access to wider ranges of resources in every setting where information and publications are used—schools, colleges and universities, public libraries, information centers, and research institutions—will be expected. New clientele, formerly unserved or served in more limited ways, will receive added recognition by information programs. The urban poor, state and municipal agencies, and other currently neglected information audiences will enjoy specialized programs. The more discriminating and specialized demands for service will be met partly by heavier reliance on rapid systems of regional and national information transfer. Information personnel, by virtue of increased subject competence, will be expected to go beyond the location and identification of material into evaluation and review of substantive content.

The Information Organization: As technology advances and becomes more sophisticated, the traditional inter-institutional rivalry in collection building will be reduced. Regionalization and system organization will become more prevalent and library programs will be enlarged organizationally and geographically. With the increased professionalization of library and information services, administrative patterns will shift from authoritarian terms to accommodate more independent styles of professional performance. Career advancement

patterns will favor those best able to administer change. Information personnel will be more active in decision-making groups at the management level in every organization in which they are found. Many more information personnel will function in staff capacities outside the library and work closely with research and operational personnel.

Educational Preparation: Curricula will be revised to encompass new orientations and the traditional one-year of graduate instruction will be extended—with increased opportunity for added subject specialization. Links with computer science and behavioral research groups will be furthered through such means as joint faculty appointments with other disciplines. The proportion of mathematically and scientifically oriented students, and of competent male students, will rise. Analytic and problem-solving approaches, designed to engender skills in understanding and implementing change, will be stressed. Research will mature to comprehend behavioral and analytical issues, and so place the educational programs in the vanguard of innovation. Other centers, outside the university, will undertake technician training and retraining of those whose functions have been rendered obsolete by automation and other shifts in work patterns.

The Profession: The information profession, representing a merger of librarianship with newer information fields, and with branches in subject areas and technical spheres, will develop a common ethic and identity. Accommodation within it will be provided for all of the specialized pursuits, and one national professional society will emerge to represent its common perspective.

The Recruit: Attraction to the field will be enhanced by the shift in popular attitude toward the information professional. Individuals adaptable to careers in innovating organizations, more of them oriented to machine applications and systems analysis and to science and social science disciplines, will be drawn to the field. The recruit will generally be characterized by an ability to function in the more fluid and flexible organization which the future holds in store. A higher proportion of persons will be attracted directly from undergraduate preparation. But the several paths of entry now open, including transfer from related fields through second career choices, will continue to be travelled.

Against such a projection, the research will comprehensively analyze certain of the central issues relating to the uses of human beings in the field during the next decade. While

many other potential studies were considered in the design of the plan, the specific studies were developed only after thorough discussion with scholars in librarianship and other disciplines, and on the basis of commitments to participate from recognized experts. Eight major aspects have been selected for research analysis:

a) the economics of the library and information professions;

b) the image and status of librarians and information workers;

c) factors influencing choice of a career in library and information work;

d) concepts and attitudes toward authority among librarians and information workers;

e) the role of the library and information executive;

f) the sociology of the information profession;

g) education and training patterns in the information field;

h) environmental factors influencing library and information developments.

The studies will employ several research strategies including field interviews, mail questionnaires, analysis of existing documentation, and case studies and observation in present information organizations. Certain common sample pools are being considered. Indications of the future will be derived in several ways, including observation of trends and patterns, by identification of the basic forces shaping information development, and by the selection and study of extant situations which seem to provide prototypes of the future.

SCOPE OF THE INQUIRY

The studies will focus on those working in conventional library situations in every setting—school, public, academic, industrial, and governmental. It will also be concerned with personnel working in information centers and in audio-visual centers in these and other settings. It will include information workers outside the framework of formal library arrangements who occupy important positions and perform strategic functions for groups or institutions, as in the case of an information specialist attached to a research team.

One or another of the studies would deal with other types of individuals and groups who would be important in the analysis, such as potential recruits to the information field. In some of the efforts there would be an attempt to identify and characterize information personnel outside the presently constituted limits of the information profession for such insights

as might be developed of value to future projections of manpower bases in this field. As appropriate to each of the topics of concern, the research will center not only on those serving in professional capacities in libraries and information situations, but upon individuals employed at all levels and in all capacities in such agencies.

KEY ISSUES

The research will seek, in effect, to get a reading on the future, cast particularly in terms of its manpower requirements. Some of the questions with which one or another study will deal are:

What is to be the future growth and change in supply and demand for personnel in this field?—How many and what kinds of jobs will be needed to be filled in the 1970s? Where will these jobs be in terms of both geography and "industrial" category? What is the supply of manpower likely to be and how is it likely to be generated? What types of people in terms of background and personality and abilities will be required to fill what work roles?—The traditional specialties? The newer information specialties? That is, what types are likely to find what type of work gratifying and how are they to be attracted into the field? What is required in the way of preparation for professional work and at other levels and for other types of positions?—What should be its content? Where should the various forms of training take place? What types of working environment are most conducive to professional development in practice?—What organizational arrangements are necessary to create a climate which will facilitate change and innovation in librarianship? What patterns of leadership will be required during the coming decade?—What attributes do the administrators need to manage the complicated and changing information enterprise of the future and to foster and inaugurate desirable change?

In order to plot future directions, the research must comprehend both present and developmental trends. Are we attracting into the field the types of people who will be required in the evolving future? What is the present image of the field among those now in it, those planning to enter, and those who provide the support and policy direction for present-day libraries and information centers? In particular, how is information work presently perceived by individuals deemed to be desirable new recruits—i.e., those with science preparation? What is the present and projected capacity of the formal training

programs to prepare for the future work specialties which will be required? In what degree do present information organizations tolerate new specialties and shifts and changes in their arrangements to accommodate them? What is the commitment and stake of the various interests in the information fields and how are they likely to co-exist in the future?

OTHER ASPECTS

While the research personnel, with the exception of the writers, will be drawn from sociology, psychology, economics, political science, and administration, the advisory committee has been selected to represent the various interests of the field of librarianship and information science. Those who have thus far been invited and have accepted the invitation to participate are: Dr. Lester Asheim, director of the American Library Association's Office for Library Education; Dr. Frederick Goodman, associate professor in the College of Education, University of Michigan; Dr. Jesse H. Shera, dean of the School of Library Science, Western Reserve University; Herbert S. White, director of NASA Facility and vice-president of Documentation, Inc.; and Bill M. Woods, executive director of Special Libraries Association and president of the Council of National Library Associations.

The task of the advisory group will be to provide technical advice on such matters as practices, institutions, and sampling methods; to review and criticize specific reports; and to serve as a sounding board for the general findings of the inquiry.

It is planned during the course of the project to establish a manpower research office at the University of Maryland's School of Library and Information Services. Staff assigned to this center will undertake specialized sub-studies and will serve as a reliable source of information for the profession on manpower studies generally. Paul Wasserman will be the director of the inquiry and Mary Lee Bundy the associate director.

The entire study sequence is planned to be conducted over a three-year period. The findings of each of the studies will be presented in a separate monograph. The study findings will in every case be presented apart from recommendations so that those with different commitments or different value orientations may draw differing conclusions from the evidence. The policy implications for the field drawn from the data of the several studies will be presented in a final integrating volume to be prepared by the director of the study program.

THE OUTCOMES

In practical terms, what are the anticipated research results, if the project is successful in attracting support? We hope it will permit the field to deal with its manpower needs and problems on the basis of empirical evidence and careful analysis, rather than on intuition and pragmatism as it has in the past. In particular, we look to the study to help evolve realistic supply and demand projections, to generate the information needed to present a more reasoned portrait of the profession to those who influence career choice and for those who may

be stimulated to consider a career in this field. We are hopeful that the study findings will influence future educational arrangements and forms of training in the field by aiding educators to adapt to future needs and in their choice of appropriate recruits.

Possible variations in the organizational arrangements, working conditions, work roles, and career incentive patterns, to take account of the insights growing out of this study, may also be anticipated. A more coordinated approach to defining the roles of the several competing disciplines in information work may be expected to emerge. By identifying and clarifying the central issues, by suggesting alternative courses of action and the likely outcomes if various alternatives are pursued, the inquiry would become a force supporting orderly progress and change.

No research achieves such ambitious aims without also forcing a review and reappraisal of existing conditions and situations. It may be anticipated that the present inquiry would open for inspection many of the assumptions and conventions of present practice. But it may also be expected to reduce much of the uncertainty presently surrounding library development by helping find the way toward a more systematic identification and application of human resources in the management of the nation's information services. To the degree to which it achieves its purposes, the study may be expected to dramatize the future prospects and the excitement of a previously overlooked and undersupported profession which has begun to move very rapidly toward society's center stage.



Man(?)power recruitment in South Carolina: College undergraduates participating in a three-month Summer Intern Program, sponsored by the state's Library Board, meet to evaluate the program and suggest ways of improving it