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ABSTRACT

It is the plan of the National Commission on Libraries and Information Science that the user of information will be the beneficiary of all its work. Thus, in order to gain a better understanding of the user's needs for information, the Commission developed a series of regional hearings. The regional hearings are to: (1) provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission, (2) foster an understanding of the role and progress of the work of the Commission, and (3) submit recommendations and plans to early criticism and review by those who will be affected. This document is a transcript of the first regional hearing which was held in Chicago. (The written testimony of Chicago witnesses is available as LI 003 945, and other testimony received in the Commission's Office is available as LI 003 946). Hearings scheduled for San Francisco and Atlanta will be held during fiscal 1973. (Author/NH)

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NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE
PUBLIC HEARING

Courtroom 1743,
Dirksen Federal Building,
Chicago, Illinois
Wednesday, September 27, 1972

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NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

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FREDERICK H. BURKHARDT
Chairman

CHARLES H. STEVENS
Executive Director

Chicago Regional Hearing

Dirksen Federal Building

219 South Dearborn Street

Courtroom 1743

Chicago, Illinois

September 27, 1972

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Regional Hearing

Dirksen Federal Building
219 South Dearborn Street
Chicago, Illinois

September 27, 1972

The National Commission on Libraries and Information Science, a permanent independent agency, was established by law in the summer of 1970. In passing the Act, Congress and the President affirmed that library and information services adequate to meet the needs of the people of the United States are essential to achieve national goals and to utilize effectively the educational resources of the nation.

To place the library and information problem in a national framework rather than in one that is local or topical is a significant aspect of the charge given to the National Commission on Libraries and Information Science. The Commission is to recommend the plans it develops to Congress, the President, and the governments of the state and local communities. In the preparation of its recommendations, the Commission is authorized to conduct necessary studies, surveys or analyses. The Commission may sponsor and promote research and development activities, and it may conduct hearings to further its objectives.

The basic working philosophy of the Commission is user oriented. It is the plan of the Commission that the user of information will be the beneficiary of all its work. In this context, and throughout this report, the "user of information" is meant in the broadest context and is not limited to the present users of libraries or other existing information services.

This emphasis on users was stated as follows in a widely disseminated Commission resolution:

"Resolved, that the National Commission on Libraries and Information Science should give first priority in its planning effort to providing new and improved services that will be helpful to all libraries in the country and their users, at every level of society."

This resolution expressed the commitment of the Commission to balance its activity, not favoring in its study or planning the development of one type of library or information system over another unless all users were hereby aided. The resolution also implied that the Commission would need to understand users' needs for information in a better way than these needs have been understood heretofore.

A first step in this process of understanding was the development of a series of regional hearings. The Commission recognized that library problems and information needs are not the same in every sector of the nation. Reports from state and regional groups and particularly from articulate users in other areas would be needed. Accordingly, the Chairman appointed a committee to plan a series of regional hearings to fill this need. The committee, chaired by Mrs. Bessie Boehm Moore, outlined three meetings for fiscal 1973. A Midwest regional hearing was planned for Chicago with later hearings scheduled for San Francisco and Atlanta. The regional hearings are to:

1. Provide an opportunity for people from all sectors of society to place their viewpoints on libraries and information science and service before the Commission.
2. Foster an understanding of the role and progress of the work of the Commission.
3. Submit recommendations and plans to early criticism and review by those who will be affected.

The first hearing was held on September 27, 1972, in the Dirksen Federal Building, Chicago, Illinois. The transcript of that hearing, plus copies of written testimony received in the Commission's office are reproduced here.

NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Commission Members

Frederick H. Burkhardt, Chairman

Andrew A. Aines

William O. Baker

Joseph Becker

Harold C. Crotty

Carlos A. Cuadra

Leslie W. Dunlap

Martin Goland

John G. Kemeny

Louis A. Lerner

Bessie Boehm Moore

L. Quincy Mumford

Catherine D. Scott

John E. Velde, Jr.

Alfred R. Zipf

Commission Staff

Charles H. Stevens, Executive Director

Roderick G. Swartz, Deputy Director

Mary Alice Hedge Reszetar, Associate Deputy Director

Barbara K. Dixon

Linda R. Ulrich

NATIONAL COMMISSION ON LIBRARIES
AND INFORMATION SCIENCE

- - -

PUBLIC HEARING

- - -

Courtroom 1743,
Dirksen Federal Building,
Chicago, Illinois
Wednesday, September 27, 1972

Met, pursuant to notice, at 8:00 o'clock, a.m.,

before:

N. C. L. I. S. MEMBERS:

FREDERICK H. BURKHARDT
(Chairman)

ANDREW A. AINES

JOSEPH BECKER

CARLOS A. CUADRA

LOUIS A. LERNER

BESSIE B. MOORE

CATHERINE D. SCOTT

JOHN E. VELDE, JR.

STAFF MEMBERS PRESENT:

CHARLES H. STEVENS,
Executive Director

RODERICK G. SWARTZ,
Deputy Director

MARY ALICE HEDGE RESZETAR,

1 STAFF MEMBERS PRESENT: (Continued)

2 Administrative Officer

3 WITNESSES:

4 GERALD M. BORN

5 ALPHONSE F. TREZZA

6 ERVIN J. GAINES

7 ROSE VAINSTEIN

8 GENEVIEVE M. CASEY

9 BERNARD M. FRY

10 RALPH PARKER

11 ROY SCHLINKERT

12 ROBERT WEDGEWORTH

13 ESTELLE BRODMAN

14 LAWRENCE W. TOWNER

15 MICHAEL HOWLETT

16 MR. KRONE

(for ED. J. KUCHARSKI)

17 LUCIEN WHITE

18 RICHARD BJORKLUND

19 PAUL SEMAN

20 EDMUND ARNOLD

21 DAN MARTIN

22 WILFRED WEST

23 JOHN ARMENDARIZ

24 GEORGE VOGEL

25 DONALD C. EARNSHAW

1 WITNESSES: (Continued)

2

BARBARA L. HUGHES

3

RAYMOND A. YOUNG

4

DAVID R. SMITH

5

WILLIAM A. HORNER

6

ELINOR YUNGMEYER

7

RUTH W. TARBOX

8

THOMAS M. BROWN

9

JOSEPH M. DAGNESE

10

FREDERICK H. WAGMAN

11

GORDON WILLIAMS

12

FREDERICK H. JACKSON

13

DON S. CULBERTSON

14

IRENE S. FARKAS-CONN,

15

FREDERICK G. KILGOUR

16

JOHN W. MURDOCK

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P R O C E E D I N G S

1
2 THE CHAIRMAN: Well, I make it 8:00 o'clock, and
3 we said that we would start, so let us begin the hearings.
4 I would like to just say a few words about our pleasure at
5 being here and our pleasure in being able to put on public
6 testimony.

7 As you probably know, we have received a great deal
8 of written material from you and from others, and every bit
9 of that material has been read and analyzed by our staff, and
10 we are going to spend the rest of the day listening to the
11 people we have invited whose testimony we have already re-
12 ceived and some people who have not sent in any advance ma-
13 terial, but who are taking advantage of the period between
14 11:30 and 1:00, I believe, when the public testimony without
15 any advance notice can be presented.

16 We had in mind when we issued our invitations that
17 we would try to invite as many knowledgeable people as we
18 could to send us written material, and then the Commission
19 members, having read that material, would then be in a posi-
20 tion to ask questions of the witnesses rather than have them
21 read their papers to us again.

22 So the way the schedule now stands, with a few
23 lapses here and there of time, we do have about fifteen minutes
24 for each witness. I hope that all of them will understand
25 that we must march on, and although I will try not to be

1 absolutely automatic and mechanical about this, there may
2 be instances in which I may have to be somewhat severe. So
3 I hope you will, if you have anything additional to say, start
4 off with that, and then allow the Commission members to ask
5 the questions they have on your testimony.

6 I believe Mr. Gerald M. Born is going to lead off.
7 Mr. Born, do you want to slip in there?

8 Whereupon

9 GERALD M. BORN

10 was called as a witness, and was examined and testified as
11 follows:

12 MR. STEVENS: Maybe you want to move in just to the
13 right of that lectern which won't come off the desk?

14 THE CHAIRMAN: Yes, so I will be able to see you.

15 MR. BORN: Right.

16 THE CHAIRMAN: Mr. Born, you are Executive Secre-
17 tary of the Public Library Association of the American Library
18 Association here in Chicago and you sent us a very succinct
19 and a very good statement. Would you like to add -- is there
20 anything that you would like to add to it, or comment about
21 it, before the Commission puts its questions to you?

22 MR. BORN: I also am the Executive Secretary of
23 the Association of State Library Agencies.

24 THE CHAIRMAN: I see.

25 MR. BORN: So that I can answer questions in either

1 of these areas.

2 THE CHAIRMAN: Good.

3 MR. BORN: After having thought, an extension of
4 one thing that I would like to emphasize -- the need for co-
5 ordination of library development at the national level. I
6 feel that much research is going on that is very meaningful.
7 Much has been done and some of it has been reported and some
8 of it has not so that I think that I would like to emphasize
9 this particular aspect, that there is a definite need for
10 coordination and perhaps a full time staff to coordinate at a
11 national level.

12 THE CHAIRMAN: You have sent us a list of ten re-
13 commendations here, including the coordination on the national
14 level of public library development.

15 When I read it, I wondered how -- do you see the
16 National Commission as the primary agency for that kind of
17 coordination? Or is that more, say, the Office of Education
18 or some federal agency that has library funds and programs?

19 MR. BORN: Well, I am not sure, Dr. Burkhardt, that
20 I have the answer to this. I think that in your deliberations
21 this is one of the things that you should probably look at.

22 THE CHAIRMAN: Yes.

23 MR. BORN: There has been some dissatisfaction in
24 the field -- I think this is a fair statement -- with the
25 coordination that is being done at U. S. O. E., and I think

1 that this needs to be looked into.

2 Perhaps you will see, when you get a total picture,
3 that this does fit within the realm of what you are doing.
4 However, I am not sure that I have the solution to it at this
5 time.

6 THE CHAIRMAN: Are there any -- I wanted to ask --
7 any Commission members? Have you any questions?

8 MRS. MOORE: Carlos has.

9 DR. CUADRA: Apart from the particular agency in-
10 volved, what kind of changes in the kind of coordinating is
11 desirable?

12 MR. BORN: I think that one would have to dissem-
13 inate the information that is collected. So many studies are
14 done and they are lost in the shuffle.

15 I think that the dissemination of the information
16 to the profession, the input that the profession can give,
17 the interaction between different agencies that do have con-
18 cerns in these areas -- all of these are very important. And
19 somewhere they have to come together and they have to really
20 be looked at so that duplication is eliminated, so that some
21 direction is given to the national overall picture.

22 DR. CUADRA: Some of the people that have come up
23 here are very worried about the word "coordination". It raises
24 all kinds of specters.

25 When you talk about coordination, what do you have

1 in mind about the kind of direction or the kind of control
2 of libraries that would be associated with that?

3 MR. BORN: I suppose my idea of coordination comes
4 from my work in State Library Agencies in which the State
5 Library Agency coordinates the library development within a
6 State.

7 All types of libraries -- public libraries in par-
8 ticular -- have been the emphasis in the past. I think that
9 now we are moving into an era where they are looking at all
10 types of libraries, and making sure that networks are con-
11 nected, that we have compatibility of hardware and informa-
12 tion tools.

13 So I would say that this doesn't cause any specter
14 for me, but I would see this, perhaps, on a national scale
15 as well as on a State scale.

16 THE CHAIRMAN: Mrs. Moore.

17 MRS. MOORE: Right here.

18 MR. LERNER: You say that one of the points here
19 is that out of the lack of finances has come this need to
20 cooperate and coordinate.

21 Would this need exist and would this need come
22 upon us at this point if there were plenty of finances? What
23 if things turn around and there are sufficient moneys for
24 everything? Would everybody suddenly start going off on
25 their own?

1 MR. BORN: I think that, of course, this would
2 help, but I don't think that it is a total answer, no. In
3 order to have coordination though, you do have to have ade-
4 quate funds to have people who can kind of coordinate, and
5 I think that this is probably more the question than the
6 funding, though I think funding is important.

7 DR. CUADRA: Were you asking whether austerity
8 is good?

9 MR. LERNER: Yes, that is basically the question.
10 Austerity seems to have produced a rush toward cooperation
11 in the last two or three years which we didn't have before
12 that on this level.

13 And how does this -- you see, this is the real
14 problem: Well, is this being done because people were forced
15 into it and not because they want to?

16 MR. BORN: I think that public libraries and most
17 types of libraries have always operated under an austerity
18 program. There have not been funds to do the kinds of things
19 that libraries would like to do.

20 I think that because of the competition for funds,
21 the accountability factors, that we are taking a closer
22 look, and this, of course, I think you look at the alter-
23 natives, and this is one of the alternatives.

24 So, yes, I imagine that the austerity that we
25 now know is forcing a lot of people who have not thought in

1 these terms to think in them. However, I must say in all
2 fairness that for many, many years, many people in the profes-
3 sion have thought in terms of cooperation to produce the
4 most efficient type of operation with the least amount of
5 money.

6 THE CHAIRMAN: Mrs. Moore.

7 MRS. MOORE: Mr. Born, you are the Executive Sec-
8 retary of the State Library Agencies?

9 MR. BORN: Right.

10 MRS. MOORE: I don't find any reference to that
11 in your testimony. It surprises me that you didn't give a
12 little more attention to this, and for that reason I would
13 like to ask you some questions.

14 Are you familiar with Title 5 of the Elementary
15 and Secondary Education Act?

16 MR. BORN: Somewhat, yes.

17 I must say too, Mrs. Moore, that I have written
18 two letters. One of them came much later than the first.
19 And I devoted the first letter to the Public Libraries and
20 the second letter to the Association of State Library Agen-
21 cies.

22 MRS. MOORE: Well, I apologize for not having
23 seen that. I haven't been able to do it.

24 But the Elementary and Secondary Education Act
25 has a title for the improvement and upgrading of State De-

1 departments of Education.

2 I might, as an aside, indicate that I am a staff
3 member of the State Department of Education, and I know how
4 much this has helped in upgrading the State Departments of
5 Education and the staffs and their services, and coordinating
6 efforts as well. And I just wondered what you would think
7 about such a program for State Library Agencies?

8 This Title was devoted entirely to the upgrading
9 of staffs and services.

10 MR. BORN: I think that anything that would streng-
11 then the state library agencies would do a lot in improving
12 libraries and information services in all of the states, and
13 I would be in favor of any kind of legislation that would
14 provide this kind of strengthening of the state library
15 agency.

16 THE CHAIRMAN: Mr. Born, Mr. Stevens just gave me
17 your second letter, which got here too late to be distributed
18 to the other members of the Commission, but it will be in
19 time, and I thank you for it.

20 Are there any other questions for Mr. Born? Mr.
21 Aines.

22 COLONEL AINES: First, I would like to join with
23 the Chairman in commending you for a very fine paper, which
24 I have read.

25 In this document, you have one statement that

1 talks about the need for the public library consumer cultural
2 role.

3 Of course, we all agree to that, and I don't know
4 what the Commission could do about doing anything except
5 agreeing with you. What do you think might be done to make
6 the library closer to the people in a way that it is done
7 by the libraries themselves?

8 Is there any particular way that you think this
9 might be enhanced over and above what is now happening?

10 MR. BORN: Very definitely.

11 I think that this particular statement came out
12 of my experience in Columbus, Indiana, a small town of 25,000
13 in Southern Indiana, which had a very lagging, almost dead
14 library program. By involving different groups in the com-
15 munity in the library's activities, programming space within
16 the library for meetings, tapping of human resources within
17 the community for programs, providing a referral service for
18 getting people and ideas together, I think the library can
19 become a very vital force at the grass roots level.

20 COLONEL AINES: Reaching out?

21 MR. BORN: Yes.

22 COLONEL AINES: One other question:

23 The comment that you made about adapting to com-
24 munications, to a communications-centered culture, converted
25 partly in the course of the genre of what we are all talking

1 about, would you like to talk a little bit more about what
2 you foresee and what you would like to see as well?

3 MR. BORN: Yes. Traditionally libraries have been
4 oriented toward the printed word.

5 We know, as we move into an information society,
6 that information does not have to come necessarily from the
7 printed word, but that it can come from stored electronic
8 devices, that it comes from audio and visual storage, that
9 it comes from the human resource that I was just talking
10 about.

11 So that information, as such, is not limited to
12 just the printed word, but we have to tap it at all levels.
13 And I think that this is what I was trying to get at in that
14 particular statement, that we must incorporate the tools of
15 the twentieth century into the public library.

16 THE CHAIRMAN: Mr. Velde.

17 MR. VELDE: I would like to question you just
18 briefly about how to measure the effectiveness of the public
19 library:

20 What is new?

21 MR. BORN: We are working very hard, and the prof-
22 ession has been working very hard for ten years trying to find
23 some measure of effectiveness in public libraries.

24 We think now that we are getting somewhere. It
25 still has to be tested on a national level. And we may not

1 have funds for it because of various changes in philosophy
2 of our funding agency.

3 However, we have found that the traditional mea-
4 sures that we have used in public libraries -- circulation,
5 for instance -- do not really tell us too much about what
6 good the library is to society.

7 We are now trying to develop a method of testing
8 that will take, perhaps, two weeks out of the year, instead
9 of 365 days. And we are looking at such things as access-
10 ibility. How accessible is the material?

11 Is the patron satisfied when he comes into the
12 library? Is he finding what he wants?

13 We are looking at the age of the collection.

14 We are looking at the management patterns to see
15 if there is any validity in an authoritarian management versus
16 a participatory management.

17 And all of these then will be integrated into a
18 scale and this, we hope, will assess the health of the library
19 in relation to society, rather than just how many books we
20 circulate.

21 MISS SCOTT: You bring out the point of image
22 building.

23 THE CHAIRMAN: This is Miss Scott speaking.

24 MISS SCOTT: Have you any particular suggestions?
25 Is this the librarian you are speaking of, in building a better

1 image, or the library? Can you give me any suggestions along
2 these lines -- aside from keeping the public library open to
3 users at different hours?

4 MR. BORN: Yes, this is the real thing that helps
5 build the image.

6 I mean, as Mr. Marshall Field once said, "Give
7 the lady what she wants." I mean, if we really get in there
8 and find out what people need and want, and make every effort
9 to serve that need, then I think that we are on our way to
10 building an image.

11 But even beyond that, I think that librarians and
12 people who are responsible for the running of libraries, the
13 trustees, have to involve themselves in the politics of the
14 community, and have to really know what is going on in the
15 community, and be able to survey and find out and keep their
16 ear to the ground, so to speak, and really know what the com-
17 munity is.

18 We have assumed in the past that every library
19 was alike and that we could apply an equal standard to all of
20 them. In our changing society, I do not think that this is
21 now true.

22 In our city libraries, for instance, the urban
23 crisis is upon us. The response of the public library in
24 the urban area is going to have to be quite different from
25 the response of the library in the suburb. We may have to

1 resort to comic books to get people interested in reading and
2 interested in learning. Different standards of selection of
3 material, different standards of our approach, I think, are
4 going to be needed.

5 the chairman; I think we have time since I used
6 a little of your fifteen minutes by opening the session, Mr.
7 Born, we have time for one more question.

8 MR. BECKER:

9 MR. BECKER: Mr. Born, the public library is one
10 of our oldest institutions, and yet in your testimony you
11 say that it hasn't been possible to produce a clear definition
12 of what a public library is.

13 I assume that this has to do with the transitional
14 nature of the public library. But could you describe some of
15 the deliberations surrounding that kind of a statement, why
16 the public libraries are unable to define their own objectives
17 and goals?

18 MR. BORN: Part of it, I think, is because of the
19 great diversity that we have in libraries.

20 Some libraries in a small community, in a rural
21 area, for instance, are only open thirty-six hours a week,
22 maybe twelve hours a week. Is that a library? Is this
23 really giving library service to the community?

24 Some operate on collections that have been donated
25 by a woman's club within the community, which is a good way

1 to start, but is this type of material, which is out of date,
2 which is not relevant sometimes to the questions that are
3 being asked -- is this really a public library in the sense
4 that it is giving any measure of service?

5 So it is this kind of problem that is involved in
6 the defining of a public library. How do you define it?
7 Do you define it as its function?

8 If it is just an agency which is open to the public,
9 this is one thing. But if it is giving a certain level of
10 service, then this is another thing.

11 MR. BECKER: Yes, do public libraries view them-
12 selves as educational institutions in a formal or an informal
13 sense?

14 MR. BORN: I think so, and I would like to mention
15 one project going on in Dallas right now, in which the library
16 is cooperating with the university in giving examinations, making
17 college entrance examinations available to library patrons.
18 And I think that this type of involvement is going to become
19 more and more common.

20 Yes, public libraries do view themselves as educa-
21 tional institutions. They sometimes falter in really knowing what
22 their role is.

23 But again I think that it is related to materials.
24 We have been so used to being a purveyor of materials that we
25 sometimes neglect the information and reference aspect of what

1 a public library might be.

2 MR. BECKER: Thank you.

3 THE CHAIRMAN: All right, thank you very much, Mr.
4 Born.

5 Now Mr. Trezza.

6 Whereupon,

7 ALPHONSE F. TREZZA

8 was called as a witness, and was examined and testified as
9 follows:

10 MR. STEVENS: Al, excuse me, before you start, I
11 wonder if we could get Colonel Aines to switch with you to
12 bring you nearer to our reporter, so that we are sure to get
13 what you are saying.

14 Can we set a mike up? Well, we will try this and
15 see.

16 All right, while we are doing this, I should an-
17 nounce that the courtroom rules are that there should be no
18 smoking, and you are not allowed to take any pictures of us!

19 (Laughter.)

20 All right, Mr. Trezza, we all know who you are.
21 If you want to introduce yourself, go right ahead, for the
22 benefit of the audience.

23 MR. TREZZA: I am Director of the State Library
24 in Illinois, and I was previously Associate Executive Director
25 of the American Library Association.

1 THE CHAIRMAN: Yes, well, I am sure that all of
2 us read your paper with great interest. It was a very frank
3 and very definite paper.

4 I would like to start off with my question, which
5 is that you seem to think that we need more action and less
6 research, and that a good deal of research has been done al-
7 ready, most of which is on the shelves and is unused. And that,
8 I think, is probably so, but here we are a Commission newly
9 formed.

10 We are trying to get our bearings on which studies
11 really are worth while that have not been implemented, that
12 we might act on.

13 And secondly, since we are not a funding agency,
14 such money as we do manage to get from Congress is going to
15 have to be used for new kinds of studies to get data that we
16 haven't got now.

17 And I wondered whether you had any particular
18 studies in mind that really are now in a moribund state, but
19 could be revived by an active Commission that wanted to do
20 something about it, and also what kinds of research you thought
21 still were required.

22 MR. TREZZA: My feeling is that a lot of the re-
23 search that we have seen going on in the last few years is
24 what I call repetitive research. There is not really enough
25 of what I -- literature searching, and to take research al-

1 ready done and pull out the recommendations and see whether
2 anybody has ever done anything about it.

3 I have reached a point in Illinois, you know, for
4 example, I almost refuse to fund with L. S. C. A. funds for
5 the library any research. I will only fund what I call "ac-
6 tion programs". I want to get on with the job. I think that
7 our biggest problem is that we are afraid to face reality and
8 the hard decisions. It is a lot easier to put off the hard de-
9 cision and do more research.

10 The hard decision, for example -- take a national
11 one -- if the Library of Congress should be The National Li-
12 brary -- yet every time you bring it up, they want to study
13 it again, and all of the studying in the world is not going
14 to change it.

15 The hard decision that the Office of Education's Bu-
16 reau of Libraries and Learning Resources is not as effective
17 as it ought to be. Well, all the research in the world is not
18 going to change it. And only action will change it.

19 It is this kind of thing that I mean.

20 We always need research in certain areas:

21 We can have user studies in the past. Well, fine,
22 some of them might not be valid today, and you may need some
23 new user studies.

24 We talk about measuring the effectiveness of li-
25 brary service. I think that is almost a "will o the wisp".

1 I do think that some of the research will produce some ideas,
2 but it won't solve the problem, because the hard problem is,
3 can you subject the public to the kind of questioning in
4 order to get at the answer, is the library effective? The
5 average patron coming in refuses to be badgered by questions
6 and questionnaires.

7 I mean, you stop everybody at the door and say,
8 "Did you come in -- did you find what you wanted? Did you
9 like it? Did it serve?" You know, they just don't buy that.
10 And this is a difficult thing.

11 I think that we should stop doubting ourselves.
12 The library profession in an attempt in this last ten years
13 now in the world in general, we have suddenly become so in-
14 trospective that we question everything we do. We question
15 the validity of everything we do. I think that the libraries
16 ought to stop breast-beating, and start proclaiming that we
17 know that we are effective.

18 There is no question in my mind. The fact that
19 some people say so doesn't make it so. To me the public li-
20 brary is a very effective organization. You try closing one
21 in a small town and you will see how effective it is. You
22 can't, because there is a certain loyalty to that local public
23 library.

24 I know. We would love to consolidate some libraries
25 in Illinois. And I can assure you that it is virtually im-

1 possible because the people will say, "Well, we get what we
2 want out of this library. Just because you professionals don't
3 think it is any good, that is your business, but we get every-
4 thing we want."

5 And I don't think that the image of the libraries
6 is nearly as bad as people would like to make it. I think
7 the professional "do gooders" have used the library as simply
8 a whipping boy, and I think that we ought to stop that kind
9 of thing. That is what I mean by "action programming." We
10 ought to instead take a particular problem and resolve it.
11 And we don't need research to resolve it. All you need is
12 somebody who is going to take the leadership to do it.

13 THE CHAIRMAN: Good. Commission members?

14 Carlos.

15 DR. CUADRA: You mentioned several times a national
16 system.

17 I wondered what your concept of a national system
18 is, and what the nature of the partnership would be among
19 federal, state and local levels -- financially, and adminis-
20 tratively?

21 MR. TREZZA: The problem of coordination and co-
22 operation, which Mr. Born alluded to, also, I think, fits in
23 here.

24 We do talk about the essentiality of a national
25 system, which really is a big cooperative. And one of the

1 difficulties is that you have two things going:

2 A cooperative automatically conjures up fear in
3 the minds of the participants -- especially the "have's", who
4 feel that a cooperative is one in which they do all of the gi-
5 ving, and which they in effect are having their resources
6 drained.

7 On the other hand, you have the fears of the "have
8 not's", who fear, of course, being dominated and taken over.

9 Nevertheless, if you are going to have an effec-
10 tive national program, you must coordinate the best and the
11 total resources of this country, in order to avoid needless
12 duplication, in order to avoid a duplication of materials, a
13 duplication of bureaucracy, a duplication of staff of this
14 thing.

15 There has to be a local, state and national --
16 federal partnership. There is a basic role for the federal
17 government to play in the funding of library services in this
18 nation on a coordinated and national basis.

19 The federal government must get off of what we know
20 in L. S. C. A. as the experimenta, innovative, temporary
21 finding approach to funding in two levels: The basic approach
22 plus the other.

23 We can always use some money for innovation, for
24 experimentation, and feasibility. However, basic funds for
25 continuing service -- the recognition by the federal govern-

1 ment that the library service is essential to education, and
2 essential to the good of the people of this country, dictates
3 that we at the state level know that we can get at least a
4 certain minimal amount of federal funds every year.

5 I cannot in Illinois use any of my L. S. C. A.
6 funds for any basic funding because I have no way of knowing
7 what I am going to get next year.

8 In Illinois, for example, we haven't used one
9 nickel of the L. S. C. A. funds to support the State Library
10 Agency. I wouldn't do it. I wouldn't risk my staff's frame
11 of mind on the chance that the position might be eliminated
12 next year. We instead do that at the state level, you see.
13 If, however, we have some guarantee of some basic funding,
14 we could then say to the large public libraries, to the large
15 major institutions in our cooperative network that yes, there
16 is a formula which was developed on basic funding; every
17 year you know you will get this level. Now after that your
18 state funds and then your local funds, and the partnership
19 should give us enough funding to do the job.

20 It is an interesting question about whether aus-
21 terity helps cooperation or hurts it. And I would say it
22 depends. If the austerity is too much, it hurts it. If you
23 are too rich, it hurts it also. So I think that it is a
24 careful balance.

25 We have wasted a lot of money in this country on

1 automation projects -- all over this country, and practically
2 no two interface.

3 And if the Library of Congress doesn't really take
4 the leadership with M. A. R. C. in a much more vigorous way,
5 retrospectively as well -- you are going to have this con-
6 tinuation.

7 We have got to develop a national data base, for
8 example, where all of the networks can tap in and contribute
9 to it, but making sure that it is all being done in the
10 same acceptable manner, so that it immediately interfaces
11 and doesn't have to be redone. I have talked to the Library
12 of Congress, and the danger of my spending a million dollars
13 to do something, and then having it unacceptable in the
14 M. A. R. C. system without their redoing it is nonsense.
15 And it is this kind of thing.

16 So that a national network which has a broad data
17 base which anybody can tap into and add to or take from is
18 really what you need, and you can only do so if you adopt it
19 in two places:

20 First, at the state level, you have to have one
21 agency -- and we think that the State Library Agency is the
22 agency to coordinate at the state level -- to coordinate
23 all types of library services together in one statewide type
24 national network and not a multiplicity of networks.

25 And then at the federal level, the coordination

1 there, I think, has got to come from a combination of the
2 three national libraries, on the one hand, and the operating
3 a gency, which is the Bureau of Libraries and Learning Re-
4 sources. That is the agency that has got to be strengthened
5 to be an effective agency, rather than creating a new one.

6 THE CHAIRMAN: Bessie.

7 MRS. MOORE: I would like to change the question.

8 First of all, Mr. Trezza, I would like to say that
9 as a Board member of a State Library Agency for more than
10 thirty years, you have really hit the nail on the head on
11 the problems, and then I would like to compliment you for
12 having the insight.

13 I would like to change the line of questioning
14 for just a minute. I remember that the story was told that
15 President Kennedy, when he talked to Mr. McIntire, Mr. McIntire
16 said he wasn't qualified to come into his Cabinet, and
17 President-Elect Kennedy said "Unfortunately, there are no
18 schools for Cabinet members -- or Presidents either," he
19 said.

20 So the biggest problem in talking to state agen-
21 cies, to directors of state agencies, they tell me that one
22 of the biggest problems that they have is finding people who
23 know how to function at the state level. They may be very
24 effective at a local level, but they do not have the quali-
25 fications or the training necessary to function at the state

1 level.

2 So what I would like to question you a little bit
3 about is something that you may have an opinion on or you may
4 not -- is the effectiveness of the library education in this
5 country for librarians.

6 Some schools, I know, are moving in the direction
7 of having librarians take some courses in the college of
8 business administration, and in other areas which bear di-
9 rectly on their function, particularly as it affects the state
10 library agencies.

11 Would a graduate school of some sort where people
12 are given special training for working in state library agen-
13 cies, would it be effective? And do you think it would be
14 feasible to pursue something of this nature? Because all
15 state agencies seem to complain about this lack of qualified
16 personnel, that they are unable to hire at all.

17 MR. TREZZA: Well, you know, it is interesting.
18 I always hear criticism of the library education program in
19 this country. And that is because those of us out in the
20 field who have been out there for a while suddenly discovered
21 that we didn't learn everything that we were supposed to in
22 library school. And I am afraid that that is the problem of
23 all education.

24 Library schools will never be able to train any-
25 body to do all of the multiplicity of jobs that they have got

1 to meet. It is a base and only a base, and it is a beginning
2 a nd not an end of their education.

3 The responsibility, in my view, rests with the
4 state agency in developing a continuing education program for
5 that state, and you do it in two directions -- at least, we
6 a re trying to do it in two directions in Illinois:

7 We try to recognize the level of education and
8 training responsibility at what I call the local and in our
9 case system level. You see, in Illinois we are lucky; we
10 have the whole state encompassed in eighteen public library
11 systems, which we developed in very short order back in 1965.
12 We have 98.7 per cent of all of the public libraries involved.
13 The systems then have the responsibility for developing ed-
14 ucation for both trustees and librarians at the local level:

15 How do you make a small town librarian more know-
16 ledgeable about good library service? About working with the
17 system? About working with the state agency? About being
18 able to apply for grants, if they are available?

19 How do you work with the trustees so that they can
20 do a better job with their local authority in getting more
21 money?

22 All right, now you move up to the next level, which
23 is where you get the professional staff to know enough to do
24 the job at the state level as well as at the system and the
25 cooperative level.

1 . Again, the state agency has some responsibility
2 in developing some programs of its own, and working with the
3 existing formal educational institutions, the library schools,
4 in developing programming.

5 I feel very strongly, with my own staff, for ex-
6 ample, that one of my difficulties is finding good consultant
7 staff. I either get people who are not qualified enough, or
8 who are so over-qualified in terms of salary, at least, that
9 I can't get them. So what I do is I get the best I can get
10 in that middle category, and I pick my time and I keep a va-
11 cancy rather than fill it, to get a good person.

12 I then develop an in-service training program where
13 I bring in outside experts on certain areas. We, for example,
14 had a whole series of automation workshops for our basic
15 library staff so that they would know more about this whole
16 problem of automation, because our networking in Illinois is
17 going to be very strongly in the automated direction.

18 We did this with the management program. And so
19 we are doing this on quite a basis.

20 The Office of Education, for example, the Library
21 Services Branch, did do us a real service, I think, by in
22 effect requiring us to participate in the learning process on
23 planning and evaluation, which took place in four separate
24 time periods over a period of six months -- two full weeks,
25 a three-day period and another.

1 MRS. MOORE: Yes, I am familiar with it.

2 MR. TREZZA: And it was an excellent program. We
3 learned a lot from that, in spite of ourselves.

4 Some of us are trying to take that experience and
5 try to translate some of it back to the field. Now we again
6 in Illinois are using the Library Research Center at the Un-
7 iversity of Illinois, which we support almost completely --
8 their funds don't really -- to help us develop that kind of
9 a program for the libraries in the state.

10 In other words, we have got to do our own in-ser-
11 vice training program and continuing education program, with
12 library schools, and not again turn it back and say to the
13 library schools, "Why aren't you doing it?" Our constant
14 problem is that we always want the other guy to do it; we
15 don't recognize that we are part of the problem, and we are
16 part of the solution.

17 THE CHAIRMAN: Colonel Aines, do you have a ques-
18 tion?

19 COLONEL AINES: Yes, I do have one:

20 I feel very sympathetic with the last comment you
21 made in your letter, when you say "Unfortunately, most library
22 research that has been done rests on shelves unread and with
23 its recommendations ignored."

24 I am worried about the same problem, frankly,
25 tremendous studies that have been done in the last ten years,

1 and many in the last two or three years, and why does this,
2 in your mind exist, and why these recommendations?

3 Can you recall many of the things that you have
4 asked for, and many of the things that the previous speaker
5 has asked for, can you give some insight about what it is
6 about our method of seeking progress that seems to pay little
7 attention to these good recommendations that they made? The
8 resources? The reticence of people to accept them? What do
9 you think it is?

10 MR. TREZZA: It is again our failure to face up
11 to our responsibilities.

12 You see, it is very unpopular to try to put these
13 recommendations into operation because they require that you
14 are doing something. The minute you do something, you create
15 opposition. Every recommendation has some people who like
16 it and some who don't -- generally a minority that don't.
17 But so many people who are in sensitive positions would rather
18 not face up to the criticism.

19 At the state agency level, for example, every time
20 I make a decision, I know that I am going to get opposition.
21 Consequently, I have to make a basic decision, which says,
22 "I will either be an effective state agency head, or I will
23 be a popular one, but I cannot be both." Now I am like every
24 body else -- I love to be loved. But I will leave that to my
25 wife and not worry about the field!

1 (Laughter.)

2 And that is the problem.

3 There isn't a decision that I make that I don't
4 get a letter or a complaint or a phone call that there is
5 somebody saying, "What are you trying to do, take everything
6 over? You are a little dictator!" And everything else!
7 And I say that "I am sorry. When you get tired of me, get
8 rid of me. But as long as I am here I am going to make the
9 decisions, because the recommendation in Study A, B, or C
10 said we ought to do it and we are going to do it."

11 Now a lot of these recommendations are easy. But
12 they take time and effort. And what we do is we too quickly
13 give up Project A and move over to Project B, so we get the
14 recommendations of the study -- we had one made on M and R
15 and well, it is pretty easy now to just file it away, but we
16 are not; it tells us what we wanted to know, and we want to
17 make sure that we implement what the study says. It is not
18 that difficult, but it requires decision making. And most
19 librarians, like most people and trustees, are afraid to make
20 decisions because they can be second-guessed.

21 So be it, but I think that is our problem. How
22 do we train administrators, managers, to be good managers,
23 which means making decisions, and be willing to admit occasion-
24 ally that they made a mistake?

25 I readily admit that I occasionally make a mistake

1 (Laughter.)

2 THE CHAIRMAN: We have time for one more, and I
3 think that I would like to give the chance to the native of
4 Illinois.

5 You have the witness.

6 MR. LERNER: I would just like to ask Al to com-
7 ment on which way interstate library cooperation is moving,
8 if at all?

9 We do have megalopolises which are growing up in
10 this country in many areas. The Chicago area is one, St. Louis
11 perhaps, and other places. The State of Illinois touches
12 many other states.

13 Is there a substantial amount of interstate cooper-
14 ation at this point at the public library level? Or again,
15 are we going to have to force people into cooperation?

16 MR. TREZZA: There is not very much because there
17 isn't enough interstate cooperation.

18 You see, until you get cooperation within the
19 state, it is pretty hard to go out.

20 In Illinois again we think that we are closer to
21 cooperating with other states because our interstate cooper-
22 ation -- I guess intrastate would be a better word -- is best.
23 We already have a single statewide network of public librar-
24 ies. We think that we are prepared now to work with the
25 states around us.

1 We also find that we are in a position where we
2 are the "have", because we have Iowa on one side of us, and
3 Missouri on another, and Indiana on another, and Wisconsin,
4 and in many respects we are the stronger state in terms of
5 resources in libraries and what not. So we will get a chance
6 to practice what I keep saying, and that is unselfish cooper-
7 ation.

8 I maintain that we are never going to have a
9 viable national program, whether it is national or regional
10 or statewide cooperative, unless every member of the cooper-
11 ative is in it to help the other person and not for what they
12 are going to get out of it. Academic libraries are probably
13 the biggest stumbling block, who feel their primary respon-
14 sibility to their own clientele first and will not join any
15 cooperative for fear it will water down their service to their
16 own.

17 I maintain that that is short-sighted, and that
18 that will make cooperation impossible. Well, if you have that
19 within the state, look how much worse it is when you move
20 out.

21 Now there are certain kinds of projects which lend
22 themselves more easily to cutting across state and national
23 borders. Think of a basic national data base that he is
24 talking about -- now that is one that is more easily developed
25 across state lines. A serials information program is another

1 one.

2 So there are two or three.

3 And we have to operate at different levels, in
4 other words. You have got to first make sure that the state
5 itself is strong enough in its own library picture to be a
6 worthy partner for a national program.

7 You have then got to make sure that the people at
8 the national level, the big "have's", are going to go in it
9 with the idea of helping the total picture, knowing that they
10 may suffer some at the beginning, but knowing in the long
11 run that there is going to be a better use of the total fi-
12 nancial resources for the total library picture.

13 And I think that it is this give and take, and this
14 recognition. Librarians love to talk like librarians. We
15 have got the best history in the literature of cooperation.
16 But when it comes to the actual fact of it, only where they
17 could see a direct benefit would they really get into it.
18 And I keep telling every institution in the state, "If you
19 want to play the game, you are going to have to join in the
20 hope that some day you will get some place."

21 Now the big magic thing is money. And if we don't
22 have enough funding from the federal government and from
23 the states, we will never get cooperation.

24 I get cooperation in Illinois because I use my
25 L. S. C. A. funds that way. I dangle it. Do you want the

1 money? Here are the requirements:

2 No grant without a give and take. I will give you
3 A if you will do B and C.

4 And that is the only thing that works, because if
5 they can get the money without cooperating, why shouldn't
6 they?

7 If you give direct grants, for example, to large
8 public libraries in the urban areas -- which some people are
9 asking for, direct, without some responsibility, you will
10 temporarily help, but in the long run you will hurt. You
11 have got to go through some kind of a mechanism which requires
12 responsibility on the part of the giver, and on the part of the
13 receiver.

14 THE CHAIRMAN: Thank you very much, Mr. Trezza.
15 That was very good.

16 MR. STEVENS: Could we ask them to take a minute
17 and change that podium?

18 THE CHAIRMAN: Yes, do you want to do something
19 about this podium, Rod?

20 MR. SWARTZ: You can turn it down and set it down
21 on the floor.

22 THE CHAIRMAN: Yes, try that. It can't do any
23 harm, and if people can hear, I think that it is just as well
24 to do without it. But I was worried that they might not be
25 able to get what the speaker was saying.

1 Can you hear me? All right, good.

2 Well, the next witness is going to be Mr. Ervin
3 J. Gaines. Is he here?

4 Yes, Mr. Gaines, why don't you take a seat while
5 we are hooking things up? Thank you.

6 Whereupon,

7 ERVIN J. GAINES

8 was called as a witness, and was examined and testified as
9 follows:

10 THE CHAIRMAN: Mr. Gaines, will you introduce your-
11 self and then we will have our questions.

12 MR. GAINES: Yes, I am Ervin Gaines, the Director
13 of the Minneapolis Public Library.

14 THE CHAIRMAN: Yes, now, as you know, we have had
15 your paper and have read it.

16 MR. GAINES: Yes.

17 THE CHAIRMAN: And unless you want to add something
18 to what you have put in, to us, we can start on questions.
19 Have you got anything you would like to add?

20 MR. GAINES: Perhaps you would permit me to relate
21 one or two things that seem to be of concern to me.

22 In doing some rummaging around in statistics lately,
23 I learned that there is more money spent on the books for
24 academic libraries in the United States than there is on all
25 of the public libraries.

I checked to see whether this was also true locally

1 in Minnesota and it is.

2 What bothers me about that is not the money that
3 was spent for academic libraries, but the money that was not
4 spent for public libraries. In Minnesota, well, possibly
5 ten per cent of the population -- I am sorry, less than ten
6 per cent of the population -- would be in academic situations,
7 but more money is being spent for the books for those people
8 than for the books for the greater bulk of the population
9 that has no recourse to the academic environment and all that
10 it might mean in the way of education, enlightenment, and
11 information.

12 THE CHAIRMAN: By academic you mean --

13 MR. GAINES: I mean --

14 THE CHAIRMAN: Universities and research?

15 MR. GAINES: Right.

16 THE CHAIRMAN: Or just --

17 MR. GAINES: I mean post high school.

18 THE CHAIRMAN: Post high school?

19 MR. GAINES: Post high school institutions of
20 learning. I think that this indicates the great poverty of
21 the public library in the United States.

22 One other thing just to indicate a problem in our
23 state which might not be true so much in other states: We
24 have eighty-seven counties in Minnesota. Thirty-three of
25 them have no county library, although some of them do have

1 small town libraries.

2 Those thirty-three counties by the 1970 census had
3 610,000 people living in them, and again we see the poverty
4 of the public library movement, and the financing of the
5 public libraries, if we are very serious about giving people
6 information that they need.

7 One third thing:

8 You asked Mr. Trezza about library research being,
9 as it were, shelved without being read. I think that people
10 in other disciplines worry about the same thing.

11 We have a program that we are trying to develop
12 in Minnesota, based on -- we are trying to develop an ecology
13 library. We want to get information about the environment
14 back to the people of the state.

15 The man in charge of the Water Resources Center,
16 the Research Center at the University of Minnesota, says that
17 there are fifty thousand pieces of writing on water resources
18 in Minnesota, and he is worried about how the contents or
19 the distillation of the knowledge that is in those fifty
20 thousand papers can be made useful to the people of Minnesota.
21 And he doesn't know the answer to this question.

22 Thank you.

23 THE CHAIRMAN: Mr. Gaines, you have referred sev-
24 eral times in your paper to the eroding of the property tax
25 base.

1 What do you think ought to be done about the fi-
2 nancing of libraries through taxation? Is the property tax
3 not the proper base, or the best base, or the sole base?
4 What should be done about that?

5 MR. GAINES: I think that I would probably follow
6 the popular library trend here and suggest that more and more
7 of the support must be taken up by the states and by the fed-
8 eral government.

9 I think that I have pointed out in my letter that
10 not only is the tax base eroded, but the very nature of the
11 public library, which draws its sustenance from the local
12 tax base, creates a parochialism in its service pattern which
13 is no longer useful to us in modern society, particularly
14 when you talk about the resources of the large city libraries,
15 w hich should not be contained within the cities. But if
16 you draw your support from the local tax base, you encourage
17 the parochialism which is most destructive to the spread of
18 information.

19 THE CHAIRMAN: Miss Scott.

20 MISS SCOTT: You make a point that special libraries
21 have sprung up all over your state, and particularly in your
22 cities.

23 I am wondering whether the public library, you
24 feel, could really meet the needs of that specialized clien-
25 tele in business and industry?

1 MR. GAINES: I think so. I think it is a matter
2 of perception.

3 I notice, for example, we made a proposal two or
4 three years ago that we set up inside the city government a
5 municipal reference library -- hardly a novel scheme. One
6 of the people in the city government said -- wrote a paper,
7 indicating that it shouldn't be turned over to public li-
8 brarians because public librarians don't know how to do this
9 sort of thing.

10 I think that again it is a matter of perception.
11 Of course, public librarians know how to run a municipal re-
12 ference library as well as they know how to run any other
13 kind of library, given the tools and the means.

14 I think that libraries tend to proliferate because
15 of the failure to see the information gathering and dissem-
16 ination problem as a whole. We need a holistic approach to
17 this. And only this will prevent the fragmentation of infor-
18 mation.

19 MISS SCOTT: Do you consider this as a threat then,
20 the rise of the public -- of the special library as opposed
21 to the public library user?

22 MR. GAINES: As a threat?

23 MISS SCOTT Yes.

24 MR. GAINES: No, I don't see it as a threat.

25 MISS SCOTT: Could there be more cooperation?

1 MR. GAINES: No, just as a mistake, just as I see
2 the development over the years of law libraries as distinct
3 from other kinds of libraries and this is very commonplace
4 in my state -- but I don't see why law libraries should be
5 segregated and separated from other libraries.

6 I trust that lawyers need more than law books and
7 statutes to work with -- and, of course, they do. But their
8 law libraries don't respond normally in this way.

9 THE CHAIRMAN: Mrs. Moore.

10 MR. GAINES: Medical libraries too.

11 MRS. MOORE: You are aware, I am sure, that li-
12 braries have been added as a specific item on the revenue
13 sharing.

14 MR. GAINES: I am delighted to know this.

15 MRS. MOORE: And it appears that this will pass,
16 according to the Conference Report.

17 MR. GAINES: Yes.

18 MRS. MOORE: What effect -- and this does; I in-
19 quired specifically and it does include both operations and
20 maintenance and building -- that these funds will be spent
21 for.

22 What effect do you think that this is going to
23 have at the state level? I mean, for libraries, both local
24 and for state agencies?

25 MR. GAINES: I guess I really can't answer the

1 question because I don't know the content of the bill or the
2 amount of money that might become available. We are still
3 grappling just to catch up with the information.

4 We understand in Minneapolis that about four and
5 a half million dollars of federal revenue sharing will come
6 to the city. I haven't the foggiest notion how much of this
7 might go to libraries.

8 MRS. MOORE: Well, this is the point of my question
9 really.

10 Do you think that libraries will have -- of course,
11 there are a number of things that are specifically listed
12 for which funds may be spent, and the libraries are supposed
13 to be in competition with many agencies for this money.

14 MR. GAINES: Yes.

15 MRS. MOORE: In Minnesota, for example, in your
16 opinion will the libraries have sufficient political clout to
17 be able to claim a good share of these funds?

18 MR. GAINES: If past experience is a measure, the
19 answer is no.

20 THE CHAIRMAN: Mr. Cuadra.

21 DR. CUADRA: You mentioned in your testimony that
22 it would be very difficult to have libraries be equal because
23 there are large ones and small ones, but thinking not in
24 terms of the libraries as an institution but in terms of
25 service, is it at all conceivable that there could be some-

1 thing like equal access to library service, and is that a
2 desirable or even a reasonable national objective?

3 MR. GAINES: Well, most emphatically yes to both
4 questions.

5 That is, I think that it is possible and I think
6 it must be done.

7 But equal access, of course, must be distinguished
8 from the question of equal facilities spread over a large
9 geographical or population base. I think your libraries must
10 be uneven and you don't want to create lots of strength in
11 many places. You want nodes or centers of strength from
12 which the information will flow.

13 THE CHAIRMAN: Mr. Lerner.

14 MR. LERNER: Mr. Gaines, would you explain -- you
15 refer in a number of places to a proposal for direct aid to
16 cities by the Urban Library Trustees Council. Could you ex-
17 plain that to the members of the Commission and say why you
18 think we should support such a move?

19 MR. GAINES: Yes, there is a movement that some
20 of you may be familiar with on the part of the urban libraries
21 to ask specifically for aid to urban centers, irrespective
22 of what happens elsewhere.

23 I think that there are two reasons for this, or
24 maybe more than two:

25 One is that it is by now a well known fact that

1 cities cannot support themselves any longer. And therefore,
2 libraries, as part of city government, must share in the po-
3 verty of the city.

4 However, most of the city libraries -- and par-
5 ticularly in the older group -- are very fine institutions which
6 bring a great heritage from the past. They cost more to run
7 than others and, therefore, I think that for two reasons then
8 they should receive special consideration:

9 One, they have great resources.

10 And two, their cost of operation is necessarily
11 greater than the cost of operation of the smaller and newer
12 libraries that may be in the outlying areas.

13 THE CHAIRMAN: Yes, Andy.

14 COLONEL AINES: I am very much interested in your
15 comment about give away programs where books and documents
16 are regarded as expendable items not to be properly loaned
17 and retrieved -- and you mentioned the Armed Forces Book Pro-
18 gram in World War II.

19 I remember that program very well. As a matter
20 of fact, I still have one book on the art of clear thinking,
21 which has done me no good over the years, I am sure!

22 (Laughter.)

23 I bring the matter up largely because, let us say,
24 we find some mechanism to do just what you are suggesting,
25 and we are able to provide books for people, let us say, in

1 the depressed areas -- how are we going to pry them away from
2 their television sets to read those books?

3 MR. GAINES: I don't worry too much about competing
4 with other media. I think that we have to take our chances in
5 that marketplace.

6 It is the lack of availability that worries me.
7 There are an awful lot of people still in this country who
8 really don't have the opportunity to get their hands on books.
9 And this is one way to make it possible.

10 I might diverge or digress and point out that we
11 are terribly property conscious. Most libraries spend fifteen
12 per cent of their annual income on materials, and then they
13 spend the rest of the money protecting the materials against
14 theft and use by human beings -- and all sorts of other bad
15 things!

16 (Laughter.)

17 It would be so much cheaper truly if we stopped
18 looking upon books as something that needs to be protected
19 and made them useful to people. If we spent more -- a little
20 bit more -- money on books and less on protection, it probably
21 wouldn't cost very much more, and we could afford to, if not
22 actually give them away, at least be much more lavish and
23 open in the use of the materials than most libraries can afford
24 to be at the present time.

25 THE CHAIRMAN: Mr. Becker.

1 MR. BECKER: Ervin, in your testimony you talk about
2 going beyond state borders.

3 Can you describe what kind of compacts are neces-
4 sary for interstate library cooperation and also what you
5 think could be done at the national level to facilitate such
6 compacts?

7 MR. GAINES: I guess I am not terribly well qual-
8 ified to answer your question, but I would presume that one
9 mechanism is the Joint Exercise of Powers Act, which I suppose
10 is in force in most of the States in the Union -- but I don't
11 know.

12 You can do it under that arrangement -- just simply
13 make contracts for service. But I am sure that there must be
14 special problems where the States abut each other and have
15 dense populations:

16 I think of the Philadelphia and New Jersey and
17 Delaware problem.

18 And I think of the New York, New Jersey, Connecticut
19 problem.

20 I am sure that there must be all sorts of special
21 problems there that I am not acquainted with at all. So I
22 am not very well qualified to answer your question.

23 THE CHAIRMAN: Any further questions? If not,
24 Mr. Gaines --

25 MR. GAINES: Thank you, Dr. Burkhardt.

1 THE CHAIRMAN: Thank you very much indeed.

2 MR. GAINES: Thank you.

3 THE CHAIRMAN: Now our next witness is Ms. Rose
4 Vainstein.

5 Is she here?

6 MRS. RESZETAR: She is not here yet.

7 THE CHAIRMAN: She is not here yet?

8 MR. STEVENS: It would be a good time for announce-
9 ments.

10 THE CHAIRMAN: All right, Mr. Stevens has a few
11 announcements to make while we wait, and then we might go on
12 with another witness.

13 MR. STEVENS: I think that the Commission members
14 in the room might want to know that since we didn't have the time
15 before we started this meeting today to know that since the
16 meeting does go through the entire day without a break for
17 us, that there is a retiring room off to my right behind some
18 of you, to the left of others, through these doors, and that
19 we will try to provide in mid morning for the Commissioners
20 an opportunity to have a cup of coffee and to be away one at
21 a time or two at a time from this table.

22 At lunchtime we will also provide some sandwiches
23 there and we will also again pull out for a minute or two,
24 if we can, to get away for a break there.

25 It is probably a good moment too to tell you about

1 our arrangements for tomorrow for our regular meeting, which
2 will be in the First National Bank Building and will be in
3 the Trust Department Conference Room on the fifteenth floor
4 on both Thursday and Friday. And we will enter at the Dear-
5 born Street Entrance and go into the bank on the Dearborn
6 Street side.

7 It is both a tenant building and a bank building,
8 and we will go into the bank and take the elevator to the
9 fifteenth floor, and we will try to have someone there to
10 meet you in time to show you where that conference room is
11 from that bank of elevators within the bank.

12 THE CHAIRMAN: Thank you.

13 I understand that Ms. Casey is here and could take
14 the stand. Would you like to take the stand?

15 Whereupon

16 GENEVIEVE M. CASEY

17 was called as a witness, and was examined and testified as
18 follows:

19 THE CHAIRMAN: Would you introduce yourself, Ms.
20 Casey, for the benefit of our stenographer, and then if you
21 have anything to add to your statement or want to emphasize
22 some point you have made already, please do, and then we will
23 ask you questions.

24 MS. CASEY: All right.

25 I am Genevieve Casey, a Professor of Library Science

1 at Wayne State University, in Detroit.

2 And in general what I guess I am concerned about
3 p articularly this morning is the policies that might indeed
4 be fostered about the public library in its present identity
5 crisis, and also very specifically the whole question of the
6 need to upgrade the current work force in libraries of all
7 types and the need for some kind of national planning and
8 encouragement to make this possible.

9 These are the two general areas that I find of
10 particular concern.

11 THE CHAIRMAN: Yes.

12 MS. CASEY: I take it you don't want me to kind of
13 summarize what I have already written?

14 THE CHAIRMAN: No, we have read it, and I think
15 that most of us have some questions to put to you, and I
16 think it would be more efficient if we used our time that way,
17 if you don't mind.

18 MS. CASEY: Sure.

19 THE CHAIRMAN: Do any of the Commission members
20 have a question?

21 Mrs. Moore.

22 MRS. MOORE: I would like to pursue my question
23 that I asked someone else -- I don't know whether Ms. Casey
24 was in the room or not:

25 In your library education program, do your students

1 take courses in other colleges or the college of business
2 administration, say, for instance, courses in management or
3 courses in economics and so on?

4 MS CASEY: Yes, they do, Mrs. Moore, depending upon
5 their particular interest and the particular kind of library
6 for which they feel they are preparing themselves, they are
7 encouraged to take courses in other parts of the university,
8 as well as, of course, like every library school, I suppose,
9 we are experimenting in a variety of patterns in a sort of
10 interdisciplinary instruction within the library school in
11 which we bring people in, for example, in the last year. We
12 have been running an experimental curriculum, preparing some
13 twenty largely minority students to work in the inner cities
14 in public libraries.

15 And in that experimental curriculum, we had two
16 sort of co-directors with me, from our Center for Urban
17 Studies -- one of them a sociologist and one of the a poli-
18 tical scientist, and these people had a very intimate connec-
19 tion with the students and with the curriculum throughout
20 the year.

21 You see, we do that kind of thing as well as en-
22 courage the students to take electives.

23 THE CHAIRMAN: Miss Casey, in your paper you say
24 there is some concern now about whether these funds -- meaning
25 the L. S. C. A. funds -- are only intensifying patterns of

1 service and organization which are no longer viable.

2 Do you share that concern, or do you think that
3 it is misplaced? Or what is your opinion, your own opinion
4 of that?

5 MS. CASEY: Yes, I think the L. S. C. A. has cer-
6 tainly accomplished a great deal for public libraries and
7 public library service.

8 And I think that one of the best things that L. S.
9 C. A. has done -- which they are now continuing to do and,
10 in fact, intensifying in the present legislation -- is to
11 really require each state to plan carefully for the develop-
12 ment of their library services. And I think that these plans
13 have been useful in terms of identifying within each state,
14 at least, some kinds of standards, some kind of understanding
15 of what needs doing.

16 I think that the present legislation that is re-
17 quiring more specifically a five-year long-range plan is going
18 to be very effective.

19 THE CHAIRMAN: So you are generally in favor of it?
20 But you don't think that they are perpetuating outmoded and
21 extinct patterns?

22 MS. CASEY: No, but I think that many, many people,
23 many funding agencies, many citizens in the country, are having
24 some doubts about the public library as it presently is struc-
25 tured.

1 I think that the documentation on that is that
2 public libraries are often in such bad fiscal states. And
3 I think that there is a rather general agreement that there
4 has to be some kind of major re-thinking about what the public
5 library is about, and what it is for, if indeed it is a
6 viable institution.

7 And in that sense, I think that we need some kind
8 of encouragement at the federal level to experiment in new
9 roles for the public library.

10 THE CHAIRMAN: Bud.

11 MR. VELDE: Ms. Casey, in the library education
12 program for librarians, what do they see as the role of the
13 trustee of a public library?

14 MS. CASEY: Well, I can't speak for all of my
15 colleagues, but I guess I can tell you about my own library
16 school.

17 We include in our course in public library systems
18 where this would come up, input about trustees and about what
19 the role of the trustee is, and the history of the trustee
20 movement, et cetera.

21 One of the concerns that we are bringing to the
22 attention of the students these days is the whole question
23 about whether trustees, as they have been conceived in the
24 governing of libraries, whether the whole question of the
25 trustee as a representative of the community as it were --

1 we are beginning to wonder, I think, and many people are
2 beginning to wonder, whether trustees are sufficiently re-
3 presentative of the community.

4 And I don't think this would negate that one needs
5 a small group of trustees who are responsible citizens and
6 are charged with the governing of the library. My personal
7 view is that this is a very important kind of thing, and that
8 we should continue.

9 But I do think that the public library -- just as
10 the public schools -- is faced with the plurality in big
11 cities, is faced with a need to allow more opportunity for
12 neighborhood people, as it were, to express their wishes about
13 the public library.

14 And I think that we are in a state now where we
15 have to do a great deal of very careful thinking about these
16 advisory groups, these neighborhood advisory groups, and what
17 their relationship indeed should be to the trustee, and what
18 their relationship should be to the library, and what we mean
19 by "advising" and what we mean by "governing". It is my
20 personal view that public libraries would do very well to
21 move very carefully and expeditiously into this area of the
22 participation of a wider group of citizens in planning for
23 the library.

24 And I think that we have some lessons to learn
25 from the schools that have had some bad problems to face.

1 I don't know if I have answered your question.

2 THE CHAIRMAN: Mr. Becker.

3 MR. BECKER: Genevieve, I thought your statement
4 on the need for a conference to re-think the public library
5 in this identity crisis, as you call it, was very eloquent.
6 There have also been suggestions, as you know, from A. L. A.
7 for a White House Conference on Libraries.

8 My question is, do you think that the public li-
9 brary issue could be made part of such a conference? Or would
10 it have to proceed independently?

11 MS. CASEY: Well, I guess I would think, Joe, that
12 indeed a White House Conference on Libraries would be a very
13 interesting and useful thing, and that indeed some consider-
14 ation of the public library as a part of that would -- you
15 know, one would assume.

16 I was thinking in the statement that I made to the
17 National Commission rather more of some kind of thinking,
18 working kinds of conferences -- possibly not one, but a series
19 of them -- that might indeed precede a White House Conference,
20 and would be quite a different kind of thing. I am thinking
21 of the kind of working conference that actually would sort
22 of extend the state of the art, rather than publicize the
23 plight, let us say.

24 MR. BECKER: Has there been one such conference
25 like that among public librarians in the past?

1 MS. CASEY: I don't know of any, Joe. There may
2 have been, but I don't know.

3 MR. BECKER: Yes.

4 MS. CASEY: I don't think one can do -- that one
5 could take up all of the problems that there are in a single
6 conference. It seems to me that a series of small working
7 conferences with a kind of central overall plan would be more
8 productive than a single one in which you attempt to look at,
9 you know, everything there is to look at.

10 MR. BECKER: Yes.

11 THE CHAIRMAN: Lou.

12 MR. LERNER: Now, Ms. Casey, on page 2 you say
13 something which disturbs me very much. You say:

14 "As major urban libraries lose their traditional
15 clientele in the widespread flight to the suburbs, they
16 face such crucial problems as:"

17 And I go down to 2:

18 "2. Excellent and expensive-to-maintain, undup-
19 licatable research level collections, relatively unused
20 by the core city residents, and in great demand by
21 businesses, industries, students, professional people
22 and other residents of the suburbs, to whom they are
23 legally closed."

24 Now are you saying to me that major collections
25 in big city libraries are closed to residents of the suburbs?

1 I find that disturbing both ways, because I would assume that
2 it would be more natural to have the residents of the suburbs
3 protecting their precious collections from the people of the
4 city.

5 In Chicago, for example, twenty-five per cent of
6 our total usage of the C. P. L. is by suburbanites.

7 MS. CASEY: Yes, let me explain what I mean:

8 I don't suppose that there is a public library
9 in the country that requires a certificate of residence for
10 people who walk through the doors. Obviously, libraries do
11 not do that and do not wish to do it.

12 On the other hand -- and let me talk about my own
13 town of Detroit because I know better what is going on than
14 in Chicago -- something over one-third of the use of the
15 Detroit Public Library is by people who are not residents.
16 I think it was thirty-seven per cent the last time we looked.
17 Although these non-residents indeed do walk in the door and
18 indeed do use some of the services that are there, they don't
19 pay for them. And in that sense, they really do not have legal
20 access.

21 They, of course, are unable to unless -- they really
22 are unable now to borrow materials from the library. And
23 this whole question of a use by people who are not taxpayers
24 and supporters of an agency is what I am talking about.

25 MR. LERNER: Could I pursue this just for a min-

1 ute now?

2 My earnest concern is that this-- would not a lot
3 of this be solved by county or regional cooperation on an-
4 other level?

5 What about the people who live in the suburbs?
6 Should not they be prevented from using that library if, in
7 fact, inner city residents can't use the Bloomfield Hills
8 Library, for example, if they feel like it? Is this, should
9 this not be attacked on a county-wide or regional basis?

10 MS. CASEY: Oh, I couldn't agree more, but those
11 of us who have worked hard to achieve these kinds of trans-
12 cending of political boundaries have found out that it is really
13 very difficult.

14 It is difficult, for one thing, because the su-
15 burban communities are also over-extended and also attempting
16 to build up basic services and are not that interested in
17 putting money into the core city in lots of ways, including
18 libraries.

19 States are often finding themselves in fiscal
20 problems and are not that interested in putting money into
21 regional libraries.

22 Sure, there are a number of patterns in which it
23 can be done, a number of patterns in which it can be at-
24 tempted, and in some degree is being achieved -- but it is
25 not easy.

1 THE CHAIRMAN: Colonel Aines.

2 COLONEL AINES: Professor Casey, I read your paper
3 with great enjoyment. It was a very thoughtful document, as
4 some of the previous documents have been. There are some
5 threads that tie them together, and some thoughts that are
6 unique.

7 Supposing you had Aladdin's lamp in front of you,
8 and it was involved and it had the capability of using the
9 new technology that you mentioned in your document as offer-
10 ing the possibility of new levels of access and new skills
11 for librarians, providing yet another problem in terms of
12 the requirement of centralization, and at the same time a
13 counter trend toward decentralization and community control
14 challenges in traditional library organization.

15 Now you have that lamp in front of you and you
16 can stroke it and have the genie come out and do what you
17 want, what would you have the technology do in say the next
18 three to five years, the technology that we now have?

19 MS. CASEY: That is quite an Aladdin's lamp!

20 COLONEL AINES: Yes, it is.

21 MS. CASEY: I don't know if I can give you a com-
22 prehensive answer.

23 Let me give you an example of one of the things
24 that I see as necessary just within the public -- popular
25 public library service -- and this is possibly by no means

1 the most important thing that I would get out of this lamp:

2 I think that it is true that indeed all of us are
3 a much more mobile population than we ever were. You know,
4 I fly over from Detroit and you people fly in from all over
5 and, you know, one day you are in Boston and the next you
6 are in Los Angeles. So we are very mobile. We are more mobile
7 than people have ever been.

8 However, I think that there is indeed a counter
9 trend toward almost immobility. There is a counter trend in
10 the cities, in the crime in the streets, and people show a
11 genuine reluctance to go out on the streets -- especially
12 at night.

13 There is a counter trend in most of us being just
14 terribly busy. Many, many families where indeed mother and
15 father are both working -- and people really don't have all
16 of this leisure that we keep talking about. That is another
17 kind of counter trend, I think, toward immobility.

18 I think people -- what people really want is in-
19 formation sources, as well as a kind of wider kind of cul-
20 tural artistic record -- what people really want is this
21 brought into their homes and into their offices. And I am
22 talking about new technology -- again this is a kind of a
23 minor sort of little gift from your lamp.

24 I would like to see a situation where the Detroit
25 Public Library, to be exact, sent me every week or two weeks

1 or so a listing of the materials that they acquired that
2 were in terms of my particular interests and they are, you
3 know, broad, general, different kinds of interests that aren't
4 everybody's.

5 I like to read sixteenth century Spanish literature,
6 for example. I like some kinds of poetry. I like to see a
7 certain very special kind of mystery story. I like to know
8 what the National Commission on Libraries is doing -- just,
9 you know, kind of broad general things that I would like to
10 see.

11 I would like to see that list come to my office.
12 And I would like to be able to check off on it what I wanted.
13 And I would like that material then to be delivered to me.
14 And I would read lots more things and have much better access
15 to that record because there is almost too much in the record --
16 it isn't that there isn't enough.

17 When I want information, I would like it if I
18 could easily communicate with the, let's say, Detroit Public
19 Library, and see that information on a screen ahead of me.
20 Yesterday, when I wanted to know who the members were of this
21 Commission again, and where you came from, I would like to see
22 that on my screen. I don't want to take the time just to go
23 look.

24 I think that this whole level of access, which is
25 a kind of a massive S. D. I. system, of course -- it is just

1 a little thing.

2 And another little thing that, perhaps, I would get
3 out of the lamp -- and maybe I wouldn't have to, if I could
4 have only one wish, my university, for example, is decen-
5 tralizing to a degree. It is establishing what we call "ex-
6 tension campuses" out in the suburbs, where many of our stu-
7 dents are.

8 One of the real difficulties in establishing these
9 kinds of extension activities is library services, because
10 to duplicate the several million volumes of the Wayne State
11 University Library -- it is just not possible.

12 I would like to see a situation, as a start, where
13 the catalogue of the University is on line computer, so that
14 the students could do their reference work out there at remote
15 control. Now that isn't going to get the materials to them;
16 that is another subject.

17 THE CHAIRMAN: Right.

18 MS. CASEY: Could I have that in the lamp, please?

19 (Laughter.)

20 THE CHAIRMAN: Well, thank you very much. I am
21 afraid that we must now proceed to the next witness, and I
22 think Professor Vainstein has arrived. Thank you again, Ms.
23 Casey.

24 MS. CASEY: Thank you.

25 MR. STEVENS: Can I just make an announcement?

1 THE CHAIRMAN: Yes, Mr. Stevens.

2 MR. STEVENS: Again for the benefit of the Com-
3 missioners, the arrangement on coffee has been switched.
4 Thanks to Lou Lerner and a friend of his, who is Representa-
5 tive Mikva, coffee for the Commissioners will be available
6 in Room 2302D -- 2302D.

7 Our other guests might like to know that there is
8 a cafeteria in the building on the second floor, and coffee
9 is available there. There are also coffee lounges on the
10 fourteenth and other floors.

11 THE CHAIRMAN: While we are interrupting, I should
12 also announce that we have left a period from 11:30 to 1:30
13 for unscheduled testimony, and I believe some of you have
14 already signed up to say something there.

15 We are signed up until 12:20 now, but if any of
16 you would like to get on that list and just talk to, I guess
17 who is responsible.

18 MR. STEVENS: Swartz.

19 THE CHAIRMAN: Mr. Swartz there is taking down the
20 names.

21 Whereupon,

22 ROSE VAINSTEIN

23 was called as a witness, and was examined and testified as
24 follows:

25 THE CHAIRMAN: All right, Professor Vainstein, would

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you introduce yourself and then we will ask you questions on your paper.

PROFESSOR VAINSTEIN: My name is Rose Vainstein, and I am on the faculty of the School of Library Science at the University of Michigan, and have been there four years now, starting my fifth, and prior to that have been a practicing public librarian, as well as a bureaucrat in the U. S. Office of Education.

THE CHAIRMAN: Right.

Ms. Vainstein, if I may start the questioning, in your paper, on pages 3 and 4, you mention the business of federal support, which has, of course, come up several times now, and I believe that it is a fairly safe generalization to make that most of the librarians in this country think that federal assistance has got to come.

The problem you raise though is the long-range planning part of it, and the priorities, because, as you know, federal money is year-by-year money usually, and it is very difficult to get ten-year spans funded in advance.

And one of the problems of planning for libraries makes it necessary. Now do you think that federal assistance can be revised in a way so that it can permit of long-range planning?

Or is this something that we simply have to live with and do the best we can with, as long as we can get the

1 year-by-year priority in the minds of people?

2 PROFESSOR VAINSTEIN: Having worked for the fed-
3 eral government, I am aware of the pragmatic approach of
4 appropriations and the passing of laws, and matters that re-
5 late to that.

6 I think that what I had in mind was something re-
7 lating to what I am going to call ground rules that somehow
8 have shifted from time to time, in the sense that local li-
9 braries or state library agencies haven't been certain as to
10 the federal priorities. And as the federal priorities change,
11 then there is a very mad scrambling of trying to devise some
12 programs or proposals for funding that would fit into the new
13 priorities, or the new emphasis.

14 And I think that this prevents the more orderly
15 kind of development relating the local library to the stage
16 library agency.

17 I can see in a time of changing world situation
18 and our own situation, that priorities will have to change
19 from time to time. But the changes and the shifts, I think,
20 have been such that very often libraries are taking advantage
21 without having had ample time to think through particular
22 programs and without being able to "piggyback" on what they
23 have already done in a very meaningful way.

24 And I think that it is that kind of thing that I
25 had in mind, rather than being assured that for "X" years

1 ahead, that the federal government would indeed provide for
2 libraries.

3 THE CHAIRMAN: I see.

4 Commission members? Do you have any questions?
5 Mr. Cuadra.

6 DR. CUADRA: Yes, I have one.

7 You mentioned on page 3, Rose, that we ought to
8 concentrate on the plural or plurastic -- plural --

9 PROFESSOR VAINSTEIN: It is supposed to be "plur-
10 alistic", yes.

11 DR. CUADRA: Pluralistic approach to public library
12 development, and that we ought to avoid any monolithic pat-
13 terns.

14 PROFESSOR VAINSTEIN: Yes.

15 DR. CUADRA: I wonder if you would say a little bit
16 more about that, and specifically indicate what it is you think
17 we ought to avoid?

18 PROFESSOR VAINSTEIN: Yes, I think that --

19 DR. CUADRA: How much can we afford to be plural-
20 istic? And where is the dividing line?

21 Who decides whether a given library or library
22 system is responding to the unique needs of its clientele, or
23 is being pig-headedly individualistic? Who makes that de-
24 cision?

25 PROFESSOR VAINSTEIN: Yes, I very firmly believe

1 in a pluralistic approach, and I think that this would be
2 one of the strengths of our society.

3 I would hate very much to see libraries standing
4 so centralized and so rigidly coordinated that there was no
5 opportunity locally to respond to particularly needs based
6 on whatever is the level of library development, or whatever
7 happens to be the particular need.

8 It occurs to me that the options for what I am
9 trying to get at, that within some general guidelines, that
10 the federal government can indeed have certain kinds of pri-
11 orities, but that the way in which the local library takes
12 advantage and the decision making about which of several
13 options to take -- this, I feel very strongly, belongs to
14 both the states and to the local libraries.

15 I would hate to see this so centralized -- whether
16 in education or in libraries -- that every single library is
17 exactly identical in terms of collection and in terms of
18 staff and in terms of services, because I don't think that
19 every community is identical in terms of what it needs. But
20 I think that it ought to be responding to the differences
21 within states, whether it is metropolitan problems, suburban
22 rural, whether we are talking about the areas that are widely
23 dispersed, or whether we are talking about the highly popu-
24 lous states.

25 And I can see tremendous differences and a tre-

1 mendous difference in response.

2 DR. CUADRA: In the unlikely circumstance that
3 the federal government would fund public libraries on a
4 national --

5 PROFESSOR VAINSTEIN: That is devoutly to be
6 hoped!

7 DR. CUADRA: One hundred per cent federally funded,
8 would that be a good idea or a bad idea?

9 PROFESSOR VAINSTEIN: As far as the funding of
10 public libraries is concerned, I would see it as a tripartite
11 responsibility -- local, state and federal.

12 I could see different proportions, however, depend-
13 ing upon fiscal conditions and other kinds of needs in par-
14 ticular states. But I could see the federal money taking
15 care of, for example, equalization factors. I could see the
16 federal money assisting in experimental programs in research.
17 And then I can see the proportion from the state and the
18 local varying according to the capabilities of an area.

19 I would prefer to see it on a tripartite basis,
20 rather than on a single basis.

21 THE CHAIRMAN: Colonel Aines.

22 COLONEL AINES: Professor, I am going to address
23 you now as an educator.

24 PROFESSOR VAINSTEIN: Yes.

25 COLONEL AINES: Yesterday I had the privilege of

1 making an address to a group assembled in Cincinnati on na-
2 tional environmental information. They came from all over
3 the country, all dedicated to the belief that there has to
4 be a better environmental quality information data system.
5 They had many very well known figures who addressed them,
6 including the heads of C. E. Q. -- the Council on Environ-
7 mental Quality and other groups.

8 The thought struck me, as I was talking in my own
9 speech to that group that the educational process as we have
10 it today doesn't seem to be preparing people to enter these
11 kinds of arenas, which will be those that are growing in terms
12 of information systems to serve problem solutions that society
13 deems important.

14 And I wonder what you think might be done to insure
15 the involvement of the people coming out of the library schools
16 in these programs.

17 PROFESSOR VAINSTEIN: So much that I hardly know
18 where to start:

19 It relates in part to the faculties themselves.
20 The faculty must be alert to this kind of opportunity. It
21 relates also to the recruitment of the kind of people that
22 we recruit for the profession. I am not always certain that
23 we are recruiting to the profession the kind of person who will
24 respond to these needs.

25 And then it also relates to those people who are

1 presently in practice -- and there are many of those -- who
2 will continue to be librarians for ten or fifteen or twenty
3 years.

4 So it is on all three levels.

5 And it occurs to me that one of the things that
6 this Commission might do would be to highlight the importance
7 of allowing faculty a kind of opportunity -- not allowing,
8 encouraging, I think is a better word -- to become better
9 informed themselves so that they can indeed then relate this
10 to the instruction program, but not on an overload basis.

11 I don't know if Genevieve Casey will agree with me,
12 but most of the new things that we try to do or any improve-
13 ment that we try to do, is always on an overload basis to
14 that which we are now doing.

15 And if I can use something that Jesse Shera talked
16 about many years ago, people are always trying to repair the
17 cracks on the highways while the trains or the cars or the
18 trucks are going on it. So this is quite a hard topic.

19 So at the same time that I am conscious of that,
20 I am also teaching in a everyday kind of way, trying to keep
21 up with those things, so that the kind of opportunities to
22 allow faculty to become cognizant and to figure out the best
23 ways of alerting students is one part.

24 THE CHAIRMAN: By "overload basis", you mean adding
25 new courses and not giving up any other things? Just taking

1 care of all of the new things by adding on?

2 PROFESSOR VAINSTEIN: Right.

3 If I could interject, our state legislature has
4 some strange notion and they are very concerned with what they
5 call "class contact hours" and one must somehow have some kind
6 of contact.

7 At the University of Michigan it is on the basis
8 of both class contact hours, the number of hours you teach
9 and the number of students whom you touch in some kind of men-
10 tal or other kind of way. So that in order to have release
11 time to look at other things -- and this is hooked to the
12 "class contact" concept, on which funding is very frequently
13 related, so that yes, you are trying to continue to teach the
14 courses for which you have been hired, and for which you have
15 students, and at the same time you are trying to get new hori-
16 zons, but in order to get release time, then your university
17 would have to be reimbursed within a reasonable time.

18 So usually the way you do it is on overload time.
19 Or as some of us occasionally do, we agree not to teach in
20 one particular period of time -- we don't get paid, so we do
21 whatever we feel that we would like to do ourselves. And
22 then --

23 THE CHAIRMAN: I am sorry. I thought you were
24 finished.

25 Please go on.

1 PROFESSOR VAINSTEIN: And then for the time that
2 we might want to work with libraries that want to help them-
3 selves would be the question of release time to help librar-
4 ies to help themselves to update, in updating.

5 Our state legislature doesn't seem to recognize
6 continuing education as a very important component of the
7 graduate schools at this present time.

8 THE CHAIRMAN: Mr. Becker has a question.

9 MR. BECKER: Rose, pursuing Mr. Aines' question
10 on library education, one way in which other disciplines keep
11 their faculties and departments on campus -- keep their
12 faculties informed about new things, is through an affiliated
13 research institute as part of a departmental process.

14 We see this only in a handful of library schools
15 in the United States. Is this something which should be
16 promoted, which should be expanded? Is it something which
17 would be attractive to the library school community?

18 PROFESSOR VAINSTEIN: I think it would be attrac-
19 tive.

20 Again we get into the matter of the release time
21 for those who are already teaching, who want to combine --
22 which I think is a good idea -- the teaching and the research.
23 And the amount of time that it takes to scramble for research
24 projects and make an application on the odd chance that it
25 might be funded again is done on an overload basis.

1 But if there were other kinds of ways of encour-
2 aging universities to enter into this kind of a partnership
3 for research, I think this could be very advantageous.

4 But the matter of library education -- both at the
5 entering level and the continuing level -- I think, is something
6 that I feel this body could address itself to very seriously.

7 Now I would like to introduce one idea that I don't
8 think I did in the paper that has been near and dear to my
9 heart for years, and nobody listens -- but I have got a forum
10 now!

11 (Laughter.)

12 THE CHAIRMAN: Right. Now you have got one!

13 PROFESSOR VAINSTEIN: And this is the concept of
14 a teaching library which would be similar to the teaching
15 hospital, but would recognize the reimbursement -- I always
16 come back to money -- the reimbursement factor to the library
17 that -- the exemplary library, hoping that there are some --
18 that would act as a teaching library, to reimburse them for
19 the release time of their staff to work with students, again
20 to pay the faculty to work with the library, and then some
21 way to reimburse the student who goes to the library for this
22 kind of special experience.

23 We don't have a clinical kind of experience, an
24 internship, that goes with the library education program at
25 the present time.

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Most of our programs are extraordinarily short. They are roughly one year, and many of them -- as Michigan -- if you go full time, you can do it in ten months. You can't begin to build into that an internship, a clinical experience, something that would be very meaningful to the theoretical aspects that you would have to give in a very short period of time.

I just would like to say that our dean gets very annoyed with me when I say that library science is one of the cheapest professional programs that exists. And by that I mean that in ten months, with no real undergraduate underpinning except a kind of liberal arts, but nothing in library science, as a usual prerequisite -- in ten months we expect to turn somebody out who will do all of the things that I suspect that you are trying to come to grips with. And I really think that this is an impossible task.

So how one goes about this concept of a teaching library is something that I have talked about for a long time, but nobody wants to listen to it. But I still think it is a good idea. Very good.

THE CHAIRMAN: Are there any other questions?

Miss Scott.

MISS SCOTT: I would like to return now to what I call "Project Update", and that continuing education of the practicing librarian.

1 What do you envision as course work that might be
2 given?

3 PROFESSOR VAINSTEIN: Yes, let me not use the word
4 "course work".

5 MISS SCOTT: All right.

6 PROFESSOR VAINSTEIN: Because that envisions credit
7 or suggests credit and it may or may not --

8 MISS SCOTT: All right, with or without credit.

9 PROFESSOR VAINSTEIN: Yes, but the whole concept
10 of continuing education is recognized, for example, in the
11 A. L. A. manpower statement, the manpower policy statement.
12 There are three or four or something, I guess, statements on
13 continuing education, suggesting that it is the responsibility
14 of the institutions as well as the -- that is, the particular
15 library as well as institutions of higher education.

16 But very few libraries actually have an on-going
17 continuing education program, partially because they don't
18 have the skills or the capabilities themselves and partially
19 because they don't feel that they can release their staff for
20 that much on a continuing basis.

21 Most libraries, I maintain, even with state and
22 federal support, are recognizable by their fiscal insigni-
23 ficance in terms of the moneys that are spent on their behalf.
24 And so continuing education is more often thought about as what
25 you do on your own time, if you are that interested in being,

1 you know, updated.

2 MISS SCOTT: Yes.

3 PROFESSOR VAINSTEIN: And most librarians can't
4 really plan, looking down the road, what they can -- what
5 options they have for short-range programs or for credit
6 programs or anything else in various areas that they might
7 need.

8 MISS SCOTT: Do you think the library associations
9 have any responsibility in this field?

10 PROFESSOR VAINSTEIN: Actually, there is a collec-
11 tive responsibility. I think that the library schools and
12 I think that the various associations -- whether it is the
13 American Library Association, the Special Libraries Associa-
14 tion, the American Association of Library Schools -- all of
15 them, and the actual libraries, particularly the very large
16 ones, do have to work, I think, collectively.

17 But again, if we are going to develop programs or
18 models or packages that everybody can take advantage of, here
19 again we need a certain kind of funding so that we can develop
20 the packages.

21 There is a lot that could be done. We have the
22 kind of technology -- certainly in other professions they have
23 done this, in medicine and in law. But in order to develop
24 the component parts of this in a way then that could be made
25 universally available, this kind of capability we don't have.

1 Again most of the things that are done are done
2 because of Committee work on a volunteer basis. And although
3 I commend this, I don't think that it is the way to really
4 get ahead.

5 The American Association of Library Schools has
6 come up with an excellent proposal for continuing education
7 that would be an integrated kind of plan. And the Committee
8 is to be commended for having done what it did on this vol-
9 unteer basis.

10 But now we really need someone to help them really
11 begin to implement this in a way that would make sense for
12 the library schools and for the libraries of the nation.

13 THE CHAIRMAN: What is the job market these days
14 for librarians? Are you over-producing?

15 PROFESSOR VAINSTEIN: Yes, I suppsse you might
16 say that there are more librarians than there are job oppor-
17 tunities.

18 If I may come back to something that I said ini-
19 tially -- that is that I am not certain that we are recruiting
20 the right kind of persons though there is a whole group of
21 people that we have, and I think that many of them, with the
22 right kind of training and educational opportunities, can
23 respond to change.

24 But in terms of the new people, if we are talking
25 about a new kind of an approach to library services, then I

1 am not sure that we are recruiting the right people. Some-
2 body has said that we don't really recruit people to the
3 profession; they select us. And by that I mean that they
4 have a stereotype, they have an image in their own minds as
5 to what librarianship is like. There is usually a cultural
6 lag of at least ten years in that.

7 And we are still, I think, recruiting a great many
8 people into the profession who think that this is the place
9 that you go if you love books, for example, which is fine be-
10 cause we still need that kind of person. But the change agent
11 kind of person, the kind of person who is interested in new
12 media, the non-book concepts, and the kind of individual who
13 will respond to people needs -- I am not certain that we are
14 really attracting that kind of person.

15 So I don't mean to say that I want to write off
16 the people who are presently in school. But I think that we
17 need to attract a new person so that if we could deliver in a
18 way that is meaningful to society, I don't think that we would
19 have the problem that we do right now in the sense that there
20 are more people than there are job opportunities. I think
21 that society would recognize the very real potential of li-
22 brary services in a way that is extraordinarily meaningful
23 that they don't quite see right now.

24 THE CHAIRMAN: Yes, Bud.

25 MR. VELDE: I would like to just go back to a

1 question that is close to me:

2 Do your students like trustees?

3 (Laughter.)

4 PROFESSOR VAINSTEIN: I'm glad you raise the ques-
5 tion because --

6 THE CHAIRMAN: Are you worried, Bud?

7 (Laughter.)

8 PROFESSOR VAINSTEIN: I have written a number of
9 assumptions that I make, and I was going to start off with
10 that, and somehow I didn't.

11 And one of the assumptions is that library delivery
12 and library planning must be done not just with a professional
13 person but with lay assistance and lay input. And I don't
14 know that we have always done this.

15 We usually assume that the professional person
16 was the pro and knew what needed to be done, and that the
17 citizen was a rubber stamp, you know, the citizen, the
18 friends of the library, trustees, and they have done planning
19 for and not planning with.

20 I see the input that comes from citizen groups --
21 including trustees -- as being a very important component,
22 assuming that we can get citizens who have this kind of vision
23 on the potential -- whether it is the public library or any
24 kind of library service.

25 Some of our trustees, if you will forgive me, have

1 held us back -- as indeed have some of our librarians -- be-
2 cause they have not had this kind of vision. But knowing
3 something of your own past, I would say that it was people
4 with your kind of vision that we are looking for.

5 So whether our students like trustees, I don't
6 know. Many of them have never had experience with them.

7 MR. VELDE: I have to have a forum at this moment.

8 I don't like it when you classify "friends of the
9 library" with library trustees. I like them both, but li-
10 brary trustees have a responsibility and the friends don't.

11 PROFESSOR VAINSTEIN: Well, in some communities
12 there are no trustees, simply because of the legal structure
13 of the community.

14 And so I coupled them together because I know of
15 them, for example, where there is a city manager form of
16 government, and there the library is just a part and there
17 is no trustee.

18 MR. VELDE: But the friends don't have really the
19 responsibility.

20 PROFESSOR VAINSTEIN: The legal responsibility,
21 you are quite right.

22 MR. VELDE: I know in the literature very often
23 it is just anyone that likes libraries on the outside.

24 PROFESSOR VAINSTEIN: Yes.

25 MR. VELDE: They are all classed together.

1 PROFESSOR VAINSTEIN: Yes. No, I think you have a
2 legitimate point there.

3 THE CHAIRMAN: Well, thank you, Professor Vain-
4 stein.

5 We come now to Mr. Bernard Fry. Is he here?
6 Whereupon,

7 BERNARD M. FRY

8 was called as a witness, and was examined and testified as
9 follows:

10 THE CHAIRMAN: Mr. Fry, would you introduce your-
11 self?

12 DEAN FRY: I am Bernard Fry, Dean of the Graduate
13 Library School at Indiana University.

14 THE CHAIRMAN: Is there anything you would like
15 to add to the paper you sent in, Mr. Fry, now? Or would you
16 prefer to have us start right in and ask you questions?

17 DEAN FRY: I think perhaps the latter route would
18 be best.

19 I would like to amplify my statements in one or
20 two particulars.

21 THE CHAIRMAN: You were -- as I remember, you were
22 quite interested in this cross state and cross political
23 boundaries question, and referred to the Port Authority con-
24 cept as one way of perhaps dealing with this problem. Would
25 you like to expand a little bit on that?

1 DEAN FRY: Well, it seems to me that perhaps the
2 chief problem facing us in the years ahead is not so much the
3 development of networks. They are clearly feasible now and
4 we have some operating.

5 But the problem is an organizational one primarily,
6 and I think that we are going to discover, as time goes on,
7 that we are going to have congested access to specialized
8 data files, especially those that we wish to use for remote
9 access.

10 I think that we are going to have overlap, dupli-
11 cation.

12 I am not suggesting a large bureaucracy or an or-
13 ganization which would in fact have authority to require changes
14 in networks and the relations of networks. What I do believe
15 is necessary is that we arrange ahead of time for a coordin-
16 ating mechanism which can make recommendations for legislation
17 which has some funding authority and which, in general, can
18 keep order in the very numerous networks which I believe will
19 develop, and especially if we look at networks as a public
20 utility.

21 MISS SCOTT: You suggest a quasi-governmental unit
22 then similar to the Federal Reserve or Comsat or something
23 like that?

24 DEAN FRY: Yes. I am not sure that the examples
25 are well chosen, but I think that a quasi-governmental agency

1 with the responsibility for assuring the public interest would
2 be the best way of doing it.

3 THE CHAIRMAN: What you had in mind was some kind
4 of an agency which had its own entity and was not just made
5 up of separate pieces cooperating, but was created with an
6 authority and a budget and a staff of its own that would look
7 to the whole region, which might transcend state lines.

8 DEAN FRY: Yes, this would be my view.

9 THE CHAIRMAN: Right.

10 DEAN FRY: I think that an approach which is es-
11 sentially Committee in character would not function well. I
12 think that the organization does need to have a separate
13 entity.

14 THE CHAIRMAN: Mr. Becker.

15 MR. BECKER: Bernie, if there is such an action
16 a agency, doesn't that imply massive federal subsidy? And do
17 you think that that is some likely trend in the future? We
18 have heard other testimony this morning about the need for basic
19 financing across the board, from the federal government to the
20 states.

21 DEAN FRY: Well, I am not sure there is a causal
22 relationship here. I think massive financing may be neces-
23 sary, whether it comes from a federal source, which is likely,
24 but I think that the organizational problem exists parallel
25 to that, but not as a direct result.

1 I think that the organizational problem is essen-
2 tially one of coordination through cooperation, and that ac-
3 tivity, I think, can be handled without itself having massive
4 federal funding. But I see it as an effort to bring a degree
5 of order into the network developments.

6 THE CHAIRMAN: Dean Fry, your interest is, I take
7 it, in, largely, what you might call delivery systems, how
8 to get the communications, the information, to the user --
9 and the need.

10 And I take it from your paper that you have a
11 feeling that we are running out of time and things are getting
12 so complex that we have simply got to catch up. But what
13 evidence is there, in fact, from the user point of view that
14 there are demands that are going unanswered, that there are
15 needs that are going unfulfilled because we haven't got the
16 delivery machinery?

17 What is the case to be made? Do you get my point?

18 DEAN FRY: Yes. I think it is a point well made.
19 I think that it underlines our lack of knowledge of what is
20 going on, and this was another part of my written testimony
21 which I would like to get into.

22 In response to your question, however, I think
23 that my reply would be the apparent lack of use of many of
24 the advanced systems, the fact that certainly they are not
25 self-supporting. That is a separate question and I don't

1 want to go into that.

2 But, as you may recall, Dr. Busch at the end of
3 the war, in that well publicized article that made us think,
4 also pointed out that there was a growing tendency on the part
5 of scientists and engineers not to use libraries. This was
6 in 1946. I think that this tendency has accelerated over the
7 years, and I know that some of those who have developed
8 sophisticated systems have been very much concerned that
9 they will not be used.

10 We have seen the increased use of informal and
11 oral -- or the dependence upon informal and oral -- communi-
12 cation. This very likely will grow.

13 Some of the studies that relate to the reading of
14 journals are indicative that while journals continue to be
15 published, very few articles are read, to any extent. We
16 have senior people in the field who proudly state that they
17 don't read journals any more. This is not uncommon. I
18 don't wish to quote names, but I think that this can be sub-
19 stantiated.

20 Well, these are all --

21 THE CHAIRMAN: Dean Fry, usually that is because
22 they have set up informal --

23 DEAN FRY: Yes.

24 THE CHAIRMAN: Communication mechanisms of their
25 own, and they send mimeographed copies of papers to one an-

1 other, and they know who their peers are that they want to
2 get on with, and so forth.

3 So that the formalized publication -- the book
4 or the monograph or the journal -- is no longer as essential
5 to them. But that is usually for the people who are at the
6 advanced edges of fields, isn't it?

7 DEAN FRY: Yes, the senior people in the field
8 who can develop their own informal systems, or the invisible
9 college.

10 But I think that this is defective in two res-
11 pects:

12 In the first place, it is available only to the
13 senior people. Otherwise, the system becomes hopelessly con-
14 gested.

15 And secondly, it is very haphazard, and I believe
16 it is credited with more effectiveness and efficiency than
17 it actually produces.

18 Now if I may go on, to your other question, or to
19 an extension of this question, it seems to me that we are
20 very poorly informed on the state of library research today,
21 or on the patterns of library and information science re-
22 search. We say very glibly that research has been fragmentary
23 and non-cumulative in the past -- which, I think, we would
24 all agree to.

25 There is also considerable evidence that it has

1 not been applied very fully.

2 It seems to me that one of the basic problems of
3 our field -- and I won't, I don't want to duplicate my written
4 t estimony -- is that we need to know better what is happening
5 in library and information science research. That is, recent
6 and on-going research. Today we don't know.

7 Now at Indiana University we have made a very con-
8 siderable effort to develop a file on recent and on-going
9 research. We think that we have it in hand. Now it is not
10 a perfect tool by any means, and as a matter of fact it lacks
11 certain data elements in the area of cost and manpower that
12 I think are vital.

13 But this kind of a tool can serve as the basis for
14 analytical and statistical studies which we very desperately
15 need in order to have a basis for proceeding, a basis for
16 assessing the effectiveness of library and information science
17 today.

18 We need to know, for example, what the publication
19 structure is in the field, what are the delay times. At the
20 last A. L. A. meeting here in Chicago in June the Library
21 Research Round Table defeated a proposal for the establish-
22 ment of new library research, not because there are too many
23 in the field already, -- because there does not exist a single
24 journal dedicated to this purpose -- but rather because of
25 the supposed low state of library research today. And I would

1 agree with this.

2 Now on the basis of the preliminary studies that
3 we have done, the field is very uneven. We have neglected
4 many areas of research:

5 We have neglected areas, if you would think of the
6 communications cycle as a continuum, we have neglected looking
7 into the generation of information in a form in which it can
8 be easily retrieved.

9 This -- the Weinberg Report -- laid a responsibility
10 on scientists and engineers to contribute more to the effec-
11 tiveness of the communications cycle. We could work with
12 those people not in setting up any screening or censorship
13 activity, but rather in a common sense approach to determining
14 ahead of time the quality, for example, of the contribution,
15 the form of the contribution. We could -- it could be at least
16 part of a paper, for example, could be given over to the presen-
17 tation of the data in a form in which it could be submitted
18 to automatic indexing or, at least, identification of the
19 pertinent or important parts of the article.

20 There are many other studies in the Satcom report:

21 The concept of evolutionary indexing was proposed --
22 it hasn't been taken up, to my mind -- as a way of getting at
23 technical reports.

24 Today the National Technical Information Service
25 does a very gross screening on relevancy and whether the

1 report is technical or duplicative. But there is a possi-
2 bility, for example, that we could introduce the requirement
3 of a statement of novelty on the part of the author. I think
4 that a research project in this area would be very useful
5 actually.

6 Well, I --

7 THE CHAIRMAN: Well, don't these E. R. I. C.
8 clearinghouses, aren't they supposed to be performing something
9 of this function? At least, letting you know what there is
10 coming out?

11 DEAN FRY: With respect to E. R. I. C., specifi-
12 cally?

13 THE CHAIRMAN: Well, yes, I was just thinking, isn't
14 there one for science and technology?

15 DEAN FRY: The National Technical Information Ser-
16 vice.

17 THE CHAIRMAN: Yes.

18 DEAN FRY: Right. I had the privilege to head
19 that effort when it was first established, for four years.

20 THE CHAIRMAN: I didn't know that.

21 DEAN FRY: The Clearinghouse for Federal Scien-
22 tific and Technical Information, which was created by C. O.
23 S. A. T. I.

24 The screening there is very primitive. And you
25 can make an argument for that, of looking at materials to

1 determine whether they are relevant to -- technical and non-
2 duplicative.

3 MISS SCOTT: This is E. R. I. C. that you are
4 saying --

5 DEAN FRY: No, that is the National Technical In-
6 formation Service.

7 MISS SCOTT: Yes.

8 DEAN FRY: Now E. R. I. C. has a system which,
9 presumably, works better from the standpoint of screening the
10 more important documents, but I think this is open to serious
11 question. The screening is done with a view of having a
12 certain number -- in this case 12,000 reports -- indexed and
13 abstracted each year, without regard to their quality or im-
14 portance.

15 Paisley has recently raised some serious questions
16 about selection. This is not a comment on E. R. I. C. as such,
17 but rather on the fact that we have not developed very good
18 systems for screening out those contributions or those papers
19 that do not make a contribution.

20 THE CHAIRMAN: Well, unless there is another ques-
21 tion, I think we will thank you then, Dean Fry and have Mr.
22 David Smith.

23 Is Mr. David R. Smith here?

24 MRS. RESZETAR: I will look outside.

25 THE CHAIRMAN: Why don't we take a five or ten

1 minute break right now and then we can resume. Is Mr. Shu-
2 bert here?

3 MRS. RESZETAR: He is the one that is sick. Mr.
4 Wedgeworth is going to take his place.

5 THE CHAIRMAN: Oh? Is Mr. Wedgeworth here?

6 MR. LERNER: He also is not here.

7 THE CHAIRMAN: Not here yet? All right, we will
8 take a little break then.

9 (Whereupon, a short recess was taken, following
10 which the hearing was resumed.)

11 THE CHAIRMAN: We can reconvene now.

12 The witness who was scheduled for this time, Mr.
13 Shubert, is ill and Mr. Wedgeworth is coming at 10:30. We
14 have a little hiatus, which I thought we might fill by asking
15 some of the public, hearing people who had signed up, to ask
16 them if they wished to.

17 Is Mr. Joplin here? What about Mr. Schlinkert?

18 MR. LERNER: They are probably coming back.

19 THE CHAIRMAN: They signed up and apparently have
20 left.

21 MRS. RESZETAR: You gave them a specific time.

22 THE CHAIRMAN: Right.

23 MRS. RESZETAR: Maybe there is someone else here.

24 THE CHAIRMAN: Is there anyone? Is there anyone
25 else here who has signed up for public testimony who would

1 like to testify right now?

2 Would you like to step forward then? Would you
3 introduce yourself?

4 DEAN PARKER: I am Ralph Parker, Dean of the
5 School of Library and Information Science, University of
6 Missouri, Columbia, Missouri.

7 THE CHAIRMAN: Yes. Parker?

8 DEAN PARKER: Parker. P-a-r-k-e-r.

9 THE CHAIRMAN: Good. All right, Dean Parker.

10 Whereupon

11 RALPH PARKER

12 was called as a witness and was examined and testified as
13 follows:

14 DEAN PARKER: I would like to speak to something
15 that has been mentioned in questions this morning:

16 It is on changes in priorities in federal programs
17 relating to libraries. Sometimes it seems quite precipi-
18 tous.

19 In the nineteen-sixties, at the time of the passage
20 of the Higher Education Act of 1965, and shortly thereafter,
21 after a series of hearings, a very high priority was given
22 to the development of new information delivery systems, li-
23 brary automation, information science, or what have you.
24 This went along for a period of time, just really beginning
25 to get going.

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There were some research grants under the Higher Education Act -- the National Science Foundation, the National Institutes of Health, and others, were giving grants on this. Many of these research things, unfortunately, did not quite hit the mark, but that was to be expected.

Just about the time we were beginning to get a pay-off in this development -- 1969 to 1970 -- the priorities shifted completely, and this area was downgraded to where it was not listed at all. We were more concerned with inner cities, minorities -- and this is not to degrade them as significant -- or environmental impact or drugs and so on and so on, with the result that the library schools, where most of the research would normally be expected to take place, had to shift gears and move completely away, and with a loss of funding and a loss, to a large extent, of any public support for things which were just written off.

During the nineteen-sixties we had a sort of a honeymoon with the computer. It was oversold, and many of the things, as I indicated, did not deliver very well. But we were beginning, about 1969 and 1970, to get some substantive results, and I think that we need to go back and pick up on a somewhat more sane basis the development of new delivery systems, which we all talk about, but which we haven't really done much about, other than talk. And this is the burden of my remarks.

1 THE CHAIRMAN: I hope you will take the time to
2 send us a memorandum on this.

3 DEAN PARKER: All right.

4 THE CHAIRMAN: And to point out some of the things
5 that you think are particularly worth reviving.

6 DEAN PARKER: I certainly will.

7 THE CHAIRMAN: And we will see whether we can get
8 anything done about it.

9 Are there any questions?

10 MR. Lerner.

11 MR. LERNER: When you talk about the development
12 of new delivery systems, we have had previous testimony talk-
13 ing about the problem of interface with the system -- do you
14 envision this type of interface networking in this type of
15 delivery system?

16 And secondly -- and I think that this is just as
17 important -- is what are you going to deliver over the delivery
18 system?

19 DEAN PARKER: I am -- in using the term delivery
20 system -- I am being purposely very general, not to limit what
21 kinds of developments might take place.

22 My own particular interests relate more to -- in
23 the educational field -- the provision of research resources,
24 and teaching resources to students, faculty and researchers --
25 problems, you know, there was one that was mentioned this morn-

1 ing on the matter of extension centers of Wayne State Univ-
2 ersity, I believe Ms. Casey mentioned.

3 The University of Missouri is facing the same kind
4 of a situation, where there are four campuses at the Univer-
5 sity of Missouri. The campus that I am on is the historic
6 one which has most of the library resources. It happens to
7 be in the center of the State.

8 There are two large urban areas at the edges of
9 the State. How can the informational resources of this great
10 library at the University of Missouri at Columbia be made
11 available not only -- I mean, this is a specific problem with
12 which the University is concerned, but it is a general prob-
13 lem -- how can we develop methods by which this information
14 can be made available without attempting the impossible, that
15 is, duplication of all of the materials?

16 It is rather difficult even to picture at this
17 time exactly how it would be.

18 There are matters of telefacsimile transmission.
19 There is the matter of on-line indexing, better indexing,
20 the development of selective dissemination of information
21 systems for the specialized users -- there are many, many
22 facets to this.

23 Much of what has been done so far, if you look
24 at them, might be classified as failures. But we should learn
25 and we have, we are learning a great deal from them, and

1 there are beginning to be -- for instance, the Ohio College
2 Library Center is not a glowing success, but it is a success.
3 And something like this is the kind of thing that I have in
4 mind that we need to pursue.

5 THE CHAIRMAN: Andy, do you have any questions?

6 COLONEL AINES: I appreciate deeply this commen-
7 tary about the changed signals, the sudden surge away from
8 supporting a number of programs for the general community,
9 while interest suddenly began to center on the depressed areas,
10 let us say, the disadvantaged.

11 And I think that yours is an accurate portrayal of
12 what happened.

13 What can be done to provide the kind of support
14 in this area that would bring back the condition that you
15 found more satisfactory?

16 For example, how could we convince the -- if not
17 the Office of Education, the National Science Foundation, to
18 provide funds for this purpose? And what kinds of programs
19 and projects would you recommend be undertaken under that kind
20 of a title?

21 DEAN PARKER: I presume that the answer to the
22 first part of your question is, I guess, more money, because
23 the money that was being expended in this area was switched
24 to the other, to this more limited population -- not that I
25 am proposing that they be taken away.

1 COLONEL AINES: I see.

2 DEAN PARKER: So I assume that it is just a matter
3 of increasing the amount of money to restore these.

4 I think that the funds need to be still divided,
5 for research and development, in this area -- need to be di-
6 vided two ways:

7 There is still a great need for some theoretical
8 research. Our theoretical basis for many of the things that
9 we have proposed to do on an ad hoc basis was pretty weak,
10 so we still need support for how, what kinds of information
11 people use, and why they use it,, and who needs it, and how
12 is the best way?

13 And then we need money for development.

14 I think that we are getting to a point where we
15 can begin to design systems and to develop systems on the
16 basis of the theoretical information that we have -- imper-
17 fect though it may be -- so that we do need money for sup-
18 porting, at least, pilot operations.

19 I would not want now to get into a personal am-
20 bition that I have along these lines of something that I see,
21 but for the developing of a pilot method of effective -- one
22 of the problems of all of these things, these new systems,
23 is that none of them yet has come up with an economic effi-
24 ciency where they can be self supporting. They all cost
25 more and deliver less than the traditional systems which we

1 have.

2 Unfortunately, this has been true. I don't think
3 it is essentially true in the long run.

4 I think that we have got to put a good deal of
5 effort on this. So I think that we need to have some money
6 for some pilot operations to test their economic efficiency
7 and not try to do it in a big operational sense, but small,
8 limited, objective ones that could be built upon.

9 COLONEL AINES: Could I have one final question,
10 Mr. Chairman?

11 THE CHAIRMAN: Certainly.

12 COLONEL AINES: One of the difficulties that we
13 have seen is that, although steps have been taken to change
14 it, there has been little transferability from the experience
15 of one group of universities, creating this kind of inter-
16 change and wiring themselves up together to share resources
17 at a lower cost.

18 And seemingly every time another group wants to
19 do it, you have to start all over again.

20 DEAN PARKER: Unfortunately --

21 COLONEL AINES: There is something wrong with that
22 process, obviously.

23 DEAN PARKER Well, I am not sure that it is
24 wrong. It seems to be terribly inefficient.

25 I made a statement some ten or fifteen years ago

1 that we would see more confusion and less uniformity in the
2 library world from that date until 1990 than we had seen in
3 the American Library Movement before the establishment of
4 the American Library Association in 1876, when we began to
5 have some semblance of uniformity of practice.

6 These -- I think that it is dangerous to try too
7 soon to crystallize a procedure and a philosophy of the way
8 these newer techniques are to be done. The only way that
9 you can do that is to have diversified -- many of them per-
10 haps failing -- experiments, and out of that, over a period
11 of fifteen or twenty years, we can evolve a new and acceptable
12 system.

13 I think that we are just now getting up to a point
14 where libraries are willing to accept what somebody else has
15 done. I have been interested in this business since the year
16 1935. I would not have -- up until three years ago -- have
17 been willing to accept any work done by any other library,
18 and I am sure that they felt the same way about mine.

19 I think that this is a necessary -- wasteful, per-
20 haps -- but a natural part of the development of a radically
21 new system of bibliographic control and availability systems.

22 THE CHAIRMAN: Thank you, Dean Parker, and we
23 would appreciate it if you would send us a letter about what
24 you have said.

25 DEAN PARKER: Thank you.

1 THE CHAIRMAN: And now Mr. Wedgeworth is scheduled
2 to take over about now, but since he hasn't arrived yet, a
3 few minutes ago I asked if -- Mr. Schlinkert, is it?

4 MR. STEVENS: From the Chicago Teachers Union.

5 THE CHAIRMAN: From the Chicago Teachers Union; is
6 he here?

7 So, Mr. Schlinkert, would you like to take the
8 stand now?

9 Whereupon

10 ROY SCHLINKERT

11 was called as a witness, and was examined and testified as
12 follows:

13 MR. SCHLINKERT: About two hours early!

14 THE CHAIRMAN: I know, but we have the time, and
15 if it is all the same to you?

16 MR. SCHLINKERT: A little early.

17 THE CHAIRMAN: Right.

18 MR. SCHLINKERT: My name is Roy Schlinkert --
19 S-c-h-l-i-n-k-e-r-t -- and I am with the Chicago public school
20 system. However, I appear this morning in my role as Chairman
21 of the high school librarians of the Chicago Teachers Union.
22 I envy those who have a statement submitted because they don't
23 have to speak offhand.

24 THE CHAIRMAN: You can, by the way -- and I hope
25 you will, if you want to -- send us a written statement later.

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You don't have to rely exactly on what you say here.

MR. SCHLINKERT: Thank you, Dr. Burkhardt.

I might begin by saying that not all of these sweeping changes and widespread new developments that have come to school libraries in the era of the sixties have come to all school libraries in this country, as we are all very well aware.

In fact, in most of them, in many of them, in the majority, perhaps, the role -- the advisory and teaching role -- of the librarian has not been expanded anything like it should be, and many of these agencies have not been transformed from the old print collection and print type of service agency to the multi-media sort of collection and service agency.

Someone earlier spoke of the fact that research has been too often used by librarians as a refuge from the solution or the facing of problems. And I would heartily endorse that. I served for three years on a school library committee. And on that Committee, I am sorry to say, that except for perhaps one other member, we were always in need of further research, despite the fact that the crisis was mounting and some action, at least some effort at action, which might not -- which might fail, but at least was an effort -- was desirable and necessary.

I do not wish to confine myself only to the large

1 cities' situations because the smaller communities, many of
2 them, have faced the same thing and with even a greater sense
3 of crisis because they had no one to turn to for help. In
4 the large cities in some cases we at least have been able
5 to stand together and hold onto what we have.

6 It is no secret that within the last year or two,
7 there have been drastic cuts of services in the school li-
8 braries and media systems of New York and Detroit, to mention
9 only two.

10 In Los Angeles, within the last year, the proposal
11 of the Board -- of the school administration was to abolish
12 the school libraries and media centers altogether, and only
13 by the librarians themselves going directly to the Board of
14 Education over the heads of the administrators were they
15 able to save their system.

16 In Chicago twice now we have faced the same thing.
17 Within the last six months -- last June -- the proposal was
18 to cut off 250 professional positions and all, of course, in the
19 high schools, and only the aid of the Chicago Teachers Union
20 enabled this to be thwarted.

21 Now let me say it is to the credit of the teaching
22 staff in Chicago -- 25,000 teachers -- and to the leadership
23 of the union, that they put libraries in the first of seven
24 priorities as something that must be restored before anything
25 else was done.

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Now in this crisis we don't need to tell you that we have passed from stagnation and slow moving development to crisis. We are now on the defensive. And yet within the American Library Association and the Association of School Librarians there seems very little awareness of this at the leadership level, and it is no secret that the school librarians are one of the largest group of librarians, and that they no longer belong in any great numbers to the American Association.

Someone earlier this morning spoke of the federal government's need and responsibility to play a basic role in the financing of school libraries, and of all libraries. Now certainly in this country we do have certain federal legislation:

We have the Title 2 money for materials.

And we have the Title 1 financing for personnel and other things -- for the disadvantaged, in this case; the materials, of course, for all groups.

But within the large cities I think that many school administrators, although they do not say it publicly, and, I think, a great many librarians, are well aware that we need and must have that line between "advantaged" and "disadvantaged" erased. This country is rich enough to provide the materials for all students, and it is rich enough to provide additional personnel -- additional, not the personnel now -- support

1 for the personnel now provided.

2 It should also be possible to provide federal
3 financing for the renovation of facilities, such as was done
4 in the National Defense Education Act for science laboratories.
5 Why in the years since that time we have not been able to get
6 it for libraries seems to be hard to explain. And it seems
7 as though we haven't even asked for it at the association
8 legislation level.

9 So this, I think, is substantially more not only
10 a matter of the further development and expansion of these
11 activities, but it is necessary for the anchoring of the
12 progress that has been made.

13 Now I think that librarians in general, and the
14 American Library Association in particular, has perhaps reveled
15 in research -- and yet we see the inadequacies of our research,
16 and how much of it makes no real contribution, and how super-
17 ficial much of it is!

18 We are not in any way downgrading research, but
19 perhaps it is time for us as an organization to work for all
20 libraries together in a unified manner and get a unified pro-
21 gram determined, and to realize that along with the research
22 we must have public relations, and we must have an interest
23 in legislation, and we must at the local level all over the
24 country have a unified program to back up what this Commission
25 is trying to do.

1 THE CHAIRMAN: Could I ask a question?

2 MR. SCHLINKERT: Yes, surely, I am sorry.

3 THE CHAIRMAN: You said that you felt that this
4 line between the advantaged and the disadvantaged ought to be
5 erased?

6 MR. SCHLINKERT: Yes.

7 THE CHAIRMAN: I understood you to be saying there
8 that the priority shifting that has taken place has been away
9 from the traditional kinds of assistance to "right to read",
10 disadvantaged, minorities -- and what you are saying is not
11 that you object to those --

12 MR. SCHLINKERT: Splendid things, yes.

13 THE CHAIRMAN: Getting assistance, but that the
14 traditional lines should also be held up?

15 MR. SCHLINKERT: Well, I mean that if there is
16 money for personnel in Title One for staff in disadvantaged
17 schools, for additional, this additional staff should be av-
18 ailable to the other schools, which do not qualify as disad-
19 vantaged.

20 THE CHAIRMAN: Yes, right.

21 MR. SCHLINKERT: This has become a dirty word,
22 shall we say, and the real disadvantaged schools are the ones
23 who are not eligible --

24 THE CHAIRMAN: I see.

25 MR. SCHLINKERT: For certain of this federal assis-

1 tance.

2 THE CHAIRMAN: Thank you.

3 Any other questions?

4 DR. CUADRA: Yes.

5 THE CHAIRMAN: Carlos.

6 DR. CUADRA: Could you say a little more about
7 what you mean by a unified program, and particularly comment
8 on how far you think the integration of public and school
9 libraries should proceed, if you think it should proceed at
10 all?

11 MR. SCHLINKERT: Yes, surely, surely.

12 But before I say that, well, yes, I think that
13 there are, that we know that in New York State that there
14 is this proposal that school and public libraries -- and
15 that sort of thing, public libraries. I think that basically
16 this probably is unsound, an unsound proposal, but I do think
17 that school and public libraries are not enemies and that
18 they must work together, and that in our national program
19 we are all going to get more for all if we are not competing
20 with each other.

21 I am not sure that I interpreted your question
22 correctly.

23 DR. CUADRA: Well, does that mean that you are
24 not in favor of integration of school and public libraries?

25 MR. SCHLINKERT: That is a question that I don't

1 think that I should express an opinion now.

2 I rather think that they each have roles to play.
3 I do not think that while school libraries can offer cer-
4 tain things to a neighborhood in certain circumstances, I
5 don't think that that is the answer to the neighborhood's
6 need of the library, shall we say, for one thing.

7 COLONEL AINES: May I follow up?

8 THE CHAIRMAN: Yes.

9 MR. SCHLINKERT: Oh, sure.

10 COLONEL AINES: Where would you provide this uni-
11 fication?

12 After you said --

13 MR. SCHLINKERT: I would unify the legislative
14 program.

15 I don't mean --

16 COLONEL AINES: But not necessarily in terms of
17 the actual units having --

18 MR. SCHLINKERT: Oh, no.

19 COLONEL AINES: An integrated program?

20 MR. SCHLINKERT: No, I had no reference to that.
21 If I gave that impression -- which I evidently did -- that
22 was not what I intended.

23 But we do have in this country twenty billion dol-
24 lars for the national defense research budget, we have three
25 billion for investment tax relief for business, we have 250

1 million for a loan for an aircraft company. There ought
2 to be money, it seems to me, for public libraries and school
3 libraries and the college libraries, to help them out of
4 their difficulties.

5 THE CHAIRMAN: We have time for another question.
6 Mrs. Moore, would you like to ask one?

7 MRS. MOORE: Yes. I wanted to inquire about your
8 Title 1 funds in the Chicago public schools. Do you use part
9 of the Title 1 funds to pay salaries for librarians in dis-
10 advantaged areas?

11 MR. SCHLINKERT: This has been used in inner city
12 schools, yes.

13 However, as far as the official side of this today,
14 I am not --

15 MRS. MOORE: You were emphasizing that?

16 MR. SCHLINKERT: Yes.

17 THE CHAIRMAN: Well, very good. Thank you very
18 much.

19 MR. SCHLINKERT: Thank you for giving me the oppor-
20 tunity.

21 THE CHAIRMAN: Now I would like to ask Mrs. Young --
22 is she here?

23 MRS. YOUNG: Surely.

24 THE CHAIRMAN: I understand that you have an air-
25 plane to catch.

1 The members of the Commission will have to go down
2 in the pile a bit to get to Mrs. Young's.

3 MRS. RESZETAR: Two o'clock, it was scheduled.

4 THE CHAIRMAN: It was scheduled for two o'clock.
5 Whereupon,

6 VIRGINIA YOUNG

7 was called as a witness, and was examined and testified as
8 follows:

9 THE CHAIRMAN: Would you introduce yourself, Mrs.
10 Young?

11 MRS. YOUNG: I am Virginia Young, Mrs. Raymond Young.
12 My name was written as "Ms. Raymond Young".

13 I speak to you as a library trustee. I have served
14 as a library trustee at the local level, at the state level,
15 and currently as a trustee of the American Library in Paris.

16 In addition to the information that I set forth
17 in my statement, I have been thinking about some of my con-
18 cerns as a trustee, and as a citizen, and I would like to
19 make a few remarks, if I may, and I appreciate the opportunity
20 to appear before the Commission to do that, to discuss some
21 of the things that I would like to see the Commission doing.
22 Of course, you have three nationally known trustees on the
23 Commission, and they can speak most eloquently, and I think
24 that some of the things that I have to say may not be new,
25 but they are things that are of special concern to me.

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2 First, I am concerned about the fact that library
3 service should be total library service, that we need to be
4 thinking not so much in terms of institutions as in terms --
5 rather in terms of the user, because I think that library
6 service will be supported only when it is important to the
7 citizen and he is getting what he needs from it.

8 I think that we do recognize that times have
9 changed, that there is instant information and communication.
10 And so I think that we need to think about the user in terms
11 of his leisure time, in terms of his performance of duties
12 of citizenship, and in establishing and building the com-
13 munity.

14 And I think that we want to also see how books
15 and information and reading are important to society in gen-
16 eral and, in other words, what is the library actually all
17 about?

18 So that I would like to see the Commission have a
19 study made of what total library service really is, and an
20 evaluation of library service in general, and perhaps explore
21 the possibility of establishing a super department of libraries
22 that takes a more significant place in the federal government,
23 that perhaps we have established a Department of Libraries.
24 It would probably concern itself more with the tax supported
25 libraries, but certainly in cooperation with the private li-
braries as well, so that it was concerned with the govern-

mental aspects, the legal, the traditional, the economic, and above all the user, in consideration with libraries.

Having said that about the user, I would like to say a word about the institutions themselves, and the role and scope of the institutions:

I have thought a little bit about the various types of libraries -- college and university libraries, and public libraries, and it is difficult, I think, to categorize some of these institutions.

What, for example, is the common denominator between a college library such as Harvard and a perhaps all-black college in the South? And I just don't think that there is any common denominator there. Or between the Chicago Public Library and a public library in Glasgow, Missouri.

And certainly there is a wide variety, a variance in all types of libraries. And this varies from state to state.

This brings me to the institution that, I think, is set up now to do the kind of overall planning that is necessary and, of course, this is already being done within the state libraries. And the state library boards are set up to do this long-range planning, and they bring in citizens, and I think that this is one of the important things that library trustees do, is their concern with citizens, and they have these citizen boards or citizen committees working

1 on this long-range planning of libraries.

2 And I hope that this Commission will have a good
3 many citizens speaking from the point of view of the citizen,
4 just as the state libraries are doing in their planning. So
5 I think that anything that the Commission could do to streng-
6 then state libraries would be of real value.

7 Some of the other suggestions that I was thinking
8 about in relation to the Commission:

9 You do have the power to set up studies, and a great
10 deal has already been said about the disadvantaged. But it
11 seems to me that we need to know even more about not bringing
12 in not only the blacks but all minority groups, and the cul-
13 turally isolated and disadvantaged, into the mainstream of
14 our society. And I would like to suggest that one of the
15 groups that might be useful in doing this kind of thing is
16 the National Book Committee.

17 I am sure that you are familiar with the National
18 Book Committee. I serve on the Executive Board. But this
19 Committee is made up of citizens again, and I keep emphasizing
20 the idea of citizens and their part in this. It is made up
21 of citizens from all over the country, and the Executive staff
22 has been doing some studies in this particular area.

23 Virginia Matthews, who is the Director, has just
24 done a study in Puerto Rico on reading and children, and next
25 week there will be a four-day conference at the University

1 of Oklahoma done in conjunction with the University and the
2 American Library Association's Office of the Disadvantaged,
3 and the U. S. Office of Education. But they will be working
4 at this to see what can be done about enlisting the use of
5 the disadvantaged people and getting them away from the tele-
6 vision sets and how to motivate them and get them to using
7 books and reading.

8 In addition to the field studies, it seems to me
9 that we need some real hard data, and constantly having
10 statistics that are up to date.

11 So I would like to see the National Commission
12 explore the possibility of establishing a National Research
13 Agency that would keep us current at all times on -- with
14 statistics and data concerning libraries.

15 I would like to enlarge just a little bit then
16 on the statement that I did make, in that I think that the
17 role of the trustees is tremendously important because they
18 are citizens who have the muscle and the know how and the
19 political clout to get things done. And I think that, of
20 course, there is a turnover among trustees, and I think that
21 we have to concern ourselves with trustee education. And
22 anything that the Commission could do to work with trustees
23 and to help with the trustee education, I think, would be
24 important.

25 And also, in my statement I mentioned a White House

1 Conference on Libraries.

2 I would like to see the National Commission take
3 a leadership role in this -- not only in getting it brought
4 about, but actually in running a White House Conference. I
5 know that there has been some skepticism of what a White House
6 Conference actually does, but I think that a White House
7 Conference does not solve problems, but it focuses national
8 attention on what the problems are. It does have a real
9 public relations value.

10 And I think that if the National Commission did
11 this that there should be machinery set up for continuing to
12 work on the problems, so that -- well, actually, if you started
13 today to do something about this, it would be 1976, I believe,
14 before you could get a White House Conference.

15 And then I would suggest that if this were done,
16 that this machinery be put into motion and that there be an-
17 other White House Conference, perhaps, in an important year
18 such as 1984 to see what had actually been accomplished in
19 the interim.

20 (Laughter.)

21 Well, to recap briefly, what I have tried to say
22 to you, I would like to see the National Commission:

23 Make a study of total library service.

24 Explore the establishment of a Department of Li-
25 braries.

1 Find ways of strengthening state libraries.

2 Have studies for all citizens to be involved in
3 the use of libraries, every segment of society.

4 That there be field studies as well as hard re-
5 search.

6 And to explore the establishment of a National
7 Research Agency.

8 To recognize the importance of trustees and their
9 education in relation to library development. They are the
10 policy makers, the ones who are responsible for securing
11 funds, and for public relations, and work with citizens.

12 And lastly, to take the initiative of setting the
13 wheels in motion for the calling of a White House Conference.

14 THE CHAIRMAN: Thank you, Mrs. Young.

15 We have a few minutes now for questions. Are there
16 any questions?

17 Colonel Aines.

18 COLONEL AINES: Yes.

19 First, I elect you as "Mrs. Trustee". You can be
20 the trustee of any library I run!

21 The question that I have deals with educating
22 trustees. Now we never know who the trustee is going to be,
23 so obviously they can't be educated before they take office.
24 So what could be done on a continuing basis, on a universal
25 scale, recognizing that each library is different in trustees,

1 although they have a common approach to solving resource
2 problems and user problems and political problems, and they
3 do a magnificent job, what can really be done, in terms of a
4 Commission recommendation that would help this community be
5 even more sensitive to needs and more capable of applying
6 the clout you talked about, to get the resources required?

7 MRS. YOUNG: Of course, there are materials avail-
8 able -- books, film strips, and this kind of thing.

9 But I think that if the National Commission would
10 take cognizance of what the trustees are, and recommend that
11 there be such a continuing educational program for them that
12 I think Mr. Velde has a plan for the development of additional
13 materials -- if this kind of thing could be done, I think that
14 it would give more emphasis simply to take recognition of what
15 trustees are, and their role, and to recommend the use of
16 various kinds of materials for trustee education -- it would
17 be most helpful.

18 COLONEL AINES: Would you like something like a grant
19 that would provide a moving picture?

20 MRS. YOUNG: I think this would --

21 COLONEL AINES: And show to trustees throughout the
22 country?

23 MRS. YOUNG: I think this would be very useful.

24 THE CHAIRMAN: Miss Scott.

25 MISS SCOTT: Do I understand you to propose two

1 additional federal agencies -- one a Department, a Cabinet
2 level agency for libraries?

3 MRS. YOUNG: Well, I meant to say that when I
4 spoke of a Department, yes, that would be a Cabinet level post.
5 And the National Research Agency might be a part of the Depart-
6 ment.

7 MISS SCOTT: One of the proposals though for the
8 National Research Agency was in the area of statistics. You
9 are aware of the National Center of Educational Statistics?

10 MRS. YOUNG: Yes.

11 MISS SCOTT: You don't feel that they are doing
12 an adequate job in this field?

13 MRS. YOUNG: Well, I seem to find that I can't put
14 my finger on the statistics that I want at the moment, that
15 they aren't current.

16 MISS SCOTT: Lack of statistics?

17 MRS. YOUNG: Right.

18 MISS SCOTT: And again turning to the Department
19 of Libraries, you do not feel that the Department of H. E. W.
20 and the Bureau of Library and Learning Resources are perhaps
21 fulfilling that role?

22 MRS. YOUNG: Well, it seems to me that then it
23 would give libraries a more important emphasis, if they were
24 in fact --

25 MISS SCOTT: Cabinet.

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1 MRS. YOUNG: A Department, yes, a Cabinet post.

2 THE CHAIRMAN: Libraries used to be tucked away
3 in the Bureau of Adult Education. Now, at least, we have gone
4 one step.

5 MISS SCOTT: Yes.

6 THE CHAIRMAN: But I think that what you are say-
7 ing is that it certainly ought to be our concern to get more
8 recognition and to get it in a more effective place within the
9 Executive structure?

10 MRS. YOUNG: Exactly, exactly.

11 THE CHAIRMAN: A Department is a little bit far
12 away, I think.

13 MRS. YOUNG: Yes, not immediately, but something
14 to look forward to.

15 THE CHAIRMAN: Carlos.

16 DR. CUADRA: You mentioned in your written tes-
17 timony that people will spend their money for that which is
18 important to them.

19 Yet we have heard this morning and throughout
20 the testimony several times that there is a tremendous fi-
21 nancial crisis. People seem not to be spending their money
22 on libraries. I am wondering if it is because libraries are
23 doing a poor job -- as some of the testimony suggests -- or
24 they are really doing a fine job, but nobody knows it; it is
25 a public relations problem?

1 MRS. YOUNG: I think --

2 DR. CUADRA: Which is it that you think it is?

3 MRS. YOUNG: Well, it may be both.

4 I mean, there may be places where they aren't doing
5 as good a job as they might. I know in beating the drums
6 for library support, I have talked about the kind of service
7 that they can get, but I think that there is a difficulty in
8 doing this -- and then people go there and they don't get
9 this kind of service.

10 But I think that it is more the latter. I think
11 that people just don't know what kind of services they can
12 get. And this is a place again where I think that trustees
13 can be so important in letting the people know and working
14 in the community and keeping the public informed about what
15 they can have from their libraries.

16 THE CHAIRMAN: Lou.

17 MR. LERNER: Let me ask you about the proposal
18 for a White House Conference on Libraries. This has been
19 very close to many people who are in the American Library
20 Trustees Association.

21 What lasting effects do you think that would have,
22 beyond the public relations effect on a very temporary basis?
23 We have had White House Conferences on Youth, on Aging, on
24 Children, on all kinds of things. How far beyond simply
25 having a conference and generating a lot of publicity towards

1 what the problems are -- we don't have to have a conference
2 to see what they are; every day we see them -- what lasting
3 effects do you think this could have?

4 MRS. YOUNG: Well, that is why I suggested that
5 there be set up some machinery to carry forward beyond the
6 recognition of the problems that will come out -- that some
7 kind of machinery be set up following the White House Con-
8 ference to cope with these problems, to actually do something
9 about them, and then have another White House Conference to
10 see how effectively these problems have been resolved.

11 THE CHAIRMAN: Mrs. Moore.

12 MRS. MOORE: Mrs. Young, I would like to ask you a
13 question:

14 You mentioned that the National Commission should
15 take some recognition of trustees. What do you suggest that
16 the National Commission do?

17 Do you, in other words, I think I am asking you,
18 do you think that a statement from the National Commission
19 that trustees are important -- and give publicity to this
20 kind of thing -- do you think that this would be helpful?

21 MRS. YOUNG: I do. I do.

22 MRS. MOORE: Have you any other suggestions, other
23 than that?

24 MRS. YOUNG: Well, I think that something in the
25 actual production of some materials that would be useful for

1 library trustees in showing them their role, and how they
2 could be helpful for library development, would be a wonderful
3 thing, if it were possible.

4 THE CHAIRMAN: Bud.

5 MR. VELDE: Virginia, I think that we have talked
6 about this before, but the big problem that many don't realize
7 is that library trustees are such wonderful people -- and
8 then they aren't used!

9 They start out as really reasonably successful
10 and interested, but then nobody tells them what to do. And
11 then, because they are continually changed, that is why there
12 has to be such a continuing educational effort.

13 But don't you feel too that we should encourage
14 the library schools to teach the librarians how to teach the
15 trustees what they are supposed to do?

16 MRS. YOUNG: I think this is very important, and
17 we have had some workshops at Columbia University having this
18 interchange between prospective librarians and library trus-
19 tees, and there were certain tensions there when we started,
20 but after you get to talking together, you recognize that
21 you are saying the same thing.

22 So I think that perhaps getting some trustees
23 into the library schools themselves, and letting them have
24 a chance to talk to some of the library students would be a
25 good idea too.

1 THE CHAIRMAN: All right. Well, thank you, Mrs.
2 Young. You have given us a good shopping list, and we are
3 very glad to have had you with us.

4 MRS. YOUNG: Thank you.

5 THE CHAIRMAN: Mr. Wedgeworth is with us now, and
6 we will be very glad to have you testify.

7 Whereupon,

8 ROBERT WEDGEWORTH

9 was called as a witness, and was examined and testified as
10 follows:

11 THE CHAIRMAN: Now if you will just identify your-
12 self -- not that we need it -- and then, if you have anything
13 that you would like to add to the comments that you sent us,
14 please start off that way.

15 MR. WEDGEWORTH: My name is Robert Wedgeworth.
16 I am Executive Director of the American Library Association.
17 I have prepared a brief additional statement for the Commis-
18 sion.

19 I could go over it briefly, just to hit the high-
20 lights, as a basis for discussion.

21 THE CHAIRMAN: I think -- as you please. If we
22 leave some time for questions, I think that would be more
23 helpful to all of us, if we could do that, but do tell us
24 what you want us to know.

25 MR. WEDGEWORTH: I appreciate the opportunity to

1 give additional testimony to the National Commission, and I
2 also would like to commend the members of the Commission for
3 seeking grass roots opinions on the status and future of
4 libraries and information services in the United States.

5 I think it bears repeating that "libraries are
6 truly the 'arsenals of a democratic culture', serving not only
7 to advance science and scholarship but also as vital insti-
8 tutions for ensuring an informed electorate."

9 The concept of the library, particularly the pub-
10 lic library, as the one American institution committed to
11 the protection and enhancement of the public's right of ac-
12 cess to information is the foundation upon which is based
13 all of the testimony presented thus far from the various
14 groups and officers of the American Library Association.

15 In previous testimony it was suggested to the
16 National Commission that they concentrate their efforts in
17 two areas, namely:

18 In reviewing all the laws which affect library
19 service in this country.

20 And secondly, a program of experimentaion with the
21 economics of library service.

22 We outlined some of the areas in which the problems
23 emerge. Just to reinforce our two points, I would like to
24 just pause and briefly answer the question, "What do we mean
25 by experiments in library economics?"

1 One, we need training laboratories designed to
2 improve the skill of practicing librarians. The entire ap-
3 proach to library service has to be evaluated and communicated
4 in terms of efficiency, effectiveness and economy. Libraries
5 are still in the "general store" stage while the supermarkets
6 are open all night. Under the present patterns of support
7 and demands on existing staff and equipment, it is almost
8 impossible for any library to embark on a training and de-
9 velopment program which could utilize methods far beyond ex-
10 isting methodology.

11 Two, we need Library Renewal Centers. These
12 models would be designed for the implementation of new pat-
13 terns in library service and library procedures. They could
14 be likened to "test marketing" used in commerce where sites are
15 chosen according to client profiles and a specific product
16 or method is experimented with in existing institutions so
17 that libraries need not expend their energy seeking the funds
18 and staff while profiting from the investment -- their invest-
19 ment in experimentation. It should be important to note
20 here that we would call upon outside expertise, expertise
21 apart from the librarians working in these institutions.

22 We also need a vocabulary in order to communicate
23 with each other, with those we serve, and with those who pro-
24 vide the economic support. If we are to not only evaluate
25 but to predict the future needs of libraries, we are going

1 to have, or have to have, both social and economic indicators
2 which can be interpreted readily by librarian and lay people
3 a like. This would open the door to the long needed study
4 of the library client.

5 The purpose underlying the recommendation that
6 the National Commission review the laws which affect li-
7 braries and information services is the need to thoroughly
8 explore the tax-support for these services. Since my ori-
9 ginal testimony was submitted, the State and Local Assistance
10 Act of 1972 was passed by Congress.

11 This act, commonly called the "revenue sharing",
12 makes it very clear that libraries are a national priority.
13 It is listed as one of the eight priority categories for
14 which states and local communities may use these funds.

15 While this may become a major opportunity for
16 libraries to make the public aware of the vital service they
17 perform, we must not overlook the legal problems of institu-
18 tional authority and definition of service areas which con-
19 strain the development of library networks all over the
20 nation.

21 I would like to point out here that I grew up in
22 a community in which the public library is really the library
23 of the Public School District. I went to college with a
24 young man who lived in the same city in which I resided, but
25 outside that school district.

1 I had all of the resources of the Kansas City,
2 Missouri, Public Library at my disposal from the time I en-
3 tered public school. He had no access to these services, even
4 if he were to pay a fee -- but sometime later they did add a
5 rather high outside borrower's fee.

6 I pose this as an example of some of the patterns
7 of service that are determined by the political jurisdictions
8 rather than the interests of the user in mind.

9 In closing, we have heard a lot of talk about a
10 White House Conference. My own opinion is that we are not
11 yet ready for a White House Conference, but I think we de-
12 finitely do need one.

13 It seems to me that the Commissioners would play
14 an extremely important role in the development of library and
15 information service were they to aim their research and de-
16 velopment projects over the next four years toward a White
17 House Conference on Libraries and Information Services in
18 1976.

19 I say this because we don't know what we need to
20 know, in order to come together in a forum to present a na-
21 tional plan for libraries and information service to the na-
22 tion.

23 Congress has given us a priority status. Infor-
24 mation gathered over this period would provide the basis for
25 a National Plan which, hopefully, could attract the support

1 of the President.

2 It has been stated by Joe Shubert that "One may
3 be tended to visualize it" -- meaning the White House Con-
4 ference --"as a ritual." Well, that may be true, but we can-
5 not ignore the enormous support which can be marshalled to
6 implement the wishes of the White House.

7 Thank you.

8 THE CHAIRMAN: Thank you, Mr. Wedgeworth.

9 Are there any questions? Mr. Lerner.

10 MR. LERNER: Mr. Wedgeworth, in the light of the
11 Serrano decision, affecting the funding of the public schools,
12 the Commission has addressed itself to this problem regarding
13 the possibility of public schools being funded on one basis
14 and libraries on another basis.

15 Is the A. L. A. going to take any overt action re-
16 garding this situation? Or is it just going to wait and see
17 what happens?

18 MR. WEDGEWORTH: Well, our position is that we
19 have been very active in all of the legislation which has
20 affected library service in this country.

21 We believe that the State and Local Assistance
22 Act does modify this situation somewhat in that we already
23 have a national basis for providing some support for libraries
24 across the nation, with one-third of the moneys going to
25 state agencies and two-thirds of it going to local commu-

ities.

We, of course, have not developed any specific position. It will depend on how the support develops under the auspices of this Act.

MRS. MOORE: Mr. Chairman.

THE CHAIRMAN: Mrs. Moore.

MRS. MOORE: Mr. Wedgeworth, I notice in your testimony, your first priority here for the National Commission, you say the National Commission should embark on a program of experimentation in the economics of library service. Now since the Commission is not a grant-making body, how do you suggest that the Commission do this?

MR. WEDGEWORTH: Well, I think that the Commission potentially has enormous influence over the direction of any research and development which takes place in libraries and in providing library and information services. There are many, many granting agencies -- including the federal government -- which look for direction in terms of funding various projects. I would like to emphasize here that I am not just talking about the research as we have known it.

I take particular pride in pointing out to my colleagues in other types of libraries -- and I have worked in several different types of libraries -- that the demonstration projects conducted over a period of years by the school and children's librarians were enormously successful in

1 bringing ideas to the whole field, and were enormously suc-
2 cessful in spreading school library service across the coun-
3 try.

4 I think that other types of libraries can use this
5 example to not only do research to gain new ideas, but also
6 to develop demonstration projects which will put those ideas
7 into action, so that we can observe them under almost normal
8 circumstances.

9 MRS. MOORE: I believe that researchers call that
10 applied research, rather than pure research, isn't that true?

11 MR. WEDGEWORTH: Well, in all cases it isn't quite
12 as pure. We are talking about operating institutions where
13 we don't really know all of the parameters.

14 Certainly we could call it applied research, but
15 I am talking about projects which can be handled by research-
16 ers, practitioners -- that can be developed by practitioners
17 as well as researchers.

18 THE CHAIRMAN: Andy.

19 COLONEL AINES: A comment and a question:

20 The comment deals with your view about a White
21 House Conference to be held in '76. I think that putting it
22 forward into that time period makes a lot of sense.

23 One should never have a White House Conference un-
24 less that action is needed to be ready to move a force al-
25 ready gathered to move, and you need that just simply to push

1 it over the hill and get onto the down slope where you can
2 get some speed, and if you just come together and say "We
3 have got a real problem", you just walk away and the problem
4 will stay there.

5 There has to be some kind of a mechanism created
6 to do something.

7 The question that I have deals with the inter-
8 esting comment you have where you talk about if we are to not
9 only evaluate but to predict the future needs of libraries,
10 we are going to have both social and economic indicators
11 which can be interpreted readily by librarians and lay people
12 a like. This would open the door for a long-range study of the
13 library plan.

14 Now this is the first time that I have heard some-
15 body come forward and say that we need social indicators and
16 economic indicators for libraries. It ties in with the pre-
17 vious testimony about the need for better statistics mentioned
18 by at least two people earlier this morning, but could you
19 develop this theme a little bit to show how, if we pushed
20 for a set of indicators, that would be useful for the library
21 and information world, possibly, that is, by shedding new
22 light, giving information not now available, we might be
23 able to accomplish more?

24 MR. WEDGEWORTH: Well, Colonel Aines, what I had
25 in mind was to present what I think is a major dilemma facing

1 the library world, facing librarians now. And that is to
2 try to re-orient the focus so that we define services in terms
3 of users, that we have got to look at all of the diverse needs
4 that we are trying to serve and to re-orient ourselves to
5 define it in terms of the various user groups that we are
6 trying to reach rather than the institution itself.

7 The social and economic indicators come into play
8 here because at present we have very poor knowledge as to
9 what kinds of services we need to provide to the aged, to
10 the poor, to the black, to the Spanish-speaking, to the In-
11 dians. We have general ideas about what the problems of
12 these groups are in our society, but we haven't really focused
13 on the kinds of things that libraries can do best with respect
14 to these user communities and with respect to the kind of
15 economic support they have available to them.

16 Hopefully, the development of these kinds of in-
17 dicators would help us define the kinds of services we are
18 able to provide.

19 THE CHAIRMAN: Mr. Wedgeworth, a previous speaker
20 just before you came in, I think, was talking about the
21 school libraries, and seemed to think that the American
22 Library Association was not aware of the rather defensive
23 battle that the school libraries and librarians were having
24 to put up, especially in the larger cities. Would you care
25 to comment on that?

1 MR. WEDGEWORTH: I think that we are very much
2 aware of the position of the school libraries, as well as
3 other types of libraries. I think that we have gone on record
4 in a number of instances to indicate our concern for these
5 kinds of problems -- not just their administrative problems
6 but the problem of the existence of school libraries, as it
7 is threatened by, say, the harmful matters statute in the
8 State of California.

9 These kinds of things do reach us. However, I
10 should add that we have the entire spectrum of libraries to
11 consider, and while we may not be moving as forthrightly in
12 any one area as our membership and the library public at
13 large may wish, we are concerned, and we are trying to help
14 with these problems.

15 THE CHAIRMAN: Any other questions?

16 Mr. Becker, and I think we then must -- well, all
17 right, two more.

18 MR. BECKER: Bob, we have heard the word "crisis"
19 used this morning in various testimony -- financial crisis,
20 an identity crisis with the public library, et cetera. Does
21 the A. L. A. feel that we have reached the crisis stage in
22 one or two areas and that we need to move very, very fast in
23 terms of alleviating a bad situation?

24 MR. WEDGEWORTH: Well, as you indicate, Mr. Becker
25 that is a very over-used word.

1 But let me just say that as far as A. L. A. is
2 concerned, we see that we are in a transitional period. It
3 is not unique to libraries. I think it is facing most of
4 our social institutions.

5 We see that need to review what we have done in
6 the past, and see how it fits with the needs we perceive today
7 and what we can predict the needs will be in the future. By
8 focusing on two major recommendations to the Commission, we
9 thought that we could turn attention to what we might call
10 the real fodder of anything that we provide in the future.
11 We need information. We need basic information about where
12 we are. We need information about manpower. We need infor-
13 mation about user needs.

14 Until we get these various pieces of information,
15 we are not in a very strong position to promote any plan for
16 library or information service.

17 So, if you wish to call it a crisis, I think it
18 is a crisis. It is a crisis because it is upon us and we
19 have too little time to deal with it.

20 But I think that we do have enough time to con-
21 sider it carefully and to come up with a plan which will
22 advance -- well, which will accrue to the benefit of all of
23 our citizens.

24 THE CHAIRMAN: O. K., Miss Scott.

25 MISS SCOTT: Dr. Cuadra there, I think, had a

1 question.

2 DR. CUADRA: Am I out of order?

3 Mr. Wedgeworth, whenever there is a suggestion
4 of coordination of library programs at higher than the local
5 levels, there is usually a statement made that only the local
6 libraries understand what the unique or special needs of the
7 clients that they serve are -- and yet part of what you have
8 told us and, I guess, what other people have said, is that we
9 don't know what people need.

10 And that kind of surprises me.

11 I wonder whether libraries do not have sufficient
12 contact with their users or sufficient feedback mechanisms
13 to understand what it is that people need. Why do we need a
14 special study? What is wrong with our feedback system?

15 MR. WEDGEWORTH: Well, I think the way I could
16 see it, I am not taking anything away from the local li-
17 brarian.

18 The problem that we have is that we have to take
19 the problem which that librarian in rural Nevada sees, the
20 specific problem. We have to take that problem that the li-
21 brarian in Newark, New Jersey sees. And we have to take the
22 problem that the librarian in Oak Ridge sees. And categorize
23 them in such a manner that we can provide the support for all
24 of these situations.

25 The local librarian is not in a position to see

1 how his problem relates to the problems of the librarians in
2 the next county even.

3 DR. CUADRA: Do you feel that he does indeed un-
4 derstand the needs of people in his own county, so that the
5 study would be about -- the study would address itself to
6 librarians and not users?

7 MR. WEDGEWORTH: That, I think, will tend to vary.
8 I think that there are many librarians who understand their
9 problems very well, and there are others who have a very
10 poor understanding of the problems of their user commu-
11 nities.

12 THE CHAIRMAN: Well, thank you, Mr. Wedgeworth --
13 I am sorry.

14 MISS SCOTT: Mine was a minor one.

15 THE CHAIRMAN: Oh, you just deferred your ques-
16 tion?

17 MISS SCOTT: Yes, I just deferred my question,
18 that's right.

19 Actually, Professor Casey brought this out in her
20 testimony -- the written testimony -- and this is about li-
21 braries without walls, and that it is a concern of the Na-
22 tional Commission of Non-Traditional Studies.

23 I wonder if you could tell me +- you said "schools
24 without walls". Are you now suggesting libraries without
25 walls?

1 MR. WEDGEWORTH: Well, they already exist.

2 MISS SCOTT: All right, tell me more about them.

3 MR. WEDGEWORTH: I think that I used that as an
4 example of the kinds of changes in our society -- specifically
5 in our educational system -- which indicate changes libraries
6 will have to make in order to go along.

7 The open door colleges, the movement for the in-
8 dependent study of undergraduates as well as graduates, the
9 schools without walls, or libraries without walls put us in
10 the position of having new demands placed on the kinds of
11 services we have offered in the past, new in the sense of
12 an unprecedented level and of a different type.

13 Now librarians, of course, were in the forefront
14 of advocating independent study and for free access to these
15 kinds of materials in the schools. Well, the problem is that
16 I would ask the question, are we really equipped to deal with
17 these new situations now that we see them upon us?

18 I don't think we are. I don't think we are in
19 terms of having the financial resources to deal with the in-
20 creased demands nor are we prepared in terms of the kinds of
21 training that we have given to our people in the past.

22 THE CHAIRMAN: Thank you again.

23 MR. WEDGEWORTH: Thank you.

24 THE CHAIRMAN: All right. I think we now have Dr.
25 Estelle Brodman.

1 Whereupon,

2 ESTELLE BRODMAN

3 was called as a witness, and was examined and testified as
4 follows:

5 THE CHAIRMAN: We are very glad to see you, Es-
6 telle.

7 DR. BRODMAN: Thank you, Fred. I am very glad to
8 be here.

9 THE CHAIRMAN: I think you can assume that the
10 Commission members have read your excellent paper. I think
11 it was a contribution to knowledge. That was the feeling that
12 I had as I read it, and I think that we should probably spend
13 our time putting questions to you, rather than having another
14 summary of it, if you don't mind.

15 DR. BRODMAN: Please. You have been at this
16 since eight o'clock in the morning. You must be very tired
17 of people testifying before you.

18 THE CHAIRMAN: Have you any questions? Do any
19 of the Commission members want to start with the questions?
20 Why don't you start, Chuck?

21 MR. STEVENS: The question that came through to
22 me -- and you and I have worked in the same area of the ap-
23 plication of technology to libraries -- and I wonder, after
24 I read your paper, what the areas that you see now are that
25 are the biggest blank spots in terms of technology contributing

1 to the implementation of newer forms of library service
2 across the range of library service -- not just in medical
3 areas, but across the whole range?

4 And I could suggest some, I suppose -- communi-
5 cations, storage -- but I would rather have your ideas.

6 DR, BRODMAN: Well, I really can't speak for all
7 of libraries. I am sorry that I couldn't get here earlier
8 because I learn so much about all kinds of libraries from
9 hearing the testimony before this group.

10 In the scientific libraries, I think that tech-
11 nology is needed to bring together at a lower cost than is
12 presently true the information which is held by the various
13 nodes in any network system.

14 Specifically, I could say some things like:

15 It costs too much to have C. R. T. terminals all
16 over the country, if your network includes all over the coun-
17 try.

18 It is too expensive to print out from computer
19 tapes when you go through the computer output microfilm route,
20 through the Cinotron route, or through the ordinary printing
21 method.

22 We are on a plateau, I believe, in the technology.
23 The set of breakthroughs which we had in the sixties has now
24 leveled off and we are trying them out. We need another set
25 of breakthroughs to help us solve the problems which the former

1 set has brought to our attention.

2 And I am a little bit unhappy at the kind of re-
3 search that is being done to solve these problems. They do
4 not seem to me to bear on the problems of libraries and li-
5 brary networks.

6 THE CHAIRMAN: I was impressed with two things es-
7 pecially in your paper, Dr. Brodman:

8 One was this idea for the librarian, for a new
9 kind of librarian with a kind of switch between the specialist
10 and the practitioner, which, I think would give -- your ar-
11 gument for that and the need for that is that networks are
12 not likely to produce the kind of information that the switch
13 librarian would, or that it would be too expensive to produce
14 the same kind of information.

15 So with this new idea, also, it seems that you
16 are quite low on networking or networks as a solution to some
17 of our information problems.

18 DR. BRODMAN: Well, let me say that I think that
19 in the field of medicine that there are two great classes of
20 needs:

21 The needs of the clinician.

22 And the needs of the research worker.

23 And that they have too often in the past been
24 confused, and one monolithic solution to both has been pro-
25 posed.

1 And I believe that that is why they have been cut --
2 one group not at all and the other perhaps only minimally,
3 because they have not focused on the problems of the partic-
4 ular group. Now I believe that the networking and technology
5 and so on are very important for the research scientist, and
6 I am talking also about the clinical scientist in the medical
7 center, for example.

8 But I don't believe that that information will
9 help the clinician in a community hospital with a particular
10 problem before him. He doesn't want the same kind of infor-
11 mation. He cannot use the same kind of information. And,
12 therefore, he has given up using the network which is already
13 available to him.

14 THE CHAIRMAN: What kind of education does the med-
15 ical librarian now get? What is that?

16 DR. BRODMAN: Well, there are two main routes to
17 medical librarianship today:

18 Through the library and technology areas.

19 And through the subject field.

20 They tend now to be uniting in that the Medical
21 Library Assistance Act has provided funds for training for
22 each group in the other information, so that it could be hoped
23 that a higher average level of both knowledges will be avail-
24 able in the near future.

25 At present the direct route into librarianship,

1 through librarianship, is the courses in library schools
2 which are specifically set up for medical librarians, again
3 under the Medical Library Assistance Act. Some half a dozen
4 schools have been given money to develop curricula which
5 train only medical librarians.

6 Now some of the course, of course, may be ones
7 which other librarians have to take. But, on the whole, they
8 are specific ones, and they teach not only librarianship
9 but such things as the institutions of medicine, such things
10 as the hierarchy of medical care, and medical people. And
11 those courses generally have turned out the best medical
12 librarians we have from the medical library route.

13 From the subject route, it has usually been sub-
14 ject knowledge, and then additional study while on the job,
15 or in a special school -- special schools or special courses,
16 underwritten again by the institution or by the Medical Li-
17 brary Assistance Act.

18 THE CHAIRMAN: Thank you.

19 Mr. Becker/

20 MR. BECKER: Estelle, it has been suggested that
21 maybe a General Library Assistance Act is needed to help li-
22 braries in general throughout the country.

23 When the Medical Library Assistance Act idea first
24 originated you were in Washington and you lived through its
25 development and through its implementation.

1 DR. BRODMAN: Yes.

2 MR. BECKER: Can you describe to the Commission
3 the effects of that Act on medical librarianship and what the
4 corresponding effects might be on the general library com-
5 munity if we went and took the larger step?

6 DR. BRODMAN: I certainly could try to say what
7 I think has happened to medical librarianship. I am reluctant
8 to say that therefore you can extrapolate to general librar-
9 ianship because the problems are not similar and when you
10 have more of the same, you have something different, and I
11 am not sure that I can go from one to the other.

12 The Medical Library Assistance Act, as you know,
13 Joe, hoped to train a large number -- about six hundred, I
14 think, was our number -- of medical librarians to fill the
15 positions which we knew were needed in medical librarianship
16 around the country.

17 In addition to that, it hoped to have a cadre of
18 more highly trained and more highly skilled people who might
19 go out and leaven the whole, as it were, or start new systems
20 or do some experimentation.

21 It is true that we have gotten a lot of medical
22 librarians as a result of it. Whether they have been any
23 better than the early ones is a question which, I think, even
24 the National Library of Medicine has raised. Where I think
25 they have been most successful is in the higher education

1 portions of the Act, because it didn't exist before, and
2 they have brought it into being.

3 And I do think that some of our good research and
4 experimentation in teaching has come about from people who
5 have gotten Ph.D.'s, or who have worked in a post Master's
6 research training after the basic training. Now whether
7 that will do anything for general librarianship, I rather
8 doubt.

9 But then I don't really know.

10 THE CHAIRMAN: Colonel Aines.

11 COLONEL AINES: You quote the Bible.

12 DR. BRODMAN: It is a bad habit!

13 COLONEL AINES: And say "I labor not for myself but
14 for all those who love learning."

15 Very appropriate, and we all feel ourselves part
16 of that. And the beautiful statement you have prepared is
17 a tribute to your own position in the community, and it is
18 very flattering to the Commission as well.

19 DR. BRODMAN: I think highly of it.

20 COLONEL AINES: Now, having said all of those
21 glorious words --

22 DR. BRODMAN: Yes.

23 COLONEL AINES: You have opened so many doors that
24 we would all love to go into those rooms and explore them,
25 but, of course, there is no time to do all of that.

1 So I would like to have you, of all of the ideas --
2 you are just full of ideas and thoughts -- what would you
3 like to have us go away with, particularly, that you would
4 like to see us try to encourage the President and the Congress
5 to consider, that will not only be good for the medical commun-
6 ity, which is rich, a comparatively rich and affluent and
7 powerful community, but for all of the rest of the knowledge
8 handling community, some of which -- as you may have heard
9 earlier -- is in dire straits?

10 Please, Estelle, could you help us?

11 DR BRODMAN: Well, if I had that kind of wisdom, I
12 am afraid you wouldn't need this Commission, you know -- I
13 would just tell you what to do!

14 (Laughter.)

15 If you ask me what I think, of all of the things
16 that I am saying are important, most important, for medical
17 libraries, I would try to answer that. I think I could say
18 that medicine is in a state of flux at the moment, and that
19 it is too early to know exactly what direction medical librari-
20 ianship should go into, in order to help medicine, but that
21 somebody ought to be keeping his finger on it -- preferably
22 a lot of somebodies ought to keep their fingers on different
23 parts of it, and try out different things so that when the
24 future way in which medical care delivery is given in the
25 United States becomes stable, we have some idea of where

1 next to go.

2 COLONEL AINES: But can we learn from what you are
3 doing in your visions?

4 Is there something applicable to the more general
5 area, which is not moving in a professional field, if you
6 will?

7 Do you feel that there is anything transferable
8 as you look at the total field that might be thought about?
9 Or is it unfair of us to ask this question without giving you
10 a little time to ponder on it?

11 DR. BRODMAN: I am afraid I couldn't answer your
12 question -- just in generalities, like one should always look
13 at the people that one is trying to serve, and not have pre-
14 conceived notions of what is good for them.

15 But having said that, I haven't gotten any further
16 along than before!

17 (Laughter.)

18 I am afraid I am not very wise.

19 COLONEL AINES: You made a good point there.

20 MRS. MOORE: Dr. Brodman, I would like to say that
21 reading a paper of yours not only enriches my knowledge, but
22 it certainly adds to my vocabulary!

23 (Laughter.)

24 DR. BRODMAN: Bessie, you are the best!

25 MRS. MOORE: It is absolutely the best statement!
And you have said something here that just intrigues me that

1 I think maybe the audience would like to hear.

2 You say:

3 "Networks like political parties tend to be a
4 series of compromises."

5 Now do you want to add anything to that?

6 DR. BRODMAN: Well, I think that it is self evident
7 that in life one compromises, and that networks are just an-
8 other portion of life in which one has to make compromises.
9 One has to make the decision, as they do, as we see, in this
10 political party situation right today.

11 You have to see how far you are going to compromise
12 with what you consider your principles. Are you going to
13 compromise on things that you consider important merely be-
14 cause you think that you are not going to get something else
15 which will allow you to do what you really want to do? Or are
16 you going to compromise on the essentials because your goal
17 has changed?

18 MRS. MOORE: You add to that. You say "yet only
19 a modicum can be allowed if a network is to remain viable and
20 not fall into many pieces," which, of course, adds a good
21 deal of knowledge to it.

22 I want to add my thanks for this fine thing.

23 DR. BRODMAN: Thank you, Bessie.

24 THE CHAIRMAN: Estelle, what Joe Becker was asking
25 about, a General Library Assistance Act, of course, it came

1 to my mind that the Medical Library Assistance Act was hard
2 to get through, but at the same time, when you think of the
3 rather clear case it had for the urgency and the need and
4 it is rather easily understood why you need medical information
5 and why it has to be given fast, and why it has to be distri-
6 buted efficiently -- if the job of a Commission such as ours,
7 it seems to me if we are working toward general library assis-
8 tance, it is to get something of this quality of understanding
9 of the importance of the other kinds of libraries.

10 I frankly envy the medical library network and all
11 of the things that we say at the National Library of Medi-
12 cine. But it is because the importance of it was put over,
13 and I think that it was easier to put over than the job we
14 have got.

15 But if we aim at that, then I think that society
16 will pay the cost for it, when they see how important the need
17 is. That is why they are willing to pay for medical library
18 assistance -- the taxpayers, I mean.

19 DR. BRODMAN: Yes, I agree. I don't know how you
20 can prove though that the libraries, in general, are a good
21 thing!

22 (Laughter.)

23 THE CHAIRMAN: Yes.

24 DR. BRODMAN: The indication is that people don't
25 think they are a good thing because they don't want to give

1 their money to them. You are talking about intangibles.

2 It is almost lunchtime, but I might remind you that
3 at one time the National Library of Medicine was the Army
4 Medical Library and we had an Inspector General who came around
5 and he saw our rare books, and he said, "Do any medical offi-
6 cers use your rare books?" And we had to admit that very few
7 medical officers rushed in to read our rare books.

8 And so he went back and made a report saying he
9 thought that it was not part of the duty of the Army to sup-
10 port a history of medicine division in the Army Medical Li-
11 brary, and he understood, of course, that if he put them all
12 on the market at the same time he would lower the price of
13 rare books, and so he advised us to give them away to Western
14 Reserve University.

15 And it was up to us to write a rebuttal to this.
16 And how do you say that rare books are important to the mis-
17 sion of the United States?

18 We suggested --

19 THE CHAIRMAN: But you did!

20 (Laughter.)

21 DR. BRODMAN: We suggested that you take the
22 Constitution and the Declaration of Independence and give
23 them away because they were spending an awful lot of money
24 to keep them on view with the gas filled exhibit cases and
25 all of the rest.

1 But there is really no argument that you can give
2 for the usefulness of the things of the mind!

3 (Laughter.)

4 THE CHAIRMAN: Well, thanks very much, Estelle, and
5 I am sure you appreciate that we are running a little behind
6 time, but I know that the Commission is very appreciative
7 of your contribution.

8 Before we go to the public part of the meeting, is
9 Mr. Towner present? Would you like to take -- I hesitate to
10 say "the stand", but this is a courtroom!

11 MR. TOWNER: Do I raise my right hand?

12 (Laughter.)

13 Whereupon,

14 LAWRENCE W. TOWNER

15 was called as a witness, and was examined and testified as
16 follows:

17 THE CHAIRMAN: Please, just identify yourself for
18 us.

19 MR. TOWNER: I am Lawrence Towner, Director and
20 Librarian of The Newberry Library.

21 I have been asked to testify with regard to re-
22 search libraries, and there are two in Chicago, and I have
23 submitted my testimony -- which, I assume it has been read,
24 and I might --

25 THE CHAIRMAN: Yes, I think that you can assume

1 that we have read it.

2 MR. TOWNER: Yes.

3 THE CHAIRMAN: And that we have some questions to
4 ask you.

5 MR. TOWNER: I might just say two sentences, if I
6 may?

7 THE CHAIRMAN: If you would like to add anything,
8 right.

9 MR. TOWNER: In reflecting on the problems of re-
10 search libraries, it occurred to me that I hadn't used the
11 word "paradox" in my written testimony. But they represent a
12 paradox in our society.

13 We have institutions, we have great, magnificent
14 collections. Assuming that our insurance man is not in the
15 room, I would say that I would guess that the collection of
16 The Newberry could be conservatively estimated at 150 million
17 dollars, and this is a "have" library.

18 But the other side of the paradox, however, is that
19 the independent research libraries do not have the resources
20 properly to care for these collections, to administer them,
21 to make them available to the public.

22 And what I asked in my testimony is not that the
23 Commission urge upon the Congress that they make a special
24 appropriation for rare book libraries and research libraries,
25 because I think, of course, that is not possible, on the one

1 hand, or necessary on the other.

2 In fact, I would like to put into the record --
3 although I will not read them -- three documents which demon-
4 strate that independent research libraries are quite capable of
5 raising their own money to solve their own problems, either
6 from the federal government or from the private foundations
7 and private giving, provided that the Commission can help us
8 to remove the legal disabilities under which we suffer. And
9 that is essentially what I have recommended to the Commis-
10 sion:

11 (a) That the legal disabilities be removed, so
12 that we can compete in the market place for tax moneys and
13 foundation moneys and private moneys, along with other edu-
14 cational institutions which, by virtue of their character --
15 that they have faculties, and graduate programs, and under-
16 graduate programs -- are automatically eligible for the kinds
17 of grants that we have to fight for.

18 THE CHAIRMAN: I am sure that you know that we
19 are having a hearing in Washington at which Mr. McCorison is
20 going to present testimony behalf of the independent research
21 libraries in general.

22 MR. TOWNER: Right, right.

23 THE CHAIRMAN: I would just like to start:

24 Isn't it true that the Mellon Foundation has just
25 produced a grant for assistance to the independent research

1 libraries?

2 MR. TOWNER: Yes, it is true.

3 THE CHAIRMAN: What are you going to use that money
4 for? What are your priorities there?

5 MR. TOWNER: Well, the priorities were partially
6 established by the Mellon Foundation and partially by the six
7 libraries that received the grants.

8 The Mellon Foundation felt that it would like to
9 direct its grant to the scholar, as much as possible. So that,
10 on the one hand, there are some negative restrictions to the
11 grant. It may not be used for bread and butter, for acqui-
12 sitions, for buildings.

13 But, on the other hand, it may be used pretty much
14 at the individual library's discretion, to support scholarship
15 through fellowships, grants in aid, travel grants, support
16 for publications and programs, and the like.

17 It is a very generous series of grants that the
18 Foundation made, and The Newberry Library got a half a million
19 dollars as a capital gift which, depending on how we invest
20 it, will bring in twenty to twenty-five thousand dollars
21 a year, and we will use it, of course, as the grant specifies,
22 using considerable discretion, primarily to give direct aid
23 to scholars who need to use the collection and don't have
24 access to it because of their residence or, well, because of
25 time problems -- the need for six months off to do research.

1 THE CHAIRMAN: But it doesn't help you with your
2 running expense?

3 MR. TOWNER: No, it does not, except that it does --
4 as I told Mr. Duse when we applied -- it allows me to divert
5 some of my energies from raising money for fellowships and
6 grants-in-aid to raising money for books and for operating
7 expenses.

8 THE CHAIRMAN: Yes, any questions?

9 Andy.

10 COLONEL AINES: I would like to get a little clar-
11 ification:

12 I think -- did you say a moment ago that your fi-
13 nancial problems were not so severe that you were looking for
14 finding?

15 MR. TOWNER: No, I did not say that!

16 (Laughter.)

17 If I did, I misspoke.

18 THE CHAIRMAN: No, he didn't say that.

19 MR. TOWNER: I said that I thought that if the
20 legal disabilities that hamper us in fund raising were removed,
21 that the individual and the great independent research li-
22 braries in this country could compete successfully with other
23 educational institutions for available tax dollars and avail-
24 able foundation dollars.

25 COLONEL AINES: Well, you just passed a little trap

1 I had set for you beautifully, because I had read 2(b) of
2 the legal restrictions you would like to have eliminated and
3 one of them made quite clear that you would like to get more
4 public -- get public support.

5 MR. TOWNER: Oh, of course, we would like to have
6 public support and we have.

7 The Newberry Library -- as this document indicates --
8 has considerable public support, through the National Endow-
9 ment for the Humanities primarily -- a million dollars in
10 grants this year. But to get the lever to do it, you have
11 to surround yourself, as we did, with other educational in-
12 stitutions and get them to co-sign the application, because
13 we are not formally an educational institution.

14 And it was only when the public law -- the Public
15 Education Bill of 1965 was amended this summer, that there
16 was a loophole -- which we immediately stepped into, I think --
17 open that would make us eligible for Title 2 grants for ac-
18 quisitions.

19 That is, I am pleased to say that The Newberry
20 was used as a model by the Administration in urging this
21 amendment -- institutions such as The Newberry that have
22 formal educational programs with academic institutions that
23 are themselves eligible for Title 2 moneys will be presumed
24 to be eligible for five thousand dollars a year basic grant,
25 for example, for acquisitions.

1 Well, I am not saying that we are not asking for
2 federal money. I am saying we are not asking for special
3 legislation because I think that we can compete and demon-
4 strate our value to the society as a whole, if these legal
5 disabilities under which all of us suffer with respect to
6 our identification as non-academic institutions and non-edu-
7 cational institutions -- and which some of us suffer even
8 under the present tax law.

9 That is, some of the independent research libraries
10 are considered operation foundations and this makes it ex-
11 tremely difficult for them to get grants from other foundations,
12 because the granting foundation is responsible for the monitor-
13 ing of the way that money is spent, whereas a publicly supported
14 charity -- which is the most liberal definition of an academic
15 institution that is eligible for gifts and grants, is itself
16 accountable to the government, not to the foundation which
17 gave it the money, as far as the I. R. S. is concerned. So
18 the first question that a foundation officer asks you, after
19 they have gotten interested in your proposal, is "What is
20 your tax status?"

21 And we had a nightmare last year, when we were
22 getting a review of our tax status, because at the time when
23 the man in Chicago was about to give us \$600,000, just at that
24 time we got a letter from the I. R. S. saying "We could not
25 determine that you are not a private foundation." And it

1 cost us several hundred dollars and many nightmares in taxes,
2 not in bribes -- in taxes, to get that changed in time to get
3 the \$600,000!

4 (Laughter.)

5 Otherwise we would have lost it. So it is a real
6 headache. Most of us cannot qualify under what is called
7 "the facts and circumstances", which is ridiculous as far as
8 a private library is concerned, because most of us -- like
9 the Huntington and The Newberry -- have endowments that really
10 generate about seventy per cent of the income.

11 So therefore we have to supply additional informa-
12 tion to demonstrate that we have public support. And, for
13 example, the I. R. S. will not accept the idea that because
14 we are used by the public that we, therefore, have public
15 support. We have to go out and hump ourselves and get millions
16 or hundreds of people to contribute to us -- five dollars apiece,
17 ten dollars apiece, in order to demonstrate to the I. R. S. that
18 we have broad public support.

19 It is a real headache, frankly.

20 THE CHAIRMAN: Mr. Towner, have you got a guess as
21 to why it is that the private independent libraries have been
22 left out of the legislation or why they have not been --

23 MR. TOWNER: I think we haven't hollered enough.

24 THE CHAIRMAN: What?

25 MR. TOWNER: I think we haven't hollered enough, Mr.
Burkhardt.

1 THE CHAIRMAN: You think it is an oversight?

2 MR. TOWNER: Yes, I don't think it is deliberate.
3 I think that what the I. R. S. itself was -- well, excuse me,
4 you asked about legislation?

5 THE CHAIRMAN: Yes.

6 MR. TOWNER: I think it was an oversight. I think
7 that it is very easy to define an educational institution by
8 saying that it has a four-year college program, that it has
9 faculty in residence, students, and grants degrees. It is
10 harder, I think, for the Congress, not being aware of the
11 problem or concerned with the problem, to define an independent
12 research library in such a way that it will not include, let
13 us say, a law firm's library or a corporation's library, and
14 that kind of thing, you see.

15 And this is why we have asked the Commission to
16 make this study, rather than our doing it ourselves, because
17 we feel that it would have the imprimatur of the Commission
18 and would get the attention of Congress, whereas if sixteen
19 or twenty of us bound ourselves together -- as we have -- and
20 write our own report, this is a self serving document and would
21 not get the attention that I think that Congress might give
22 it.

23 THE CHAIRMAN: Mrs. Scott -- or Miss Scott; I am
24 sorry.

25 MISS SCOTT: Oh, yes, you indicated that you would

1 like the Comission to do something about designating the re-
2 search libraries as national libraries?

3 MR. TOWNER: Yes, ma'am.

4 MISS SCOTT: This, of course, would require legis-
5 lation?

6 MR. TOWNER: I don't think so.

7 MISS SCOTT: Oh, no?

8 MR. TOWNER: I don't mean "national" in the sense
9 that they are federally supported.

10 MISS SCOTT: All right, that is what I wanted to
11 hear about, this "national".

12 MR. TOWNER: I think that it would be the psychol-
13 ogical effect of the Commission's taking on the responsibil-
14 ity, after a careful examination, of designating certain re-
15 search libraries as national libraries, and you can put a
16 sign up in the building that this has been designated by the
17 National Library Commission as a national library, a national
18 research library.

19 MISS SCOTT: Yes.

20 MR. TOWNER: It would help take one of the other
21 burdens off, that we have in raising money, for our libraries,
22 and that is that most foundations -- and most of them are
23 in New York -- most foundations think of libraries, even re-
24 search libraries like the Folger, for example, as primarily
25 a local responsibility as far as fund raising is concerned --

1 not as a national responsibility.

2 And I think that we would like to -- that is why
3 some are moving to a larger board of trustees, to include
4 members away from home. Characteristically the local library
5 has a local board.

6 But to demonstrate that we are a national library --
7 and I think that this distinguished Commission could help
8 greatly simply by taking the step to decide that there are
9 fifteen libraries that are used nationally, that have nation-
10 ally important collections, that draw scholars not only
11 from all over the country, but from all over the world, and
12 these are national libraries.

13 MISS SCOTT: I guess that is one of the questions
14 I have -- the national concept.

15 MR. TOWNER: I didn't mean federal.

16 MISS SCOTT: It means used.

17 MR. TOWNER: I didn't mean federal.

18 MISS SCOTT: Well, not only federal, but that you
19 would also be open to others than your limited scholar sit-
20 uation, like the Folger, I know, is only open to the scholarly
21 community.

22 The library community --

23 MR. TOWNER: Well, the Folger -- I shouldn't speak
24 for Hardeson, but the Folger Library at the moment has in mind
25 even a children's reading room.

1 MISS SCOTT: It is beginning to --

2 MR. TOWNER: We consider ourselves an advanced re-
3 search library. We are open to anybody who really needs to use
4 The Newberry -- and that is regardless.

5 MISS SCOTT: They can walk in off the street too?

6 MR. TOWNER: Yes.

7 THE CHAIRMAN: Mr. Becker.

8 MR. BECKER: Mr. Towner, were the legal disabili-
9 ties removed and you were able to compete for funds the way
10 you want to, what new services would you be able to provide
11 to the public that you are unable to provide now?

12 MR. TOWNER: Well, one of the major responsibilities
13 that we have now, for example, is to preserve our collections,
14 and I think that this Commission is already aware of the des-
15 perate plight -- and I think that this is a crisis -- of most
16 books that were printed between, let us say, 1830 and today,
17 because of the nature of the paper that was used, the internal
18 decay that the acid is bringing about -- and this is a monu-
19 mental task that faces these libraries.

20 So, in the first place, my first answer would be
21 that if we were to get federal funds, we would continue to
22 provide the service that we are now providing.

23 Secondly, it seems to me that most of us have run
24 out of space and that, therefore, the numbers of readers that
25 we can satisfactorily serve are limited, and if we were en-

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1 abled under the Library Services Act -- I have forgotten the
2 name of the Act; it is irrelevant to us because we can't
3 qualify for it anyway -- we would, presumably, be able to
4 get federal loans and federal grants to enlarge our facili-
5 ties.

6 We are currently, for example, planning a stack
7 building to protect our holdings, and that is going to be
8 about \$3,900,000 that we have to raise. If we could get fed-
9 eral help with that, we would be able to build that building
10 and preserve our collection, and have more space in our pre-
11 sent building to serve the general public.

12 But, for example, if I may elaborate further, we
13 recognize our responsibility to the general public, and the
14 National Endowment for the Humanities recognizes that we are
15 recognizing that responsibility -- we are starting a program
16 this fall, a National Center for the History, the Study of
17 the History of the American Indian, and we will be bringing --
18 this is a \$600,000 program and we will be bringing scholars
19 from all over the country to bring themselves up to date on
20 the latest developments in the history of the American Indian,
21 to make them competent to teach the subject in high schools
22 and colleges and universities throughout the country. And
23 part of the program includes the desirability of first creat-
24 ing bibliographies on the subject at various levels -- tribal,
25 high school, college and universities -- and finally making

1 our vast resources -- we have some hundred thousand volumes
2 on the history of the American Indians at The Newberry -- making
3 our vast resources available on microfilm to any college or
4 university that needs them.

5 So we recognize our national responsibilities,
6 I think, and if we had the wherewithal, we could fulfill them
7 better than we can now.

8 THE CHAIRMAN: Well, thank you.

9 MRS. MOORE: Could I ask one question?

10 THE CHAIRMAN: Yes.

11 MRS. MOORE: How do you recruit your people for
12 this program of American Indian study?

13 MR. TOWNER: How do we recruit them?

14 MRS. MOORE: Yes, how do you get them in?

15 MR. TOWNER: This is just beginning now, but we
16 have other programs.

17 We advertise our fellowship and grant-in-aid program
18 nationally.

19 MRS. MOORE: Through colleges?

20 MR. TOWNER: Yes, through colleges and universities,
21 high schools.

22 THE CHAIRMAN: Well, I am sorry we must move on,
23 Mr. Towner.

24 MR. TOWNER: Thank you. Could I leave this for
25 the record? (Passing papers to the Executive Director.)

1 THE CHAIRMAN: Leave any material that you like.
2 I don't think you will have any trouble proving to us that
3 you are a national resource. The problem is to get it through
4 to other people.

5 Now we come to the public section, and I have the
6 list here of people who have signed up. Is Mr. Michael Howlett
7 here?

8 MR. HOWLETT: Yes.

9 THE CHAIRMAN: Mr. Howlett, will you take a seat?
10 Whereupon,

11 MICHAEL HOWLETT

12 was called as a witness, and was examined and testified as
13 follows:

14 THE CHAIRMAN: Please introduce yourself for the
15 sake of our secretary. You are State Auditor of Illinois?

16 MR. HOWLETT: Auditor of Public Accounts of the
17 State of Illinois -- Michael Howlett, H-o-w-l-e-t-t.

18 THE CHAIRMAN: Right.

19 MR. VELDE: An election year!

20 MR. HOWLETT: That's right, it is an election year,
21 and I am running for Secretary of State, and I am glad you
22 brought it up!

23 (Laughter and applause.)

24 In Illinois, unlike other States, the Secretary
25 of State is the State Librarian. Most Illinois residents

1 think of the Secretary of State's Office as an agency which
2 issues their drivers' license, their license plates, and their
3 title certificates for their automobiles. But he has broad
4 authority over library development.

5 Under the Library Development Act of 1965, the
6 State has been organized into eighteen library systems in
7 which nearly all public libraries are associated and are
8 directly linked with the resources of the State Library.
9 Under the leadership of Alphonse Trezza as Director, the State
10 of Illinois has one of the best library systems in the coun-
11 try.

12 But in Illinois -- as in other States -- there is
13 more that State government can do to broaden library service.
14 Our State government now grants money to the eighteen systems
15 to support local libraries with books and with general refer-
16 ence services.

17 It should provide help for a third service -- to
18 provide answers to citizens' questions about government.

19 The Illinois State Government spends a tremendous
20 amount of money for informational service. But the State
21 informational service assembles and distributes information
22 initiated by the agencies. There is no central place where
23 a citizen can call and find out what he wants to know about
24 what his government is doing. State government in cooperation
25 with local government should provide a central place.

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An informational service should give people the information they want, rather than what the government wants them to have.

The natural place for anyone to go for information is to the nearest library. Librarians are respected in the community. Nobody is mad at them. When acres of buildings were burned to the ground on Chicago's West Side in the frustration and rioting after the Martin Luther King assassination, two branch libraries on the West Side were left without even so much as a broken window.

Another activity that should be developed is interstate library cooperation. In the areas of St. Louis, Missouri, and East St. Louis, Illinois, for instance, there should be exchange of library resources. We have this interstate cooperation to operate bridges for highway traffic. We should have interstate bridges for information.

The National Commission on Libraries and Information Science has taken some important steps to find out who is using libraries and why, and also why some people are not using libraries. The Commission might also examine the funding of libraries and consider new funding sources.

Libraries now rely mostly on property taxes with some help from state funds and a little less from federal funds. In the field of common school education, there is a movement away from reliance on the local property taxes and

1 towards greater reliance on state and federal revenue sources.
2 This should be further extended to libraries and information
3 services. The work of the Commission should determine how this
4 can be done.

5 The American people are seekers after the truth.
6 The poorest among us will make sacrifices to buy televisions
7 or radios or books. They may bring assurance that government
8 cares about their questions and will help them to find the
9 answers.

10 THE CHAIRMAN: Thank you, Mr. Howlett. You have
11 touched on a number of things that I think -- you have heard
12 some of the other testimony?

13 MR. HOWLETT: That's right.

14 THE CHAIRMAN: Things that the Commission is very
15 interested in doing, and we are very glad to have your support
16 on some of these matters that concern us.

17 Have any of the Commission members a question that
18 they would like to ask Mr. Howlett?

19 MR. LERNER: I would like to ask Mike -- could
20 you answer this question, how did it come about that in the
21 State of Illinois the Secretary of State is the State Li-
22 brarian and do you think this is a good idea, and should it
23 continue?

24 (Laughter.)

25 MR. HOWLETT: Well, I don't know how it came about

and that doesn't seem to me the logical place for the State Library to be, to tell the truth. And maybe we ought to give some consideration -- maybe it should be with the Superintendent of Public Instruction or some place.

MR. VELDE: No!

CHORUS OF VOICES: No!

(Laughter.)

MR. HOWLETT: Well, I guess we just blew the educators!

THE CHAIRMAN: Thank you very much, Mr. Howlett.

MR. HOWLETT: Say, Lerner, you are supposed to be helping me!

(Laughter.)

Nice to see you.

THE CHAIRMAN: All right, now Mr. Kucharski, is he here?

Mr. Kucharski, I don't want to seem inhospitable, but we have about ten people to do in the next hour and ten minutes, so I hope you will --

MR. KRONE. O. K., I will take less than four minutes.

THE CHAIRMAN: Well, take more than that. I don't mean to be that rough.

MR. KRONE: I don't want to take too much of your time.

1
2 First of all, my name is not Kucharski; it is Krone,
3 and I am his representative. Unfortunately he is campaigning
4 somewhere else today. I am representing Mr. Kucharski; my
5 name is Krone -- K-r-o-n-e. I am representing Edmund Kucharski,
6 Assistant Secretary of State of Illinois, who is Mr. Howlett's
7 opponent.

8 They are both very good men. I am now fired!

9 (Laughter.)

10 Whereupon,

11 MR. KRONE

12 was called as a witness, and was examined and testified as
13 follows:

14 MR. KRONE: First of all, on behalf of Mr. Ku-
15 charski, I would like to take special credit for one of the
16 members of your Commission, Mr. Lerner, who was highly recom-
17 mended by both Governor Ogilvie and Mr. Kucharski, and we
18 don't know how the rest of you feel, but if you are as good as
19 Mr. Lerner --

20 MR. LERNER: Better!

21 MR. KRONE: Then it is a super Commission!

22 (Laughter.)

23 If it is better than Mr. Lerner, it is a very super
24 Commission!

25 Well, we are very proud of Lou Lerner because of
his innovative and unique ways -- the Chicago Public Library,

1 in many ways, you might say, was under-financed and not having
2 the proper resources to do everything they wanted to do, was
3 therefore cutting corners. And I think that Mr. Lerner has
4 done a great deal in bringing a breath of fresh air to that
5 institution -- including amnesty.

6 The question of amnesty for draft dodgers is very
7 controversial, but the question of amnesty for people who
8 have overdue library books was not as controversial -- at
9 least, not among the citizens, and there was a tremendous
10 return of books.

11 Now that is not the most crucial issue under your
12 consideration, but the very idea that libraries and librar-
13 ians have to be innovative and abreast of conditions and doing
14 that which is practical as opposed to that which might be
15 standard operating procedure for the past three or four hundred
16 years -- something very essential if libraries are going to
17 keep up with others, keep up in the intensive competition
18 with other recreational and educational alternatives.

19 Mr. Kucharski is firmly pledged to:

20 One, strengthening the State Library System, and
21 if necessary, putting it somewhere else, although we are
22 aware that librarians do not want to see libraries treated
23 as an adjunct of any other kind of activity, and perhaps
24 the Secretary of State, not really being involved with it,
25 is a better custodian because -- if one could use a histor-

1 ical precedent, he is more like a Medici -- he can provide
2 money without too much supervision other than the professional
3 supervision that comes from within the profession.

4 We are very concerned about making sure that the
5 library system of Illinois covers a broad spectrum of know-
6 ledge and not just books and periodicals and printed words,
7 but also cinema, and the visual arts, and audio materials,
8 sound -- every kind of resource that is available to extend
9 and broaden knowledge.

10 Mr. Kucharski is pledged to increasing the delivery
11 system of this network of libraries that we have in Illinois
12 and, obviously, it is going to take a lot of money. If you
13 are going to mandate libraries to be information centers --
14 and we are not in favor of that, by the way -- but if you
15 were going to mandate libraries to be information centers,
16 you just can't say "Do it" -- it takes a tremendous amount
17 of additional human resources and you have to fund it. It
18 is wrong for the State to say "This is a responsibility"
19 without giving you the funds to meet that responsibility.

20 Libraries, it was touched on by the last speaker,
21 maybe should be thought of in the sense that education is
22 not directly related to the real estate tax and local sup-
23 port.

24 We would go one step further:

25 We believe that the Constitutional decisions --

1 the Supreme Court decisions in Minnesota and Texas and Cali-
2 fornia -- which essentially knocked down, not the property
3 tax, but the concept that one district could have a better
4 system than another district, will also apply to libraries.
5 In other words, we say fundamentally that every citizen --
6 especially every child, but every citizen in this State --
7 has an equal right to access to information, and that does
8 not depend upon the willingness of the local citizens or on
9 the taxing ability of the local government to provide that
10 service.

11 That should be a clear and fundamental right, es-
12 pecially in the twentieth century. If we can send a man to
13 the moon, we should be able to provide our citizens with
14 adequate information so that they can make vocational deci-
15 sions, recreational decisions -- anything that he wants to
16 know.

17 Now this is essentially what Mr. Kucharski is for.
18 Obviously, we have made a lot of progress. Twenty years ago
19 we wouldn't have gotten a politician anywhere near a library
20 hearing, and despite some people's maybe concern about poli-
21 ticians getting involved, it is all to the good because that
22 is where the money is. Any money that is going to be ex-
23 pended publicly is coming from a legislative body, and when
24 you can get politicians to make commitments for libraries,
25 that means that half the battle is won. And it doesn't have

1 to be a partisan kind of politization, but a non-partisan,
2 a bipartisan.

3 And we hope that the next time, in four years, if
4 we are elected, that we will come back to the hearings and
5 you will see that we have done a great deal, for instance, to
6 perform the general commitments that we have made, including
7 we are hopeful that somewhere in the State of Illinois there
8 will be the kinds of libraries, possibly adjuncts to existing
9 universities, or sites, such as Salem -- Salem, Illinois,
10 which is the home of Abraham Lincoln -- there should be a
11 library there. There should be something there that gives
12 youngsters an opportunity not just to look at things, but
13 also to study them.

14 These are the kinds of ideas that Mr. Kucharski
15 is contemplating. We know that it takes money. We are not
16 just talking about doing something; obviously there will have
17 to be appropriations.

18 The Secretary of State is a powerful politician,
19 by the context of his other responsibilities, and therefore
20 his commitment is a real one. Thank you very much and it
21 gives me great pleasure to be here.

22 THE CHAIRMAN: We have time for one question. Mr.
23 Cuadra.

24 DR. CUADRA: I hate to ask this question in the
25 middle of a political campaign. See if you can answer it

1 without jeopardizing your candidate.

2 You mentioned an equal right to access to informa-
3 tion. This implies to me something like, at least, a floor
4 that is a minimum standard of access.

5 Is there any maximum? That is, if individual rich
6 communities wanted to provide things to their clientele that
7 poorer communities could not, would you or would your candidate
8 do anything about that?

9 What does "equal" mean?

10 MR. KRONE: Well, first of all, "equal access to
11 information" means that, obviously, basic information, just
12 like equal access to education means that there has to be
13 an acceptable minimum that is supported by the State. Ob-
14 viously, you are not going to put a clamp on.

15 First of all, you can't, because you wouldn't be
16 able to prohibit the private institutions from beginning
17 some kind of a program or establishing a facility that would
18 supersede whatever the public agency was accomplishing.

19 But the State should also, possibly, at some level
20 provide the best kind of center. You probably couldn't do it
21 in every community, but certainly -- and we do have it now;
22 the State Library in Springfield, in the Archives, and in-
23 terestingly enough, the Secretary of State is also the State
24 Archivist. And it is an interesting combination.

25 As a matter of fact, I would say that our use of

1 archives in Illinois is terrible. And the reason that I say
2 it is terrible is because we have hundreds of documents with
3 Lincoln's signature -- obviously, before the typewriter, most
4 of the legislators and the governors were writing everything
5 by hand.

6 If these were prepared and displayed, if they were
7 circulated through the state and put in the schools, there
8 would be much more, a much larger interest in history. And
9 so, therefore, you do have, in a sense, the best kind of pos-
10 sible -- at least, in the area of government, we say in the
11 government itself, because it has all of the official docu-
12 ments -- it is really a question of presentation, but I am
13 not talking about ceilings; I am talking about floors.

14 THE CHAIRMAN: O. K., thank you, Mr. Krone, very
15 much indeed.

16 MR. KRONE: Thank you.

17 THE CHAIRMAN: We will move on then to Mr. White,
18 the Librarian at the University of Illinois.

19 MR. WHITE: You were on the Advisory Commission.
20 I am very happy!

21 Whereupon

22 LUCIEN WHITE

23 was called as a witness, and was examined and testified as
24 follows:

25 THE CHAIRMAN: Mr. White, your testimony reached us
after we had set up the schedule, and therefore it is the only

1 time we could put you in, but we do have your testimony and
2 I want to assure you that it will be read and taken into very
3 serious consideration by us.

4 Would you just state your name and identify yourself
5 for our secretary?

6 MR. WHITE: I am Lucien White, University Librarian,
7 University of Illinois, Urbana-Champaign. Do you want me to
8 review the written testimony?

9 THE CHAIRMAN: Well, I think if you hit the high-
10 lights of it, yes, but we will get at it in an extensive way
11 really.

12 MR. WHITE: Well, I would like to emphasize some of
13 the points that I made in the written testimony.

14 I speak, of course, as a University Librarian in-
15 terested in -- as far as the national problems are concerned --
16 interested primarily in the research problems. Although re-
17 search nowadays is not only engaged in by graduate students
18 and faculty -- but we find that many undergraduate students
19 also are doing exercises and real productive work in the area
20 of research.

21 I feel also that although my interest is in a re-
22 search library and a university library that many of the
23 problems that need to be solved and the methods of solving
24 them relate also to the problems of other libraries, partic-
25 ularly public libraries and, to some extent, school librar-

1 ies and, to a great extent, special libraries.

2 I think, to put the situation in perspective, the
3 real problem that research libraries face today is the in-
4 creasing gap in the amount of materials available and their
5 ability to provide physical and bibliographic access to these
6 materials. And I think that this gap is widening.

7 As a consequence, I was greatly impressed by one
8 of the recommendations of the Airlie House Conference in 1970
9 with regard to networking, because to me it seemed that the
10 solution to many of these problems lies in adequate engage-
11 ment of our national resources in this area in the field of
12 networking. One of the Conference recommendations in 1970 was
13 the following -- and these recommendations were addressed to
14 the National Commission, and I know that you are familiar with
15 them, but I would like to say about this particular one, of
16 about twenty, I think, that were made:

17 "That the National Commission assure the financial
18 support required for network programs by developing legis-
19 lative proposals at the federal and state levels, gen-
20 erating a base of understanding within the library and
21 information science professions, and providing a broad
22 base of public understanding of the need for a national
23 network of libraries and information centers."

24 Now I believe this is the most significant recom-
25 mendation that the Commission made. I have forgotten the

1 place it was given. I don't think it was number one or the
2 last, but to me this seemed to be the most important. And
3 I think that probably I was attracted by this recommendation
4 on the basis of my own experience in the State of Illinois
5 where, on a smaller scale, as Mr. Howlett was explaining,
6 there is a network of eighteen library systems, backed up
7 by four research and reference centers, which form the ser-
8 vice of a kind of a peak to the pyramid and provide a service
9 that cannot be provided by the eighteen systems.

10 So it occurred to me that what the Airlie House
11 Conference recommendation here was saying was that it might be
12 advisable for all states to have some kind of a similar system,
13 and that the same system could be expanded on a national level,
14 and this seemed to me, on the basis of the experience that
15 we have had in the State of Illinois, a reasonable conclusion
16 that one might draw at the national level.

17 I think, also, that our experience in Illinois
18 shows that you cannot expect to do this on a cooperative basis.
19 If we rely on cooperation, I think that the results will be
20 slow and uncertain, and we may have reached about as far as
21 we can go with the boundaries of cooperation.

22 I think that what is needed is legislative support
23 and the appropriations that will make it possible to implement
24 the legislation.

25 THE CHAIRMAN: You mean -- by you have gone as far

1 as you can with voluntary cooperation, you mean from your own
2 resources? You think more cooperation is possible if you had
3 outside money?

4 MR. WHITE: Correct.

5 What I feel is needed, and what I feel that the
6 Airlie House Conference was recommending was a system of re-
7 gional networks. Now this may be reading something into their
8 recommendation.

9 But at any rate it seems to me that in order to
10 meet the problems that we have, or that we think we have, be-
11 tween the accessibility of information and the production of
12 information, that what they need is a number of regional
13 libraries in the United States which would have -- perhaps
14 some would have general responsibilities and others special
15 responsibilities. I am talking about libraries of different
16 kinds because it seems to me that the approach would be not to
17 set up new libraries but to build on the libraries that exist,
18 to take the areas of experience where they are and add to
19 them.

20 And I think that this has a political advantage
21 too. Our two previous speakers were politicians, and I think
22 that we all realize that we are working in a political arena,
23 and that there is an advantage to spreading among a number of
24 libraries or agencies certain political benefits, certain
25 monetary benefits in the form of payments or support, and I

1 think that this will -- we have to generate the political
2 support that is needed for a program, and I think that if
3 you will think about this prospect, you will join in the pro-
4 gram.

5 I think also that the resource materials should be
6 spread out as broadly as possible within the region. One
7 might suppose that one might argue that we should have at
8 the Library of Congress, for example, all materials that are
9 available in the world and stored in the Library of Congress,
10 and that this should be the final source.

11 I wouldn't support that, largely for reasons of
12 national defense. I think that it would be unwise. I think
13 that it would be unwise, to have two or three centers where we
14 would have very significant materials in single copies stored.

15 So I would argue that what we need is a regional
16 system, fairly widespread within the region, among different
17 types of libraries with different specialties where they ex-
18 ist.

19 Now to support this kind of a system, I think that
20 there is one thing that is absolutely essential, and that is
21 that the Library of Congress must be mandated to become a true
22 National Library, that legislation be passed so that it can
23 exercise the influence that the Library of Congress should
24 exercise as The National Library.

25 This would provide to the networks the bibliographic

1 and other support that is required. It would provide to the
2 networks the access to materials that is supplied because I
3 think if it operated as a true National Library, it would
4 not only get books for itself, it should procure them for the
5 libraries that are in the network and act as an agent for these
6 libraries in distributing the books to the network, to the
7 system, libraries in the network.

8 THE CHAIRMAN: Mr. White, if you want to leave a
9 little time for a question or two, then I suggest that you
10 come to a conclusion now.

11 MR. WHITE: I think that does conclude, basically,
12 what I wanted to say, and I would welcome questions.

13 I would like to add two or three items, if I may,
14 before the questioning begins, that are not directly related
15 to what I was saying before:

16 I was talking a while ago about the problems of
17 access, and I want to point out what the Commission has pro-
18 bably heard already, that the problems of access and the
19 burdens of financing access very often fall on the large li-
20 braries.

21 The University of Illinois at Urbana does have one
22 of those large libraries. As a result we are asked to lend to
23 other libraries many more times the times, many more times the
24 items that we borrow. Some libraries estimate that it costs
25 them a hundred to two hundred thousand dollars a year to co-

1 operate.

2 I point this out because I said a while ago that
3 cooperation -- we have about reached the end of the road on
4 voluntary cooperation. There must be some other kind of sup-
5 port, if we are going to get the cooperation that is required,
6 and I think that the networking, with proper financing, is the
7 answer.

8 THE CHAIRMAN: Has anyone a question to put to Mr.
9 White?

10 Carlos.

11 DR. CUADRA: How many such regional libraries, Mr.
12 White, would you envision having?

13 MR. WHITE: I wouldn't make any effort to make a
14 statement about the number of regional libraries, but I would
15 say that if we had a real Library of Congress that was a Na-
16 tional Library that one of the charges, one of the first charges
17 of the Library of Congress would be that they try to designate
18 what this network would be in the United States. I think that
19 this would require a lot of effort.

20 I am not sure that this should be done on a geo-
21 graphical basis, although that would certainly be a factor.
22 Where the libraries are now would certainly be a factor. But
23 I wouldn't make any effort to tell you the number, but I think
24 that the principle is important.

25 THE CHAIRMAN: Well, thank you, Mr. White and should

1 we -- all right.

2 Miss Scott.

3 MISS SCOTT: Mr. White, you talk about the regional
4 libraries, but would you support the idea of a National Li-
5 brary of Science and Technology? This was another concept.
6 Would you like to comment on that?

7 MR. WHITE: Yes, I would be glad to comment on
8 that, and we have a National Library of Medicine.

9 MISS SCOTT: Yes, and an Agricultural, too.

10 MR. WHITE: And Agriculture, and I think that these
11 are all appropriate.

12 But I also know that there is a big movement on
13 by the people in the agricultural field to establish a network
14 of agricultural libraries.

15 I think that we need networks regardless of whether
16 we have a National Library of Science and Technology or not --
17 we still need the networks. And in fact, I think that people
18 in these areas are working on these things, but they are fumbling;
19 they do not know how to proceed, because they have no national
20 guidance really.

21 And I think that this is the responsibility of
22 the Congress to set up a system, either through The National
23 Library or through the other existing national libraries --
24 through the Library of Congress or the other existing national
25 libraries -- to provide real leadership in this area. And I

1 think that this Commission could do the country a real ser-
2 vice if they could promote such legislation, and I believe that
3 the country is ready for it. I think that you can get the poli-
4 tical support.

5 THE CHAIRMAN: Thank you very much, sir.

6 Now I should announce to the members of the Com-
7 mission that we are going to be in continuous session, but there
8 is some food, there are some sandwiches --

9 MRS. RESZETAR: And beverages.

10 THE CHAIRMAN: To be had in the next room, and I
11 suggest that perhaps two of you go at a time and get yourself
12 some food. You are not allowed to bring it in here. And
13 meanwhile we will go on.

14 Mr. Bjorklund.

15 Whereupon

16 RICHARD BJORKLUND

17 was called as a witness, and was examined and testified as
18 follows:

19 THE CHAIRMAN: Would you state your name and identify
20 yourself for our record, please?

21 MR. BJORKLUND: My name is Richard Bjorklund; I
22 am a free lance writer and the director of a local historical
23 association in Chicago.

24 But as the director of that historical association,
25 I thought I might bring to this Commission a suggestion that

1 as part of your effort, I think that it would be appropriate
2 for the Commission to do what it can to encourage the use of
3 library facilities as gathering points for matters of local
4 history.

5 We in Chicago have or are fortunate to have the
6 Chicago Historical Society, which operates voluntarily and
7 independently of the library system. But that library at the
8 Chicago Historical Society is dedicated chiefly to the major
9 aspects of the history of the city. It does very little for
10 the Chicago communities, and similarly many of our suburban
11 libraries -- like the outlying libraries of Chicago -- have
12 done very little to collect materials on local history.

13 Our small historical association -- Lakeview His-
14 torical Association -- is located in a Chicago public library
15 building, and has had, over the past thirty years, some suc-
16 cess in gathering material on the local history, and it is not
17 going to be able to continue to provide the support of ser-
18 vices and the collections and the updating of some current
19 sources.

20 I would suggest that for Chicago we have little
21 libraries and the expertise and the facilities, and we have
22 the historical materials, and these facilities and this ex-
23 pertise ought to be put to use.

24 I have done a great deal of business writing, and
25 in doing that I find that everyone is so busy making money,

1 that they pay very little attention to the preservation of
2 the history and the records that ought to be kept, and that
3 can be corrected, to some extent, by hiring a professional
4 archivist to give the company direction. But there is a great
5 opportunity here for the library system to become active also
6 in giving some guidance to our businesses in what they ought
7 to retain.

8 So I don't know in the Commission's charge just
9 what it might be that you could do, but the objective of help-
10 ing the local libraries to do their part in preserving local
11 history would be a great contribution that the Commission
12 might make.

13 And that ought to also extend to giving some help
14 to medium and small sized businesses.

15 Thank you very much.

16 THE CHAIRMAN: Would the State Library Agency be
17 able to organize that?

18 MR. BJORKLUND: Possibly. But the State Library --
19 the only situation, of course, that I know is Illinois and,
20 well, principally, the Illinois Historical Library came to us
21 and has asked us to share with them some of our local materi-
22 al, some of the pieces of local material, so that it will be
23 available at a central place.

24 But actually the Illinois Historical Library in
25 Springfield seems very remote to the local community. It is

1 not -- it is sort of a centralizing facility we are having.
2 A disbursing facility there -- and it doesn't reach out to
3 the state, as indeed well it might. And I don't know if this,
4 well, I am not talking about things like the National Science
5 and Technology Library and so forth, but I am talking about
6 a very local kind of thing.

7 THE CHAIRMAN: Probably at the county level.

8 MR. BJORKLUND: The county, the city, or even small
9 rural suburban communities.

10 The problem, you see, is that there are many -- there
11 are many local historical associations such as ours, but the
12 problem is with the money, you see, and so the efforts of these
13 associations are wholly voluntary, and they need the support
14 of the libraries, which just sort of naturally fit in.

15 THE CHAIRMAN: Bud.

16 MR. VELDE: Are you gathering materials in addition
17 to books, you know, other things? Such as rifles?

18 MR. BJORKLUND: Well, we have things like old
19 drawings.

20 And, of course, we were placed in a rather small
21 room in this library, and we have found that it gets to be
22 a particular burden both on space and on the librarian's time
23 to handle artifacts, as I would put it. Our library is not
24 a museum library. It is really pretty much confined to news-
25 paper clippings, monographs on local history, and we have

1 quite a good picture collection -- in fact, our picture col-
2 lection was recently drawn upon for forty or fifty important
3 pictures.

4 MR. VELDE: I think that the danger is, when you
5 get to be a museum --

6 MR. BJORKLUND: Yes.

7 MR. VELDE: Libraries have great difficulty.

8 MR. BJORKLUND: I grant that. The possibility,
9 I think, now of going into things like auto history -- I think
10 that is indicated.

11 We this year sponsored, in cooperation with the
12 library, for our high school students to use our facilities,
13 our library facilities, to develop their own papers on local
14 history. Now the papers we have gathered, but we also have
15 art projects but the art is burdensome.

16 I think that there is a great deal that we could
17 do.

18 Yes?

19 MISS SCOTT: Speaking of local history, to handle
20 this, do you actually allow users or let the public get into
21 these?

22 MR. BJORKLUND: Well, it could be. The local his-
23 tory -- they could come in, in many ways. We encourage some
24 young people, if they wish.

25 On the other hand, if this is a copy -- when you

1 get into museum type things, you have a problem.

2 THE CHAIRMAN: Mr. Bjorklund, I am sorry, I think
3 that we must move on. We are running about an hour behind
4 schedule now.

5 MR. LERNER: Well, Mr. Bjorklund, if I could have
6 one quick question?

7 THE CHAIRMAN: Yes.

8 MR. LERNER: Based on your extensive experience
9 with business, we haven't had any business people here, and
10 I gather that one of the great services that business might
11 have, Mr. Bjorklund, is that he feels that within library
12 cooperation, private libraries and special libraries that be-
13 long to businesses as such, that he feels that they have a
14 responsibility to share their information with the broader
15 community.

16 MR. BJORKLUND: Yes, I think that they do have
17 that responsibility.

18 On the other hand, I, from my own corporate exper-
19 ience, we have in our company perhaps one of the most exten-
20 sive libraries in the advertising market field.

21 Now the problem with businesses is a library of
22 that size -- well, it spelled overhead; that is, if it is used
23 to furnish that for the research of the staff people, but the
24 collections that are asked -- and sometimes I would reckon
25 that within a single day several hundred calls came in to

1 that library asking for assistance, particularly advertising
2 market information.

3 Now I don't know exactly how to approach this, but
4 the point is that the burden for the company tends to grow
5 sort of exponentially. That is, it has been a whole informa-
6 tion explosion. Two decades ago the number of inquiries in
7 that library would be a fraction of what they are today.
8 Now the problem is, if you engage the time of a broad number
9 of people, and there is no offsetting income to it.

10 Now one thing, of course, is that the Special
11 Libraries Association in Chicago -- and there is already a
12 degree of cooperation here and, I know, all over the country.
13 But the problem to industry is as I described. As the demand
14 for this information has grown, there has been no compensating
15 increase in revenues to accompany it. It comes as an expense.
16 And I think that you make a point though that they have a
17 responsibility to do this, but their ability to meet that
18 responsibility is kind of far from us.

19 THE CHAIRMAN: Thank you very much, Mr. Bjork-
20 lund.

21 I would now call on Mr. Paul -- I can't make out
22 the writing -- is it S-e-w-a-n? Sewan?

23 MR. SEMAN: Right.

24 THE CHAIRMAN: Sewan.

25 Whereupon

1 PAUL SEMAN

2 was called as a witness, and was examined and testified as
3 follows:

4 THE CHAIRMAN: Please identify yourself for the
5 record.

6 MR. SEMAN: Mr. Paul Seman, 1712 Sheridan Avenue,
7 Whiting, Indiana.

8 THE CHAIRMAN: So it is S-e-m-a-n?

9 MR. SEMAN: That is correct, sir.

10 THE CHAIRMAN: Yes.

11 MR. SEMAN: I represent the Whiting Citizens' Or-
12 ganization for the Development of Educational Standards and
13 the Whiting Taxpayers Union.

14 I appreciate this opportunity to give you "grass
15 roots" comments and suggestions.

16 Increasingly the public, through a deep and per-
17 sistent type of citizen involvement, is taking matters into
18 its own hands with regard to improvement in the form of many
19 areas of their government and its services. With the lack
20 of a proper and complete fulfillment of the elected and dele-
21 gated officials in our society, the private citizen often
22 finds a direct and intimate involvement in action on the part
23 of organized citizens provides the most effective way to solve
24 many problems of their communities

25 The libraries can and should continually provide

1 their patrons with a reasonable amount of pertinent and cur-
2 rent materials and records of local government units to aid
3 them and members of the news media in their efforts to improve
4 their local community.

5 The libraries should contain:

6 A fairly comprehensive local history file.

7 State and local governmental agencies' formal re-
8 ports and surveys.

9 Details of proposed tax budgets of all local taxing
10 bodies.

11 The approved minutes of various governmental bodies

12 Tax assessment listings of major elements of the
13 local tax base.

14 The libraries should consider that they broadcast
15 and tape record locally with low-power transmitters of their
16 own the various governmental and regulatory agency bodies at
17 public meetings, or they should cooperate extensively with
18 school transmitters at the local level to carry out that
19 function.

20 Libraries should practice the encouragement of the
21 contribution by the public of reports, surveys, and newslet-
22 ters researched and produced by active, knowledgeable, con-
23 cerned citizens and their organizations.

24 Also, libraries should provide copies of local
25 so called "underground newspapers", if there is evidence that

1 they could be of a constructive nature and beneficial to the
2 local community.

3 I would like to give you some brief case histories
4 of why some of these proposals that I have suggested are im-
5 portant:

6 The Whiting Sanitary Board had this report prepared
7 by an engineering firm. They thought that the public would
8 not become aware of it and fortunately they did. When the
9 public became aware of this report, and studied it, they found
10 that in the report the officials lied repeatedly to the defi-
11 ciency and to other officials:

12 They claimed schools that did not exist as their
13 own.

14 They claimed industry that belonged to other cities.

15 They claimed parks that did not exist.

16 They claimed swimming pools that did not exist.

17 They claimed false tax rates for the community.

18 They proposed an organizational setup for the school
19 system for thirty thousand people when we have but seven thou-
20 sand people.

21 The volume is replete with serious omissions and
22 contradictions. Now if this volume had been presented to the
23 library on a routine basis, we -- as the members of the public
24 who are concerned -- would have seen this much sooner and been
25 able to take more appropriate action and more quickly. But

1 that was not the case. It was due to our private citizens
2 that we obtained this copy and again if it were on a routine
3 basis that would not be necessary.

4 This report told us, for example, that we have our
5 sewage retention basin on the lake front just a few miles
6 from this shore. That, of course, is undesirable. They tried
7 to hush this.

8 And the library could have been helpful, if it had
9 had this in its files for the public. And I am quite sure
10 that if the officials concerned were aware of the fact that
11 this would likely be in the library, they would have had se-
12 cond considerations about their activities.

13 Another good example is the school statistical report
14 put by the Farm Bureau. This report indicates that our com-
15 munity, that it is the worst in the entire state in many cate-
16 gories.

17 For example, it has twice the state and federal
18 average of cost per pupil per year for all areas of construc-
19 tion, maintenance, et cetera. The general fund cost is twice
20 the state average.

21 Well, again, this report was not at the library.
22 The citizens dug it up, so to speak, and they presented the
23 local library with a copy of it, as well as other reports,
24 so that the public could become aware of what is going on in
25 the community, so that they could take the proper action.

1 THE CHAIRMAN: Did you say you have a report with
2 reference to medical? Medical care?

3 MR. SEMAN: This particular one, sir, concerns the
4 school statistical report.

5 THE CHAIRMAN: All right.

6 MR. SEMAN: And it indicates, for example, in their
7 highlight page that Whiting is listed in six categories that
8 they are the highest in the state for cost per pupil for
9 administrative costs, et cetera. Also the general total
10 costs were twice the state average.

11 It indicates that we had the lowest cost per student
12 in state aid and federal aid -- and many other pertinent and
13 important statistics.

14 We appreciate the fact that this was by the Farm
15 Bureau -- at no cost, I might say, to the public. And it is
16 something that we feel should be in all public libraries, par-
17 ticularly in Indiana.

18 Another very good example of something that should
19 have been in the library and was not -- and we presented it
20 to the library -- is the alternative for managing waste water
21 by the Corps of Engineers, the program concerning this region.
22 Now we were fortunate in being in attendance at the Gary
23 meeting and the Richmond meeting, and after being placed on
24 their mailing list, we received much important literature
25 and information.

1 And we found at our attendance at the second meet-
2 ing at the high school in Hammond recently, when we had 1,500
3 in attendance as opposed to seventy-five at the first meeting,
4 that the twelve hundred farmers from the area in Illinois and
5 Indidna that were against the plan, they were not aware of
6 the plan, and they were very persistent in their complaints
7 of the fact that it was not publicized, that they were not
8 aware of it, and that they would have approached the problem
9 more quickly had they been aware of it.

10 They mentioned what I am going to now -- the fact
11 that the libraries had none of this information and it would
12 seem that the libraries should have been provided with infor-
13 mation such as this in advance of public meetings, so that
14 the public could participate intelligently and effectively
15 in them.

16 THE CHAIRMAN: Don't the newspapers cover this
17 area?

18 MR. SEMAN: Sure, I imagine it does, down in the
19 Corps of Engineers. My experience with them has been excel-
20 lent.

21 The papers did cover, days in advance of the meet-
22 ing, the fact that the meeting would take place, and they
23 indicated, to some extent, what would take place at that
24 meeting. But evidently those in Central and Southern Indiana
25 were not aware of the publicity campaign by the Corps of
 Engineers. I spoke to several reporters and they vehemently

1 complained about the fact that they were not notified.

2 MR. STEVENS: Mr. Seman.

3 MR. SEMAN: Yes, sir.

4 MR. STEVENS: Are you inferring by the general
5 nature of the comments that you are making that libraries are
6 lacking in their ability to get these reports and publicize
7 them in time to be useful?

8 MR. SEMAN: Absolutely, sir.

9 Now I speak specifically of the Whiting library,
10 because that is the one that I am most familiar with, and
11 also the Hammond library, with which I am in some sense fa-
12 miliar. But it is a very disheartening experience for citi-
13 zens who try to involve themselves directly and effectively
14 to improve their communities.

15 I am sure you are aware of the fact that there is
16 much scandal now in the region, one man committing suicide
17 and many being indicted, et cetera, in the area I am speaking
18 of. And we as citizens are aware that there is much corrup-
19 tion there and we have taken it upon ourselves to try to
20 eliminate this corruption, but to do so we must have much fac-
21 tual information and statistics, and this, we feel, should
22 be one of the responsibilities of the successful, truly re-
23 levant public library system.

24 MR. STEVENS: Yes.

25 MR. SEMAN: I won't bore you with other examples,

1 but I have many others before me that indicate that we as
2 citizens --if we had these reports, we would have been active
3 in these areas long before now.

4 We would like to state that we have presented our
5 local library with the copies as we have received them. We
6 have asked that the librarian take it upon herself to contact
7 various agencies and, as an automatic feature of the library
8 system, have books and booklets and reports such as these
9 given to the public.

10 I would like to point out to you why it is so im-
11 portant to have minutes of meetings and broadcast the meetings,
12 et cetera, for the citizenry, by the library. And I as a
13 citizen, speaking for hundreds of members of my organization,
14 will testify that we are willing to pay to the library system
15 for such services as broadcasts of public meetings, et cetera,
16 for this reason:

17 When we as citizens began to investigate our com-
18 munity for corruption, waste and inefficiency, patronage and
19 nepotism, et cetera, we found that the officials were suddenly
20 ruffled. In fact, they suddenly became violent. On numerous
21 occasions I had officials at my throat at meetings. They
22 banned the use of tape recorders and the like before Public
23 Works meetings. They attempted to ban those recorders at
24 City Council meetings, for example, and at Planning Commission
25 meetings.

1 They banned the tape recorders successfully at
2 the Sanitary Board meetings because of the scandal involved
3 there.

4 Finally, when we simply asked questions and received
5 answers and did not tape record because of the ruling, they
6 banned the question and answer periods.

7 Then, in addition, they changed the meeting date
8 times from evening hours to twelve o'clock noon, for example.
9 After sixty years of the meetings taking place at the evening
10 hour of six, they transferred it to twelve noon.

11 Now I am giving you some of these details to show
12 you what private citizens are up against when they try to
13 help their communities, and how corrupt officials try to
14 thwart their efforts.

15 And the library system in this country is in a
16 position to provide services for the citizenry by broadcasting
17 these meetings, by having in the library copies of minutes,
18 copies of reports, et cetera.

19 I attempted to find out at City Hall yesterday
20 how much the mayor makes and what his capacities are as an
21 official for the city. The clerk refused to give me that
22 information. She said I would have to be placed on the agenda
23 and meet with the mayor, and then if he gave me the O. K.,
24 she would tell me what he makes and what his jobs are. Such
25 is the extent of the corruption and the secrecy in some com-

1 munities.

2 MR. LERNER: Mr. Seman, what you are really saying
3 here is that you feel that libraries and information people
4 have a much greater role to play in their own social respon-
5 sibility to their communities? Is that the major point that
6 you are making here?

7 MR. SEMAN: Now this is very true.

8 Now we have --

9 MR. LERNER: Let me ask you something before you
10 go on.

11 MR. SEMAN: Yes, sir; yes, sir.

12 MR. LERNER: We just have a few minutes here.

13 Is there no law, are there no laws which require
14 that the local library be a repository of certain documents
15 from the city and other municipal districts within that area?

16 MR. SEMAN: Sir, my understanding is that Indiana
17 has recently passed a law which will soon go into effect,
18 which will require that the State Library, at least, have the
19 option to study all important records of both the communities
20 and the state before they are destroyed. I am aware of that
21 particular law, but none other.

22 MR. LERNER: I see. Thank you.

23 MR. SEMAN: Also, I think --

24 THE CHAIRMAN: Could you just finish up in a minute
25 or two?

1 MR. SEMAN: Yes, I will.

2 Also, it is very important that you note that
3 there are no officials here from the library and its atten-
4 dant region of my home town and the neighboring towns. It
5 takes the citizens to become involved and to make statements
6 and to ask questions as to what is going on -- they are not
7 here.

8 Also, I would appreciate that libraries, for the
9 most part, be open Sundays because of the fact that many
10 citizens are shift workers and have odd days off, et cetera,
11 and they must use the library facilities, especially if they
12 have these that I speak of, on Sundays as well as the other
13 times.

14 I would appreciate that this Commission seek le-
15 gislation that would enable libraries to help defeat the
16 undesirable elements of secrecy in government and its impor-
17 tant activities.

18 Thank you, gentlemen. I appreciate your attention.

19 THE CHAIRMAN: Thank you very much, Mr. Seman.
20 Next on the list we have got Mr. Arnold -- is it Edmund or
21 Edward?

22 Did you have a question?

23 FROM THE FLOOR: Could I make a comment or an ob-
24 servation as an auditor before you continue?

25 THE CHAIRMAN: Yes.

1 FROM THE FLOOR: Mr. Seman, I think, is an excellent
2 example of presenting to us what Mr. Wedgeworth was getting
3 at this morning about what he called social indicators. Mr.
4 Seman and his group had to bring that material to the library,
5 and I think again that what Mr. Wedgeworth was after was to
6 have the library be the initiator and help the people get
7 hold quickly in order to do their kind of work.

8 MR. SEMAN: Thank you.

9 THE CHAIRMAN: Now I think --

10 FROM THE FLOOR: I compliment you on your presen-
11 tation.

12 THE CHAIRMAN: I think Mr. Arnold is next. Right?
13 Whereupon

14 EDMUND ARNOLD

15 was called as a witness, and was examined and testified as
16 follows:

17 MR. ARNOLD: You want my name?

18 THE CHAIRMAN: Yes.

19 MR. ARNOLD: I am Edmund Arnold. I am the Direc-
20 tor of Library Services at Cornell College, Mt. Vernon, Iowa.

21 THE CHAIRMAN: Yes, we have it, Mr. Arnold. We
22 didn't have time to distribute it to the Commission members
23 because it came in too late.

24 Well, in any case, we have it and if you would
25 like to summarize your recommendations, then we can ask you

1 Some questions about it.

2 MR. ARNOLD: If I might, please.

3 THE CHAIRMAN: Please proceed.

4 MR. ARNOLD: I would not like to go deeper into
5 a large portion of what I did say. A large portion of what
6 I wrote dealt with a particular example, rather than with
7 specific problems relating to college libraries, although this
8 is my immediate concern at this time.

9 As I have indicated, I am a director of a small
10 college library and we, I think, are particularly hard hit
11 at this time with the financial pinch that has come up all
12 over the country, and we are seeking very hard to find ways
13 in which we can keep our services alive as they should be.
14 However, there is a broader concern to which I addressed
15 myself, and that is library resources which we have in this
16 country here which are not properly or effectively utilized.
17 And by this I mean that resources such as the collections
18 at Cornell College.

19 It so happens that we are freely open to the local
20 community. It so happens that we participate actively in
21 the Iowa Library Teletype Exchange. We are members of a
22 cooperative venture through the Associated Colleges of the
23 Midwest.

24 I think that perhaps what I am more concerned with
25 is that we begin asking the right questions, as far as research

1 is concerned, and these are such things as "Who are the users?"
2 which seems like a very basic question, but:

3 Why do they need to use libraries?

4 For what purpose do they need to use libraries?

5 Does everybody need to use libraries?

6 And I suspect that once we have answers to a few
7 of these questions and get at some of the social indicators
8 that have been mentioned before, that we can begin to identify
9 where library facilities may be located, we can begin to
10 identify what is an optimum size for any given facility, whe-
11 ther we are talking about a local one or whether we are talk-
12 ing about perhaps a larger local center, going on to the re-
13 gional centers which have been spoken of, and then on to the
14 national and ultimately international cooperation.

15 It seems to me that we need to find out, in addi-
16 tion, what are the factors of time and distance affecting
17 people's use of libraries?

18 And one other factor has occurred to me, which I
19 have spoken to in my paper, and that is the library structure
20 as it is now in many instances attempts to stratify its
21 clientele.

22 That is to say, we speak of children's library
23 services, or we speak of public library services, as distinct
24 from college library services, and so on. And to a great ex-
25 tent this is the way we have developed.

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However, it seems to me that when a user comes to a library, he doesn't care whether it is a public library, a school library, or whatever. All he cares about is, "Did I get what I wanted?" And this, I think, is the fundamental point.

If we address ourselves to the needs of the users, to the factors of time and distance, and tend -- in so far as possible -- to encourage the crossing of, if not the obliteration of, the distinction between types of libraries, I do believe that we will be on our way towards the effective utilization of our resources.

MR. STEVENS: May I ask?

THE CHAIRMAN: Yes, Chuck.

MR. STEVENS: The point that you make regarding the user being satisfied when he goes into a particular library is one that I would like you to pursue on the basis of its economics.

We go into a department store and expect that department store to provide what we want at any time, but we are willing to pay for it. Do you think that the National Commission should be thinking about cross channel libraries of the kind that you are speaking of that are federally, state, or tripartite funded? Or that the user should pay the bill as he enters?

Should, for example, the community user near Cornell

1 College pay a part of the cost every time he enters the li-
2 brary for the use of that facility, because he happens to be
3 near, because it happens to be a service he wants, and because
4 it happens to have the material that he needs at a particular
5 time?

6 MR. ARNOLD: I would say that -- if I may answer
7 it this way -- that the local citizen who needs access to
8 library resources has perhaps freer access to the Cornell
9 College Library than they do to many others in the area.
10 Unfortunately for us, they have not been paying for it, and
11 we have not seen fit to cut them off from it.

12 The question, I think, is where does the need lie?
13 And what are the means of supporting that need?

14 We have spoken of education, of school libraries
15 and so on. I think that we need to answer the question of
16 what do we mean by "education"? If we mean by this term that
17 we are involved in a continuing process of finding out about
18 ourselves and our environment and keeping informed as citizens
19 and expanding our ability to handle complex information,
20 then I think that we have come up with something which is
21 de-institutionalized. It is not necessary that you have ed-
22 ucation take place in the classroom, either in the elementary
23 school or the college. This is something that goes on out
24 there all the time.

25 Now we do need to make facilities available to

1 people. In some areas we have college libraries and no public
2 libraries. In other areas we have college libraries that
3 are -- well, they are there, perhaps, in name, but the --
4 excuse me, the public library provides much better resources,
5 and yet in each case there are frequently the kinds of bar-
6 riers to the full utilization of the public library by the
7 students or, on the converse, of the college library or the
8 school library by the local public.

9 And I don't think that it is a question -- I would
10 suggest, perhaps, that what we need to do is to encourage
11 or to push legislation which will encourage the private col-
12 lege, university -- in fact, all of the academic, all other
13 libraries, to think "people" first and to think about how
14 they can unite to serve the people.

15 MR. LERNER: What people? Their own people or the
16 whole community's people?

17 MR. ARNOLD: Well, this comes down to a question
18 of the definition of the community. It would be possible,
19 say, for Cornell College to restrict its definition of "com-
20 munity" to the limits of the campus.

21 MR. LERNER: Right.

22 MR. ARNOLD: Or to those who are actually enrolled
23 in courses.

24 It is possible and, in fact, it is frequently done
25 and most warranted, most normal, as a matter of fact, for a

1 public library to have a certain political boundary. It is
2 typical of a school library to have, say, the bounds of its
3 particular clientele or of the school district to have those
4 kinds of political boundaries.

5 MR. LERNER: Well, would you call for a disbanding
6 of some of those boundaries, to cut some of those?

7 MR. ARNOLD: Yes, I would.

8 COLONEL AINES: Going back to a theme that you
9 expressed a moment ago about social indicators, and identi-
10 fication of needs, in your own experience, in your own work,
11 have any of your students made such assessments as part of
12 their school work?

13 Is it possible to determine on the basis of an in-
14 dividual community, without having elaborate outside study,
15 something akin to a market study, in terms of the immediate
16 clientele and potential clientele? And really, what I am
17 getting at is how much self help should there be within com-
18 munities on that type of a study?

19 MR. ARNOLD: Oh, I think there could be a fair
20 amount of self help. There is no reason why students within
21 our economics department or sociology department could not
22 cooperate in terms of producing the necessary local statistics,
23 local data, that would enable us to formulate a good service
24 policy.

25 Part of our difficulty, I think, would be imple-

1 menting that policy with the funds at our disposal, and here,
2 I think, is where we would need some help.

3 COLONEL AINES: I think you would start a new
4 trend over here with that.

5 (At this point, Dr. Burkhardt left the Chair, and
6 Mrs. Moore assumed the Chair.)

7 MRS. MOORE: Are there any other questions?

8 MR. ARNOLD: Thank you.

9 MRS. MOORE: Well, thank you very much for coming
10 and testifying, and particularly your willingness to share your
11 ideas with us.

12 Next is Mr. Dan Martin.

13 Whereupon

14 DAN MARTIN

15 was called as a witness, and was examined and testified as
16 follows:

17 MRS. MOORE: Mr. Martin, for the benefit of the
18 secretary, would you give your name?

19 MR. MARTIN: My name is Dan Martin. I am Presi-
20 dent of the Associated Colleges of the Midwest. Just for
21 your information, the Associated Colleges of the Midwest is
22 a consortium of liberal arts colleges located in five States:
23 Illinois, Iowa, Wisconsin, Minnesota, and Colorado.

24 Now what I have to say has a bearing on three of
25 the subjects that I take to be within the Commission's terms

1 of reference:

2 One is the national lending library.

3 Second, copyright legislation.

4 And finally, support for innovative library oper-
5 ations.

6 In 1968 the Associated Colleges of the Midwest
7 created a central periodical library, which we called the
8 periodical bank. The ten original members of the bank each
9 contributed fifty thousand dollars to the creation of a central
10 collection of periodicals and each have paid substantial annual
11 assessments for its operation in the intervening years.

12 We also have received assistance from the Office
13 of Education and from the National Science Foundation.

14 During the past year we have opened this service
15 to other libraries -- both academic and public -- and we are
16 now serving twenty libraries, including one of the regional
17 library systems, in Illinois.

18 Now the original purpose of the periodical bank
19 was to increase access of both faculty members and students
20 at our colleges to the exploding wealth of periodical liter-
21 ature. In the process of creating and operating this facility
22 for that purpose we have learned a number of things we think
23 are important, some of which we didn't exactly anticipate:

24 One fundamental principle of our operation at the
25 outset that has been reinforced by over three years of exper-

1 ience has been that speed of access to periodical literature
2 is extremely important.

3 For this reason we have teletype communication with
4 our members and they submit their orders for photocopies by
5 teletype and we return to them by first class mail copies of
6 the requested articles within twenty-four hours of the order's
7 receipt.

8 Now we feel that this increases the effective ac-
9 cess of our member libraries and of their users to the re-
10 sources which are concentrated in major libraries. Our ex-
11 perience shows that this service fills an authentic and a
12 large need, and a need that is probably not expressed in the
13 absence of the user's capacity to get at this. So that you
14 know if it is going to be troublesome and slow to obtain a
15 copy of a periodical article through traditional means, this
16 certainly presents or raises a very high threshold before
17 the user.

18 So this restricts demand.

19 We feel that there is a large demand that has been
20 expressed as a result of the ease of access that users in col-
21 lege libraries, such as Mr. Arnold's, have that cannot be --
22 that is impeded or is not felt without the availability of
23 this kind of service.

24 But now remember that we are serving mostly small
25 college libraries. In the year recently completed, serving

1 ten small college libraries, we filled over --

2 MRS. MOORE: Could I ask you a question at this
3 point, sir?

4 MR. MARTIN: Yes.

5 MRS. MOORE: "Small" depends on what part of the
6 country you are from.

7 MR. MARTIN: Yes.

8 MRS. MOORE: So would you identify what you mean?

9 MR. MARTIN: The range, the standard range of normal
10 at the twelve colleges that are members of the Associated
11 Colleges of the Midwest is around twelve to thirteen hundred
12 students -- all undergraduates. There are one or two that
13 are larger and a few that are smaller than that.

14 But we filled over 17,000 requests from users --
15 the students and faculty members -- in those ten small college
16 libraries in the year recently completed. This use pattern
17 has demonstrated -- as a number of other studies have shown --
18 that there is a relatively heavy use of a small number of
19 titles and a relatively small use of a very much larger number
20 of periodical titles. In this period recently completed, about
21 300 titles held in our central bank accounted for eighty per
22 cent of the requests to be filled. And all of our requests --
23 the 17,000 requests from the titles in our holdings -- were
24 filled by the use of slightly more than 900 titles.

25 Now a second basic principle of our operation is

1 that the interlibrary loan capacity of this service should
2 be available to every user of the library, so that we elim-
3 inate the hierarchy of access which denies access to rich
4 materials in larger libraries and academic centers to under-
5 graduates -- a very typical means of winnowing access. We
6 think that is inappropriate.

7 Particularly as undergraduate education turns more
8 to independent studies -- independent research projects --
9 access to a wide variety of periodical literature is increas-
10 ingly essential.

11 A third principle that we rely on is that better
12 management of academic libraries is possible as a result of
13 this service. Fundamentally, we think that the periodical
14 bank makes a large expansion of the resources of small li-
15 braries possible at a minimal cost.

16 It also can serve to reduce the tremendous burden
17 of obtaining back files of periodicals in new -- newly de-
18 veloping -- college libraries. Community colleges in partic-
19 ular are burdened with this need as they set up libraries in
20 an institution that was not there before, to purchase back
21 files of all of the periodicals available, and for which there
22 might be a demand. It is just an unnecessary expense.

23 And finally, we think that by a small library being
24 able to say "Come in and let us just see if we can't get any-
25 thing you want" that the use of the resources that the library

1 has on the scene in Mt. Vernon, Iowa, or Northfield, Minne-
2 sota, or wherever it happens to be, will be increased because
3 you can get -- you certainly do reduce the attitude that can
4 and does exist in many colleges and universities that "There
5 is really very little purpose in going to the library because
6 they probably don't have what I want."

7 And we hope that we can get people across the thresh-
8 hold of libraries that might not go there otherwise -- and
9 t his is faculty members as well as students -- to go the-
10 and ask for it and talk to the librarian and perhaps find out
11 that what they are looking for is right there at home to start
12 with; they don't need to go to a service like ours.

13 Now out of our experience, we have also found that
14 many of the titles that were requested were for periodicals
15 which were listed in the catalogues of member libraries. And
16 this was a surprise.

17 The basic idea was to expand, strictly to expand
18 what was available. But what we found was that here was a
19 new way of increasing access because very often periodical
20 back files were incomplete, there were gaps in holdings, in
21 back files. Copies would be in circulation. They would be
22 at the bindery or they might have been misshelved or an article
23 ripped out.

24 This way a service of this kind can increase access
25 to periodical titles which are listed in the college catalogue.

1 Now out of our experience we have developed a pro-
2 gram that we think has relevance to the problem involved in
3 the proper creation of a national lending library or, perhaps,
4 more practically, regional lending libraries. We are concen-
5 trating in our central collection on the acquisition of titles
6 for which there is a heavy demand. This collection is dedi-
7 cated to the production of photocopies exclusively. Conse-
8 quently it has been possible to develop an extremely effi-
9 cient method of operation that fills almost 100 per cent of
10 the requests for photocopies from this collection within
11 twenty-four hours.

12 MRS. MOORE: How large a staff do you have?

13 MR. MARTIN: WE have one director and three clerks,
14 and we think that there is an unfilled capacity there too,
15 both in our machines and our staff, even though they filled
16 17,000 requests last year.

17 We think they can do more.

18 MR. STEVENS: Excuse me. I am concerned about
19 the amount of time that you are going to have for your testi-
20 mony, and I am eager for you to touch on copyright before it
21 gets away.

22 MR. MARTIN: Oh, am I? I think that I have about
23 three minutes.

24 MR. STEVENS: Copyright, to that question that you
25 have been hitting, is just crucial.

1 MRS. MOORE: Yes, very crucial.

2 MR. MARTIN: Yes. Well, I think I will be able to
3 wrap that up.

4 For requests for photocopies of less heavily used
5 titles, we developed cooperative arrangements with major re-
6 search libraries in the Chicago area, by which requests are
7 filled by our staff from their collections. We send a courier.
8 We don't use any of their staff. And the courier makes copies
9 in the major research libraries.

10 The libraries involved so far are The Newberry,
11 the John Crerar Library, the University of Illinois, Chicago
12 Circle, the University of Chicago Library, and the Northwestern
13 University Library. And this is an important form of cooper-
14 ation, we think, among libraries of different types.

15 Because we do not yet have a union list of titles
16 in these libraries, we do not yet know for sure how many
17 titles are represented in their holdings, but we know that
18 they run several tens of thousands of copies of titles which
19 are now made speedily available to users around the Midwest.

20 The implications of our experience so far for a
21 national lending library seemed to me to be that it is impor-
22 tant to have a central dedicated collection which, in the case
23 of periodicals, is non-circulating and contains the most
24 heavily used titles, but at the same time it would be very
25 wasteful to build a separate comprehensive collection for this

1 purpose, because the needs for those less frequently requested
2 items could be met by the type of cooperative arrangements
3 we have made with research libraries.

4 Now to the copyright part:

5 Our experience has many implications for that, and
6 it indicates to us that it is extremely important that any new
7 legislation on this subject, and the publishers' operations
8 under it should not stifle the use of photocopying for legi-
9 timate scholarly purposes, and the use of rapid transmission
10 procedures for making scholarly materials available on a uni-
11 versal basis.

12 What we are doing is making the resources of a
13 place like the University of Chicago available to students
14 and faculty members -- and in the case of our connection with
15 the Western Illinois library system, to the patrons of small
16 town municipal libraries in Western Illinois, and making it
17 available speedily.

18 Now if the payment of royalty charges be required,
19 our operation offers a means by which many libraries may be
20 able to meet that challenge, by concentrating on a license
21 to copy in a central place or by -- through the cooperating
22 library sharing the burden -- coordinating the purchase of
23 licenses to copy. So not everybody would purchase a license
24 for every periodical.

25 But neither, by the same token, would every li-

1 brary be forced individually to decide to slice its periodical
2 acquisitions deeply, in order to be able to afford to purchase
3 licenses, or to make royalty payments, if that were required,
4 for heavily demanded sources of copies.

5 Now that was the extent of what I had prepared on
6 that subject.

7 I just have one paragraph to wrap up.

8 MRS. MOORE: Well, I think Mr. Stevens was partic-
9 ularly interested in --

10 MR. STEVENS: I got the answer.

11 MRS. MOORE: You did?

12 MR. STEVENS: Yes, thank you.

13 MR. MARTIN: Fine. Well, finally let me tell you
14 that this operation which, in our mind, is very significant
15 and highly appropriate for either a regional lending service
16 or a national lending service, has been created and conducted
17 now for three years at heavy expense by a small number of small
18 independent colleges. We have had some support, as I have
19 indicated, from the Office of Education, and some from the
20 National Science Foundation.

21 But there are a number of other things, in addition
22 to clarifying the copyright picture that we think should be
23 done:

24 One would be a computer based union list of titles
25 available to the cooperating libraries, so that identification

1 of where the title is housed would be very speedy.

2 Another would be support for developing colleges
3 and community colleges to take part in a service of this kind.
4 We have not yet been able to obtain support for such pur-
5 poses.

6 We do hope that the Commission will be successful
7 in encouraging federal support for promising programs of
8 library cooperation, such as the periodical bank.

9 MRS. MOORE: Well, is there a burning question? We
10 are short on time.

11 MISS SCOTT: Well, it is only regarding the union
12 list of periodicals --

13 MRS. MOORE: Go ahead.

14 MISS SCOTT: Of these cooperating libraries. John
15 Crerar, for example, would have the capability of developing
16 such a list.

17 MR. MARTIN: That's right. The John Crerar and
18 the University of Illinois, Chicago Circle, and Northwestern,
19 as well as our own holdings, are in that form right now.

20 MISS SCOTT: Yes.

21 MR. MARTIN: And The Newberry and the University
22 of Chicago are the libraries which do not presently have that
23 capability.

24 MISS SCOTT: But that is not too far in the future,
25 I would think.

1 MR. MARTIN: We would hope not. It takes a little
2 money.

3 MRS. MOORE: Colonel Aines.

4 COLONEL AINES: One burning question:
5 Has the American business press or the professional
6 societies threatened --

7 A VOICE: Can't hear you.

8 COLONEL AINES: In any way, in terms of their
9 possible loss of revenue by reduction in the number of sub-
10 scriptions that inevitably follow such a program?

11 MR. MARTIN: Well, we haven't had any direct inter-
12 action.

13 Our belief on this, as we look ed at what happens
14 when you get down to cases, is that the loss of subscriptions,
15 the reduction of the number of subscriptions, is not the pri-
16 mary effect of this kind of a service, but instead it is to
17 expand the capacity of libraries outside the major research
18 centers far beyond what they would ever be able to afford to
19 do.

20 So it is not a matter of making deep cuts. I think,
21 in some cases, some experience with a service of this kind
22 m akes it possible for a library to rationalize its acquisi-
23 tion policies, but there may be some things that they shouldn't
24 hold that they do, and some things that they should hold that
25 they do not. They would have some inferential evidence as

1 a result of participating in a service of this kind. They
2 wouldn't have otherwise, unless they were attracting every
3 browser.

4 But we certainly have not experienced substantial
5 reductions in the number of holdings in most of our member
6 libraries. And I think, in the case of some of the publishers
7 that might be involved, our libraries aren't subscribing to
8 some of those periodicals, in the first place.

9 COLONEL AINES: They are not contracting their
10 program, in other words?

11 MR. MARTIN: I don't know.

12 MRS. MOORE: Mr. Martin --

13 MR. MARTIN: Thank you very much.

14 MRS. MOORE: We appreciate your attendance and your
15 help. Thank you.

16 Next will be Mr. Wilfred West.

17 Whereupon

18 WILFRED WEST

19 was called as a witness, and was examined and testified as
20 follows:

21 MR. WEST: My name is Wilfred West, Otumwa, Iowa,
22 Director of the Otumwa Public Library, Administrator of the
23 Gravelly Hills Library System.

24 MRS. MOORE: Mr. West, your testimony -- your writ-
25 ten testimony -- got here too late to give to all of the members

1 of the Commission. They will have it in due time, and will
2 read it.

3 But could you very briefly summarize your most
4 important points?

5 MR. WEST: With your permission, I would not like
6 to mention any of the things that I have mentioned there, and
7 I would like to mention some other things.

8 (Laughter.)

9 MR. LERNER: Right.

10 MRS. MOORE: That is O. K.

11 MR. WEST: I represent rural libraries, and there
12 are approximately nine thousand public libraries in the public
13 library systems in the United States. Fully seventy-seven plus
14 per cent of those are rural libraries.

15 A study was done in rural Iowa on four counties that
16 had been federally designated as disaster areas because of the
17 demise of coal mining. The study listed some forty items
18 for people to list, so that they would have some idea of how
19 to go about regional planning. Library services was not one
20 of the forty some items.

21 When the results came back, the top five items
22 were:

23 Doctors -- including veterinarians.

24 Hospital and hospital services.

25 Dentists.

1 Library services.

2 And new employment.

3 Libraries were listed fourth, even though they did
4 not appear on the list originally. Obviously, some people
5 really think they need library services.

6 Where a person lives really has no bearing on what
7 he wants to know, and you have, I think, heard plenty about
8 breaking barriers of various kinds. I need not go into it
9 further.

10 Thirdly, financing library services in rural areas
11 may literally be a piece of cake. Do you have any idea how
12 many cake sales, chili suppers, watermelon stands actually
13 provide the major financial revenue, and operating revenue,
14 and capital improvement revenue, for public libraries.--the
15 seventy-seven per cent of the public libraries I am talking
16 about? I think, if you really knew, that you would be amazed,
17 and perhaps dismayed, that the revenue had to be made in this
18 way.

19 I can cite examples to you where the legal limit,
20 as imposed by all of the different government bodies, has
21 been reached for the purposes of taxation. If I may indulge
22 in a rural homily, you can't get blood out of a turnip. There-
23 fore, a lot of the federal programs that require matching
24 funds simply have been ineffective in rural areas. There is
25 no more money to match.

1 I have heard some comments today about the joint
2 public library and school library services. I think coor-
3 dination is probably a good idea, but in rural America this
4 w ould be practically impossible. Many times the school sits
5 in a cornfield, literally alone from anything else, miles from
6 any town, city, or community, or settlement. You can't pro-
7 vide community library services in a cornfield setting.

8 Another thing that we have talked about, and that
9 has been mentioned, is the kinds of school services offered.
10 One gentleman was talking about the fact that the schools
11 need to do a lot more.

12 That may be. But even if rural schools in rural
13 America were open and did have good collections, the students
14 still couldn't get to them. In many cases, 100 per cent of
15 the student body is bussed in -- and have been so for years.

16 If I can summarize very quickly, for you, I would
17 say that we need to break a lot of boundaries, we need to
18 really think about the revenue sharing very seriously for
19 rural America.

20 And I think that perhaps at some point that we
21 need to require coordination -- I didn't say cooperation --
22 require coordination.

23 Thank you. Any questions?

24 (At this point, Dr. Burkhardt returned to the room
25 and resumed the Chair.)

1 THE CHAIRMAN: Bessie, why don't you keep this?

2 MRS. MOORE: Mr. West, I myself come from a rural
3 State and I sympathize with what you have said and know it to be
4 true in many parts of the country.

5 Are there questions of Mr. West?

6 MR. BECKER: Mr. West, in our legislation that
7 created the Commission, the rural areas are specifically named
8 as being important for the provision of library and informa-
9 tion services.

10 Can you give us just a few groups on the kinds of
11 things that you think would be useful from the federal point
12 of view in improving services at that level and in those
13 areas?

14 MR. WEST: Well, first, getting down to the local
15 level.

16 The ice cube theory has definitely been proven
17 through L. S. C. A. By the time administration has been taken
18 out at various levels, very little of that ice cube manages
19 to stay cold, by the time it reaches the local level.

20 MR. BECKER: Yes.

21 MR. STEVENS: I wonder if I might comment on that?

22 Your paper, which I had occasion to read and the
23 Commission didn't because it arrived so late -- you pointed
24 out that in Iowa, of twenty-two people in the State Office
25 who, before L.S.C. A. were funded by state funds, only eleven

1 are now funded by state funds, and the rest by federal funds.

2 MR. WEST: That is correct.

3 MR. STEVENS: In the report that we heard from
4 Illinois this morning, Al Trezza said that no federal funds
5 are used to fund the State Office in Illinois.

6 I wonder if you would want to comment on the dis-
7 parity between States, or could you help us see how varying
8 States are applying federal money in varying ways, and what
9 we might do as a Commission to effect a change here that would
10 let the money go through to the local level, where you would
11 like to see it applied?

12 MR. WEST: I don't know if I can make any intelli-
13 gent comment on that without a great deal of thought. I am
14 familiar really only with the State of Iowa, although I do keep
15 in touch with some of the other ones around us.

16 Illinois does have massive regional library aid
17 provided through the state. Iowa has not.

18 MR. STEVENS: Well, along --

19 MRS. MOORE: It was my impression -- if I may in-
20 terrupt here -- that the law does not prohibit, does not allow
21 a state to go below what their floor was, when L. S. C. A. came
22 into effect.

23 MR. WEST: That is correct. Therefore, Iowa's
24 participation in L. S. C. A. is in jeopardy.

25 MR. LERNER: Would you look toward legislation on

1 the state level in terms of an ideal model for funding state
2 libraries and rural libraries as one answer to that?

3 MR. WEST: It could very well be a very good answer
4 provided there.

5 COLONEL AINES: Mr. Chairman.

6 THE CHAIRMAN: Yes.

7 COLONEL AINES: We have a classic problem here.
8 We talk about the requirement to have equal access to infor-
9 mation. We have geographical dispersion and we have an un-
10 equal dispersion of funds which are largely based upon concen-
11 tration of people.

12 Now how can we possibly find a way to provide these
13 advertised common access requirements to people who are truly
14 dispersed? Are we ever going to be able to do it in terms
15 of creating facilities? Are we going to be able to use our
16 technology in trying to do so?

17 Undoubtedly, as somebody who spends his time won-
18 dering about these kinds of questions, what do you suggest
19 that a group such as ours could recommend that seems so practical
20 and useful that we will try to solve what probably is an un-
21 solvable problem?

22 MR. WEST: I know very well of what you speak, and
23 I think that technology can help us a great deal -- some of
24 the technology that we have had for a long time. It is called
25 Bell Telephone.

1 Maybe what we really need in terms of rural areas
2 is a federally funded sort of W. A. T. S. line arrangement
3 whereby local service centers -- which may be in a rural store-
4 front somewhere, or may be located in a school, or perhaps in
5 all of those places -- connected with some central facility,
6 so that we can at least get the word or the things that we
7 need into the central facility and try to get them back by
8 mail or by teletype to another center -- or whatever we need
9 to do.

10 I think this may be one of the ways.

11 Iowa has some four thousand incorporated communities
12 within its boundaries. This is an enormous amount. It means
13 that you can barely go fifteen miles without running into some
14 incorporated political body.

15 Bookmobile service may well not be the answer in
16 terms of Iowa.

17 MR. VELDE: Well, don't you still have the six
18 regional? In Iowa aren't there six districts or regions?

19 MR. WEST: Seven, yes, there are seven of them.

20 MR. VELDE: Seven.

21 MR. WEST: One of them is in cooperation with Il-
22 linois -- the first interstate compact in this area.

23 MR. VELDE: Are there any more? Is there any new
24 development from those regions that is getting more library
25 service to those out into the smaller rural areas?

1 MR. WEST: Of the 432 public libraries in the
2 State, 378 belong to some loosely amalgamated cooperative
3 system -- and these are indeed loosely amalgamated. They are
4 not provided for in the law, and they are a contractual ar-
5 rangement.

6 MR. VELDE: You say you don't have any influx of
7 money?

8 MR. WEST: No, there is none.

9 MISS SCOTT: Bear with my ignorance, for a moment
10 here.

11 THE CHAIRMAN: Yes.

12 MISS SCOTT: What role, if any, could the agricultural
13 extension agent play here? Is there any?

14 MR. WEST: They help a great deal. They do provide
15 a lot of material. These are distributed to the public li-
16 braries that do exist. And they help in adult education.
17 The libraries in Iowa are involved in adult education. In
18 many communities, we are the only adult education type fa-
19 cility that is available.

20 Out of twenty-one counties there are only six in-
21 stitutions that can qualify in terms of adult education. And
22 there are only two colleges within those twenty-one counties.

23 MISS SCOTT: Yes.

24 MR. WEST: And for the most part, they are fairly
25 needed.

1 MISS SCOTT: And are these land grant colleges?

2 MR. WEST: No, they are both private.

3 MISS SCOTT: What role then would you say that the
4 National Agricultural Library could possibly play? Any?

5 MR. WEST: I would say they perhaps could. What
6 we need is a tie-in system.

7 Now we have teletype. The libraries that do belong
8 to these systems are connected to one of the seven centers by
9 telephone using a credit card. And then there are seventeen
10 or eighteen libraries that are connected through the teletype
11 system that we developed. And that also is connected to some
12 of the academic institutions within the state.

13 From there we go to the Denver Bibliographic Center
14 for Research, which, of course, provides locations for addi-
15 tional material for our people, and we do answer a lot of what
16 to us would be exotic requests. In many colleges and univer-
17 sities it would be normal, run of the mill. But where people
18 are just has nothing whatever to do with what they are inter-
19 ested in.

20 THE CHAIRMAN: Well, Mr. West, Mr. Stevens tells
21 me that your paper is really an excellent one, and I assure
22 you that the Commission will go over it and read it, and we
23 have got it here, and I want to thank you for coming.

24 MR. WEST: Thank you.

25 THE CHAIRMAN: Thank you.

1 Next we have Mr. John Armendariz. Is he here?

2 Whereupon

3 JOHN ARMENDARIZ

4 was called as a witness, and was examined and testified as
5 follows:

6 THE CHAIRMAN: Will you identify yourself, sir, for
7 our record?

8 MR. ARMENDARIZ: My name is John Armendariz. I
9 am the Acting Executive Director of the Mexican-American
10 Combined Education here in Chicago, commonly known as M. A.
11 C. E.

12 I want to thank the Commission for the opportunity
13 to be here. I have been here since 11:30, due to the fact
14 of other meetings -- I would like to have been here since
15 8:00 o'clock because there is a wealth of information.

16 The constructive criticism, I think, is out of
17 the fact that as I came into the room at 11:30, I looked at
18 the racial composition of the Commission members, and of the
19 audience, and I listened to a number of the community parti-
20 cipants -- and I don't think I have to say it.

21 I would like seriously for the Commission to make
22 efforts to see that the publicity reaches into the communities
23 where there is a great need of information, and that would be
24 through the community newspapers; of the twelve or so American
25 or native American Indian newspapers in this country, how

1 many are receiving the news in advance that the Commission
2 is coming? Of the Chicano newspapers in this country, how
3 many are receiving the information that the Commission is
4 coming -- whether they are underground, or above ground, or
5 established, such as Mr. Lerner's newspapers.

6 I think that this is a serious thing, and I think
7 that librarians ought to see that social change can come through
8 the library system.

9 One of the main concerns of M. A. C. E., which was
10 involved to a degree in the last year in organizing Chicanos
11 and Chicano librarians across the country, as well as the
12 National Chicano Task Force, within the A. L. A. structure and
13 without, out of it, is the subject heading of the word "Chi-
14 cano".

15 There comes a time when you have to admit that
16 another word has been established in this country, and to refute
17 it is just to bring more anguish upon ourselves. And at last
18 that word Chicano has had to be established as a subject head-
19 ing. The classification system of libraries has to consider
20 that this is a race of people who have identified themselves
21 as such, who have put out a wealth of information, and who
22 have, unfortunately, had their land stolen from them through
23 devious ways of the system of this country.

24 Number two is the consultants to the Commission.
25 I think that the Commission should consider that it has not --

1 I am not aware of any advance press information. If the
2 Commission is caught up with a lot of work, like a lot of us
3 are, then the consultants should be considered -- consultants
4 on the basis of people within the library system, not with
5 fancy titles of "Executive Director" or "Director of Research"
6 but people within the various library systems, who can give
7 you advance information to help inform you on something that
8 I think is definitely needed.

9 Are you aware of how many Chicanos there are in
10 the metropolitan area of Chicago? Or how many Poricos --
11 Puerto Ricans? So it turns out there are a hundred thousand.

12 The program that we have in the State of Illinois,
13 which has probably been talked about -- I am not aware of
14 it -- the Illinois State Library Minorities Project, M. A. C.
15 E. strongly supports and endorses, because of their involve-
16 ment, to a degree, in it, we are hoping that the Commission
17 uses this sample, this example, to the rest of the country
18 in seeing that minority people are brought into the library
19 system, not only at the bottom level, but at the level where
20 they will be trained as interns in the administrative; it
21 will take us another fifty years if we go through the red tape
22 system that is being used currently. We seriously mention
23 the intern program on the administrative level, toward minority
24 people.

25 I don't care if the minority is Polish and it is

1 a large Italian area -- the fact is that minority people should
2 be considered.

3 One of the problems in selecting in this country
4 that M. A. C. E. was able just to pinprick, compared to a
5 mass of the United States, to get around and get into, was
6 ethnic lists. We have found that the library systems and the
7 school systems had no listing of the Chicano accomplishments,
8 or the Mexican accomplishments, and the few that they had were
9 so stereotyped from American writers going back to the twen-
10 ties and thirties, that we had to dig it up ourselves.

11 I am talking about an organization that until Monday
12 of this week was volunteer.

13 We produced a list of 100 books. This list was
14 sent to the American Girl Scouts because they had initiated
15 a program of cultural enlightenment. Through just the Girl
16 Scout society and one announcement in one monthly booklet,
17 we received over 100 letters from Troop Leaders all over the
18 country, two or three from Hawaii, Tennessee, everywhere,
19 asking for that list.

20 There is a thirst for knowledge -- just in the
21 Girl Scout Movement alone. This is not a film listing or a
22 tape listing, but just a listing of books. I think that the
23 Commission has to seriously look into seeing that ethnic lists
24 or book lists or films or other forms, that are used to in-
25 form other people, be used and brought forth and put in com-

1 munity newspapers.

2 How many people are going to Mexico? In the Chi-
3 cago region we have seen a wealth of Mexican residents pop-
4 ping up, and in the area that I live in -- which, incidentally,
5 is in Mr. Lerner's district, where his newspaper serves --
6 there is an endless stream of people going to Mexico, but
7 all they see is the top of the Mexican people.

8 THE CHAIRMAN: Say it again. I didn't hear the
9 last sentence.

10 MR. ARMENDARIZ: All the people that travel to
11 Mexico, the tourists.

12 THE CHAIRMAN: Yes.

13 MR. ARMENDARIZ: All they see is the enjoyment.
14 They see Acapulco. Correct?

15 THE CHAIRMAN: Oh, I see, right.

16 MR. ARMENDARIZ: So the community newspapers, I
17 am seriously hoping that the recommendations, not only for
18 librarians, but your recommendations, will go to the news
19 media themselves -- the school systems, the book stores, and
20 other organizations -- that this ethnic list has to be some-
21 thing to be brought forth.

22 How am I supposed to know the accomplishments of
23 the Polish Americans if I live in a ghetto? And the schools
24 only give one line to Koscinisko in this country.

25 MISS SCOTT: This list is for and about --

1 MR. ARMENDARIZ: Whatever ethnic group.

2 MISS SCOTT: I see.

3 MR. ARMENDARIZ: It should be local as well as
4 national, and the publications, the library publications, et
5 cetera, and I think that our legislators would be more con-
6 siderate of people if they had this sort of thing brought
7 forth to them, a list of books and maybe one or two -- or have
8 their staff read up.

9 But the very fact to know that there is something
10 available about an ethnic group. We see the great ethnic
11 changes in Congressional Districts, and yet how many con-
12 stituents know about the people in their area? The libraries
13 can help.

14 Before you made a mention about the national type
15 of library. I think that a lot of our problems in this coun-
16 try had we had and as a specialty used a national library of
17 cultural heritage. And I hope that the Commission thinks
18 along those lines.

19 To give you an example, the Smithsonian Institution
20 right now has a list of saddles that were used on the borders
21 during the war in 1846. These saddles represent the history
22 of the two countries -- Mexico and the United States of Am-
23 erica.

24 How many people know the roles that saddles played
25 in our history? I have seen these saddles myself and, un-

1 fortunately, there are not enough funds to put these saddles
2 in a national exhibits.

3 Organizations such as ours have sponsored things
4 like an exhibit of paintings and artifacts that came from
5 Mexico, and we do that through the Smithsonian Institution.
6 What role the libraries take or play in bringing forth ex-
7 hibits that ethnic organizations bring forth at great expense
8 to themselves -- this has to be brought out.

9 One of the things, I think, that the library system
10 should seriously consider is that a percentage of their budget
11 be considered -- to the ethnic group in the area where they
12 reside.

13 For example, in Bensonville, Illinois, in one high
14 school alone ten per cent of the student body are Chicano,
15 yet those children are so Anglicized that they have refuted and
16 lost their cultural heritage and I don't know if we will ever
17 see them get their cultural heritage again.

18 The Commission should seriously consider the use
19 of things like the Southwest Educational Development Lab.
20 These labs have computers at their disposal, and they send
21 a wealth of information on ethnic groups -- in this case,
22 about the Mexican Americans. This is not known to many people.
23 It is surely not known to community organizers.

24 The role of the universities in the community:

25 I am sorry to say that the universities are one of

1 our strongest and most vicious racist groups in this country,
2 and I won't go onto detail because we have had two sad years
3 of trying to deal with universities in this state.

4 Our organization surveyed 118 colleges in this
5 state and 96 hospitals and went to law schools -- it is sad
6 news. The Commission received a report on this.

7 But the libraries in the universities should take
8 an active role in the community around them. The University
9 of Illinois, Circle campus, is completely isolated, after
10 pushing Mexican families -- three times some of these families
11 have moved as the land was grabbed from them and the univer-
12 sity expanded and expanded -- and yet the people are not get-
13 ting any services from these universities.

14 The library can play a role in the social develop-
15 ment and your changing and understanding through a wealth of
16 information on how to read, just what the housing codes are, et
17 cetera.

18 These universities should have materials in the
19 ethnic language of the communities that are surrounding them,
20 and that, in many cases, they are pushing out.

21 Recently the gentleman from Whiting, Indiana, spoke
22 on reports and data in libraries. I think that the Commission
23 should seriously consider that as one of the top priorities
24 and recommendations to the President of the United States,
25 basically because community organizations such as ours, who

1 do not have money, and who have -- like myself -- a very few
2 people who have some college education, are research oriented --
3 and by laying our hands on that, we who are looking for social
4 change can see how effectively and how we can "work within
5 the system" by seeing change made. These reports definitely
6 have to be in the library and not be permitted to be taken
7 out, because the administrations in question would make a
8 point of seeing these reports taken out by their "hackies"
9 and then nobody would get to see them.

10 Periodicals for minorities:

11 One of the great things about this country is the
12 fact that we are constantly going through changes and improve-
13 ments in all fields, whether it is business or even social
14 development.

15 Periodicals bring about a wealth of data, which
16 we need to know about, and community people have to know. But
17 ask yourself, when the Irish immigrants came to this country
18 in the eighteen hundreds, when the worst riots in this coun-
19 try were not by blacks but by Irishmen when they were con-
20 scripted into the Civil War, how would things have changed
21 if they had had information in their hands telling them what
22 the laws and rules and regulations were?

23 Periodicals bring these things, and this country
24 is becoming more statistical minded, I think, than any other
25 country in the world. And the community groups should have

1 this information in their hands. But how can you get period-
2 icals when they are twelve dollars apiece?

3 The libraries have to play definitely a role and
4 I know there are budget things to consider. But this seriously
5 has to be considered. Periodicals will give you a wealth of
6 information; we have to be oriented to the periodicals' role:
7 The Wall Street Journal, Citizen's Week, American Medical
8 Association's magazine -- all of these contain the latest
9 innovations and changes in American society and statistical
10 data, but we are not oriented toward these magazines, basically
11 because we are not exposed to them.

12 School libraries play a role -- also play a role in
13 that.

14 THE CHAIRMAN: Mr. Armendariz.

15 MISS SCOTT: Do you suggest --

16 THE CHAIRMAN: If you want a little time for ques-
17 tions --

18 MR. ARMENDARIZ: I have two more points, sir.

19 THE CHAIRMAN: O. K., fine.

20 MR. ARMENDARIZ: One of the things that I want the
21 libraries to look into is when the recent -- well, I shouldn't
22 say "recent" but when the last Los Angeles earthquake occurred,
23 a Chicano library was wiped out and consequently no funds were
24 made available for the rebuilding of this.

25 I think that the Commission should look around and

1 see how many libraries are effectively serving ethnic com-
2 munities, and who is staffing these libraries, and what the
3 budget is, for these libraries in proportion to the well-to-do
4 areas.

5 If you have a compact population of 50,000 in a
6 block where you have high rises versus where you have slum
7 tenements, the money shouldn't go just where the population
8 is. Consideration should be given to the type of people it
9 is serving -- budget, library, ethnic neighborhoods, all of
10 these should be considered together and not separately, but
11 considered together as a package.

12 You can play with figures. You can cut off the
13 bottom of a graph and what will look bad will look good.
14 The library should have some evaluation, some system making
15 themselves accountable to the people and the state.

16 My last point is on the bookmobile:

17 In San Francisco there is a bookmobile that is
18 making some very, very well and good social changes. And I
19 think that the bookmobile would be one of the many answers
20 to many of our problems until an appropriate amount of funds
21 can be made available and many changes made in the community,
22 and this goes along with the migrant stream using book educa-
23 tion centers and schools in the migrant streams. We have,
24 basically, five migrant streams in this country.

25 And these bookmobiles may and should contain some-

1 thing like G. E. D. in the language of the people in the area,
2 whether it is French or Greek -- we have a large Greek popu-
3 lation here in Chicago -- or, in the case of the people that
4 I am concerned about myself, meaning the Chicano -- Spanish.
5 Illinois does have an Illinois Migrant Council and bookmo-
6 biles are definitely needed that contain not only books on
7 G. E. D. but books on birth control in Spanish and other
8 information that the people are entitled to know about and
9 they should have and should be exposed to, as well as adult
10 education.

11 Thank you very much.

12 THE CHAIRMAN: Thank you.

13 Any questions? Does anyone have a question that
14 they want to ask? We must be quite brief, because of the other
15 speakers.

16 COLONEL AINES: It was a fascinating presentation
17 with the revelations.

18 You did not mention anything about other media --
19 radio, television, other ways of transporting knowledge, and
20 I wondered if, in a moment or two, you could just make a
21 statement as to your hopes that these too would play a role?

22 MR. ARMENDARIZ: Well, as I said, I hope the re-
23 commendations do go to the media. We have seriously decided
24 to use media.

25 One of the saddest things is that in dealing with

1 the media, because of the short time that all of us have,
2 whether they are at the level I am or the fortunate level
3 where you are, you do have the opportunity to move across
4 the country -- Los Angeles, San Francisco -- it is the fact
5 that you do have to rely on what you can get and where you
6 can get it from, and because of that, we have to set up a
7 system.

8 And along that system, the input of people who
9 are more versed in community problems than myself is lost
10 because it is diluted. In the press, unfortunately, not en-
11 ough -- well, like our organization has a listing of 300
12 radio and TV stations that broadcast in Spanish, but unfor-
13 tunately this is not listed in the trade magazines of these
14 radio stations, and consequently you would not get these
15 lists under normal procedures.

16 What I am saying is that the Commission has to look
17 for other ways of getting the news media.

18 The news media themselves could sample in a com-
19 munity where you would have public service items, a certain
20 percentage for everybody. In the community we have a large
21 ethnic group that could be reached -- maybe the old American
22 soapbox thing -- a soapbox type of thing in Spanish. This
23 is not cable TV definitely -- but yet, look at the cost of
24 cable TV!

25 Two years ago our organization went in to talk

1 with the people here in Chicago -- and all we got was laughed
2 at, "Do you people have fifty thousand to start with?"

3 It is up to people like you to make strong recom-
4 mendations on cable TV and other media so that they will
5 carry their programming beyond the public service timing,
6 including ethnic groups that have to be represented and con-
7 sidered.

8 THE CHAIRMAN: Well, Mr. Armendariz, we have spent
9 quite a lot of energy trying to get into the newspapers our-
10 selves, and I assure you that library news is very hard to
11 get in!

12 (Laughter.)

13 But I do want to thank you again, but I also want
14 to invite you to send us in writing any material that you want
15 so that we can put it in the more permanent record.

16 Thank you.

17 MR. ARMENDARIZ: Thank you.

18 MR. LERNER: Excuse me, just before you go, I would
19 like to ask you one question:

20 I don't want to make any odious comparisons, but
21 M. A. C. E. has been dealing in the entire Midwest, in fact,
22 with both schools on many levels, regarding their programs,
23 and with libraries.

24 Where do you get more cooperation? What is the
25 reaction in each of these areas? The libraries, the librar-

1 ians and the information people versus the schools?

2 MR. ARMENDARIZ: All I could say is that it is
3 not fair to even ask me because if I can set it up with univ-
4 ersities and only once a month with libraries -- you know, it
5 is not fair to either group, but I will say that in this very
6 room there are people that have enlightened us, the Chicanos,
7 who did the groundwork and opened the doors to us and I think
8 that these people not acting in behalf of the organizations,
9 the official organizations that they represent, have opened
10 the world that has been closed to us by the system itself.
11 Unfortunately, we have to deal with the universities on the
12 bp level.

13 An example: You look at the board of directors
14 of every college in this state, and if you can find one Mexican
15 American on that board, I will give you \$100.

16 Thank you.

17 THE CHAIRMAN: Thank you.

18 Mr. George Vogel -- is he here? Mr. Vogel? All
19 right.

20 Whereupon

21 GEORGE VOGEL

22 was called as a witness, and was examined and testified as
23 follows:

24 THE CHAIRMAN: If you will just say who you are for
25 the benefit of the record?

1 MR. VOGEL: Yes. I am George Vogel, Dean of Human
2 Resources in Harper Community College in Delphi, Illinois,
3 and also President of the new organization in the community
4 college field entitled "The Community College Association
5 of Instruction and Technology".

6 I was requested to give a brief presentation based
7 on some cooperative information that was sent to the Commis-
8 sion from Louise Giles of MacComb Community College, which,
9 I understand, has not been filed.

10 I might add that she is one of the minorities.
11 She is at the top of the heap in the learning resources --
12 Director over there at MacComb Community College, and she is
13 a black lady.

14 I think that from some of the testimony that you
15 have heard today, in terms of responsiveness to the various
16 segments of education and public systems that the community
17 college field, as somewhat of a people's college, is trying
18 and attempting to address itself to some of the minority
19 problems and this was one of the concerns mentioned in Louise
20 Giles' paper to you.

21 Most of the -- or many of the community colleges
22 have a basic adult education program, which is addressed to
23 minority groups, and it is a concern related to technology --
24 it is certainly related to the technology.

25 I would like to address my comments this afternoon

1 to staffing, resources, networks, and public service, and a
2 little bit on what I see as a community college concern in
3 the area of copyrights:

4 In terms of staffing and the need for the improving
5 of education and training in the library and associated fields,
6 one of the concerns that we see in the community college field,
7 for example, is the level of training needed for paraprofes-
8 sionals.

9 The community college basically has a collection
10 that represents the sophomore and freshman years in many of
11 the transfer colleges, but a world that is opening up in terms
12 of continuing education and new career education and programs,
13 that take a lot of resource support.

14 The staffing that is paramount in need in the com-
15 munity college field -- as well as the professional staff --
16 is a host of paraprofessionals. And it depends on the kind
17 of college learning resource center that you have. A lot of
18 it is in the area of the technologies, whether it is the
19 television media that the community college may have, or the
20 traditional film projector, that needs to get out to the
21 classroom, or some expertise just slightly below the profes-
22 sional librarian in the processing area.

23 There needs to be some studies and some funding
24 done in this area for the improvement of programs for library
25 assistance and library technical assistance.

1 I am well aware that this is a concern of a profes-
2 sional area, so to speak, amongst the professional groups in
3 the library field. They are concerned that the library tech-
4 nician or the library assistant may steal away the thunder,
5 so to speak, of a professional library job. I don't want to
6 make that point, and I hope that it is not interpreted that
7 way.

8 But I feel that there needs to be a career lattice
9 or a career ladder, so to speak, within the field of library
10 technology, in terms of training. But I might say that a lot
11 of the professional staff in the educational field, some tea-
12 chers in the other areas, many schools and other institutions
13 in education are seeking a more wise use perhaps of paraprof-
14 essionals and differentiated staffing.

15 In the area of resources, we have a concern, I
16 think, in the community college field about the direction that
17 the funding under the Higher Education library grant has gone,
18 and I am sure that it is a temporary situation. However, the
19 present formulas and rulings indicate that you have to qualify
20 for a supplementary grant before you get your basic grant,
21 which means that if you are not overly loaded with minority
22 groups on your campus, you get cut off from any library funding
23 under the federal act.

24 I think that you have heard from other testimonies
25 and documents today that the use of technology needs a good

1 looking at, and perhaps with the new patterns of organization
2 and staffing which the community college represents in their
3 learning resources approach, the use and supplement of tech-
4 nology into the area needs looking at.

5 There was a reference a little while ago about
6 cable TV. There are a number of community colleges that are
7 forming consortia and they are airing their programs and
8 showing them over cable TV. And it is the very concern of
9 the relationship, if you will, of the community college as
10 a community resource to public libraries and other community
11 agencies in the educational field as to just how they accommo-
12 date a resource, for example, or the use of a resource, such
13 as cable TV.

14 Another area which perhaps alluded more specifi-
15 cally to the state and federal agencies -- and it is of par-
16 ticular concern at the community college level -- is the over-
17 whelming reporting information that is called upon to docu-
18 ment our existence, so to speak.

19 And I call particular attention to the H. E. G.
20 I. S. report, which is called for -- basically, the forms and
21 so on are oriented towards a typical university library.

22 THE CHAIRMAN: Would you spell out that report,
23 please?

24 MR. VOGEL: H. E. G. I. S. is H-E-G-I-S, which
25 stands for the Higher Educational General Institutional Sur-

1 vey. I understand that it has been cooked up by the Western
2 Interstate Association for Higher Education -- W. I. C. H. E.,
3 who then turns it over to the Office of Education to run
4 off the forms for all of these things.

5 This is of particular concern to us at the com-
6 munity college level because it does address itself to what I
7 might call the traditional research college library, and with
8 a learning resource operation such as most community colleges
9 are tending towards -- if they haven't arrived there already --
10 it is a boondoggle paper work which involves not only the
11 library staff but the comptroller and several other areas,
12 the dean's office and so on, to break down and break apart
13 and repackage all of these tidbits of information, and then
14 cull out of the incomplete report, because it doesn't take
15 into consideration the kinds of technological services you
16 are supplying under this manner of learning resources oper-
17 ation.

18 My next comment alludes to networks and public
19 service. There was a study done at the Michigan State Univ-
20 ersity under the -- I believe -- sponsorship of the American
21 Association of Community and Junior Colleges by Max Raines,
22 who did an initial survey and then took a look at what they
23 called the top forty community colleges' learning resources
24 in the country -- and our own Harper College was a participant
25 in the study. And they were surveying the role and responsi-

1 bility at present and then indicators of what the role and
2 responsibility of the community college learning resource
3 centers would be in the future towards public service areas.
4 And here we bump right up against some of the other testimony
5 you have heard already and documented verbally about the role
6 of the public library.

7 As a taxpayer, so to speak, in my own college dis-
8 trict, I get a little concerned about the role of the school
9 libraries, the public libraries, and our own learning resource
10 library, and with all of these agencies being partially or
11 perhaps wholly funded by local tax revenues and referendum,
12 there becomes a concern about the role and relationship of
13 these various public agencies.

14 There are a number of examples of cooperative ar-
15 rangements:

16 Harper, for example, is participating with the
17 public libraries in some informal things. It is pretty much
18 on an ad hoc basis, based on the professional friendship of
19 our staff and other staffs, but it is going to come to need
20 a more stable, if you will, or legalistic arrangement, because
21 eventually we are going to be drawing from the same -- and
22 in a sense, we are drawing from the same tax source pie, and
23 it is a question of how much further we can go on.

24 The State of Illinois in its Junior College Board
25 is calling for a greater increase in community service by

1 the local community colleges, and like the testimony you
2 heard a little while ago from the concern of the rural library
3 areas, we have in the State of Illinois some community col-
4 leges that actually in one sense are supplanting or perhaps
5 even fulfilling the function of some of the rural libraries --
6 and there needs to be some national and also state effort in
7 t his direction.

8 I am personally attending a conference that is
9 being held at the University of Illinois to take a look at
10 examining the network -- for example, a sixteen millimeter
11 film -- between public libraries and community college li-
12 braries and some of these area district high schools. I think
13 that one of the concerns that we have in Illinois, for ex-
14 ample, about networks and public service.

15 And we heard earlier a kind of tongue-in-cheek
16 comment about the State Library being under the Auto License
17 Bureau. This is a concern of government that we have here
18 in Illinois -- I am not sure that it is true of the other
19 States in the country -- in that we have a governing board,
20 the Illinois Junior College Board, which is apart from the
21 Board of Higher Education, which reports to the Governor, and
22 on the other hand, you have the State Library, which reports
23 to the Secretary of State -- the Licensing Bureau, if you
24 will, and then to the Governor.

25 And I think that it is a concern in Illinois here

1 in the role of public service as to which agency, so to speak,
2 whether the library per se or the public or the community or
3 private college and so on, is a public resource and therefore
4 belongs under the State Library System, or it has its philo-
5 sophical base on information and knowledge and so on, and so
6 should be part and parcel of the government within the educa-
7 tional system.

8 In the area of again public services, the community
9 colleges with their continuing education programs and adult
10 education programs, where they are saying, in terms of their
11 philosophy that "We will educate anybody from a mature adult
12 citizen eighteen on upwards to sixty-five and so on -- we have
13 a role here with non-traditional studies, if you will, where
14 we can get materials out to them, perhaps home study methods,
15 bookmobiles, or area TV or radio, course seminars, and quick
16 course areas, and a lot of these things impinge or could be
17 cooperatively supported by the area library agency such as
18 through public libraries.

19 I know that in our own district we are somewhat
20 unique in that we have something like sixteen communities
21 that we serve in our district, each having its own public
22 library, and there is a suburban cooperative library system
23 that cooperates with them, so there are quite a lot of inter
24 agency dealings in this.

25 THE CHAIRMAN: Mr. Vogel, we are running very

1 late.

2 MR. VOGEL: I have one more comment about copyright.
3 I know this is of concern to the Commission.

4 THE CHAIRMAN: I think we will have to forego the
5 questioning period then.

6 MR. VOGEL: All right.

7 THE CHAIRMAN: Go ahead.

8 MR. VOGEL: The concern at the community college
9 level, in terms of copyright, I think, falls into two cate-
10 gories:

11 One, those who feel that they need more support,
12 legislation, if you will, or national documentation to sort
13 of get them off the hook in relation with their faculty on
14 this copyright business. In a sense, the staff act as the
15 "defenders of the faith" on copyright as it now stands, and
16 they are getting an enormous amount of flak, both from their
17 professional colleagues in the teaching field -- "Why can't
18 we have ten copies of this?" and so on -- and in spite of the
19 various professional organization stances on this, that doesn't
20 mean much to the teachers.

21 Another area, I think, based on the Williams and
22 Wilkins case, in the area of distribution and dissemination,
23 there is a great need, particularly in support of career pro-
24 grams in the various new career programs, to get the informa-
25 tion to the students, and they race around to periodicals, and

1 what we should do on the periodicals-- well, it would be a
2 recommendation, for example, to get some grantsmanship going
3 or funding going to establish reprint services. We are not
4 trying to steal the material, and so on, but maybe there is
5 a national need to uplift the reprint service to get these
6 things into the hands of the community college student.

7 There is a study somewhere that said that at the
8 community college level most of the traffic or the reading
9 and the questioning and so on is done on books that are less
10 than four years old, and this highlights the area of current
11 development of the materials needed in junior college as a
12 resource.

13 THE CHAIRMAN: Thank you very much, Mr. Vogel.

14 We will now get back again to the scheduled wit-
15 nesses. I think that Mr. Donald Earnshaw was next.

16 Right?

17 Whereupon

18 DONALD C. EARNSHAW

19 was called as a witness, and was examined and testified as
20 follows:

21 THE CHAIRMAN: Mr. Earnshaw, I am sorry we are running
22 late, but you can see why.

23 MR. EARNSHAW: My plane doesn't leave until 7:00.

24 THE CHAIRMAN: What?

25 MR. EARNSHAW: My plane doesn't leave until 7:00.

1 (Laughter.)

2 THE CHAIRMAN: Oh, good.

3 MRS. MOORE: Do you think you could testify that
4 long?

5 MR. EARNSHAW: I hope not!

6 (Laughter.)

7 Well, for the purpose of the record, and in com-
8 pliance with your request to the other witnesses, my name is
9 Donald C. Earnshaw, and my residence is in Lee's Summit,
10 Missouri, and my official title -- if I have one -- is as a
11 Trustee of the Mid-Continent Public Library System, which
12 serves three counties in and around the City of Kansas City,
13 Missouri.

14 Now I had submitted written testimony. The invi-
15 tation to be present for the purpose of the Commission hearing
16 did not specify as to what part of my written testimony you
17 are interested in, so I didn't bring any particular stuff with
18 me because I thought we would all just go from here, if you
19 want to.

20 THE CHAIRMAN: Yes, well, the Commission members
21 have all read your paper, and what we noted, to save time, we
22 felt that we probably should use the testimony time to get our
23 questions asked of you.

24 MR. EARNSHAW: That is the reason I suspected
25 there.

THE CHAIRMAN: So I will ask the Commission members what questions they would like to put to Mr. Earnshaw on his paper?

You spent the larger part of your paper discussing this metropolitan area problem, if I remember?

MR. EARNSHAW: This is what I talked about.

THE CHAIRMAN: Right.

MRS. MOORE: Mr. Earnshaw, has the State Library been of any assistance to you in developing your program in your area?

MR. EARNSHAW: Not of any major import, no.

MRS. MOORE: I just wondered if you worked with them and --

MR. EARNSHAW: Well, we coordinated wherever possible, and we assist and, well, we do what we can. But it is not the problem -- it is not the deficiency, I would say, of the State Library. It dates back farther than that into the legislative attitude of the appropriations, that they are not able to do all that they might, so that they therefore, in some measure, at least, rely on other sources, such as the Kansas City Public, the St. Louis Public, and other libraries.

MRS. MOORE: As resource centers?

MR. EARNSHAW: Yes, to help them, because we have the people.

MRS. MOORE: Well, this is why I asked the ques-

1 tion.

2 I thought perhaps that you were serving -- as is of-
3 ten the case in states which have large rural populations,
4 that there are a few large metropolitan centers that are of
5 great assistance in developing programs over the state because
6 they have so much better resources than do the other libraries
7 and I was just wondering if you were working -- and I see you
8 are, and that was my question.

9 THE CHAIRMAN: You speak of a metropolitan area
10 library planning council in your paper. Do you see that as a
11 part of the administrative setup of the city? Or is that a
12 voluntary affair?

13 MR. EARNSHAW: No, this is actually -- it ties back
14 to another part of what I was talking about. To go back to
15 the beginning on it, at least in my concept, the major public
16 libraries of the nation have made a deliberate choice that
17 they cannot, because of finances, continue in their traditional
18 role as the collector of books and research and papers and so
19 on, because it is past their capabilities to do. These are
20 areas in which they almost have to get into computer informa-
21 tion retrieval.

22 So, as a result of that, they have made a deliberate
23 choice. They go for the people, obviously, who support them,
24 the business and the professional community. There are some
25 popular spin-offs in this connection with the disadvantaged

1 area, but the basic thrust is for this other area.

2 Now with this, if the libraries are to maintain
3 their leadership in this information and research area -- and,
4 of course, also in the area called "service to the disad-
5 vantaged -- in neither of which do they have money to oper-
6 ate -- there is going to have to be some other source of in-
7 come.

8 Now whether -- the obvious one, of course, that
9 everybody promptly looks to is the "Great White Father", but
10 there has been no real examination by -- or, at least, one
11 that I could find -- by the Department of Education or H. U.
12 D. and-or by any number of people looking towards this as a
13 means and a reasoning so that it can be presented to the
14 Congress for the purpose of implementing a specific program.
15 The large libraries hate to admit that they are failing. And
16 I don't blame them. I would too.

17 But they, the large libraries, are locked in, in
18 experimentation, because they are in a budgetary bind where
19 eighty per cent or more of their budget is going into salaries
20 and maintenance and they can only throw a very little bit
21 over into experimentation. It is a problem that has not been,
22 as far as I know, attacked, as to how it is done.

23 Now where the help -- where the Council gets into
24 this planning, if such a program is brought forward, bringing
25 federal funds with it in cooperation with state funds, to

1 where this is implemented, why, then I was referring to the
2 method that has been used in the health field of local re-
3 gional planning councils, and they require the development
4 of programs specifically in -- well, it goes into general
5 areas, as far as that is concerned, but in all of the areas
6 in which the federal moneys or the state moneys are spent.

7 THE CHAIRMAN: In other words, the federal legis-
8 lation, if it comes about, could stipulate that such councils
9 be created?

10 MR. EARNSHAW: That's right.

11 THE CHAIRMAN: In order to plan?

12 MR. EARNSHAW: And they not only have the power to
13 give but the power to withhold.

14 THE CHAIRMAN: That's right. That gets it.

15 MR. EARNSHAW: But it is tied one to the other.

16 THE CHAIRMAN: Right. Are there any other ques-
17 tions?

18 Joe Becker?

19 MR. BECKER: No, Mr. Earnshaw has answered mine.

20 THE CHAIRMAN: Bud.

21 MR. VELDE: Don, in a metropolitan system, in Kan-
22 sas City do you have free interchange now of resources? If
23 you live in Kansas City, can you go out and use --

24 MR. EARNSHAW: Yes, I should say we have achieved
25 this.

I said, for the first time -- this is off the

1 subject really -- I asked the first question in 1955 and re-
2 ceived a sort of a hearty laugh, but we now have a free inter-
3 change of the use of library cards and of information, whatever
4 is available.

5 MR. VELDE: Robert Wedgeworth, in previous testi-
6 mony, mentioned that he was raised there and used the city --
7 and his friend couldn't; he lived outside.

8 MR. EARNSHAW: Well, we have corrected this now.

9 MR. LERNER: I came in late. Am I allowed a ques-
10 tion?

11 THE CHAIRMAN: Sure.

12 MR. LERNER: Mr. Velde referred to "free inter-
13 change".

14 Do you mean Kansas City, Kansas, as well?

15 MR. EARNSHAW: Well --

16 MR. LERNER: I am sure not; that is why I asked the
17 question!

18 (Laughter.)

19 MR. EARNSHAW: Well, no, we should have come up
20 with a plan. We have a system senior to that -- true, I guess,
21 in some other areas, but the Mid-Continent System, of which
22 I am a part, we have cooperative agreements and interchange with
23 the school district library, really, in the City of Kansas
24 City, Missouri. We have the same agreement with the school
25 district library in Kansas City, Kansas.

1 Now whether or not -- I can't answer off the top of
2 my head as to whether Kansas City, Missouri and Kansas have
3 this, but we have this, at least, and also with all of the rest
4 of the ones around us.

5 MR. LERNER: Well, I am delighted.

6 MR. EARNSHAW: They can put it on teletype to wher-
7 ever they want and get it.

8 MISS SCOTT: You made one comment in your testimony
9 here about information centers, the ones that are concerned
10 with government documentation and records or information, in
11 that they are ignoring the public or the general public need.
12 What did you mean by that?

13 MR. EARNSHAW: Well, they are serving their client,
14 the government, in their particular fields.

15 MISS SCOTT: That is a part of the public need though,
16 isn't it?

17 MR. EARNSHAW: Well, it is a part of the public
18 need, definitely, yes.

19 But there is no -- well, again it is what I find,
20 but there is no -- I mean, this isn't something that is gen-
21 erally known. Sometimes I run across librarians that aren't
22 aware of it.

23 MISS SCOTT: This is so.

24 MR. EARNSHAW: That they can latch into this.

25 MISS SCOTT: I would think that you might be talking

1 about the lack of information about information centers, is
2 that correct?

3 MR. EARNSHAW: Well, of course, the information
4 centers -- well, of course, I just threw it out as a bubble
5 for people to shoot down -- the creation by the federal go-
6 vernment of centers of information and retrieval centers,
7 that do begin to fill in the need of the big public libraries,
8 and then send out by the use of the computer or whatever it
9 takes, because the local people can't afford it. Maybe the
10 federal can't afford it either!

11 (Laughter.)

12 But sometimes they must.

13 COLONEL AINES: Mr. Chairman.

14 THE CHAIRMAN: Mr. Aines.

15 COLONEL AINES: Close to the end of your paper,
16 where you begin to sum up points of view, you state:

17 "* * * as to the congested and densely populated
18 parts of any metropolitan area, that federal programs
19 be offered and funded, whereby inner-city branches
20 would be converted into comprehensive information cen-
21 ters for direct service to the unserved."

22 I understand what you are saying there, but I
23 would like to probe a little bit more. When you talk about
24 the "unserved" --

25 MR. EARNSHAW: Excuse me, the source of this is

1 the Deputy City Administrator of the City of New York, which
2 Mr. Lerner and Mr. --

3 COLONEL AINES: You don't want me to go chase that?

4 (Laughter.)

5 MR. EARNSHAW: No, but I mean, this is going about
6 that --

7 MR. LERNER: That is the New York City Social
8 Security funded information service -- Bea Fitzpatrick.

9 MISS SCOTT: Fitzpatrick.

10 MR. LERNER: Bea Fitzpatrick and Costello.

11 COLONEL AINES: Well, do you have any other inputs
12 for what you consider to be unserved needs?

13 MR. EARNSHAW: No, this is outside of my area of
14 knowledge. Mr. Lerner suggested this area!

15 (Laughter.)

16 But, you know, this is the result. When I sat
17 down when I got my first invitation to submit written testi-
18 mony, I had one criticism incidentally afterwards, which was
19 "Why didn't you spend more time polishing?" And I said,
20 "Well, that is one of the fatalities of this world!"

21 (Laughter.)

22 THE CHAIRMAN: We didn't feel that need, Mr. Earn-
23 shaw.

24 Anybody else? If not, I thank you very much, and
25 we will go on to Ms. Barbara L. Hughes.

1 Whereupon

2 BARBARA L. HUGHES

3 was called as a witness, and was examined and testified as
4 follows:

5 THE CHAIRMAN: Would you identify yourself for the
6 record?

7 MS. HUGHES: I am sure I am going to save you some
8 time because I am not sure how long my voice is going to hold
9 out.

10 THE CHAIRMAN: The mike is working, is it?

11 MS. HUGHES: I think so.

12 I am Barbara Hughes. I am President of the Minne-
13 sota Library Trustee Association, and a trustee of the Anoka
14 County Library, a suburban library in the Minneapolis-St. Paul
15 area.

16 I would like to make a couple of comments for the
17 record and then if you want to ask me any questions?

18 I think that my two major areas of concern-- and
19 I outlined several in the letter -- are:

20 The sorts of technology that will be in the library
21 of the future and how well prepared we are to use these
22 things.

23 And then, the other end of the spectrum, which is
24 just simply getting library services to many areas of our
25 State.

1
2 In Minnesota we are quite aware of the seriousness
3 of the problem and I do prefer to call it a crisis because
4 it seems to me that the government bodies that I have dealt
5 with only deal with things when they become crises. The
6 letters that I get from trustees in the State deal with things
7 like buildings and books and bookmobiles and space and staff
8 and the delivery of what we call very normal kinds of ser-
9 vices. And these problems that we have are dictated simply
10 by the need of resources, and it is just simply this enormity
11 of everyday library services that overshadows what I am afraid
12 is going to be lost in the future of libraries.

13 These librarians and trustees primarily are in our
14 rural areas, but not all of them. They seldom talk of media
15 centers or computers or cable television or any other kind of
16 fancy technology. Their letters say very simple things to us.
17 There is a great differential, and I am very disturbed about
18 the lack of equality in library service between the rural
19 and small town areas of Minnesota and the metropolitan areas.

20 I will give you some very rough estimates that I
21 did only with my slide rule -- I didn't use a computer or
22 anything like that -- that there are almost a million people
23 in our state that are being served by libraries -- and our
24 state is only three and a half million people -- a million
25 people in our state are served by libraries with less than a
book per capita.

1 I am not sure how valid that criteria is, but it
2 is one that I can get at right now.

3 There is ten per cent of the State that doesn't
4 have any library service, and another ten per cent that has
5 service from libraries in towns of twenty-five hundred people
6 or less, and I can give you examples of areas that spend \$330
7 a year on books, even though they might very well sometimes
8 claim to have twenty-five books per capita. And I wonder about
9 the quality of these very small libraries.

10 In any case, that adds up to half the people of
11 our State with what I have come to call "lousy library ser-
12 vice". And all that this says to me is that we have got to
13 really emphasize cooperation, regionalization, whatever kind
14 of interlibrary cooperation that we can get between libraries
15 and the different kinds of libraries.

16 We have in our State eleven economic regions that
17 have been designated. And these correspond quite closely
18 to the regional libraries that we do have in seven of these
19 areas, representing only half the areas of the State. The
20 rest of them have no formalized regional setup. But within
21 these economic regions, there is good reason for having formed
22 this in trying to revitalize the rural areas of the State,
23 and I am firmly convinced that in the next twenty years we
24 are going to see the migration not from rural into urban areas,
25 but quite apart from these, these don't necessarily mean the

1 metropolitan areas; I think that they are going to be in
2 some of our other major centers within the area, and in
3 Minnesota this is going to be within these eleven economic
4 regions, and not necessarily the metropolitan areas.

5 THE CHAIRMAN: Well, Ms. Hughes, these areas that
6 have this lousy library service that you are talking about,
7 are the people in those districts raising hell about it?
8 Do they demand better library service? Do you hear from
9 them ever? Are they doing anything? Or are you just assum-
10 ing that they ought to get what they should have, but they
11 don't know?

12 MS. HUGHES: Well, I believe that, of course, too,
13 and --

14 THE CHAIRMAN: Right, but what action is taking place
15 on their part?

16 MS. HUGHES: We hear some but not a great deal, and
17 this is partially because sometimes I am quite sure that they
18 don't think that they could, and in my own particular case we
19 hear it quite frequently.

20 And I guess I have seen in the ten years that I
21 have been a trustee that as service has gotten better, people
22 have come to expect more and are much more vocal about it.
23 It is one of those questions about which comes first -- the
24 chicken or the egg?

25 And I guess that I am willing to go out and promote

1 the service and feel that we must do that, if we are going to
2 have an informed electorate -- and what I think is extremely
3 important to our country.

4 MRS. MOORE: If the Chairman would permit me to tell
5 a story, even though we are a little behind time, I know one
6 that fits!

7 (Laughter.)

8 It is not anything against your testimony, but I
9 am reminded of the mountaineer in my State about twenty-five
10 years ago who went to the general store and saw for the first
11 time a stalk of bananas. And he was very curious about the
12 bananas. He had never seen one before, of course, and he said
13 to the storekeeper, "What does it taste like? Does it taste
14 like an apple?"

15 And the storekeeper told him no, it did not. Well,
16 to make a long story short, he went through three or four other
17 fruits to know whether it tasted like them, and finally the
18 storekeeper said to him, "Just take a banana and taste it. I
19 will give it to you. Here, just have one."

20 And the mountaineer thought a few minutes and he
21 shook his head and he said, "No, I already have tastes now
22 for too many things I can't afford!"

23 (Laughter.)

24 So I think what you are trying to do now is to get
25 the people to taste the banana to know what they are missing.

1 MS. HUGHES: Exactly.

2 And I guess maybe it is my League of Women Voters'
3 background, but I really believe that people must have infor-
4 mation to act in the best interests of themselves and their
5 country. And one place to get it is the library. The other
6 place is the League of Women Voters!

7 (Laughter.)

8 I would like to make a couple of other comments:

9 That is, I think that the National Commission has
10 a good leadership role in the funding area, a place that I
11 would hope that -- a lot of my problems would be solved by
12 money, and developing state and regional or state and federal
13 resources.

14 We must have it, at least in Minnesota, to get off,
15 because of the kind of constrictions that I emphasized in my
16 letter, that we are facing.

17 I would also suggest to you that along the lines
18 of what Mrs. Young said, how can you help educate people about
19 libraries and trustees and these sorts of things -- I would
20 hope that there could be some national liaison -- and with
21 county commissioners -- in terms of what perhaps constitutes
22 a good library trustee, and how they ought to go about appoint-
23 ing them, and maybe what some of the things are that they,
24 as an association, should pay attention to, should know and
25 pay attention to in the library field.

1 I guess the two areas that I would point to very
2 strongly would be in trying to help trustees and librarians
3 to determine what costs are in relation to their services.
4 We are fond of saying, in our Legislative Committee, in our
5 State, that we talk services and the legislators talk costs,
6 and they go like this (indicating), and we never really com-
7 municate with them.

8 These figures are very hard to find and then to
9 equate, not only within Minnesota, but on a national level
10 also.

11 And then finally, I would urge you that in whatever
12 fashion -- although someone earlier had said that you cannot
13 be a funding and granting facility, you must be something --
14 and that is for you to figure out.

15 (Laughter.)

16 To accomplish some funding and granting in areas
17 of technology that will help us solve the problems of distance,
18 sparse population, and no money -- whether it is cable televi-
19 sion or whatever, I think that the funding and granting of
20 money to areas or places that are within our State to demon-
21 strate some of these things is the best way of getting those
22 that haven't waked up yet to library service to do it.

23 THE CHAIRMAN: Thank you, thank you. Unless there
24 is a question from the Commission, I think we have to move
25 quite rapidly, so let us be laconic!

1 Joe.

2 MR. BECKER: O. K., Mrs. Hughes, how satisfied
3 are you that within, say, Minnesota, you have exhausted all of
4 the possibilities for cooperation before we consider the ques-
5 tion of an infusion of federal funds?

6 Do you think that the intellectual resources among
7 the librarians have reached a point where they simply cannot
8 find the means to provide effective service within the State
9 without having federal support?

10 MS. HUGHES: We have got a lot of very good things
11 going in the metropolitan area among college libraries. Among
12 private college libraries, it is done entirely voluntarily.
13 Of course, we haven't exhausted all of them. But certainly,
14 it is the carrot of federal funds that gets them moving.

15 Currently in our metro area we are funding cooper-
16 ation between seven county libraries or six county libraries
17 and two big city libraries. It is something like \$400,000
18 in federal and state money that is buying over a million dol-
19 lars worth of service to people in that area that they would
20 not have otherwise. That is using each other -- the cooper-
21 ative borrowing and so on.

22 So we thought, you know, that is a real good return
23 on \$400,000. How long that can go on though is the problem,
24 because the government says "You can't spend more than six
25 per cent more than you did last year." And that is written

1 into the law.

2 We will try to change that law. But you know
3 there are some limits to these things. And certainly the car-
4 rot is what we are interested in.

5 THE CHAIRMAN: Mr. Lerner.

6 MR. LERNER: Well, one question, an "if" question:

7 If this technology, for example, did in fact develop
8 and suddenly cable television came to more communities in
9 Minnesota, and it was able to be utilized on a free will basis,
10 and all of the things -- is the public ready for it, is the
11 librarian ready for it, and are the trustees educated for it?

12 MS. HUGHES: I have been working on a Cable Advisory
13 Committee meeting -- a Committee in my suburb, because we do
14 now have the franchise, and I guess the answer is that nobody
15 is really ready for it. I guess I wish we were better prepared
16 for it.

17 I am frankly disappointed in what I see that the
18 library field is going to get out of cable TV in the next five
19 years. I won't go any farther to guess in that field. But
20 why aren't we better prepared? And why can't we fund some-
21 thing right now to demonstrate the possibilities here? It
22 is the way to hook up our school and public libraries so
23 that we don't have to duplicate some of these resources and
24 get at some of those that are closed up and out of the way,
25 and sometimes out in the cornfield, as the gentleman says --

1 why not through cable or something like that?

2 Well, and why can't the Commission provide the
3 leadership and the expertise in that? I think that the public
4 will buy it.

5 THE CHAIRMAN: Thank you very much, Ms. Hughes.

6 I have Mr. David Smith on my list next. Is he
7 here?

8 Oh, yes, there he is.

9 Whereupon,

10 DAVID R. SMITH

11 was called as a witness, and was examined and testified as
12 follows:

13 MR. SMITH: Would it be possible to stand up and
14 let my Polish sausage and onion sandwich settle a little bit?
15 Can you hear me?

16 THE CHAIRMAN: Yes.

17 DR. CUADRA: May we stand with you?

18 (Laughter.)

19 MR. SMITH: This experience today has been a little
20 bit like some of the experiences that I go through in my
21 work.

22 I am David Smith, of the Hennepin County Library.
23 I am representing the Minnesota Library Association, and I
24 also serve as the Director of Community Library Services in
25 Hennepin County, and in that capacity have the privilege, I
guess, of sitting in the City Council meetings, the Planning

1 Commission meetings, about the forty-five suburbs that we
2 serve.

3 The office joke is that frequently the library comes
4 up after the sewer and zoning variations, which last a long,
5 long time, and generally about two hours of zoning variations.
6 The quality of the discussion today is refreshingly improved
7 over what I normally have to sit through -- and I appreciate
8 that.

9 I came in some ways to hear rather than to be heard,
10 and I will edit my remarks down accordingly.

11 THE CHAIRMAN: Now, Mr. Smith, you know, you sent
12 in a paper.

13 MR. SMITH: That is correct.

14 THE CHAIRMAN: And we read that.

15 MR. SMITH: Yes, sir.

16 THE CHAIRMAN: So you needn't repeat that.

17 MR. SMITH: Right. And my statement was directed
18 to the question that was raised in the original letter, that
19 of the role and of the concerns of a state association and how
20 it would affect both local and state and national concerns
21 over libraries.

22 We discussed this a little longer in our M. L. A.
23 board meeting, and the tenor of the discussion seemed to get
24 to the point of "Go down there and tell them that whatever
25 they do, the money that we have been getting and the money

1 that we hope to get are very important. Fill it full of
2 whatever adjectives you want to use." And that I have done
3 and I am doing now, and I will get away from that point and
4 perhaps dig myself into a hole that my colleagues back in
5 Minnesota will fill in after me.

6 But I would suggest, in our particular case, to
7 answer your question, perhaps, that we are doing some things
8 in Minnesota, which are funded in Minnesota locally, which are
9 derived locally, and for which the federal funds are of minor
10 importance right now.

11 Mrs. Hughes touched on the federation which is
12 composed of the metropolitan libraries and where there is
13 reciprocal borrowing now, for the two million people in the
14 metropolitan areas.

15 We have, in addition to this, a "Minitex" program,
16 which is a program of teletype networks throughout the State
17 of Minnesota, connecting college, junior college, high school,
18 public libraries with the University of Minnesota Library --
19 which is a substantial resource. In that library there are
20 approximately 80,000 periodical titles, for example, and about
21 seventy per cent of the requests to go over the teletype net-
22 works are for those periodical titles.

23 Most of the requests are answered in photocopy
24 within about twenty-four to forty-eight hours. This is a
25 substantial service. This is going on right now.

1 I think that the important thing to point out is
2 the fact that this was all done without any federal money at
3 all. This was done first through a funding grant provided by
4 the Hill Foundation of St. Paul. And when it proved to be
5 successful, it became a line item budgetted in the state, in
6 the overall state budget -- not a part of the education budget,
7 but a line item of its own.

8 It was recognized by the State Legislature as being
9 a significant contribution to library services in the State,
10 and they are willing to pay for it -- because this is one of
11 the points that I am getting at. If you can demonstrate service
12 to your community, to your State, they are going to be willing
13 to pay for it.

14 How you get to that point then raises some questions
15 about funding.

16 THE CHAIRMAN: How many titles have you got in this
17 service?

18 MR. SMITH: In the University of Minnesota, there
19 are 80,000 periodical titles.

20 THE CHAIRMAN: And any one of those can be called
21 upon?

22 MR. SMITH: Right. This, as I say, is one answer.

23 THE CHAIRMAN: Yes, well, that is quite a setup.

24 MR. SMITH: There are other calls for book informa-
25 tion, and that is handled in somewhat the same way.

1 THE CHAIRMAN: Yes.

2 MR. SMITH: What I am suggesting here, I guess, is
3 that there are things going on at present which are providing
4 a relatively sophisticated type of library service.

5 I would also come back to the point that Barbara
6 Hughes raised regarding the disparity. We are a State of ap-
7 proximately closing in on four million people. About half
8 of these people live within a twenty-mile radius of Minneapolis
9 and St. Paul. They, obviously, have access to excellent li-
10 brary service -- public, school, special library and university
11 library.

12 The people who live out in the State obviously
13 have some disparities of local funding and distance and things
14 of this sort which bring about a strong difference in the type
15 of library service that they have access to. And many of the
16 people living out in the State have no library service what-
17 soever.

18 And how you equalize the service is of major concern
19 to the people in Minnesota.

20 I think that in another area that the question was
21 raised just this morning, and I would like to reply -- you
22 commented about feedback, I believe, or the way of gathering
23 information as to how to make your libraries work better, to
24 make them more relevant. In our own particular library, we
25 have about twenty-five per cent of our 500,000 people using

1 it currently.

2 O. K., these people are rabid supporters of the
3 library -- many of them are rabid supporters of the library.
4 The population goes up at the rate of approximately three per
5 cent a year. However, over the last two years our use has
6 been going up about twenty or twenty-two per cent. The people
7 aren't increasing, but the library use is increasing.

8 The problem of getting feedback occurs in several
9 different ways:

10 One, in the time involved to do it. If you tried
11 to deal with individuals, to try to get into the reasons why
12 they use the library, why they really need the library, there
13 is a problem of communication that takes a long time to over-
14 come. It takes sophisticated research approaches to really
15 get good statistical information on it.

16 I have been very much concerned with this, not only
17 as far as the user library goes, but as far as the non-user
18 library goes. We are pretty comfortable with our twenty-five
19 per cent now, but there is another seventy-five per cent who
20 are paying taxes, most of them, and we would like to be able
21 to assess their needs and desires and serve them in some way
22 also.

23 I wrote to one of the large public libraries in
24 the country, which had had a substantial grant -- I believe,
25 eighty or a hundred thousand dollars -- to investigate, well,

1 both the central library and also the user and non-user inter-
2 est in the library. And I found that this eighty or hundred
3 thousand dollars didn't produce much that was really valuable
4 to me. There was not much that I could turn back and use in
5 my own situation. How useful it was in that community, I have
6 yet to find out.

7 But there are large sums of money being spent to
8 try to get at this problem, and I don't think they have reached
9 it yet. Now maybe the expenditure of money isn't the impor-
10 tant thing. But some approach to research, I think, in this
11 area is very critical.

12 The role of our Association, as I see it, parallels
13 the role of this particular Commission -- again, as I see it.
14 I suggest in my paper that we had a leadership role, that we
15 had a role to support library services, the library profes-
16 sion. We also had a role in information education. I think
17 particularly in the leadership role, we would look for this
18 Commission to provide us with information and ways to break
19 out of the traditional approach to library service, to be rele-
20 vant to our community, to try to serve the elementary school
21 student, who has a sophisticated background of media approaches
22 to learning, to receiving information, that the public library
23 today is not coming anywhere close to investigating or even
24 implementing in their own programs.

25 We are educating our children far down beyond our

1 own capacity to turn on and serve them, when they become
2 adults.

3 In the support area, I would come back to the fi-
4 nancing. I think that money is important in terms of research,
5 in small amounts -- we don't have to have large, massive, doses.
6 We need amounts of money that we can intelligently use to in-
7 vestigate ways that we can support our libraries on a state-
8 wide basis, and getting it out and off of the local tax base
9 and onto the state base is essential, and certainly money
10 could be used to study this and to promote this.

11 The Library Association is very active at the pre-
12 sent time in supporting state aid to libraries. And the
13 state -- we are still pretty competent, but at the state level
14 we are going to be increasing the state aid to libraries.

15 MRS. MOORE: Do you have any state aid at present?

16 MR. SMITH: We do. We have sixteen cents per capita
17 which doesn't go too far, doesn't stretch too far. That about
18 equals the amount of federal funds we would have had. But we
19 are planning this year for no federal funds. If we get them,
20 we can use them intelligently, but we are not planning for
21 them, but we are planning to increase our own state aid, if
22 possible.

23 THE CHAIRMAN: Mr. Smith, you have got about five
24 minutes left. Do you want to use it for questions?

25 MR. SMITH: Yes, I am very happy to.

1 THE CHAIRMAN: All right, in your paper you men-
2 tioned that the Commission makeup lacked a representative of
3 the public libraries, which is quite true in the sense that
4 you meant it.

5 We have a number of people who are trustees of
6 public libraries, and Mr. Swartz, our staff man, has had a
7 large experience in public libraries, because, you understand,
8 we don't appoint ourselves.

9 MR. SMITH: Yes, right. I talked to Mr. Swartz
10 about this before I even prepared the document.

11 THE CHAIRMAN: Yes, it is a point, nevertheless.
12 But we are not --

13 MR. SMITH: No, I realize that. I don't hold you
14 accountable.

15 THE CHAIRMAN: Well, any other questions?

16 DR. CUADRA: Yes. What kind of legislation would
17 you like to see?

18 MR. SMITH: I guess if I were to speak in general
19 for the librarians of Minnesota, I would say making good the
20 existing legislation, which seems to --

21 MR. LERNER: Funding it.

22 MR. SMITH: Funding it, O. K., that is the word.

23 The legislation is there. The appropriation is not.
24 And I think at this point the limits established there are
25 beyond anything we have received so far in the funding.

COLONEL AINES: Mr. Chairman.

THE CHAIRMAN: Yes.

COLONEL AINES: I just have one question. This could even be asked of Ms. Hughes, if we have time to have her stay longer.

The problem of having a state with a dispersed population -- you talked about two cities, and half the population within a radius of twenty miles. Then, of course, it tails off over the state and you have people widely dispersed. What bothers me is the difficulty of trying to create a system that will give equal access to the people out in the far reaches, and even more -- what are their information needs that will call for, let us say, a democratic approach towards information?

It is quite possible that the fact that they prefer to live in such areas means that they are not necessarily completely interested in having that full flow of knowledge that people who move in towards the centers where such knowledge can be obtained have.

Have you kicked that around at all in your thinking?

MR. SMITH: I guess the answer very obviously would be yes, that the problem is there and we are trying to contend with it.

I don't think that the reason that the people are

1 in the dispersed areas necessarily diminishes their interest
2 in the libraries. They are there for many different reasons.
3 I think that in many cases the accomplishments that have been
4 made in the states, in the regional systems -- we have got
5 regional systems that are larger than Rhode Island and Con-
6 necticut, for example.

7 These systems up in the piney woods in the north
8 area of the state, north part of the state, have got started
9 because they had trustees of the quality of Mrs. Hughes, who
10 would come two or three hundred miles down to the State Capitol
11 and lobby, and it really got started in that fashion, and we
12 have got very strong support for these systems by lay people,
13 lay people in these areas.

14 The dispersed areas actually got things going be-
15 fore the cities and the metropolitan areas did because they were
16 fat and comfortable, relatively speaking.

17 COLONEL AINES: Well, don't misunderstand. I don't
18 have the answers, nor am I being critical.

19 MR. SMITH: No.

20 COLONEL AINES: I am just trying to understand it.

21 MR. SMITH: Well, I guess that both of our com-
22 ments then regarding leadership and help for the statewide
23 community, any sort of research that could be done in this
24 area to provide new ways of serving people, this is something
25 that we can use. Obviously, we are working on it ourselves,

1 and this has helped, to an extent.

2 THE CHAIRMAN: Carlos.

3 DR. CUADRA: Have you attempted to get any sort
4 of projects for service for people in the research areas? How
5 do you tell when you have done a good enough job in equalizing
6 access?

7 MR. SMITH: You can do it statistically, I guess,
8 in a number of different ways, as to the amount of books that
9 would be in the regional libraries, and things of this sort.
10 I think right now that our brightest hope is for our State
11 Library Plan, which is just in the process of being completed,
12 as our population stands at the present time, but there has
13 been a great deal of regionalization and interest in network-
14 ing and provisions for this, working in the Plan, just like --
15 the specific standards haven't been established, but the idea
16 would be that there would be several different layers of li-
17 brary service, bringing together now the public library system
18 and the college libraries in far off areas, and using -- co-
19 operatively using all of the materials, providing access
20 through mail, through teletype and telephone.

21 The problem is one of communications at this point.
22 You may have the materials that are needed, but how a person
23 finds out about it, and this sort of thing.

24 DR. CUADRA: In a sense that sounds a little bit
25 backwards to me.

1 I had almost imagined that one might define the
2 targets for services and say that these people in the dispersed
3 areas ought to have A, B, C, D, and then design the system or
4 the procedures or the layers or the plan. And are you saying
5 that you are building the plan first, and later you will define
6 the targets for service?

7 Is that a fair question?

8 MR. SMITH: As far as establishing standards first
9 and then working towards them, the only danger there is that
10 you may get caught up in your numbers and work only towards
11 that goal.

12 I guess the desirable goal that seems to underlie
13 all of our state planning so far is to get this access within
14 a reasonable period of time. The idea that a person within,
15 let us say, twenty-four hours, if you want to put it on a real
16 basis, would have access to information in a pretty wide spec-
17 trum, or access to specific books -- and this is what the
18 network hopes to achieve. It hopes to cut down the time between
19 when the individual -- when he is actually going to be able to
20 obtain the material.

21 The rest of the numbers, I have to admit, we don't
22 have -- number of books per capita, and that sort of thing.

23 THE CHAIRMAN: All right, thank you, Mr. Smith.

24 Now we come to Mr. Horner. Willaim A. Horner.

25 Whereupon

WILLIAM A. HORNER

1
2 was called as a witness, and was examined and testified as
3 follows:

4 MR. HORNER: I am William Horner. I live in a
5 place called Red Oak, Iowa. And I am President of the South-
6 west Iowa Learning Resources Center, which is a non-profit
7 educational corporation.

8 And the format, Dr. Burkhardt, is yours.

9 THE CHAIRMAN: Right. Well, we have your paper.

10 MR. HORNER: Yes.

11 THE CHAIRMAN: If you wanted to add anything to
12 what you have said, do that now. And then we will spend the
13 rest of the time asking you questions -- and within the fifteen
14 minute framework.

15 MR. HORNER: O. K. Well, I am only going to make
16 a couple of comments because I think that questions are better
17 than guys talking.

18 I just got here an hour and a half ago, I guess.
19 And what I have heard so far really kind of alarms me. I
20 think -- I really don't think, in my frame of reference --
21 and remember that I am talking now coming from Red Oak; you
22 can guess that isn't a very large place, ten thousand people,
23 and other towns in the Midwest, small rural towns.

24 And I think really that what I guess I have thought
25 so far is that what we really need in this field are a couple

or three Billy Grahams -- just two, maybe three, in the whole country, to start solving our problems.

I don't hear an advocate for libraries and library services. I don't hear any on a national level. And I know that many people are well intentioned when they talk about libraries, and yet I go back to small rural libraries that are doing the same thing they did forty years ago, and I don't think this is uncommon.

I think in the large areas -- and I know there have been successes, and I grant all the little significant successes, but I think that when you really want to talk about giving services to people, some vast overhauls have to be made. I mean really changing things, and I don't mean to sound too radical, except that I think that it calls for radical action.

It isn't just more books we need. And it isn't just making a media collection we need. That is not going to solve it either.

I think that it is a whole different frame of thinking, a conversion. And that is going back to my Billy Graham and I think that there needs to be a spokesman for library services that is heard, and I haven't heard it.

I think that is all that I have to say at the start, and to see what kind of a reaction you have to that -- if any

(Laughter.)

THE CHAIRMAN: Carlos, do you want to react to

1 that?

2 DR. CUADRA: Andy does.

3 COLONEL AINES: I want to reconcile your statement
4 with something you wrote:

5 "All too often articles and papers concerning
6 the future of libraries are so esoteric as to frighten
7 librarians away from change rather than urge them to-
8 ward change. Change must come slowly and methodically,
9 without any noticeable departure from traditional li-
10 brary policies; i.e., serving people with learning ma-
11 terials and providing a cultural input into the life of
12 the community in whatever way fits that community."

13 And I would like to understand then, if you feel
14 you are going to have to have a radical change and the very
15 people you expect to make that change work, and if you are
16 not going to expect them to make that change themselves, how
17 is it going to come into being?

18 MR. HORNER: The radical change is not going to
19 be accomplished by another paper or another book. I think
20 that the radical change can come very quietly. The change
21 itself -- the act of changing doesn't have to stir anyone up.
22 In many cases -- in a case in point of the librarian that I
23 referred to in the paper, would hardly have to upset her board
24 of trustees or herself to bring about the kind of change I
25 would hope for.

1 COLONEL AINES: Which is what?

2 MR. HORNER: Well, I think that for just an example
3 and, you know, I would be very, very presumptuous -- more
4 presumptuous than I have been to make the opening comments --
5 if I said "Now here is the answer", and I don't even mean
6 to imply that.

7 I just want to give one example.

8 COLONEL AINES: Give us a lead.

9 MR. HORNER: Instead of -- for example, instead
10 of buying another copy of another book, to consider buying,
11 say, a potter's wheel and put it on one of the library tables,
12 you see, and a big box of clay that might get on the floor,
13 and that kind of thing.

14 Now one little tiny change like that might change
15 the whole clientele and the complexion of the library, and
16 the people that would use the library. Such a small thing
17 as buying twelve cassettes, and a cassette tape recorder.

18 And to me this is revolutionary, you see. But it
19 really wouldn't need to stir anyone to the point of alarm.
20 I know many libraries have media collections and again it is
21 commendable.

22 But again I speak for the hundreds and hundreds
23 of little libraries, you know, out in west -- you know, the
24 boondocks, that are still doing the same thing that they have
25 done for years and years and years. And I just think that

1 change has to come about, and I don't think that federal
2 dollars are the answer necessarily. As everybody has pointed
3 out so far, they sure help.

4 THE CHAIRMAN: Now, Mr. Horner, I was interested
5 in your description of your Learning Resources Center, which
6 seems to me -- as you describe it -- a rather advanced affair.
7 It serves eight counties. You have got a telephone hookup.
8 I gather that you can deliver materials and things right
9 away there.

10 Now do the people using this service, do they know
11 what they are ordering? Do you educate them as to what is
12 available and how the materials can be used? Or is it all
13 self-stimulated and then you find out whether you have what
14 they want?

15 MR. HORNER: Well, we cheat a little bit because
16 the primary users of our library are school districts. And
17 our population is pretty controlled.

18 That is, we have about a thousand teachers in those
19 eight counties, and they all have a complete catalogue, and
20 they all are very familiar with our system, and they all have
21 daily teaching needs. And we call every building every day and
22 deliver every day.

23 So we kind of cheat, as opposed to a general popu-
24 lation.

25 THE CHAIRMAN: I see, but this same system could

1 be what you would call a radical agent?

2 MR. HORNER: Yes.

3 THE CHAIRMAN: In transforming?

4 MR. HORNER: Well, that system itself -- as simple
5 as it is -- no computer; we don't have computers, we just have
6 some, you know, good people. It works so beautifully, and
7 yet it is a tremendously radical departure from any other --
8 most of the school system use in the community.

9 We usually order things way in advance. The farthest
10 in advance anyone, any teacher, can order any material in our
11 place is two days in advance, and the longest that they can keep
12 them is two days. They don't need them, if they can get them
13 when they want them. That is radical. It is so simple. And
14 this is kind of what I was trying to allude to in the begin-
15 ning.

16 THE CHAIRMAN: Right.

17 MR. HORNER: The most radical changes in libraries
18 could come very silently and very deftly and very quickly.

19 THE CHAIRMAN: Well, personally I think it is better
20 to do it that way than to wait for a Billy Graham in the
21 field!

22 (Laughter.)

23 MR. HORNER: Well, I am still hoping for a Billy!

24 THE CHAIRMAN: Bessie.

25 MRS. MOORE: I am an educator. I am in the State

1 Department of Education.

2 And you are a rare specimen. I tell you the truth,
3 I wish we had your vision. You don't need us -- you are the
4 one who --

5 MR. HORNER: Oh, yes, we need you!

6 (Laughter.)

7 MRS. MOORE But this, as you say, ordering mater-
8 ials three or four months in advance, which is what I am as-
9 hamed to admit my own State Department of Education did.

10 MR. HORNER: Yes.

11 MRS. MOORE: Because you are making a very -- you
12 are really contributing to the teaching.

13 I want to just ask you a personal question:

14 Have you read S. R.'s recent issue on the change
15 of the school systems in this country? Have you read that?
16 I recommend it to you.

17 MR. HORNER: No, I haven't read that, and I will.

18 MRS. MOORE: Because education -- library educa-
19 tion -- is further behind than libraries, in my opinion.

20 MR. HORNER: Well, I am afraid to say they are
21 running a close lap!

22 (Laughter.)

23 MRS. MOORE: Well, I would be very much interested
24 in your reading that copy of S. R.

25 MR. HORNER: O. K.

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MRS. MOORE: And send me a letter.

MR. HORNER: All right, O. K.

THE CHAIRMAN: Lou.

MR. LERNER: I just have one question:

I notice that you tell us an exciting, experimental, interesting story, and you are from Iowa. And Mr. West was in here a little while ago, and he is from Iowa, and he was telling us a horror story.

O. K., is it because you are in education and you are getting the money, and he is in libraries, and he is not?

MR. HORNER: Well, I think Vern gets money. I didn't see him on the way out, but he usually does all right getting some money.

(Laughter.)

We have been fortunate in getting grants. The one that I mentioned that we are serving nursing homes and county homes, there is the place where our state traveling library directly participated.

They teamed up with the Commission on the Aging in the State, and then we contributed a third to get that job started. And we are just scratching the surface, but we are providing films to people in forty-six nursing homes and county homes for their enjoyment and their viewing.

And I am just dying to get a little research project as a companion to that, because we have been told by

1 activity directors that people are eating better, their bowel
2 movements are more regular -- and that should be in the re-
3 cord!

4 (Laughter.)

5 And their general attitude and conversation pace
6 has increased, because of the fact of getting together in a
7 room! This is caused by a very simple revolution. A few
8 films!

9 MR. LERNER: X-rated movies!

10 (Laughter.)

11 MR. HORNER: A few films made accessible, and a
12 projector. Very simple and very low cost.

13 COLONEL AINES: I think I understand your secret
14 then.

15 You are saying, in effect, you are going to have
16 gains. Make them methodical. You don't have to go too fancy
17 in what you are trying to do.

18 But at the same time, talk tough and make demands
19 and try to get people excited about doing things.

20 MR. HORNER: And produce results, you know. Very
21 little talk and just get busy and do it, and save the research
22 studies, please.

23 We have got so much research, in so many quality
24 journals that it is just dying out there. I would hope that
25 we would spend what little bit there is there for some action

1 programs, so that there is a model for someone to look at
2 and say, "By golly, that works. I think we will try it. And
3 it only costs this much."

4 I see very few of those.

5 MRS. MOORE: We had the "Green Revolution", and
6 I think your testimony is that we would call this the "Simple
7 Revolution" because it is an intelligent use of simple things
8 that you are talking about.

9 And here is something that is really quite complex,
10 when you deal with people's attitudes, and their entrenched
11 habits.

12 MR. HORNER: Well, we get a chance to talk to a
13 lot of public librarians, and I have found those gals to be
14 very receptive, very receptive. They need help. They defi-
15 nitely need help, and solicit help, and want help to get
16 started.

17 There just don't seem to be very many people around
18 who are willing to share some ideas and get them started.

19 THE CHAIRMAN: O. K., thanks very much.

20 MRS. MOORE: Could we dub him "Billy Graham" on the
21 record?

22 (Laughter.)

23 THE CHAIRMAN: All right, we now come to Ms. Elinor
24 Yungmeyer.

25 Whereupon

ELINOR YUNGMEYER

1
2 was called as a witness, and was examined and testified as
3 follows:

4 MS. YUNGMEYER: I am Elinor Yungmeyer. I am Co-
5 ordinator of Instructional Media at Oak Park Elementary Schools,
6 Oak Park, Illinois.

7 THE CHAIRMAN: Again we have your paper. Do you
8 want to add anything to it?

9 MS. YUNGMEYER: If it is your pleasure, you could
10 ask questions, and my points may come out.

11 THE CHAIRMAN: All right, fine. Have we got any?
12 Yes.

13 MR. STEVENS: May I?

14 THE CHAIRMAN: Yes.

15 MR. STEVENS: I know just a little bit about Oak
16 Park, and it is a very special community, and you said in part
17 of your testimony that the kind of project that the K. N. A.
18 P. P. project represented in that community had a salutary
19 effect, and you suggested that that same kind of thing might
20 go on in other communities with some benefit.

21 And I wonder if you might say how exemplary pro-
22 jects would fit in ghetto communities or rural communities
23 and how you think the effects might -- well, something of how
24 much this Commission could springboard its further work?

25 MS. YUNGMEYER: My testimony was to the project that

1 you are describing. I think I was attempting to say, the
2 limited chronological impact on school library development --
3 I think that one such school library project; the eight school
4 library projects funded by the K. N. A. P. P. program have been
5 drastically cut back and curtailed since the funding has been
6 withdrawn, so I made a point in my testimony, which was that
7 I felt that funding for demonstration projects should be of
8 a kind which would enable an already existing program to be
9 evaluated, to be visited, to be written about, and to be
10 communicated about, not only to the library public, but to
11 whatever publics, such as the school libraries and the edu-
12 cation community might be.

13 In other words, I am suspicious of funding demon-
14 strations which are going to collapse, once the funding is
15 withdrawn.

16 One of the problems with the K. N. A. P. P. pro-
17 ject was that people would come to visit a project and say,
18 "Well, sure, we can do that, but look, we have got to have a
19 million and a half dollars to do it with."

20 And so I think that the point is that I would like
21 to reinforce that I think that demonstrations are very val-
22 uable by actually being there and demonstrating, but that this
23 has to be shown to be something that an average community is
24 able to support for itself, that the demonstration funding
25 would go to, say, in-service training of people who come

1 to visit something, to tell them what to look for, keep them
2 there for four days, bring in people who are able to commun-
3 icate to the visitors to the project what impact, say, the audio
4 retrieval center at Oak Park High School has had.

5 Does that give you more of an answer than you
6 want?

7 (Laughter.)

8 THE CHAIRMAN: Yes, you make some reference to
9 children's libraries. You know, of course, about the proposal
10 that was put forward in New York State?

11 MS. YUNGMEYER: Yes.

12 THE CHAIRMAN: By the State Education Department,
13 incorporating the children's libraries in the schools and
14 not having separate children's libraries at all. I imagine
15 you have an opinion on that?

16 MS. YUNGMEYER: I have an opinion. I also have an
17 opinion that we probably need this kind of pilot demonstration
18 very badly, because we don't really know what the most effec-
19 tive service patterns for children are.

20 I have some personal biases from the public school
21 situation, but there is a real poverty pocket in library ser-
22 vices -- these are the areas that get cut first when there is
23 a personnel crunch or a financial crunch, the service in the
24 area of service to children.

25 I think that it is essential that we do do what

1 we can to find out, to bring about service to all children,
2 but I think that we need a number of demonstrations, or maybe
3 a nother design, because I don't think we know the answer yet.

4 THE CHAIRMAN: Yes.

5 MR. BECKER: After you said --

6 THE CHAIRMAN: Go ahead.

7 MR. BECKER: I was going to ask, Elinor, after you
8 have had a demonstration and it has been successful, what is
9 the most effective means, you feel, for getting the results
10 of that demonstration down to the profession and useful else-
11 where in the country?

12 MS. YUNGMEYER: I think that the techniques that the
13 K. N. A. P. P. people used concerning school library projects
14 were very good, but they were limited and their real impact
15 was within the library profession, and while there was a sub-
16 stantial amount of publications -- print and non-print both --
17 directed at the non-library field, their usage, as far as I am
18 aware, was somewhat limited, and I think that it was more a
19 matter of distribution rather than production of materials.

20 I think that I indicated in my testimony that one
21 of the things that concerned me about the K. N. A. P. P. pro-
22 ject was that in the design of the project some sort of measure-
23 ment, accoutability factors, were not built into the project,
24 so that you were not able to say specifically, "This is what
25 happened in Provo, Utah, because we had this kind of a demon-

1 stration in our schools. And this is what we think might
2 happen in other schools throughout the country because of this
3 kind of demonstration."

4 So it is more a matter of distribution and content
5 of what you have to say.

6 THE CHAIRMAN: Carlos.

7 DR. CUADRA: Would there have been any use of con-
8 sidering something like a road show in which members of the
9 staff went to twenty cities to describe the project and try
10 to relate it to the people in other areas as an alternative to
11 having people come to you?

12 MS. YUNGMEYER: I would prefer video tape or film
13 for that sort of thing. I am not certain about the effective-
14 ness.

15 In terms of schools, my educated guess would be that
16 this would not be a particularly successful way of publicizing
17 new techniques. I think that a tape of the actual programs,
18 which people could look at, and someone to accompany the tapes
19 to explain details, would be more effective than having six
20 people sit up and say "Now I do it this way."

21 THE CHAIRMAN: Of course, that is on the assumption
22 that it works.

23 MS. YUNGMEYER: Right.

24 THE CHAIRMAN: Some of these things don't work, but
25 you still want a record.

1 MS. YUNGMEYER: Yes.

2 THE CHAIRMAN: And you still want some kind of
3 evaluation, so you can learn from it.

4 And I thought what you were getting at was that
5 this component ought to be put right into the project, to start
6 with.

7 MS. YUNGMEYER: Absolutely. Thank you for bringing
8 this up.

9 Because it is a defect on our part that we have
10 operated by intuition and tradition and don't really know, in
11 many cases, what we are talking about.

12 THE CHAIRMAN: Miss Scott.

13 MISS SCOTT: You mentioned that statistics relating
14 to school libraries were inadequate.

15 Have you any idea for the improvement of these in
16 the data gathering process? Or is this jurisdictional?

17 MS. YUNGMEYER: Well, more forms, more simplified
18 forms!

19 (Laughter.)

20 I wish I had the answer.

21 MISS SCOTT: Is this basically where you get the
22 information on schools, the jurisdictions involved perhaps?

23 MS. YUNGMEYER: Well, as far as school libraries
24 go, it has to be very superficial, the kinds of information
25 they ask for.

1 MISS SCOTT: Yes.

2 MS. YUNGMEYER: I don't actually know whether there
3 has been any data gathering or school libraries other than
4 their efforts. The last U. S. C. E.-gathered statistics, I
5 think, were before '65, and at that time this was a random
6 sample -- and they are also two years out of date by the time
7 they are published.

8 MISS SCOTT: Have you had any educational associa-
9 tion attempt to do this?

10 MS. YUNGMEYER: One thing that has improved the
11 situation -- but it would be difficult to get a national pic-
12 ture.

13 THE CHAIRMAN: Yes, Carlos.

14 DR. CUADRA: This isn't really part of your testi-
15 mony that you have, but what do you think is the desirable
16 relationship between school and public libraries ten to fifteen
17 years from now?

18 (Laughter.)

19 MS. YUNGMEYER: That is a dangerous question!

20 I don't know, for the reasons -- one of the reasons
21 being that which I have advanced, I don't think that we really
22 know enough to predicate a possible solution. I am of the
23 opinion that there are some options and alternatives, in terms
24 of relationships, that we don't yet know about, that cooper-
25 ation as we now conceive of it may not be the optimum method

1 now or in fifteen years. I am not sure that this answers your
2 question.

3 DR. CUADRA: It did!

4 THE CHAIRMAN: Any others? Well, then thank you
5 very much.

6 Ruth W. Tarbox is next,

7 Whereupon

8 RUTH W. TARBOX

9 was called as a witness, and was examined and testified as
10 follows:

11 MS. TARBOX: I am Ruth Tarbox, the Executive Secre-
12 tary of the Children's Services Division of the American Library
13 Association.

14 THE CHAIRMAN: Now would you like to start off by
15 saying a word or two in addition to what you sent us, or do
16 you want us to start right off asking you questions?

17 MS. TARBOX: I would like to begin by making a few
18 comments based upon what I have heard today.

19 THE CHAIRMAN: Please do.

20 MS. TARBOX: In your testimony.

21 Because of the many references to library improve-
22 ments in the previous testimony, and questions directed by
23 Commission members on this, I would like to reinforce my con-
24 tinued concern about education for library services to chil-
25 dren.

1 The preparation for library work with children
2 must relate to today's needs. And it ought to include not
3 only courses in child psychology and materials -- both non-
4 print and print, of course -- but also courses in management,
5 community relations, programming for services outside of the
6 library, and the recognition of current concerns, such as
7 environmental controls.

8 Personnel with special skills and interests are
9 needed in this area of library service. I share Ms. Casey's
10 concern about the selection of students. It does require a
11 special concern and interest for work with children in any
12 type of library.

13 And I urge the Commission to encourage and support
14 a review of present content in library training programs for
15 librarians who will work with children -- hopefully to be
16 followed by some evaluation and recommendations.

17 Then there was an implication that L. S. C. A. funded
18 programs have usually reinforced the traditional in library
19 services. I would like to note that this has not been the
20 case in many of the programs that have been funded by L. S.
21 C. A. relating to services to children and young people.

22 For example, the program that was carried out in
23 Baltimore that was reported in the little piece that I sent
24 to the Commission with my testimony, "Community Action -- Action
25 for Children" -- would you refer to that as traditional library

1 programming?

2 And there is at present a program going on in Win-
3 ston Salem, North Carolina, that is referred to as P. L. A.
4 C. E. -- Public Libraries' Action for Children's Education,
5 which is a very exciting program, and it is certainly not re-
6 inforcing any traditional programming

7 Most of the programs that we hear about that have
8 been funded for children and young people, have been quite
9 innovative.

10 Now we have a great need relating to these programs.
11 And that is for a reporting on all of these outreach programs,
12 and an identification, and an evaluation. There is none avail-
13 able, and this is something else that the Commission could help
14 secure for the profession.

15 I think that this is rather closely related to the
16 information regarding user groups that Mr. Wedgeworth referred
17 to -- the library without walls.

18 Children and young people today are intent upon
19 "doing their thing", so to speak. And library programming, I
20 believe, can fill a void by giving opportunities to them to
21 act constructively rather than destructively and to participate
22 in creative programs either singly or in groups. In this way
23 librarians and libraries can be active agents for positive
24 change. They can take leadership in a community to coordinate
25 the efforts of all groups and agencies that are concerned with

1 children towards serving children.

2 The White House Conference report in the section
3 on parents and communities, did include the recommendation:

4 "Libraries should be required by state library
5 agencies to initiate community surveys, to determine
6 the kinds and quantities of materials and services av-
7 ailable, and to identify gaps in such materials and ser-
8 vices."

9 Before that kind of a program is likely to become
10 a reality, there does need to be leadership at the state
11 level, and we do not have in all of our states strong consul-
12 tative advice on the state agency staffs relating to work for
13 children and young people in libraries. This is another area
14 where I think the Commission might be able to help.

15 THE CHAIRMAN: Ms. Tarbox, as an expert in this
16 children's services in libraries, do you think that children
17 can be better served if their libraries are connected with the
18 schools, or independently, or how?

19 MS. TARBOX: I am not so concerned about which
20 agency serves them.

21 My major concern is that they have access to the
22 total programming that libraries can give them that are unique
23 and that they might not receive through other agencies. I think
24 that the agency in a community serving children depends upon
25 the community. In some communities, maybe one agency could

1 take care of the total needs. In others, agencies -- maybe
2 two or more than the two coordinating. It seems to me that
3 I doubt that any single pattern is best for all communities
4 really.

5 THE CHAIRMAN: I gather from --

6 MS. TARBOX: I join Ms. Yungmeyer. We don't know.
7 We need pilot studies and evaluations.

8 THE CHAIRMAN: I gather from your paper that you
9 think that it is more getting to be with the needs of the
10 case.

11 MS. TARBOX: That's right.

12 THE CHAIRMAN: And work out, and then the question
13 of the agency supplying those needs can be settled later.

14 MS. TARBOX: That's right, this is --

15 THE CHAIRMAN: It is not an abstract question of,
16 where should they be?

17 MS. TARBOX: No, no, this is correct.

18 I do think that in many communities, and probably
19 in most communities -- certainly in the smaller communities
20 and middle-sized communities -- the library is the agency
21 that might best take the initiative and bring together all
22 groups from a community to make an inventory of what the
23 children in that area need, and to set up an evaluation for
24 themselves, and then make a study as to which agency might
25 assume responsibility for serving the various needs.

1 I do think that librarians working with children
2 and young people, they are doing this but not all of them
3 are -- need to have support and time to do more than ever,
4 working with other community groups. They need to work with
5 the church groups, with the Girl Scouts, with the Boy Scouts,
6 with every agency in a community serving children.

7 THE CHAIRMAN: Bud.

8 MR. VELDE: Do you find that the children's services
9 are the first curtailed in times of economic stress?

10 MS. TARBOX: Unfortunately, we have seen this
11 throughout; we know that they are one of the first. And that
12 is true in all types of libraries.

13 In the schools, if they need an extra classroom,
14 they are more likely to look at the library and to take the
15 library and assign the librarian to a teaching situation.
16 In the public library the same thing is true.

17 THE CHAIRMAN: Kitty, did you have something?

18 MISS SCOTT: No, not right now.

19 MR. BECKER: Ruth, you have heard some suggestions
20 this afternoon about the public library extending its respon-
21 sibilities -- the potter's wheel.

22 MS. TARBOX: Yes.

23 MR. BECKER: Maybe a computer terminal, teaching
24 the illiterate to read. Do you feel that these are natural
25 responsibilities for the library?

1 MS. TARBOX: Oh, I do. And wherever there are --
2 I didn't have anything about the new P. L. A. C. E. program
3 except the newspaper clipping, but here is a photograph, "Kids
4 love library now." Well, they are doing their stuff.

5 Toys, for example, are being added to the collection
6 of many libraries for children. I mean, they are circulating
7 toys, games, and in this new project in Winston Salem there is
8 another illustration here --

9 MR. BECKER: Yes.

10 MS. TARBOX: Of some youngsters playing games in the
11 library.

12 MR. BECKER: This is widespread or becoming so?

13 MS. TARBOX: It is becoming more so.

14 MISS SCOTT: Toy libraries, however, have been
15 developing outside --

16 MS. TARBOX: Yes.

17 MISS SCOTT: Of the traditional library structure,
18 is that correct?

19 MS. TARBOX: Oh, well --

20 MISS SCOTT: The toy lending?

21 MS. TARBOX: In many libraries they are doing it
22 within the library.

23 MISS SCOTT: But sometimes individually?

24 MS. TARBOX: Sometimes, yes.

25 We need a record. We need a reporting of all of

1 these new developments so that everyone can know about it and
2 be encouraged. We do the best we can with our little publi-
3 cations.

4 MISS SCOTT: You would like to document?

5 MS. TARBOX: Yes.

6 MISS SCOTT: Document the programs, is that correct?

7 MS. TARBOX: Yes, that's right.

8 MR. VELDE: I was wondering if you would feel that
9 the best way for the Commission would be through the State
10 Library and just hope that they would have a consultant on their
11 staff that would?

12 MS. TARBOX: Yes, this is one thing that the Com-
13 mission certainly, it is appropriate for them to do, and I
14 think that although it is dangerous to make general statements,
15 that where there are innovative programs in libraries, you
16 will usually find that there is strong leadership at the state
17 level to encourage and support. This is not always true, but
18 this is very frequently true, and this strong support at the
19 state level is very important.

20 MISS SCOTT: Would you care to comment on the "Right
21 to Read" Program, and how you think it affects school and
22 public library service to children?

23 MS. TARBOX: Oh, well, I think it is -- I was going
24 to comment on that. I think that one of the things that we are
25 all concerned about, and that we would hope would be, is that

1 the "Right to Read" Program would achieve its goal in high
2 degree within its time limit. Certainly this is important to
3 librarians.

4 When Dr. James Allen made the first statement that
5 started the "Right to Read" Program several years ago, those
6 of us in the library profession were very pleased to note that
7 he underlined the concept that the right to read included and
8 meant as much the desire to read as the technique of reading.
9 And this is the very special responsibility of librarians, I
10 think, in this total program.

11 THE CHAIRMAN: Well, if that's all, thank you very
12 much.

13 Mr. Thomas Brown.

14 Whereupon

15 THOMAS M. BROWN

16 was called as a witness, and was examined and testified as
17 follows:

18 THE CHAIRMAN: Mr. Brown, would you identify your-
19 self?

20 MR. BROWN: Yes. I am Thomas M. Brown, the Head
21 Librarian at New Trier High School West in Northfield, Il-
22 linois. I am a member of the Illinois State Library Advisory
23 Committee, and Chairman of the Ad Hoc Committee on Manpower
24 Utilization and Training of the Illinois Library Association.

25 THE CHAIRMAN: Good. Now you have sent us a paper

1 and would you like to add anything, or stress any particular
2 aspect of those comments that you have made before we ask
3 questions?

4 MR. BROWN: I really don't believe so. Any comment
5 I might make might take hours and go beyond.

6 THE CHAIRMAN: All right.

7 MR. BROWN: I am, of course, much interested in
8 the way in which we use library manpower, and with the ineffi-
9 ciencies with which we have used librarians in the past, and
10 in which librarians have allowed themselves to be used.

11 THE CHAIRMAN: Yes.

12 MR. BROWN: I think this is both a personal and a
13 professional concern.

14 THE CHAIRMAN: Could you give us a little advance
15 information about your Task Force that you have been working
16 with and the study that you have?

17 MR. BROWN: Yes. This is a five-year project. It
18 started off very simply at a time when we thought we had a
19 major shortage of librarians, and we were somewhat convinced
20 that administrators were assigning librarians to do the kind
21 of work that clerks could do, and that therefore perhaps the
22 shortage was not as real as anticipated.

23 We began to do some studying of librarians and of
24 the tasks that were involved in these libraries and we employed
25 a consultant to go into a number of libraries here in Illinois

1 and identify some eighteen hundred separate tasks that are
2 performed in a variety of libraries, and rated these according
3 to the kinds of training they required, and the kinds of skills
4 generally they required, in developing some 400,000 pieces of
5 information, which, as a result of this, we recognized could
6 not be in itself used by the profession and we asked the con-
7 sultant to try and make a model with these tasks and come up
8 with something that the librarians could use, and we are now
9 in the process of taking these final models that came in that
10 the consultants have looked at, and putting together a hand-
11 book that librarians and library administrators could use to
12 evaluate in their own libraries, to determine whether or not
13 these are based on the realities of the kinds of skills and
14 backgrounds that must be had for a particular task.

15 This we hope to have available by late summer. We
16 are currently in the process of testing it in several state
17 library meetings.

18 One librarian in each of Illinois, New York, and
19 California, will be asked to look at our draft document in
20 the course of the next two months, and then we will revise it
21 for final publication.

22 It is only one technique -- and we keep saying
23 this -- it is only one technique for the use of staff. It is
24 going to take time, and people are going to have to read the
25 document. It will not be an instant process.

1 But if people care about the goals of libraries,
2 and will look at the goals of libraries, they can, with our
3 document, we believe, make better use of the staff that they
4 now have available, and extend their services beyond what they
5 are now doing.

6 THE CHAIRMAN: Do you have a question, Joe?

7 MR. BECKER: On a different topic, Tom, you speak
8 of cooperative resources.

9 Could you expand on the notion in your paper of
10 linking the high school to the college and the university and
11 kind of describe the educational benefits that you perceive
12 from that kind of a relationship?

13 MR. BROWN: Yes.

14 MR. BECKER: From the students' viewpoint?

15 MR. BROWN: Right. It seems to me relatively clear
16 at the moment that all of us are scared to death of very much
17 cooperation because of the very high financial costs that
18 are involved in cooperation, in sharing the personnel and
19 having personnel available and so on,

20 But at the same time, none of these institutions --
21 public, university, and school -- can do the job which is ne-
22 cessary for the individual patron.

23 The unique role, I feel, of the school -- at least,
24 on my level -- the secondary school -- is to develop the kinds
25 of skills that will make a good, a sophisticated, library

1 This is what we do not have now. Colleges are constantly
2 coming back to us and saying, "Your students don't even have
3 the slightest notion of using the card catalogue, let alone some
4 of the more sophisticated tools of bibliographic control."
5 This is something that we can do uniquely well. But we can't
6 do it with minimal resources. You really can't train a kid
7 to use his imagination heavily if your own library has a very,
8 very limited collection for him to explore. And it seems to
9 me that that is one aspect. That is simply the training in the
10 use of libraries.

11 Another has to do with the fact that we are trying
12 to do much more work with individualized instruction. And
13 many of our young people are able to go far beyond the confines
14 of the classroom content and should be encouraged to do so.
15 And here again the resources that an individual library -- even
16 one like mine, which is relatively well supported -- will have
17 available are not nearly enough.

18 A student who would want to go far beyond the level
19 of science that we have in our library -- and my collection
20 is fairly good in this line -- should have access to Argonne, if
21 he can use the materials there.

22 But also, if he has the ability, the technique, for
23 going into that library, without eating up the time of the
24 librarian there to teach him how to use a more complicated
25 library.

1 So this is an interrelated process. Is it clear
2 what I am trying to say?

3 MR. BECKER: Yes, thank you very much.

4 THE CHAIRMAN: Lou.

5 MR. LERNER: I want to get back to the uses of
6 personnel and manpower.

7 I would have some concern that you would be build-
8 ing into your task system listing certain tasks, for example,
9 which can be done only by a librarian, so that "Oh, well, that
10 can't be done by a clerk. He has got to have an M. L. S., you
11 see."

12 MR. BROWN: Right.

13 MR. LERNER: What steps are you taking to eliminate
14 this problem?

15 MR. BROWN: Our tasks are arranged generally in
16 the order of the manpower policy statement by A. L. A., which,
17 as you would understand, does, of course, relate to the kind
18 of background that you have, and puts it generally in three
19 forms:

20 The professional.

21 The sub-professional.

22 And the clerical.

23 Now we also say fairly clearly in the document
24 that many libraries are not going to be ill-advised which
25 are going to permit this kind of clear distinction. At the

1 same time, an individual librarian ought to look at his own
2 job, and what he is trying to do, and look at the way we have
3 rated these tasks, and say to himself, "O. K., if half of
4 the tasks that I am doing are clerical, have I not been rather
5 sloppy in my looking at my job, in my defining my own profes-
6 sion, and perhaps I ought to be looking at my situation and
7 seeing where I can extend myself professionally, and forcing
8 someone else to come into the clerical aspect."

9 We have not made a clear statement that no li-
10 brarian ever does what we define as a clerical task. You know,
11 every day of my life I sit at a desk and I check out books.
12 I don't like it. This is not a professional task. It is a
13 misuse of my time. But if there is no one else at the moment,
14 the books have to be checked out. And we haven't made that kind
15 of a distinction.

16 What we have said is that this is a tool to evaluate
17 the use of staff on all levels to be as efficient as we can.
18 Now it is going to be misused, but not because we want them to
19 misuse it.

20 Is that --

21 MR. LERNER: That answers my question?

22 MR. BROWN: All right.

23 THE CHAIRMAN: Kitty.

24 MISS SCOTT: How many school librarians would you
25 say are professional librarians -- and I know you have no

1 statistics on this, but what is your best guess -- profes-
2 sionally trained as opposed to teacher trained part-time li-
3 brarian situations?

4 MR. BROWN: I am not in a very good position to
5 answer this.

6 There is a very good review of the situation in
7 Illinois, coming out in the "Illinois Libraries" this month.
8 We have just carried on a very substantial study of the status
9 of librarians, school librarians, in Illinois, and we will
10 have that information readily available.

11 All of my staff is five-year personnel. I have a
12 staff of five professionals and we are all in this category.
13 I would say in the metropolitan area of Chicago, this is a
14 typical pattern.

15 It appears to me that downstate and in the more
16 remote areas, it is not typical. But that may be my own urban
17 prejudice. I am a city boy!

18 (Laughter.)

19 THE CHAIRMAN: Anyone else? Well, if not, then
20 thank you very much.

21 MR. BROWN: Thank you very much.

22 THE CHAIRMAN: O. K., Mr. Joseph M. Dagnese.
23 Whereupon

24 JOSEPH M. DAGNESE

25 was called as a witness, and was examined and testified as
follows:

1 THE CHAIRMAN: Mr. Dagnese, would you identify
2 yourself for the purpose of the record?

3 MR. DAGNESE: I am Joseph Dagnese, Director of
4 Libraries, Purdue University.

5 THE CHAIRMAN: Unless you want to add to or amplify
6 your statement, I think that you can assume we have read it
7 and we can ask you questions about it.

8 MR. DAGNESE: As inconceivable as it is to those
9 who know me, I am speechless!

10 (Laughter.)

11 MISS SCOTT: Can I start off with the Agricultural
12 Library, since he has posed that question?

13 Why is the National Agricultural Library in need
14 of more support?

15 MR. DAGNESE: A good question, Kitty.

16 Our own experience, which had to do with land grant
17 colleges, has been that we have become very interested in in-
18 ternational programs, especially in Latin America, dealing
19 with agriculture, and the agricultural prospects, agricultural
20 economics, crops, and so on and so forth.

21 Purdue has not a good collection in this area, and
22 so we were assessing the resources available to us to see
23 whether or not we would have to do our own thing. Well,
24 needless to say, by the time we looked at Cornell and realized
25 how many millions of dollars had been spent on developing

1 their collection, we realized that we couldn't do anything like
2 that. So we went to the National Agricultural Library.

3 Now John Sherrod and I have talked about this, and
4 they have held some meetings on this National Agricultural
5 Information Network. But the indications of that, at least,
6 as I understand it, lead me to think that it is not getting
7 good support, not only from the point of view of acquisitions,
8 but from the point of view of cataloging and dispersal of in-
9 formation.

10 And so I feel that the Library of Congress also,
11 of course, is in a similar boat, and the National Library of
12 Medicine looks like it is doing all right. But of the three
13 national libraries, it strikes me that N. A. L. is in need of
14 support.

15 THE CHAIRMAN: We visited the National Agricultural
16 Library, and it was a very lightly used place -- at least,
17 the part that we went through. Maybe the network would make it
18 more used.

19 MR. DAGNESE: Well, of course, this sort of ties
20 in, I think, very closely to the topic that I was addressing
21 and asked to speak to, because networking seems to me to be
22 one form of cooperation, and I would much rather see N. A. L.
23 get its material out to us than for us to get down there to
24 extract it, to try to extract it from that collection. So
25 I would very vigorously support the Agricultural Library

1 information network -- if that is the title.

2 I think Sherrod expects to call a meeting in Oct-
3 ober or November of the land grant college librarians to talk
4 about this again.

5 THE CHAIRMAN: Speak a little more about this problem
6 of the relationship of the university or the research library and
7 the special library in business and profit-making organizations.
8 Why should that be so tricky a thing, simply because businesses
9 are in profit?

10 It seems to me that they could separate their library
11 materials in a way that wouldn't give away secrets just from
12 the fact that somebody else went into their library or used
13 their materials, but maybe I am naive. What is the real problem
14 there?

15 MR. DAGNESE: Well, I think that the real problem
16 comes down, as I tried to point out just a little later in the
17 paper, to the fact that the basic collections that the special
18 libraries have -- without any denigration of the special li-
19 braries themselves and their collections -- most academic li-
20 braries have.

21 THE CHAIRMAN: As well?

22 MR. DAGNESE: As well.

23 What the academic libraries do not have is access
24 to market surveys, to analyses of data, to all of the very,
25 very basic core collections that form so much of the informa-

1 tion in a specialized library.

2 Now as I see it, any revelation of even the hold-
3 ings of libraries gives away corporate information, if you
4 will, from the point of view that these are areas that they
5 are interested in and can, therefore, you know, be in effect
6 a statement of their interest, and of interest to other com-
7 panies who might be involved in the same thing.

8 Now how that affects academic libraries, as I un-
9 derstand it, is quite simply that this collection is not avail-
10 able to academic libraries. As a matter of fact, I don't believe
11 it is available to other specialized libraries.

12 MISS SCOTT: It is proprietary.

13 MR. DAGNESE: It is proprietary.

14 MISS SCOTT: Because of its nature.

15 MR. DAGNESE: And unfortunately because -- and
16 thanks, Kitty; that is the word that I was looking for -- be-
17 cause it is proprietary, it is not available and it will not
18 be made available, and academic libraries can't hope to put
19 that kind of stuff together.

20 The businessschool at Purdue would love to get its
21 hands on that stuff -- as would the school at Harper, I am
22 sure.

23 THE CHAIRMAN: Joe.

24 MR. DAGNESE: Because it represents so much of what
25 is going on in the corporate world, but it is just not avail-

1 able.

2 MR. BECKER: Joe, because of the financial crunch,
3 public libraries like the Minneapolis Public Library, and
4 university libraries, I think, like either S. M. U. and-or
5 Rice, are actually providing services to corporations on a fee
6 basis.

7 Do you see this as a trend?

8 MR. DAGNESE: Yes.

9 MR. BECKER: And has it turned out to be viable?

10 MR. DAGNESE: What I sometimes -- because of the
11 number of years I spent there -- tend to think about my Alma
12 Mater, M. I. T., has a plan -- well, actually, it is a two-
13 phase plan:

14 One was sponsored by the library system itself
15 for an assessed fee -- a fee that I always thought was too
16 low -- and on this, they were given "X" number of cards which
17 their people could use to withdraw material from, and they
18 had total access to the collection with the same limitations
19 that the collection offered any of its users.

20 On the other hand, M. I. T. had an industrial liai-
21 son office which, for much more magnificent sums of money,
22 the companies were able to buy into many, many services of
23 M. I. T. -- one of which was the library services.

24 So this seems to me to be the way that it probably
25 has to be handled, Joe, that because it is a non-profit or-

1 ganization dealing with a profit-making organization, that
2 the profit-making organization probably ought to pay for its
3 services.

4 And I believe, Chuck, didn't Stanford copy their
5 program from M. I. T.?

6 MR. STEVENS: Yes, similar.

7 MR. DAGNESE: Similar, that is, but on the same
8 basis.

9 So this is the way it seems to be going. And again
10 it sounds like the clash -- you know, but I don't know any
11 answers or any alternatives.

12 THE CHAIRMAN: Kitty.

13 MISS SCOTT: It will, obviously, be extended beyond
14 the profit-making to the non-profit making type of organiza-
15 tion.

16 MR. DAGNESE: Yes, but, you see, this enters into
17 another area --

18 MISS SCOTT: Why does it?

19 MR. DAGNESE: Where this gentleman's kind of agree-
20 ment comes into play.

21 MISS SCOTT: Oh, oh, oh!

22 MR. DAGNESE: That is a little more tricky; that
23 is a little more tricky.

24 Now the old -- State Services?

25 MR. BECKER: Technical Services Act.

1 MR. DAGNESE: State Technical Services Act -- was in
2 part an answer to that.

3 As a matter of fact, just yesterday I received no-
4 tification from the State of Indiana that they were going to
5 give us \$8,000 to continue our program to be a liaison with
6 private industry.

7 Well, at the rate we pay assistant professors on
8 the library staff, plus clerks, plus overhead, plus supplies
9 and everything else, you see how precious little this is going
10 to do. But we have made attempts, even though the federal
11 government has pulled out of this program, and Indiana is
12 supporting this, privately, to try to do this, and it seems to
13 me that this may be a possible answer to having each individual
14 library hammer out its own, whether it is five hundred dollars
15 or a thousand dollars.

16 COLONEL AINES: May I inform you that although the
17 State Technical Services Act is as dead as a dodo, as you
18 know, there have been recent actions taken, programs that have
19 been started, one at the National Science Foundation, another
20 at Commerce -- which applied it to industry largely, which
21 would have forty million dollars, I believe, attached to it.

22 Also, in S. 32, the enabling legislation for --
23 the legislation for the National Science Foundation, the bill
24 has been passed by the Senate and it will be coming up before
25 the House on the National Science Foundation programs, which

1 will have over a billion dollars -- now we are getting about
2 600 million -- a billion dollars, and a large slug of that
3 is going to be on a program which will have a counterpart
4 tie-in with what the State Technical Services used to do.
5 So you might keep your eyes open and gain grantsmanship!

6 (Laughter.)

7 And maybe something will happen, if you will, in-
8 directly.

9 MR. DAGNESE: Well, that is very encouraging.

10 DR. CUADRA: Question.

11 THE CHAIRMAN: Carlos.

12 DR. CUADRA: Your paper refers to a "truly success-
13 ful national library system". It says "if this is ever to
14 come about" and so on. And I am kind of interested in what
15 that conjures up in your own head as you wrote it.

16 MR. DAGNESE: Where did I say that?

17 (Laughter.)

18 I think you must have the wrong paper, Carlos!

19 DR. CUADRA: "If we are to see the evolution of
20 a truly successful national library in this country, it will
21 be necessary to have --"

22 MISS SCOTT: You did say that, didn't you?

23 (Laughter.)

24 MR. DAGNESE: If you say I said it, I will try to
25 expand it.

1 MISS SCOTT: What page is that on, Carlos?

2 MR. VELDE: What page?

3 THE CHAIRMAN: He doesn't say that. He just says
4 that --

5 DR. CUADRA: As long as he is willing to expand on
6 it!

7 (Laughter.)

8 MR. DAGNESE: Oh, no, no, you can't cut me up that
9 way, Carlos!

10 Well, you know, actually I guess I had better not,
11 because the end to which I was addressing myself in this paper
12 was cooperation, and I have become cynical enough about co-
13 operation on any level to think that it has to be bought,
14 that it has to be paid for, and that the whole idea that we
15 will cooperate because we are gentlemen or gentle ladies or
16 gentle persons, and that we respect each other's needs for
17 information, is probably something that is past.

18 And I think that it has been pointed out with some
19 reasonable documentation that federal funding by itself has
20 produced a burst of cooperation, but once the federal funding
21 has been withdrawn, the cooperation tends to wither away at
22 the same time.

23 So I see, for example, both on the level of cooper-
24 ation with the specialized libraries, such as The Newberry,
25 and indeed I was glad to hear this morning that Mr. Towner

1 says that "You don't have to give me any money; just give
2 me the legislation" and he will go out and get it.

3 But as I pointed out, at the John Crerar Library,
4 Bill Buddington's library, has just instituted for the first
5 time a fee for participation in this library. It is only a
6 hundred dollars, but it is a beginning.

7 And at the same time I don't see why libraries
8 shouldn't be prepared to buy access for whatever amount of
9 money into the great national libraries such as the Folger,
10 the Newberry, Crerar and so forth.

11 On the other hand, cooperation with the profit-
12 making organizations bears the same kind of implication. So
13 I see it as a fiscal matter, the issue of cooperation.

14 THE CHAIRMAN: One more question.

15 Chuck.

16 MR. STEVENS: Joe, is it the fiscal matter that
17 prevents access to the special libraries?

18 That is, if Purdue went to the Shell Oil Company
19 and said, "We don't want to look at your proprietary materials,
20 but we will give you a fee if our research workers can use
21 your marketing and oil shale and other materials that don't
22 prejudice it, but that cost you money," would Shell let us
23 in? Or would the advertising agencies let us in? This is
24 the question that I think is a serious one.

25 We have always brought up the proprietary business,

1 but is it really that, or if we would pay our way in, would
2 they let us in as public citizens working through public li-
3 braries, school libraries, academic libraries?

4 MR. DAGNESE: I guess I don't have enough feel
5 for their response to this.

6 MR. STEVENS: We heard from other testimony today
7 that -- I think the word he used, and I have never heard the
8 phrase before, was "stone overhead" -- that they look at their
9 libraries as a kind of an overhead expense, and that more public
10 demand means more overhead expense, and they see no production,
11 and therefore they keep the public out.

12 And if you can reduce it from the overhead to at
13 least a break-even point, maybe they would let the public in
14 through other libraries, or individually. And I think that
15 we need the answer to that question, because they are unique
16 resources.

17 MR. DAGNESE: Yes.

18 COLONEL AINES: Just one thing that follows this
19 line of inquiry:

20 Joe, don't you think that it is necessary for us
21 to agree -- I am thinking of the section you have on the
22 future, which opens up some Pandora's box materials for us --
23 don't you agree that the price of moving into networks, into
24 consortia, into the sharing of resources, into the operation
25 of large-scale efforts that are expensive and therefore call

1 for management action, isn't it inevitable that we are going
2 to have to start taking some of the dollars for our own oper-
3 ation and transfer, get services that are being produced by
4 other groups cheaper and better than we are doing?

5 MR. DAGNESE: Yes, I absolutely agree with you,
6 we might, but I think that it has been reasonably well docu-
7 mented, perhaps with the one exception of -- I don't want to
8 pull the sections out of the bag, but certainly the Ohio
9 College Library Center is a case in point, at least as I
10 understand the operations of it.

11 But that becomes a bare issue that for Purdue to
12 plunk down \$50,000 a year out of its library operations to
13 have that particular piece of its operations done by Indiana
14 University becomes a critical issue because people somehow or
15 other don't want to do that. If they can get Uncle Sam to
16 give it to them, they will do it, or if they can get N. S. F.
17 to give it to them, they will let it be done, but when it
18 has to come out of their actual budget and they have to give
19 up a piece of autonomy for their own system, then they balk
20 at it, and I think that it is the human condition that prevents
21 these things more than anything else.

22 THE CHAIRMAN: Well, thank you, Mr. Dagnese.

23 MR. DAGNESE: Thank you for letting me appear.

24 THE CHAIRMAN: We are running pretty well on time
25 again. We skipped a session.

1 Fred Wagman.

2 Whereupon

3 FREDERICK H. WAGMAN

4 was called as a witness, and was examined and testified as
5 follows:

6 THE CHAIRMAN: Fred, will you read in who you are
7 and what?

8 MR. WAGMAN: My name is Frederick H. Wagman, and
9 I am Director of the University Library at the University of
10 Michigan.

11 I am appreciative of your invitation to be here
12 and to add a few comments to the written testimony, if I may
13 be permitted to do so, before the questions.

14 As you may recall --

15 THE CHAIRMAN: Excuse me, Fred. Can you all hear
16 back there?

17 Pull the thing a little closer.

18 MR. STEVENS: Your chair will move easier than that
19 will!

20 (Laughter.)

21 MR. WAGMAN: As you may recall, my written testimony
22 was pretty well divided between problems of the research and
23 university libraries, bibliographic access, and physical access,
24 and I talked at some length about the fact that the shared --
25 program is probably the greatest advance we have made in the

1 area of bibliographic access, certainly within my lifetime
2 and longer.

3 I will give my attention, however, to the fact that
4 this was not a complete program -- as indeed it is not -- and
5 certainly we need to do everything we can to extend it as far
6 as possible. There is still room for expansion.

7 I mentioned also that there had been in recent years
8 a tremendous advance in that a government agency, one central
9 agency, undertook the authority and with the necessary financing,
10 to index the literature of a very broad field, to train li-
11 brarians in the exploitation of that literature, and training
12 of research collecting so that programmers could then search
13 the computer which contained the indexing information, and
14 had developed on a regional basis a service to the whole field
15 of medicine, which was really quite astounding, and which is
16 now still growing.

17 This is the M. E. D. L. A. R. S. project, as you
18 know, which has now become the M. E. D. L. I. N. E. project.
19 It is a marvelous example of what can be done, given the fi-
20 nancing, given the will to do it, and given the centralization
21 of authority to undertake and develop such a program.

22 On the other hand, we have a very poor situation
23 with regard to other indexing services. The data base problem,
24 as it is known in the library service, is becoming extreme.
25 There are roughly at least some eight or nine or ten such

1 services conducted by the American Institute of Physics, Bio-
2 logical Abstracts, Previews, Chemical Titles, Chemical Ab-
3 stracts, Condensates, the Reviewing Society's Comp Index,
4 Psychological Abstracts, E. R. I. C., Government Report An-
5 nouncements, in addition to M. E. D. L. I. N. E., and we also
6 have the compacted Census tapes, which libraries are trying
7 to exploit.

8 Now the situation is right now that in most places
9 the libraries have nothing to do with these. It took me some
10 time to find out which of these services were subscribed for
11 on my own campus. I found out there were three. They were
12 in different departments on the campus. Other departments
13 didn't know they were there. These things have to be centralized
14 in libraries to be exploited properly, but we have to train
15 the librarians in how to get at the information and to fit that
16 information into the service for the campus as a whole.

17 There needs to be some coordination between each of
18 these programs differently. Each of these is on its own.
19 There is no standardization. And although I foresee great
20 difficulty here in trying to get this coordination -- that
21 some are governmental, some are learned society products, it
22 seems to me that we need some leadership here to try to effect
23 some rationalization of the whole problem.

24 Now I mentioned -- or I did not mention and I
25 should have, I think, that we need some more effort in pro-

1 moting the national serials data bank, which is not yet far
2 enough along, to push it a great deal farther than it has been
3 pushed so far, but with the effort of the two national librar-
4 ies -- there is still a great deal of room for improvement
5 there.

6 One of the things, one of the developments of re-
7 cent years that seems to me to be most favorable and quite
8 exciting, has been the dramatic development in Ohio, under
9 Fred Kilgour's leadership -- he is in the back of the room
10 and I hope he won't mind my embarrassing him -- this is really
11 quite inspiring and a quite remarkable development in which
12 the libraries of Ohio are benefitting from a centralized ser-
13 vice in the production of catalogue cards and the developing,
14 in addition, of other bibliographic services, based on com-
15 puter utilization.

16 I am sure -- and already we are beginning to get
17 spin-offs from this. Other regional groups are undertaking
18 similar projects, or planning to. Mr. Kilgour has been very
19 helpful to them, but it seems to me to be a very good time
20 to see what can be done about the standardization of programs,
21 hardware, and so forth, in the country, before we start having
22 problems about compatibility.

23 Now in the whole area of physical accessibility,
24 I talked at some length about the central lending library
25 for journals concept. Gordon Williams, who also is in the

1 back of the room, took the lead in this, and has been author-
2 ized to try to find some basic support to get the project
3 going.

4 He would like to set up something which would be
5 the equivalent of the National Lending Library in Boston Spa,
6 England. I am hopeful that he will get the money and get the
7 project going.

8 But I am quite sure that he will never get the money
9 to continue it at the rate that it should be continued, and
10 at the level of operations that is necessary. This would be
11 a service in which practically all serials are available in
12 one central place for loan to the rest of the country. It
13 will be enormously expensive, and an enormously complicated
14 undertaking, and it is certainly going to take funding, it
15 seems to me, from the federal government, if it is going to
16 succeed.

17 One of the things that is perhaps not clearly un-
18 derstood in this is that it will be even more helpful to the
19 s maller academic institutions and to the public libraries
20 than it will be to the very large university libraries. If
21 I have room for over three thousand journals in my medical
22 library alone, an average small college library certainly has
23 a very small number, and it would benefit greatly -- faculty
24 and advanced students would benefit greatly from such an un-
25 dertaking.

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But we need, it seems to me, more stimulus for the development -- and here I get away from the selfish view of the university library to the problem of what university libraries can do for the other libraries in their own states and their own areas -- we need a stimulus for the development of a network in each state which will insure that the major research library or libraries serve as a resource for all of the people in the state.

I know that Illinois has quite an advanced system here. We have something of that sort in Michigan whereby the public libraries and the junior college libraries, if they lack a book that they need, can apply to the state library, and if that doesn't have it, they can apply to the University of Michigan Library.

We are planning to bring other university libraries into this. The university and college libraries apply directly to our university library, as a major resource in the state. We hope to bring in the Detroit Public Library and the three other large university libraries.

The state is providing the staff for this service at the University of Michigan. Without this, we simply couldn't undertake it. It is a very active, very busy, and extremely successful arrangement, and it seems to me that there should be something like this everywhere, and not just in a few states, as is the case now.

1 One of the things that is so obvious that it just
2 almost shouldn't be mentioned again is that the university
3 and college libraries are suffering very greatly right now as
4 a consequence of the fantastic inflationary spiral, and the
5 fact that the number of actual dollars available to them for
6 the purchase of books and journals has been, in many cases,
7 has been decreasing. My institution, for example, has fewer
8 actual dollars today than it had four years ago.

9 Federal funds have pretty much evaporated for the
10 large institutions. The foundation support has decreased in
11 many instances. And appropriations from state governments
12 have declined rather than increased relative to the cost of
13 operation these days.

14 This is in the face of the fact that two years ago
15 the journals that I subscribed for in my library increased by
16 twenty per cent on the average. The medical journals that I
17 subscribed to increased by thirty-four per cent in one year.
18 We have had -- this has been an exception, but we have had
19 other very large increases in recent years, and as I say, we
20 face this with less actual dollars than we had four years ago.
21 I cancelled over two thousand journals in one year recently,
22 just trying to make ends meet. And I think that sooner or later
23 we are going to have to appeal to some central source and to
24 the federal government for increased aid for just this reason.

25 I talked about the problem of preservation and the

1 fact that we have not yet made adequate progress in what is
2 becoming a more and more urgent problem.

3 I did not mention that the Library of Congress now
4 has established a laboratory to work in this whole area and
5 has some hopeful research undertakings there.

6 But it may very well be -- I would hate to venture
7 to predict what will happen in this area or science and tech-
8 nology, but it may very well be that they will find solutions.
9 But I should not be astonished if, in the long run, we did have
10 to rely on the use of the microform technique in order to pre-
11 serve a very great part of our collection.

12 It is going to be a very difficult undertaking. It
13 is going to involve so much. It is going to involve hard de-
14 cisions not to film everything. It is going to involve a great
15 deal of money, and a great deal of effort, and a great deal
16 of cooperation, and it is going to involve a great deal of
17 funding, it seems to me, by the central government, by the
18 Government of the United States, or else we are going to lose
19 a very considerable part of the record of the past from the
20 year 1870 on to the present.

21 I would like to presume on your time just to make
22 one more comment:

23 I have discovered that I am one of two people tes-
24 tifying who is a member of the National Book Committee. And
25 I should like to say a word or two about this non-profit

1 organization which has a membership of close to two hundred
2 editors, writers, publishers, people in public life, the
3 purpose of which is to protect the freedom to read, the
4 philosophy of a lifetime reading habit in the interest of
5 developing an informed citizenry, promoting books in librar-
6 ies.

7 The National Book Committee, as you know, promotes
8 National Library Week, the National Book Awards, and the Na-
9 tional Medal for Literature. It holds conferences on the
10 development of the reading habit, on the use of libraries,
11 on bringing books to the people of the United States, and on
12 developing readers among our semi-literate and our under-
13 privileged.

14 This work is in the public interest. It shares
15 goals of the Library Movement and with the National Commission.
16 And I hope that the National Commission will see the oppor-
17 tunities as they occur to involve the National Book Committee
18 in its undertakings and to call on them for assistance.

19 Its President, as you know, is Roger Stevens and
20 Harrison Selsbury and William Brinkliser are Vice Presidents
21 and John Francis is Executive Director.

22 THE CHAIRMAN: Mr. John Francis is going to be tes-
23 tifying for us in October.

24 MR. WAGMAN: Oh, good. I am glad. Glad to hear it.

25 THE CHAIRMAN: But I am glad you put in the plug

1 for it.

2 Questions?

3 MRS. MOORE: I have one.

4 THE CHAIRMAN: Yes, Bessie.

5 MRS. MOORE: Dr. Wagman, you operate one of the
6 largest university libraries in the country, and one of the
7 best and most sophisticated operations, and you are one of the
8 best and most sophisticated librarians.

9 I would like to ask you this question about the
10 role of the state libraries in providing library services
11 to the people of Michigan, or any state, as it relates to
12 total library service, and how should the state library com-
13 plement or supplement the role of the university library?

14 MR. WAGMAN: Well, the state library has the first
15 line responsibility to supplement the public library service
16 in the state. And it does so.

17 Ours has a rather extensive collection in Michigan
18 with over a million volumes. It acquires a very sizable
19 percentage of current publications, which are American publi-
20 cations, and it does give a very good backup service.

21 Beyond that, where it cannot out of its own re-
22 sources undertake to provide the service, it relies on, as I
23 said, our library.

24 Now the state library also, of course, has a very
25 important consultant service in the state. They develop the

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1 public library services. And it is the major agency in the
2 distribution of state aid in the state.

3 I think that these functions are all correct and
4 proper, although I must say that the public -- that the state
5 libraries in some states have been having difficulty justifying
6 whether or not they also are public libraries in the sense
7 that I mentioned, but I think that they have to be.

8 THE CHAIRMAN: Fred, if the Williams and Wilkins
9 copyright question is upheld in the way that it has been so
10 far, what are the consequences as you see them for your per-
11 iodicals, your subscriptions, your services to scholars, and
12 so forth?

13 MR. WAGMAN: It is going to be probably a frightful
14 headache.

15 Frankly, the thing that bothers me is that there
16 is nothing to prevent any important publisher of journals
17 from raising the ante tremendously. Williams and Wilkins,
18 and now Marcel Decker, in case you haven't heard, there is
19 another publisher that publishes these, as Williams and Wil-
20 kins, has taken the same route. And this is going to be ex-
21 tremely troublesome. They can come along and charge you
22 double the subscription price or even more.

23 They can very rapidly just reduce sharply our abil-
24 ity to provide journals at all -- item one.

25 Item two -- the whole question of interlibrary

1 lending becomes a matter of paying royalties, it becomes a
2 matter of bookkeeping, it becomes a very complicated arrange-
3 ment or even worse, so it is going to be an extremely great
4 headache.

5 Of course, the whole thing is the principle that
6 is involved, a violation of the principle that is involved,
7 and it is very troublesome.

8 What we have done at this point, after inquiring
9 of Williams and Wilkins whether or not they were willing to
10 accept our subscription, but on an individual basis, and being
11 told no, they would not, I simply cancelled.

12 And I am going to have to do this with Marcel
13 Decker.

14 THE CHAIRMAN: You are not subscribing?

15 MR. WAGMAN: Just not subscribing. And if enough
16 publishers do this, we are going to be left without many
17 journals.

18 I think that the real difficulty that we are in
19 right now is they have very clever lawyers, and they are put-
20 ting us on the spot. We either support their contention, you
21 see, we either buy their subscriptions on their terms or we
22 don't have their journals. And we are simply not going to
23 have them. This is too bad.

24 THE CHAIRMAN: At least, you don't get in on the
25 legal spot that way.

1 MR. WAGMAN: At least I am not in a position of
2 being or having them point to me and saying, "Look, here is
3 a library that subscribes to our acquisitions and are willing
4 to pay the royalty, to pay the fee."

5 THE CHAIRMAN: Did you have a question, Bud?

6 MR. VELDE: I was wondering just what the Commis-
7 sion could do to help in the preservation of materials, the
8 deterioration of books?

9 MR. WAGMAN: At this point -- at this point, I
10 don't know. I think that one of the things that it could do,
11 it seems to me, when we discover how far we can go with
12 chemical and other means, and to what extent we are going to
13 have to rely on microform reproduction of these serials, is
14 to help the Library Association and help the Library of
15 Congress and other interested parties, mount a preservation
16 program and get the funding that is necessary for it, and
17 help in the development of the plan.

18 Now this is going to be a very complex thing. It
19 is not going to be easy. And at this moment I don't know that
20 you can step in. I am just pointing to the future.

21 THE CHAIRMAN: Fred, I know that at least four
22 things are going on now on this preservation thing, some of
23 which have been going on for many years -- like the one that
24 C. L. R. supports.

25 There is the --

1 MR. WAGMAN: Barrow Laboratory.

2 THE CHAIRMAN: Yes, Barrow Laboratory.

3 MR. WAGMAN: And now the Library of Congress Lab-
4 oratory.

5 THE CHAIRMAN: The Library of Congress Laboratory,
6 and the Bureau of Standards has been doing things.

7 MR. WAGMAN: Yes, three of our major libraries have
8 in microfilm the books that every year --

9 THE CHAIRMAN: But does it mean that these investi-
10 gations have simply failed in producing any kind of preser-
11 vative?

12 MR. WAGMAN: No, far from it. But some of these
13 developments are fairly slow.

14 Bill Barrow did some great work in determining what
15 it was that caused the paper to deteriorate. You have to know
16 this first.

17 THE CHAIRMAN: Yes, right.

18 MR. WAGMAN: He also found a means to de-acidify
19 the paper, so that it would not deteriorate. And I understand
20 that the Library of Congress is now working on one of their
21 projects on the possibility of de-acidifying the paper in books
22 using a gaseous process.

23 Another one of their projects is to see if they
24 can strengthen the paper that has already deteriorated by some
25 process which I don't understand. I am not a chemist.

But, in any case, whether or not these are promis-

1 ing developments, I don't know. At least, they are starting
2 their investigation in this area. And maybe they will come up
3 with something.

4 If they don't come up with something that we can
5 use, then it seems to me that we are going to have to go to
6 microfilm. We are going to have to start to do it fairly
7 soon.

8 So I don't think -- I think that how the Commission
9 conceives of its role in this, I am not quite sure. But cer-
10 tainly it can lend support and it can stimulate, and then
11 when the time comes, it can help try to raise the necessary
12 funds, after planning.

13 THE CHAIRMAN: Lou.

14 MR. LERNER: Dr. Wagman, could you address yourself
15 to the need or lack of it for standardization of microforms?

16 MR. WAGMAN: Standardization of what?

17 MR. LERNER: Of microforms. You must be dealing
18 now with all kifferent kinds and sizes of viewers and different
19 kinds of things, obviously.

20 MR. WAGMAN: Well, there are a great many competi-
21 tive pieces of hardware. Some are better than others, and
22 we just went through the process of determining which of a
23 whole series of microfiche -- you have to buy thirty of them
24 at one crack -- to put the output, the computer output, in
25 microfiche form.

1 Well, I think that the standards of size are fixed
2 for microfiche. The standards in microfilm are pretty well
3 fixed. We know pretty well what chemical attributes the film
4 should have to prevent its deteriorating. I think that the
5 whole question of readers is much more difficult. I am not
6 sure that I want to insist on anything fixed at this moment.
7 I think that the hardware is developing, and we are getting
8 better readers as we go along.

9 MR. BECKER: There is an A. L. A. standard, Lou,
10 which has been set which most university libraries follow.

11 MR. WAGMAN: Yes, the Library Technology Project
12 has passed judgement on the equipment periodically, and we do
13 have, I think, international standards on microfiche now.

14 MR. BECKER: I believe so.

15 MR. WAGMAN: Roughly four by six.

16 MR. BECKER: Yes, it is the reduction ratio.

17 MISS SCOTT: Magnification.

18 THE CHAIRMAN: We have time for about two more short
19 questions and short answers.

20 Carlos.

21 DR. CUADRA: I concur with your praise of M. E. D.
22 L. I. N. E., which I admire very much.

23 One interesting thing about that is that the service
24 is offered free. There are a number of other public data bases,
25 such as the E. R. I. C. data base, which are available free,

1 but there is no free service. Should there be free service
2 to educators on public educational data bases analogous to
3 the free data base service of M. E. D. L. I. N. E.?

4 MR. WAGMAN: Yes, I have often thought that there
5 ought to be a way whereby not just E. R. I. C., but whereby
6 the various indexing services, which are sponsored, at least,
7 if they aren't taken over by specific government agencies
8 which are empowered to do what the National Library of Medi-
9 cine was empowered to do, make these free so that it could be
10 gotten through the library on a regional basis, and if you
11 have a question, you can send it in to the library, where
12 the question can be phrased properly by a reference searcher
13 who has been properly trained, and the thing is programmed
14 and sends your answer back.

15 This is working beautifully in M. E. D. L. I. N. E.
16 I think it should not only in medicine but in any other field.
17 It happened to go through in M. E. D. L. I. N. E. because
18 Congressmen generally have ailments, and because Lister Hill
19 was a great mover for it.

20 DR. CUADRA: You don't die from education!

21 (Laughter.)

22 THE CHAIRMAN: Andy.

23 COLONEL AINES: Just one comment, which I will just
24 say softly, but which may be very loud indeed:

25 Three weeks ago we had a visit from two gentlemen

1 with a new invention -- a new microfiche reader, which is
2 so revolutionary that the President's Science Adviser came down
3 to look at it, and walked away, stating with great amazement
4 that "This is indeed a revolution". The head of the Foundation
5 also came to look at it.

6 It is a new type of optic. It is one inch thick,
7 the size of a page, and ultimately can be manufactured for six
8 dollars each.

9 MR. WAGMAN: We are getting there. Just remember
10 that the late Verner Clapp used to say that the microform
11 would be really successful when you can read them with some-
12 thing like a pair of glasses that you can put on your nose.

13 (Laughter.)

14 COLONEL AINES: Well, this is so extraordinary.
15 There is no time to talk about it.

16 THE CHAIRMAN: You actually saw this?

17 COLONEL AINES: He brought it in. It has been
18 patented.

19 MR. WAGMAN: When can we see it?

20 COLONEL AINES: Ten countries.

21 THE CHAIRMAN: Well, Fred, thank you very much.

22 MR. WAGMAN: Can I say exactly one thing more?

23 THE CHAIRMAN: Yes.

24 MR. WAGMAN: Referring to the O. C. L. C. project
25 of Fred Kilgour's, one of the things that I should have said

1 is that I think that we ought to have some funds available
2 to help other libraries develop similar systems. These are
3 not available now, because it is expensive to do.

4 Well, thank you for hearing me.

5 THE CHAIRMAN: Thank you. Thank you.

6 Gordon Williams.

7 Whereupon

8 GORDON WILLIAMS

9 was called as a witness, and was examined and testified as
10 follows:

11 THE CHAIRMAN: Will you just identify yourself for
12 the recording machinery, and then we can start -- unless you
13 want to amplify or add to your statement, we can start in asking
14 you questions.

15 Right?

16 MR. WILLIAMS: All right. I am Gordon Williams,
17 the Director of the Center for Research Libraries.

18 I think I might not really add anything to what
19 you have, but it might be useful to try to summarize this in
20 about three sentences, or rather to summarize the principles
21 because they seem to me briefly summarizable, and kind of a
22 fundamental base:

23 The first one is that the national interest requires
24 that all users throughout the nation have ready access to in-
25 formation, and that such access should not be limited to a few

1 geographic areas or to a few elements of the economy, that
2 the volume of information is so large that a great proportion
3 of an individual's needs can be met only through libraries or
4 information centers serving some local community of users.
5 And it is so large and growing so rapidly that even every
6 community of users cannot afford to support for their own use
7 a library information system that would inquire, analyze, or-
8 ganize, and house all of the information to which that com-
9 munity is entitled to access.

10 There is always one practical solution to this
11 dilemma, regardless of the techniques used, whether it is
12 automated data processing, microfilm, or whether it is in
13 publication form, or any combination of these:

14 For some system operating nationwide that makes
15 it possible for every library to do two things:

16 Identify readily the publications containing the
17 information the patron wants.

18 And then to provide it within a reasonably short
19 period of time, with a copy in some form of all of the pub-
20 lications thus identified.

21 And practically and economically such a system, it
22 seems to me, can be achieved only by organization and coordi-
23 nation at the national level at the very least, and perhaps
24 international.

25 THE CHAIRMAN: Have any of the members of the Com-

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1 mission got questions to ask Mr. Williams?

2 I could start off while they are thinking, Gordon.
3 In your description of your pilot program for periodical
4 lending, I was not quite sure whether you intended to lend
5 out the actual copy or do it through photo-copying. Did you
6 deliberately leave that unclear?

7 MR. WILLIAMS: No, I didn't deliberately leave it
8 unclear.

9 We would presently propose to lend the actual fiche.
10 That in fact is what the center is doing in most of its oper-
11 ation now.

12 THE CHAIRMAN: Right now.

13 MR. WILLIAMS: The photo-copying in some cases may
14 be more practical --

15 THE CHAIRMAN: Sorry.

16 MR. WILLIAMS: All right.

17 MISS SCOTT: That would require a number of duplicate
18 copies of the thing, would it not? It seems to me that it
19 would, on a large scale.

20 MR. WILLIAMS: It would require duplicate copies of
21 a few hundred journals out of fifty thousand. If you read the
22 report that was submitted earlier that Fred has, you would
23 know that most journals, the titles themselves, are very in-
24 frequently used.

25 MISS SCOTT: Yes.

1 MR. WILLIAMS: The National Lending Library at
2 Boston Spa, for example, reports only eleven hundred titles
3 used oftener than four times a year. And this is the title.
4 Only the title which may have a ten year run is used four
5 times a year or oftener.

6 Now the frequency of use of any one issue will drop
7 even less than that. So that there are indeed some that would
8 require this, but for the majority not at all.

9 MISS SCOTT: You retain then on an issue basis and
10 do not bind in volume?

11 MR. WILLIAMS: Well, there is no need to for this
12 kind of a purpose. It is designed for a different service
13 purpose.

14 COLONEL AINES: What effect do you think that such
15 developments would have on the future of publications? And
16 what response might be expected from it?

17 MR. WILLIAMS: That is two different questions!

18 (Laughter.)

19 My personal guess is that the effect is likely to
20 be relatively minimal in most cases, and particularly minimal
21 in those cases most likely to make the loudest complaint about
22 the possibility -- the commercial publishers. But in general,
23 commercial publishers enjoy quite a large circulation, quite
24 a heavy frequency of use. They don't fall into this infre-
25 quently used category.

1 Those that fall into the infrequently used cate-
2 gories in the United States, at least -- the situation may
3 differ from country to country -- are primarily foreign
4 language ones -- one very large group, half or more of the
5 publications.

6 One list I have just seen, for example, identifies
7 roughly fifty per cent are published outside the United States,
8 Great Britain, and Canada, in languages other than English.
9 Their circulation is going to be relatively unaffected at all
10 by this. Rather obviously, their own circulation is national
11 and in their own language.

12 The one group that might be affected in one way
13 is those publications of societies and associations that are
14 heavily subsidized by the society and the association itself.

15 On the other hand, an increasing number of these
16 societies are also greatly concerned about the increasing cost
17 of these journals to their membership and are looking for
18 ways to solve this problem -- some other means of distribution
19 and some way of getting the information that really the whole
20 society is after, out to the readers, not necessarily in present
21 publication form.

22 COLONEL AINES: This might be true of many smaller
23 services.

24 MR. WILLIAMS: Yes.

25 COLONEL AINES: But when I reflect on what is hap-

1 pening, let us say, in the chemical field, I am not sure that
2 they would view such a development with equanimity. I am
3 not sure that A. I. D. would take this attitude. And I only
4 bring it up to point out that there are all of these shoals
5 and hazards in any program.

6 MR. WILLIAMS: You are quite right. There cer-
7 tainly will be ones and they need to be looked at. It is
8 indeed a serious problem that needs to be investigated. But
9 I hope, also, that it needs to be looked at and will be looked
10 at from some point of view of the public interest and the dis-
11 semination of information, rather than from the single point
12 of view of the profit of the particular publisher.

13 I mean, that is an important aspect too, but it is
14 not the only one.

15 THE CHAIRMAN: Gordon, have you done any test runs
16 on the speed of the mails?

17 MR. WILLIAMS: Yes.

18 THE CHAIRMAN: Delivery?

19 MR. WILLIAMS: Yes.

20 THE CHAIRMAN: How does it come out?

21 MR. WILLIAMS: We find that from the Center for
22 Research Libraries here pretty much in the center of the
23 country -- certainly in the center of communications and
24 general distribution of population -- that by using not the
25 mails, unless we are using air mail -- the normal library

1 rate parcel post is very slow. We use the United Parcel Ser-
2 vice, and where that is not available, air parcel post. And
3 delivery from Chicago to almost any place in the country by
4 one or the other of these two techniques is three to four
5 days.

6 THE CHAIRMAN: And it is quite expensive.

7 MR. WILLIAMS: It is certainly a lot more expensive
8 than library rate parcel post. But it isn't terribly expen-
9 sive when you are talking about lending journals or even
10 books.

11 United Parcel Service, for example, minimum rates,
12 I think, run on two pounds, anything up to two pounds, and
13 it averages only some place -- my memory may be inadequate or
14 inaccurate on this, but I think that we pay in the neighbor-
15 hood of sixty cents roughly for up to two pounds on an average,
16 so it is more expensive, but it isn't terribly expensive.

17 THE CHAIRMAN: Is the nature of the stuff that is
18 ordered such that speed -- that is, reasonable speed -- is
19 important?

20 MR. WILLIAMS: Reasonable speed is, I think, im-
21 portant for the scholar. Even perhaps more important or equally
22 important is surety -- he is willing to wait three or four days
23 or even a week, if he knows that it is coming and there isn't
24 any question about this.

25 Where he is terribly unhappy is if it is going

1 to take him four or five weeks to find out if he can even
2 get the blooming thing, or to have to wait two or three weeks
3 when there is no reason that he can see why he couldn't have
4 it in three or four.

5 The instantaneous demand is something that in our
6 experience -- and, I think, in other libraries -- rarely
7 materializes. Reasonable speed and surety are perfectly
8 satisfactory.

9 MISS SCOTT: Have you investigated the tear sheet
10 concept used by the Institute for Science and Information for
11 current content? Has that occurred at all?

12 MR. WILLIAMS: There are a whole host of things of
13 this sort that we are investigating and will continue to in-
14 vestigate, if -- as Mr. Wagman said -- we get the money to do
15 this.

16 MISS SCOTT: Yes.

17 MR. WILLIAMS: This is certainly one.

18 It is even not at all clear to me from information
19 now available on the number of readers of a given article that
20 the cheapest way in many cases is to provide sixteen issues
21 of the journal and then, when somebody wants an article, to
22 tear it out and send it to him. This is cheaper than a photo-
23 copy at a certain level.

24 MISS SCOTT: That is what N. S. I. does.

25 MR. WILLIAMS: Yes.

1 MISS SCOTT: Exactly.

2 MR. WILLIAMS: So I think that all of these need
3 to be looked at. But still, we are dealing with an economic
4 problem, and we should look at it in ways that may seem un-
5 conventional to most libraries -- tear the periodical up and
6 give the article away!

7 (Laughter.)

8 THE CHAIRMAN: Joe.

9 MR. BECKER: Gordon, does your charter permit you
10 to serve public libraries as well as other research librar-
11 ies?

12 MR. WILLIAMS: Our charter permits us to serve any
13 library of any kind and, in fact, we do.

14 The Center, as of when I left the office this
15 morning -- this afternoon -- had ninety-one members. Some
16 are public libraries. Some are special profit-making li-
17 braries, university libraries. There is no limit at all.

18 THE CHAIRMAN: Gordon, there is legislation, as
19 you know, which permits the acquisition of two copies of im-
20 portant foreign works, but actually the appropriations that
21 have been so far authorized only call for one copy.

22 MR. WILLIAMS: Yes.

23 THE CHAIRMAN: And our Advisory Commission recom-
24 mended at one time that that authorization be implemented
25 and that this second copy be bought and that it be deposited

1 in some centrally located place, like your Center.

2 Would you, if that should ever materialize --- how
3 are you fixed for space?

4 MR. WILLIAMS: We ran out of space several years
5 ago!

6 (Laughter.)

7 We are not fixed for space at all. And this is an
8 urgent pressing problem for the Center. Its present building
9 is now overflowing with something over three million volumes,
10 and we are renting space outside. And continued service,
11 larger collections, is going to require a significant addition
12 to the present space.

13 THE CHAIRMAN: But you wouldn't refuse the possi-
14 bility of this going through?

15 MR. WILLIAMS: Not at all. No, this is what the
16 Center was created for.

17 It is a non-profit corporation. I like to say
18 the corporation owns itself, but in fact its principal support
19 and its operation and direction and government comes from its
20 member libraries -- primarily major universities, but any kind
21 of libraries, and there are all kinds as members.

22 THE CHAIRMAN: Well, unless there is some other
23 question, thank you, Gordon.

24 MR. WILLIAMS: Thank you very much.

25 THE CHAIRMAN: Thank you for coming. Very good.

1 Fred Jackson.

2 Whereupon

3
4 FREDERICK H. JACKSON

5 was called as a witness, and was examined and testified as
6 follows:

7 THE CHAIRMAN: Will you identify yourself for the
8 record?

9 MR. JACKSON: Yes, I am Frederick H. Jackson, and
10 I am Director of The Committee on Institutional Cooperation,
11 Evanston. And this is the consortium of the "Big Ten" univ-
12 ersities and the University of Chicago.

13 THE CHAIRMAN: All right. Now I think that you
14 can assume that we have all read your paper.

15 Would you like us to just start in asking you
16 questions? Or do you want to say a word or two in expansion
17 or to highlight, to start with?

18 MR. JACKSON: Well, perhaps I might just say a
19 word from the point of view that I speak. And that is from
20 the point of view of someone who has been a university admin-
21 istrator and one who observes now, in my present capacity,
22 the situation in which major universities throughout the
23 country find themselves.

24 They are all financially hard pressed, and as far
25 as I can see, there is every reason to believe that this is
going to continue on into the seventies. They must economize.

1 Indeed they are economizing. And the economizing is being
2 felt in the libraries. I know this from having talked with
3 a number of the directors of libraries in our institutions.
4 And it is from that point of view that the idea of a central
5 library for periodicals has great appeal.

6 THE CHAIRMAN: Do you find, is there any evidence
7 that the libraries take a disproportionate cut in this austerity
8 campaign? Or is it just all part of the general situation
9 actually?

10 MR. JACKSON: I think that there is some evidence
11 that they are taking a disproportionate cut because the fa-
12 culty are in their positions, and it is awfully difficult --
13 it is painful to let people go who are on the scene.

14 On the other hand, with book budgets, you just --
15 the books don't talk back, and there is no one there to plead
16 their case, as it were, except the poor librarian, and so,
17 you know, you buy twenty thousand less, or ten thousand less,
18 and there is less hurt to that.

19 THE CHAIRMAN: You quote a university librarian's
20 rather amazing syatistics. That wouldn't be Fred Wagman's,
21 would it?

22 MR. JACKSON: Which one is this?

23 THE CHAIRMAN: The one about what would happen by the
24 end of the century.

25 MR. JACKSON: No, this is the University of Minne-

1 sota.

2 THE CHAIRMAN: Oh. You are interested as well in
3 this Gordon Williams project?

4 MR. JACKSON: Yes, very much so.

5 THE CHAIRMAN: How is that going to be funded?

6 MR. JACKSON: Well, as far as we can tell today, we
7 have to put it together in bits and pieces.

8 The Center is -- as Mr. Williams has indicated --
9 financed primarily by the dues or the assessments of its
10 members. They have indicated a willingness to increase their
11 contributions. And this, of course, will be offset by sav-
12 ings because they will not have to subscribe to certain
13 periodicals that they are subscribing to today.

14 Now, in addition to that, the Center is applying
15 to various private and public foundations for money to help
16 launch, or to help launch this pilot program.

17 But I think that all of this, it will not create
18 a great national periodical bank. That is going to take
19 millions and millions of dollars. And that we don't see --
20 at least, I don't see any other source than the federal govern-
21 ment.

22 THE CHAIRMAN: Right. Now that raises a question
23 that this, since it is a pilot project, what are you going
24 to be able to demonstrate with it so that something more comes
25 of it?

1 You say it is not going to be a national periodical
2 center, but what you are trying to show is that such a per-
3 iodical center is possible and does work. In some way or
4 other you devise the thing so that you are demonstrating --
5 that would be the only point I see in doing it. Am I cor-
6 rect?

7 MR. JACKSON: Yes, well, Mr. Williams and the mem-
8 bers of the board are now -- I don't think any firm decisions
9 have been made as to which journals they intend to subscribe
10 to, first.

11 There are different alternatives:

12 They might, for example, start in the area of the
13 humanities and try to penetrate that area as deeply as they
14 can.

15 Or they can get some other area.

16 Or they might concentrate on the new periodicals,
17 of which, I am told, there are hundreds and hundreds every
18 year. Take every subject and every language and every country
19 in the world.

20 Or they might concentrate on certain of the older
21 periodicals, the ones where there is going to be relatively
22 little use -- everything we know about these.

23 I think Mr. Williams is very aware that we must
24 have a program or a project, a pilot project, which will
25 produce the results after a decent period of time. And this

1 is what he and his associates are to do.

2 MISS SCOTT: What is the basis of the membership
3 fee by the participating institutions? I mean, in other words,
4 how much is it? Or does it differ according to the size of
5 the university, its funding, et cetera?

6 MR. JACKSON: It is, as I understand it, a percen-
7 tage of the acquisitions budget of the library, so it would
8 vary from institution to institution.

9 MISS SCOTT: Yes.

10 MR. JACKSON: And then there are the two categories
11 of membership:

12 The full members.

13 And the associate members.

14 The associate members pay much less and, in general,
15 they are much smaller institutions. I am sure Mr. Williams
16 could give us the exact amounts.

17 MISS SCOTT: We didn't have a chance to ask him.
18 Thank you.

19 THE CHAIRMAN: Carlos.

20 DR. CUADRA: Those libraries that have dropped
21 subscriptions in order to use C. R. L. type service, have
22 they in general been satisfied with the replacement service,
23 and wish they had done it sooner, or has it posed problems in
24 adapting to slower acquisition?

25 MR. JACKSON: Well, I don't think we can -- the

1 Center is barely getting off the ground. I think that it
2 was said that it was going to officially start July 1 of this
3 year, but there has been really little or no experience in
4 this matter.

5 However, Mr. Williams and his associates are con-
6 fident that they can provide the same kind of excellent service
7 which the British National Lending Library has provided over
8 the last ten years or more, and which has made that library
9 a very much used one, not only in Great Britain but in this
10 country as well.

11 THE CHAIRMAN: Joe, have you got a question?

12 MR. BECKER: No, sir.

13 THE CHAIRMAN: Lou.

14 MR. LERNER: On page two of your testimony which
15 you provided us in advance, you said:

16 "As universities cut down on their purchases in
17 certain fields, they should at the same time put more
18 resources into building up the quality of their inter-
19 library loan service."

20 What you are saying is that no university or any
21 institution should look upon this cooperation as in fact saving
22 them money. that their resources should go elsewhere. Do
23 some people look upon this as, "Oh, my, this is a way we are
24 going to save some money!" And if they look on it in that way,
25 what happens?

1 MR. JACKSON: Well, I think, you know, the idea
2 that one can save money in the library, unless you are pre-
3 pared to lower the services very drastically, this is a snare
4 and a delusion!

5 (Laughter.)

6 I also, in my written testimony, indicate that one
7 of the major university libraries has had a rather static
8 budget over the last five years, and simply because of the rise
9 in costs, for personnel and for everything else that has been
10 bought, they have or they are buying something like half of
11 the books now that they were buying five years ago. Every-
12 thing has gone up so much.

13 Now does that answer your question? Or did I not
14 quite get it?

15 MR. LERNER: Well, from what I read into it, what
16 you are saying herre, it is like the man who went to the race
17 track and said, "I hope I break even; I need the money" --
18 that somebody stops buying books or buying periodicals because
19 they are going into an interlibrary situation, that that
20 money should go into providing that service and not to "saving
21 ~~that~~ money."

22 MR. JACKSON: Yes, if I might just say a few words
23 on that subject?

24 It seems to me that the interlibrary loan program
25 for the country is a bit primitive. It has not been given a

1 very high priority, in other words, in the libraries, and
2 as a consequence, people get discouraged about using it. If
3 you have to wait two months to get something through inter-
4 library loan, why, it doesn't encourage you to do so.

5 On the other hand, it is clear that if more re-
6 sources were put into the interlibrary loan program, this
7 could be speeded up. As I understand it, many -- if not
8 most -- of the major libraries now are interconnected through
9 teletype. They have these in their libraries. They are
10 paying for them.

11 And it would be a relatively easy matter -- it
12 would cost some money, but it would be relatively easy simply
13 to transmit the requests for interlibrary loan by teletype.
14 Undoubtedly some of this goes on. I don't think that it is
15 anything like routine though.

16 I suspect that the routine is that the requests
17 come in and then the forms are filled out and some overworked
18 librarian finally gets around to going through these and
19 sending them out to the appropriate libraries, and then there
20 is the same thing on the other end in getting the book and
21 getting it sent.

22 So that I think that the whole process -- and that
23 really addresses itself, that part of my testimony addresses
24 itself to books, and there is, I think, as serious a problem
25 with books as there is with periodicals. The rest of my

1 testimony devoted itself to the periodical problem.

2 THE CHAIRMAN: Joe.

3 MR. BECKER: Fred, in your paper you indicate the
4 trend toward specialization in university libraries. Have
5 we reached the stage where, for some of the 1972 Farmington
6 Plan renewal kind of thing? Is that the kind of specializa-
7 tion you have in mind, both in terms of acquisition, and in
8 terms of how much is kept, and where, and under what circum-
9 stances, and that sort of thing?

10 MR. JACKSON: Well, what I had in mind is in cer-
11 tain specialized areas, such as African studies or Asian stu-
12 dies or certain areas of science that every university doesn't
13 teach, let us say, it seems to me that the day is past, that
14 you can just no longer afford to contemplate the notion that
15 every university is going to build up a great collection of
16 this and that and the other thing, and that we are going to
17 have to develop mechanisms so that we depend on the institu-
18 tions that now have good collections, let us say, in each
19 of these specialized areas really to supply the needs of the
20 nation.

21 Now some way has to be found to -- because, you
22 know, a good many hundreds of thousands or even millions of
23 dollars have gone into building up some of these collections,
24 and it would not be quite fair to ask them to provide this
25 service now for the whole country.

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But now there are collections -- Northwestern, for example, has a great collection in African studies; Indiana University has got a great collection of European and Russian studies -- and they have been building these up over decades, and these have become their areas of specialization. And I think that we have to develop better mechanisms of tapping into these for the places that don't have these resources and really can't hope to ever have them.

THE CHAIRMAN: Well, Fred, thank you very much for coming.

I think you have got a good network operating there with your universities. It could be a real model for the rest of the country.

MR. JACKSON: I hope so.

THE CHAIRMAN: Well, Mr. Don Culbertson. Whereupon

DON S. CULBERTSON

was called as a witness, and was examined and testified as follows:

MR. CULBERTSON: I am Don Culbertson and I am Executive Secretary of both the American Library Association and the Information Science and Automation Division of the American Library Association.

THE CHAIRMAN: Would you like to say something to start with, Mr. Culbertson? Or could we go right into the

questioning?

MR. CULBERTSON: I think we could go right into the questioning, if that is all right.

THE CHAIRMAN: I will ask the fellow members of the Commission if they have any questions to ask Mr. Culbertson on the basis of his paper?

Bessie.

MRS. MOORE: I will ask a starter-off question: Since you are the Executive Secretary for both groups, I notice you didn't prepare anything for the trustees, did you?

MR. CULBERTSON: I was asked --

MRS. MOORE: You thought that was -- you just were asked to do it on automation?

MR. CULBERTSON: That's right, and I also contributed a little toward the paper that Mr. Earnshaw prepared and this sort of thing.

MRS. MOORE: Another question that I have, you indicated here that, you say that the National Commission "could bring the library community and agencies like N. A. S. A. together so that experiments could be funded and prepared in time to take advantage of the new broad-band, two-way, high-powered satellites".

Just how? Did you have a suggestion of how the Commission might do this kind of thing? You suggest that it

1 be done. Did you have any suggestions?

2 MR. CULBERTSON: What I had in mind here was the
3 idea that an agency of some kind had to be in a position to
4 inform, to see that people knew about opportunities. Some of
5 us who have had an opportunity, because of some task or some-
6 thing, to hear a N. A. S. A. presentation, for instance, on
7 what the possibilities of the new satellites are, might well
8 feel that we should think of some kind of an experiment.
9 But I think that, by and large, most librarians are not --
10 well, possibly this is an educating function, to refer back
11 to the testimony of those who are in library education, or
12 perhaps it is a function of publicity.

13 So I think that it has to be somebody who is on
14 a nationwide basis.

15 MISS SCOTT: I must mention on that point that
16 the A. S. I. S. convention is having a demonstration on this
17 very thing -- satellite communication, by way of -- the net-
18 work and some other network at their convention, so this is
19 an innovation itself, effective operation via satellite.

20 THE CHAIRMAN: Joe.

21 MR. BECKER: Don, earlier today we heard that
22 seventy-seven per cent of the public libraries in the United
23 States are in rural areas. They are doing very little in
24 terms of innovation, and that they are in desperate need for
25 some very simple but effective solutions.

1
2 At those points in the country, with federal help
3 of what kind would you see I. S. A. D. and the technical com-
4 munity and the library profession helping to get that word
5 down to that level?

6 MR. CULBERTSON: Well, several people have said
7 that everyone everywhere has a right to information. And I
8 think that this has been said in the literature too several
9 times, that just because you live in a small community, in a
10 rural place where information is not readily available, still
11 doesn't mean that you don't have a right to that information.
12 And one of the beauties of devices like the satellite, for
13 instance, is its ability to connect remote locations together
14 without expensive land lines.

15 Some agencies have had success in using telephones,
16 leased lines by telephone, but again this requires sophisti-
17 cated individuals to maintain liaison between the various tele-
18 phone companies, to keep after the equipment to make sure that
19 it meets certain standards and so on. It also requires re-
20 latively sophisticated equipment on either end.

21 But I think with the satellite, particularly in
22 the new -- in the terms that I used, a "broad-band, two-way,
23 high-powered satellite" that gets by with relatively inexpen-
24 sive ground stations, it would mean that the small library
25 would be able to communicate with the large library where
the collection is located, and Mr. Jackson was talking about

each library specializing; once the information of where the specialization is, the special collections were located, and some of the specialized help was located, then anyone could tap into it, if they had, say, a thing as small as a two thousand dollar -- possibly a two thousand dollar transmitter that could be able to -- a transmitter-receiver, which would be able to use the satellite.

And these were discussed in our telecommunications seminar that Mr. Becker was part of, Monday and Tuesday of this week, where we had an opportunity to listen to N. A. S. A. talk about the program in India, for instance, where they are designing small transmitter-receivers for use in schools in a country which has no land lines.

And so here, where we have land lines, but land line use is very expensive on a dialogue basis, that we would be able to have very rapid communication back and forth, with not only the collection, access to the collection, but the expert who is going to service the collection.

And I think that the function of the federal government here might be to develop the equipment, to develop the experiment, to prove it out, to analyze the results of the experiment, and to then promote the use of it and, of course, again the federal government may be called upon for either seed money or, in some cases, maybe even operational funds, particularly where the national libraries are involved, as

1 far as the existence of the collections -- maybe at the Li-
2 brary of Congress or, as somebody was mentioning, the National
3 Agricultural Library, which has a unique, but unfortunately
4 not heavily used collection.

5 THE CHAIRMAN: Mr. Culbertson, in another part of
6 your testimony you speak about the difficulties of transfer-
7 ability of programs from one system to another.

8 MR. CULBERTSON: Right.

9 THE CHAIRMAN: And you refer to the National Com-
10 mission as possibly hastening the spread of better systems,
11 if research could be promoted in computer program transfer-
12 ability.

13 Now it does seem to me to be a rather obvious need
14 and I wonder what are the obstacles to these programs being
15 developed? Why would it take a National Commission to get
16 an idea as clear and a need as clear as that seems? Why isn't
17 it being done now?

18 MR. CULBERTSON: Well, I think it is being done --
19 it is not being done because manufacturers of equipment tend
20 to tie their customers into their equipment by making many
21 of the requirements of it unique and units of it incompatible.
22 And the federal government has had, I think, a good influence
23 on certain kinds of technological development by insisting
24 that federal agencies meet certain specifications -- in other
25 words, systems that they use have to be, plug for plug, com-

1 patible, or that programming languages have to be of certain
2 kinds so that they are transferable from one machine to an-
3 other, or that machines purchased by the government do indeed
4 have compilers available for specific languages, and this
5 kind of thing.

6 And some of these, the ability to exert some of
7 these pressures, is beyond a small or regional agency, where
8 we really do need to rely upon the prestige of a larger na-
9 tional organization, particularly one that is broad.

10 THE CHAIRMAN: Well, of course, the government
11 has after all gotten a handle on that thing because they are
12 paying for the systems.

13 The Commission would have nothing but oratory on
14 the subject of that sort to offer. And I don't think that we
15 would carry much more conviction than the A. L. A. would on
16 a subject of that sort. But it might be considerable, but
17 I don't see that we can really count on any action following
18 from just stating the case. However, it is a fairly obvious
19 case.

20 Andy.

21 COLONEL AINES: You made the point that there is
22 an estimated one thousand libraries using some kind of auto-
23 mated procedures, and then you also state that:

24 "Although librarians can find ample evidence that
25 properly conceived and tested automation systems are

economic, it has become fashionable in some library circles to 'knock' automation."

You feel that that is an unnecessary hazard, of course?

MR. CULBERTSON: Yes.

COLONEL AINES: And arrests progress.

The question that I have is, has there been any documentation, to your knowledge, which does cite the successful applications in some kind of a way that would put in a better context what is really happening, and perhaps mute some of the criticisms that you have talked about? I have seen pieces here and there, but I don't see really some document which starts off with a desire to convince these people, telling them what is really happening.

MR. CULBERTSON: Not to my knowledge. I think you can go back to textbooks like Mr. Becker's and the guidelines to library automation that Mr. Cuadra did, but I don't know of any specific pieces that go out to try to accomplish that goal.

Joe?

MR. BECKER: I don't think there is a specific publication that touts or that trumpets the successes, but the "Journal of Library Automation", which is produced by I. S. A. D., a Division of A. L. A. that Don is associated with, does, on a continuing basis, report the serious work going

1 on in the profession in this area, and each of the things
2 that it describes -- in some cases they are experiences which
3 have not led to successes, but they are described none the
4 less.

5 We do have a vehicle for announcing to the tech-
6 nical people in the profession, the library profession, exactly
7 what is going on. And I think that it is a very effective
8 medium.

9 MR. CULBERTSON: I think that one of the problems
10 with it is the fact that at present it does tend to reach the
11 technical people, and frequently it does not reach -- and I
12 am not exactly sure what kind of a vehicle would be necessary
13 not only for librarians of the large libraries, but also people
14 like trustees at universities, and people who also have to
15 be convinced that money has to be spent in this way.

16 MR. BECKER: I think though, Andy, that you are
17 touching on a very important area and Don and I have talked
18 about this the other day, that the computer has sort of fas-
19 cinated us this past ten years, but more recently we are moving
20 into the telecommunications area.

21 And we heard today about audio tapes, and video
22 tapes, and visual materials and so forth. And those are fairly
23 simple to introduce compared to the computer, and yet we don't
24 have the means of disseminating that information down the
25 line to the practicing librarian, not in a way which is effec-

1 tive enough for it to actually cause something to happen at
2 the end of the line.

3 COLONEL AINES: I think perhaps one concern that
4 I might express is on Monday night I had a conversation with
5 two people in the Executive Office of the President, who said
6 in effect "You show me one successful application of compu-
7 ters -- telecommunications in this field". And I tried to
8 give them several.

9 But the very fact that they questioned something
10 like that was really the reason that I asked you the question.
11 We need some evidence in the kind of form that can be trans-
12 ferred to those people. They are not going to read the jour-
13 nals.

14 MR. CULBERTSON: Right. And nothing exists.

15 THE CHAIRMAN: If there are no further questions,
16 thank you very much, Mr. Culbertson.

17 MR. CULBERTSON: Thank you.

18 THE CHAIRMAN: And now we come to Irene Farkas-
19 Conn.

20 Whereupon

21 IRENE FARKAS-CONN

22 was called as a witness, and was examined and testified as
23 follows:

24 THE CHAIRMAN: Will you identify yourself for the
25 record?

1 MS. FARKAS-CONN: I am Irene Farkas-Conn. I am
2 Systems Librarian for Chicago State University.

3 THE CHAIRMAN: We have your paper. Would you
4 like to say something to start with, or would you prefer to
5 have us go right into the questions?

6 MS. FARKAS-CONN: Well, I would like to make two
7 short statements, which are of particular concern to me --
8 not only to me but, I quite understand, to the profession and
9 to the Commission:

10 One that worries me is the problem of the new
11 copyright legislation.

12 In the last couple of days I have heard about, let
13 us say, a certain proposal that has been suggested as a type
14 of thing that would deal with duplicating library materials.
15 While I realize that it is clearly in the emergent stages,
16 it might be a very wise idea for either the Commission, or
17 perhaps a Committee, or representatives of the Commission, to
18 sit in on these. Very possibly this is being done. If it is
19 being done, then surely I should stop right here, because I
20 do not need to expound anything, the details.

21 If this is not the case, then I would like to urge
22 you to consider it, because again here I do not have to go
23 into the details that the original intent of the legislation
24 was to give some remuneration to the authors yet provide
25 public access to information.

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And then the concern with the kind of restrictive legislation which is being proposed, which superficially does not seem restrictive, but which in fact may end up to be or could end up to be expensive, involving many publishers in the duplicating business, rather than in the publishing business -- that this is the kind of public concern that the Commission should have -- and the kind of effect of the legislation, which we should all have to live with for a great many years afterwards.

THE COMMISSION: Mr. Stevens might have something to say.

MR. STEVENS: As a staff responsibility, the Commission has given me the job of communicating with the people in the A. B. A., and I had lunch last Friday with Charles Leib, who is their attorney, to discuss the matter that I think you are referring to.

And the Commission will discuss it during its meeting tomorrow and the next day, and, I am sure, instruct me as to what kind of a position they want to take vis a vis the A. B. A. and the bookseller's position.

THE CHAIRMAN: As you know, Senator Ellender, who is in charge of the Subcommittee that will be advancing this legislation, has put out a notice saying that he would like to have any new text or amendments to the present legislation sent in to him by September 15th. The draft is -- I think he

1 said September 15th -- but it isn't too late; as you know,
2 the draft is already there. It has been gone over at great
3 length and it has been waiting on this cable TV issue to be
4 settled, which I gather has now been settled enough so that
5 we can advance with the new copyright legislation. But in
6 that are some of these things that still need ironing out,
7 and I think anyone who has a text to present, or a position to
8 present, should do so and write to that Subcommittee.

9 But did you have another point that you wanted to
10 make?

11 MS. FARKAS-CONN: Well, I have another short point
12 that I would like to make, and I wish it weren't late after-
13 noon, at the end of a very interesting day but a very long day
14 for all of you.

15 The point I am concerned about is the operational
16 aspects of libraries and national problems, the whole community
17 in short and the entire information system, the entire informa-
18 tion function, and I would like to put in a fairly strong
19 plug, if I may, just for the record, because I know that the
20 Commission does not need to be convinced of the importance of
21 research in the library and information science area.

22 There seems to be nowadays a general tendency which
23 is considering research being not necessarily good. But in
24 my book research is not good or it is not bad. It depends
25 on the particular problem and what it is used for.

1 I think you will agree with me that in order to
2 produce the kind of planning that we need to be able to make
3 wise decisions instead of intuitive decisions -- though many
4 times we still have to make intuitive decisions -- in order
5 to have teachers in library schools, librarians and teachers
6 and information scientists who are going to serve in the
7 year 2000, and thereafter, it is absolutely essential to have
8 continuing, on-going faculties.

9 THE CHAIRMAN: Well, one of the points that you
10 made in your letter, we had some news about today, if true,
11 and Andy Aines was talking about the new portable microfiche
12 reader.

13 MS. FARKAS-CONN: Yes.

14 THE CHAIRMAN: If it is there, it would be a solu-
15 tion to that problem, at any rate.

16 COLONEL AINES: There is only one catch to it.
17 There is always a Faustian catch to everything.

18 THE CHAIRMAN: Well, what is it?

19 COLONEL AINES: That is that the present type of
20 microfiche probably would have to be adapted to its use. But
21 the value attached to this kind of reader might make it very,
22 very desirable.

23 MS. FARKAS-CONN: I was delighted about the reader
24 but yet I was hoping that the practical, inexpensive, usable
25 microfiche reader is just an example of the kinds of things

1 that should be considered.

2 THE CHAIRMAN: Yes, there are many other things
3 things in mind --

4 MS. FARKAS-CONN: Yes.

5 THE CHAIRMAN: Which could be developed.

6 MS. FARKAS-CONN: Besides the fiche, yes. Again,
7 it is not the Commission's job, but it would be good to have
8 it initiated through a Committee of the Commission.

9 MISS SCOTT: And you also have to create a user
10 public, right? The clientele for microfiche? It is here, but
11 it is not advanced enough to market in a less expensive
12 machine.

13 MS. FARKAS-CONN: That is true, but we have all
14 of these university libraries who are buying up immense amounts
15 of microfiche, and we have all of these marvelous E. R. I. C.
16 files, but the fiche are not comfortable to use and you can't
17 take it to a desk and skim through it while waiting for a phone
18 call.

19 MISS SCOTT: Right.

20 THE CHAIRMAN: Lou.

21 MR. LERNER: You are associated with a public un-
22 iversity which is in a large city.

23 In this latest issue of "Library Journal Hot Line"
24 which I got the other day, it refers to a situation where the
25 Memphis Public Library has formally contracted with a community

1 college to operate the college's library, and they say here
2 that "We got the good news" from them.

3 Now some of us may think it is good news, and some
4 of us may not think it is good news. Would you like to com-
5 ment on the possibilities of this additional type of cooper-
6 ation, the ultimate in cooperation?

7 MS. FARKAS-CONN: I would not consider it the ul-
8 timate cooperation and while, as you are aware, this is not
9 my area of expertise. However, I would be happy to give you
10 my thoughts on that, which just correspond to what you would
11 ask.

12 Whether this is good or bad, again depends on how
13 it ultimately is worked. It does not matter, for example,
14 in whose name certain things are done. However, since you
15 mentioned the community college -- can you hear me?

16 MR. LERNER: Yes.

17 MS. FARKAS-CONN: It is very likely that the trend
18 for the future is that the community colleges might very well
19 be public centers in a much broader sense, including public
20 information centers.

21 We are speaking of public libraries in a way be-
22 coming public learning centers in a broader sense. Therefore,
23 this kind of a situation could serve, should serve, which would
24 be better.

25 MR. LERNER: Thank you.

1 THE CHAIRMAN: Andy.

2 COLONEL AINES: You have one point that you have
3 made on page 2 of your paper:

4 "The needs of the public and private institutions --
5 as well as industry -- require an administrative frame-
6 work which would make it possible to make use of the
7 vast information resources, sharing data bases" et
8 cetera, et cetera.

9 What did you have in mind when you made that, just
10 a feeling that something like that was needed? Or had you gone
11 beyond that and explored what might be done?

12 MS. FARKAS-CONN: Well, actually you had testimony
13 today already dealing with some of the kinds of things that
14 have been done -- the kind of cooperation that exists for-
15 mally between public libraries and universities. You have
16 quite a few of them right here in Illinois and in the Chicago
17 area.

18 We have a marvelous informal network right here
19 in Chicago among special libraries and special and public
20 libraries.

21 So perhaps because I happen to have friends at
22 the right places, at the right libraries, I somehow am con-
23 vinced that any market report, or any other kind of technical
24 information that I want of a specialized kind, I am quite
25 convinced that we could get.

1 Universities, as we can see, and various special
2 libraries have spent innumerable man hours trying to work out
3 on a community basis, time after time after time -- to work
4 out a cooperative arrangement. So that there are two things
5 then:

6 One is in general cooperative arrangements are ne-
7 cessary. On this we do not have to go into detail. When we
8 think of borrowing a book or calling up someone informally,
9 "Can you give me the latest figures on gross national product?"
10 perhaps -- or "your company's product?" or various other
11 things, it can be done. But it should be made in such a way
12 that there is access to people who do not have personal con-
13 tacts.

14 COLONEL AINES: Well, are you addressing yourself
15 to -- as I read on -- to some kind of an organizational or
16 institutional arrangement apart from the agreements made at,
17 let us say, the operating level?

18 What would you expect, for example, the Commis-
19 sion to recommend, in terms of any kind of a governmental
20 entity to help the process, if at all?

21 MS. FARKAS-CONN: I would hope that before its
22 recommendation comes through that a Commission -- that a
23 Committee comprised not only of librarians, educators, in-
24 dustrialists, businessmen, but also from the legislature,
25 legislators, would get together because this is an extremely

1 complex issue.

2
3 Originally it was even difficult, you know, ori-
4 ginally when we were just dealing with books, pieces of ma-
5 terial which we could transfer. Right now we are speaking
6 of services, such as computer searches, which be paid for,
7 but we are speaking at this point of data where -- what amounts
8 to fair compensation even? It is a very, very tricky prob-
9 lem actually.

10 And before advising that this would be justifiable
11 on the premise of one particular government agency or another,
12 I think that one has to look into it, both very, very thor-
13 oughly and explore it.

14 COLONEL AINES: I might tell you that this has
15 already been done in Japan, West Germany, Canada, and the So-
16 viet Union.

17 MS. FARKAS--CONN: Now this I could well understand,
18 but, however, if you remember that, well, West Germany and
19 the Soviet Union, you know, that many of the agencies are
20 under the control of the state, the influence of the state
21 is somewhat bigger.

22 In Japan I am less familiar with the library as-
23 pects of it, but there again management and industry in Japan,
24 there the industry, the government cooperation is unique be-
25 cause of the very nature of the Japanese society, and there-
fore I don't think that -- we would very much like to learn

1 more about it and how it has been done, but I don't think it
2 can be directly translated to us.

3 THE CHAIRMAN: Does anybody have another question?
4 If not, thank you very much, Ms. Farkas-Conn.

5 We have Fred Kilgour coming up next.

6 While we are waiting, I want to remind the Com-
7 mittee that tomorrow we will start with an Executive Session --
8 the Commission, that is -- on the fifteenth floor in the Trust
9 Department Conference Room of the First National Bank of
10 Chicago, and we are meeting tomorrow from nine to five, and
11 Friday from nine to four.

12 Tonight, as you probably know, Al Trezza has hired
13 the Ballroom over at the Palmer House for this reception from
14 six to eight. I think maybe a couple of you might go over
15 there and hold the fort for the rest of us. So it is over in
16 the State Ballroom on the fourth floor.

17 O. K., Fred.

18 Whereupon

19 FREDERICK G. KILGOUR

20 was called as a witness, and was examined and testified as
21 follows:

22 THE CHAIRMAN: O. K., Fred, you have been referred
23 to several times today as a paragon with a system that works,
24 and it is so nice to hear about something going on in the
25 library network field that really does work, and everybody

1 says it does.

2 So we are quite anxious to hear you talk about it
3 a little bit more.

4 MR. KILGOUR: Well, what would you like to have me
5 say?

6 (Laughter.)

7 THE CHAIRMAN: Well, you have said it, I think,
8 in your paper pretty well, but what about -- do you want to
9 say anything more before we start the questioning?

10 MR. KILGOUR: I think I would like to make a couple
11 of special pleas, if I may.

12 THE CHAIRMAN: Sure.

13 MR. KILGOUR: I say "special pleas" because that
14 is what they are turning to, and I know that any national
15 agency or national commission has to be -- first, last and
16 always -- concerned with the people of the nation, and not
17 with just a small group. And I know that you have to deter-
18 mine -- somebody does -- library objectives, since our concept
19 of service certainly has run out of gas, and I doubt that
20 you would have -- that you would or that the National Commis-
21 sion would be in existence.

22 And in connection with these objectives that are
23 determined for the future for libraries and information
24 supplying agencies, there are two points that I would like
25 to make:

1 And that is, that librarians certainly are going
2 to have to be reoriented and have a process of continuing
3 education, which has become increasingly apparent to me, even
4 since I proposed the testimony that I sent to you.

5 And two, it is quite clear from what has happened
6 among the librarians that used the Ohio College Library Center
7 that there is a considerable reduction in library positions,
8 which means that there will be fewer professionals required
9 for the same amount of activity.

10 I am not implying that the future holds the same
11 amount of activity as the present. But nevertheless there
12 are going to be some radical changes, and I think -- I hope
13 that the Commission can address itself to this situation, be-
14 cause it can produce some personal tragedy that it would be
15 good to avoid.

16 In Ohio it is not much of a problem, because there
17 is the rest of the nation to take up those who are leaving
18 positions. But on a nationwide basis, it is a major problem.

19 THE CHAIRMAN: Thank you. Have you any questions,
20 Joe, on Fred's?

21 MR. BECKER: I assume, Fred, that you were refer-
22 ring to the reduction in the number of cataloguers required,
23 professional cataloguers?

24 MR. KILGOUR: Yes, that is correct.

25 MR. BECKER: And would you see something, sort

1 of retraining programs to get them more oriented toward pub-
2 lic service?

3 Is that what you have in mind?

4 MR. KILGOUR: Well, that and I think probably changes
5 in recruitment policies and so forth and so on.

6 MR. BECKER: Right.

7 MR. KILGOUR: There is no point in pouring a lot
8 of new people into a profession if they are not needed.

9 MR. BECKER: Yes.

10 THE CHAIRMAN: Carlos.

11 DR. CUADRA: Question:

12 Fred, what kinds of major lessons would you say
13 there are from the whole O. C. L. C. experience that ought to
14 be kept in mind in thinking national extensions to that, or in
15 thinking national systems?

16 MR. KILGOUR: Well, I am not sure. May I rephrase
17 your question a little bit?

18 DR. CUADRA: Yes.

19 MR. KILGOUR: Perhaps you are asking what the ob-
20 stacles are to constructing a national system from a series of
21 nodes?

22 DR. CUADRA: Well, both obstacles and things that
23 represent successes.

24 MR. KILGOUR: All right, the major obstacle is the
25 lack of "people fuel" to do the job. This is what I am re-

1 peatedly asked -- I made the statement earlier -- to recom-
2 mend people, and the people just don't exist. And we are
3 going to have to train these people in order to operate such
4 a system. I shouldn't say "train" -- it is almost a matter
5 of education, not a matter of training. This is the primary
6 problem, and the major obstacle.

7 The lessons -- I don't know, there are so many,
8 Carlos, that I am not going to write the textbook this after-
9 noon.

10 DR. CUADRA: When we were at L. C., the Commission
11 was told that O. C. L. C. was going to put the card business
12 of L. C. out of date.

13 Is that true?

14 MR. KILGOUR: I would think that a national net-
15 work of O. C. L. C. nodes would achieve this. I should say
16 O. C. L. C.-like nodes!

17 (Laughter.)

18 DR. CUADRA: Yes.

19 MR. BECKER: How many do you judge, Fred, will be
20 required to cope with the load?

21 MR. KILGOUR: I have only done very "horseback"
22 calculations here, and I think that probably the minimum
23 would be -- the last time I did it, I came up with a minimum
24 of seventeen.

25 MR. BECKER: And would you term it --

1 MR. KILGOUR: And this had no more sophistication
2 than just going around the map.

3 MR. BECKER: Yours was started as a research pro-
4 ject initially and has turned into an operating situation.
5 In terms of the establishment --

6 MR. KILGOUR: May I correct you? It was not started
7 as a research project.

8 MR. BECKER: It was not? What was it then?

9 MR. KILGOUR: It was started to go operational
10 without any pilot or experimental period.

11 MR. BECKER: What type of financial pump priming
12 would be necessary to get the other sixteen going?

13 MR. KILGOUR: Well, I can tell you what the pump
14 priming was in Ohio:

15 That is that the center came into being in 1967 and
16 went on line a year ago last month, in August of '71. The
17 assessments, the membership fees that the Ohio institutions
18 paid in, through '71 -- that is to say, for '70-71 -- was
19 \$300,025.

20 At the same time the grant expenditures were
21 \$105,354. And these were the total expenditures of money
22 to get the system up and going on line, except that it was
23 two months after the first of July, and that we had free
24 space, power and lights from O. S. U., and that we did not
25 pay for the members of our Advisory Committee who simply

1 did advise us, but aside from that, this was all of the ex-
2 penses.

3 THE CHAIRMAN: Has your system got some kind of a
4 ceiling as far as membership service is concerned?

5 MR. KILGOUR: Yes, it does, but we are not -- in
6 a recent simulation that was done for 249 institutions in New
7 England, the simulation showed that the system -- not this
8 same hardware that we have now; it would require expanded hard-
9 ware -- but that this system would handle it.

10 THE CHAIRMAN: So you are nowhere near capacity
11 then?

12 MR. KILGOUR: No, at the present time, although
13 we are operating, as you know, at a level of around 2,000
14 titles a day being produced and approximately 13,000 catalogue
15 cards at night, and the messages are coming in at a rate --
16 the other use of the system, other than cataloging use, is
17 about one and a half times the use of the cataloging, so that
18 the messages are coming in at the rate of about a little more
19 often than one a second.

20 The actual burden on the computer is sixteen
21 per cent of its capacity, and the wall clock burden is about --
22 the computer is sitting there quite a bit, twiddling its
23 thumbs and waiting for something else to happen, and the wall
24 clock burden is about thirty-three or thirty-four per cent,
25 so we have got a long way to go.

1 DR. CUADRA: Is that 249 simultaneous users?

2 MR. KILGOUR: Two hundred and forty-nine institu-
3 tions.

4 That would be more terminals than that.

5 DR. CUADRA: How many simultaneous users?

6 MR. KILGOUR: I don't recall. At the present time
7 we have eighty that are on the system. I have never seen
8 more than sixty-three operating at one time, and the minimum
9 oh, I am sorry -- the median response time is two and a half
10 seconds.

11 MR. STEVENS: Fred, in terms of your program,
12 looking ahead from producing catalogue cards for books, you
13 have said that you are thinking, looking toward, and are go-
14 ing to produce early an on-line serials control system and
15 then an on-line technical processing.

16 And I wonder if you could outline your program a
17 couple of more steps ahead because it would give us the bene-
18 fit of your thinking as to what the orderly progression is
19 from a machine production of catalogue cards remotely in-
20 dexed and so on, and where are we going down this progressive
21 line, as far as you can see?

22 What comes next after on-line technical processing?
23 And what next after that?

24 MR. KILGOUR: Well, what will come next, although
25 it won't be immediately in terms of time, because we are going

1 to have to redo some of the programs that are getting a little
2 shaky and redesign and get them into their second generation --
3 what will come next will be remote catalogue access and cir-
4 culation control.

5 This will be a remote access by users to the
6 catalogue, so that they know where -- whether or not a book
7 is in the library, in some cases -- may I interrupt to inquire,
8 did Hugh Atkinson or anybody from O. S. U. testify here today?

9 MR. BECKER: No.

10 CHORUS OF VOICES: No.

11 MR. KILGOUR: Well, the O. S. U. remote catalogue
12 access and circulation system -- which is modeled on the O. C.
13 L. C. module -- achieves this. I guess you have seen it your-
14 self, haven't you?

15 And then following that will be a user -- this
16 will be primarily a user use -- and then following that will
17 be user access by subject and title. As you know -- as some
18 of you know -- we have title access now, but I am sure it is
19 too complicated for a user to employ. And this will essen-
20 tially computerize the classical library operations in the
21 manner in which they are being done.

22 I should point out though that one of the problems
23 that is confronting us is that when the technical processing
24 system comes up, there will certainly be -- and our Advisory
25 Committee is currently working on this, working out new de-

1 signs -- there will be a reorganization of these two major
2 departments, acquisitions and cataloging, in large libraries.
3 You know, in a one-person library that doesn't occur.

4 And there also will be a redefinition of jobs.
5 People will have different responsibilities. The same person
6 will do this acquisition work and cataloging. And this
7 type of thing will be happening, because to take advantage
8 of the system and to greatly increase the productivity of
9 personnel, this is what has to occur.

10 Now let me go on a little further and say that,
11 as I think I mentioned in my testimony, we intend to start
12 an experimental investigation on computerized descriptive
13 cataloging, which, in effect, would remove people from des-
14 criptive cataloging.

15 And I would expect that by the latter part of the
16 seventies we would have this operation.

17 And the next step, of course, will be computerized
18 subject classification and subject indexing, in which a great
19 deal of work has already been done.

20 MR. STEVENS: Thank you.

21 MR. BECKER: Fred, I know you have given some thought
22 to the transferability of the program logic that you now have
23 to other manufacturers' machines. Is there a price tag attached
24 to that yet? "Horseback"?

25 MR. KILGOUR: Yes, we have given some thought to

1 this.

2 There is a legal problem perhaps that exists here
3 because of the fact that it was developed in part by using
4 government funds. We don't know what that is. We have dis-
5 cussed this with one computer manufacturer. I requested the
6 representative to write me a letter, and for many reasons the
7 letter was never written.

8 I doubt that this is going to happen. We would --
9 let me say a little bit more on this topic if I may -- and
10 that is that we have said that we will make these programs av-
11 ailable to others, particularly to users of Sigma Phi equip-
12 ment -- or Sigma equipment, we would be -- but I must say
13 that we will do this simply on the basis of caprice. If we
14 feel that the team is unable to bring it up and that it will
15 blacken our eye, we won't make it available. Now if there
16 is some reason, some other -- if it is an inadequate user base
17 or for some reason it looks as though it is tottery or it is
18 going to be a tottery system, we won't make it available.

19 But when we do make it available, we will make it
20 available on a licensed basis in which we will control the
21 development so that the development of the programs will be
22 integrated between or among those using the programs.

23 THE CHAIRMAN: Carlos.

24 DR. CUADRA: Do you foresee providing any biblio-
25 graphic retrieval services on data bases such as Chem Abstracts,

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1 Condensates, or E. R. I. C., or other things that aren't
2 typical data bases, to your institutions?

3 MR. KILGOUR: Yes, the answer to that is yes. We
4 would -- or you would have to force it into some kind of a
5 M. A. R. C. record so that our program would run on that, but
6 if we can do that, yes.

7 DR. CUADRA: There is a need for that.

8 MR. KILGOUR: Well, I think there is a need all
9 over.

10 There is a need in Ohio, if you are asking that
11 question. There is a need which is now being supplied by
12 the Mechanized Information Center of the Ohio State University
13 Libraries.

14 THE CHAIRMAN: Any more questions?

15 O. K., thanks, Fred. Thanks very much for coming.
16 I will be seeing you next week sometime, isn't it? Pretty
17 soon.

18 MR. KILGOUR: Next month.

19 THE CHAIRMAN: Next month, yes.

20 Now finally we have Mr. Murdock from the Battelle
21 Institute.

22 Whereupon

23 JOHN W. MURDOCK

24 was called as a witness, and was examined and testified as
25 follows:

1 THE CHAIRMAN: I am sorry you have had to wait
2 so long, Mr. Murdock. I hope that it hasn't been entirely
3 uninteresting to you.

4 MR. MURDOCK: It has been very interesting.

5 I am John Murdock of the Battelle Memorial Insti-
6 tute.

7 THE CHAIRMAN: Right.

8 You have sent us a paper, and we have read it.
9 Would you like to start off with a few comments before the
10 questions?

11 MR. MURDOCK: A very brief comment. Some of it
12 derived as I listened today.

13 And I think that Fred Kilgour's statements are very
14 much in line what what I began to see during the day. I live
15 with knowledge of every system in my day to day work, and the
16 thing that has been remarkable is the reduction in cost and
17 the availability of these -- the change within the last two to
18 three years.

19 In the same way that Kilgour mentioned that the
20 operation that he has will begin to change jobs and change
21 operations, rather remarkably now I think we are seeing the
22 same things. So where we talk about limitations, the fact
23 that perhaps the costs are too high and the libraries can't
24 afford these changes -- that these won't be true within a
25 year or two or three, and that we need to start thinking ser-

1 iously at this time as to what these institutions are going
2 to be like.

3 The second point is one of image, and I have been
4 listening for quite a while, although I was out of the room,
5 I haven't heard people, I believe, mention the word "image"
6 today of the library.

7 Maybe that shows how --

8 THE CHAIRMAN: Once or twice. Public libraries
9 are a little worried about their image.

10 MR. MURDOCK: And the examples that we have had
11 with our own laboratories, if we were running an information
12 and knowledge center for research job, and we had a large
13 collection associated with that, and we called it a library,
14 and we had difficulty getting participation of the technical
15 staff intimately with the operation, -- it was that strong --
16 therefore, I think that one of the big things to do is this
17 change in image.

18 I think now in people's minds, the middle construct
19 is perhaps the mention of the word libraries is buildings and
20 books and serials and journals and silence and rules and per-
21 haps a retreat into the past, instead of a step into the fu-
22 ture.

23 And I think that whatever can be done that would
24 give one a feeling that we were really moving into a complex
25 that would be highly responsive to any kind of information and

1 any kind of a question, would be very desirable, a very de-
2 sirable thing, and that the image just a few years from now
3 be one entirely different than it is today.

4 And this was brought to my attention when I was
5 trying to find out how to catch a bus from here tonight. I
6 stopped downstairs, and I don't know whether you did, but in
7 the lobby is this -- that the reference desk pulled out the
8 federal information center; this is the information center
9 in the first floor of this building. I looked through this
10 to see if any of these were associated with libraries. If
11 they are, I can't detect it. But this is the delivery of
12 national information, of federal information.

13 But the other point that I had to say was that if
14 a new knowledge system comes into existence, I have found
15 that once it is operational it is not in the library. And I
16 think that was brought out a couple of times today.

17 And I continuously, in my own Institute, have to
18 keep going around to find new services that are bought, new
19 information services. And these normally are not procured
20 through our library, which is a very good research library.
21 But still, even there I think that I can say that if there is
22 a new system of delivery of information, it is not in the
23 library, and I think that there is something very inappropriate
24 about this development.

25 Thank you.

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1 THE CHAIRMAN: Any questions or remarks?

2 Bessie, did you want to ask Mr. Murdock a question
3 about the state libraries?

4 MRS. MOORE: Well, I noticed your statement here
5 about the state library. This is one of the most succinct
6 and best statements I have seen by anybody about the functions
7 of the state library.

8 And I just wondered if you had ever worked in a
9 state library or had any specific connections --

10 MR. MURDOCK: We have --

11 MRS. MOORE: To gain this remarkable insight, which
12 I think you showed.

13 MR. MURDOCK: We have two projects:

14 One with the State Library of Ohio. It is a very
15 light contact, but yet it is sort of a management position
16 we are working up, and that gives us some insights.

17 And then we have another project at the current
18 time with the State of Alabama. And we have an excellent
19 person working on this, and many of these ideas are due to
20 that person -- a Miss Rawls, Beverley Rawls -- and she has
21 devoted a lot of time to this, and these -- if any insights
22 are here, they are due to her.

23 THE CHAIRMAN: Carlos.

24 DR. CUADRA: I thought that in addition to your
25 paper being succinct, it is remarkably free of requests for

1 federal funding.

2 (Laughter.)

3 And I wondered whether you saw any major needs
4 for federal action, federal funding related to scientific and
5 technical information? It all sounded as though things were
6 in hand at Battelle!

7 MR. MURDOCK: I have very ambivalent feelings on
8 that:

9 One is that in watching the development of the
10 computerized systems, once the cost comes down that it is
11 extremely easy for a person to come on line and get their
12 request. Then that system by a tremendous number of a few
13 penny per time input can provide an enormous flow of dollars.
14 I mentioned earlier the tremendous advances in the last few
15 years.

16 We now think in terms of, say, fifty cents a min-
17 ute -- which sounds high, when you first say it. However,
18 the efficiency or the strategy of search has changed to where
19 in one of our on-line systems, the time on-line now is be-
20 tween four to five minutes, which means that an individual
21 who is familiar with that information system at all is spending
22 about two to three dollars -- which is less than any other de-
23 vice he would use.

24 Now I feel that once the hardware becomes very
25 easy to use, and that we can get a system that is running

1 much like a copying device, or anything that they say a few
2 cents per shot, and we get millions of dollars flowing through
3 that channel, and that that will provide incentive for im-
4 provement.

5 So one side of me says, "Let's try to get things
6 as efficient as possible, serving the user, collect for doing
7 it, and if we deliver the goods at a cost that is reasonable,
8 and the income will be there."

9 Now there is, on the other side, there are the
10 types of information that I mentioned in my paper -- repack-
11 aging, items that have been written for peer groups. Some-
12 times information is of value to such a small group that it
13 is very difficult, and I am talking about the leaders in a
14 given area -- maybe ten, twenty, or thirty people. And per-
15 haps the problem though is very important to the country.
16 There could be other areas where we feel that we need break-
17 throughs rapidly, where we see that in a scientific area that
18 that area is lagging and needs some strength to it.

19 And I am a believer that in information, to the
20 extent that any of the information systems will help bring the
21 field along fast, in that area I think that federal support
22 is definitely needed.

23 Now the same would apply also in areas of infor-
24 mation research where there is a lag, and that we in the field
25 feel like this area has no economic viability at the time,

1 but then that area might be one that we would want to try to
2 get support for.

3 THE CHAIRMAN: Mr. Murdock, a number of years ago
4 when I was on an Advisory Commission on Libraries, the Com-
5 mission at that time thought they saw a need for a federally
6 supported R and D Institute that would do technological scien-
7 tific research in areas that were not commercially profitable,
8 that the industries wouldn't embark on because of the small-
9 ness of the market, or because of the high capital investment.
10 And they felt that if a federal agency were set up that would do
11 that kind of a job, it might advance the uses and the commun-
12 ications sciences tremendously.

13 Do you think that there is any such need really
14 now?

15 There has been some doubt expressed since then that
16 any such central agency is needed at all.

17 MR. MURDOCK: I haven't thought about that recently
18 and reviewed it to say whether I think there should be one or
19 not.

20 I think that it would be a problem that this Com-
21 mission should look at because within the past few years sev-
22 eral agencies have picked this ball up in parts, and perhaps
23 it is being done now throughout our government in different
24 areas, and we might not need a centralization, although I
25 heard mentioned earlier today the Experimental Technology

1 Incentives Program.

2 THE CHAIRMAN: The which?

3 MR. MURDOCK: The Experimental Technology Incen-
4 tives Program, which is going on through the Bureau of Stand-
5 ards and the National Science Foundation.

6 One of the purposes there, I think, is to attempt
7 to get a better relationship between government and industry
8 to the point where it will make it easier for the government
9 and industry to do this together.

10 And I think that is true of programs like this.
11 We might also pick up loose ends that, because of restrictions
12 of one type or another -- and we have heard some instances
13 here today -- that previously just because of certain rules
14 we couldn't do research in certain areas or start programs
15 in certain areas. And I think that these programs in N. S. F.
16 might be addressing that problem within the next year.

17 THE CHAIRMAN: Andy.

18 COLONEL AINES: I am going to presume on our friend-
19 ship, John, to ask a question:

20 You have been working with government programs,
21 although with Battelle, and, of course, you have been doing
22 a lot at Battelle which has nothing to do with government,
23 international programs, and many other things, information
24 analysis centers.

25 Are you willing to reflect, at this late hour of

1 the day on what you would like to suggest as the most impor-
2 tant thing for the government to do -- at least, those people
3 that you interact with in the government, in the kinds of
4 programs that are involved in Battelle-type operations?

5 MR. MURDOCK: Let me start out on Battelle-type
6 operations and see if that stimulates my thinking, and we will
7 talk about that as we go further.

8 One of the areas that I have already mentioned
9 with respect to analysis centers that I have been concerned
10 about is that several years ago when we ran into a technical
11 difficulty in the field we created these analysis centers as
12 mechanisms to improve research. As these then became infor-
13 mation programs, the analysis centers began to shift away
14 from the technology.

15 We started then thinking in terms of a cost re-
16 covery mechanism for information. This began to shift, as
17 I saw it, from where I was sitting -- the tight interaction
18 between the development in the research field and the information
19 that was being handled, or the state of the arts studies, or
20 the reports that were turned out.

21 We had to start thinking in terms of what it was
22 going to cost, what will sell -- not necessarily what will
23 enhance the field. And this caused some of our technical
24 people really to have ambiguities about what they were doing.
25 So with respect to our work with the analysis centers, I

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1 think to review the analysis center concept as it is now es-
2 tablished, with respect to cost recovery, would be a very
3 important thing, because I believe that these activities
4 are struggling in a way that they might not recover, though
5 I think there are great needs for them.

6 This relates to an area that has been bothering,
7 and that is, when we start thinking of discipline-oriented
8 information systems, and we start thinking of handling all
9 of the literature, or all of the data -- and now there are
10 programs to include, and I think that one that will shortly
11 be starting, including data systems in the same way that in-
12 formation systems have looked at.

13 The problem of approaching these fields from an
14 overall view, rather than from a nation or a specific assign-
15 ment point of view, makes it impossible to exercise judge-
16 ments on what is of value and what isn't. And this has led
17 to numerous statements from others about what you put into a
18 system compared to what you get out.

19 But I think that it would be important to also re-
20 view the handling of information with a mission orientation,
21 and to see if perhaps the development of a great many mission
22 oriented centers wouldn't give us a way of handling a larger
23 flow of information much easier and then to find ways to tie
24 this into the discipline centers,

25 I don't think I am prepared at this late hour, as

1 you say, to go further. But I might be willing to think
2 about that and add something later.

3 THE CHAIRMAN: Joe.

4 MR. BECKER: John, your paper is among the few
5 that has used the word "information science" today.

6 Can you say just a few words before we close on
7 the partnership, as you see it, between information science
8 and librarianship developing?

9 MR. MURDOCK: I wrote in the subsequent statement,
10 which I don't think I read, that the name of the Commission
11 joins libraries and information science.

12 If this in reality can be done, the library of
13 the future will offer a remarkably different image than it
14 now offers -- and I gave you what I thought was the image.
15 I think it is a very fortunate congruity of terms that we are
16 bringing together, and I would hope that the two can stimu-
17 late:

18 One, actually the accumulation of knowledge in its
19 various nodes and bodies.

20 And the other, in its means of delivery.

21 THE CHAIRMAN: Well, thank you very much, Mr. Mur-
22 dock,

23 Well, I guess that is the end of the day for tes-
24 timony. And we are very grateful to all of you, and I was
25 impressed with the number of people who stayed on after their

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1 testimony, after they had given their testimony, so that there
2 was a certain amount of general interest.

3 So thank you again, and we will adjourn now, and
4 the Commission will meet tomorrow morning at nine.

5 (Whereupon, at 5:58 o'clock, p.m., the hearing
6 was concluded.)

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