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## ABSTRACT

In order to gain a better understanding of the user's needs for information, the National Commission on Libraries and Information Science 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 oral testimony presented at the San Francisco Regional Hearing. The written testimony of the witnesses is LI004373 and other testimony is LI004374. (The Chicago Regional Hearing is available as ED068143 through 068145 and the Atlanta Regional Hearing is available as LI004375 through 004377.) (NH)

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NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE  
PUBLIC HEARING;

San Francisco Regional Hearing:

Oral Testimony

Ceremonial Courtroom,

Federal Building,

450 Golden Gate Avenue,

San Francisco, California

Wednesday, November 29, 1972

LI 004 372

JEANNE HINES - REPORTER  
2230 Massachusetts Avenue, N.W.  
Washington, D.C. 20008  
Telephone HUDSON 3-6161

1 NATIONAL COMMISSION ON LIBRARIES  
2 AND INFORMATION SCIENCE

3  
4 PUBLIC HEARING

5  
6 Ceremonial Courtroom,

7 Federal Building,

8 450 Golden Gate Avenue,

9 San Francisco, California

10 Wednesday, November 29, 1972

11  
12 The meeting was convened at 8:00 o'clock, a.m.,

13 Dr. Frederick H. Burkhardt, Chairman, presiding;

14 PRESENT:

15 COMMISSION MEMBERS:

16 FREDERICK H. BURKHARDT  
(Chairman)

17 ANDREW A. AINES

18 JOSEPH BECKER

19 CARLOS A. CUADRA

20 LESLIE W. DUNLAP

21 MARTIN GOLAND

22 LOUIS A. LERNER

23 JOHN LORENZ

24 (for L. QUINCY MUMFORD)

25 BESSIE BOEHM MOORE

1 COMMISSION MEMBERS (continued)

2 CATHERINE D. SCOTT

3 JOHN E. VELDE, JR.

4 ALFRED R. ZIPP

5 STAFF:

6 CHARLES H. STEVENS,  
7 Executive Director

8 RODERICK G. SWARTZ,  
9 Deputy Director

10 MARY ALICE HEDGE RESZETAR,  
11 Associate Deputy Director

12 WITNESSES:

13 DAVID HOFFMAN,  
14 Librarian,  
15 Montana State Library,  
16 Helena, Montana

17 GERALD BRONG,  
18 Chairman,  
19 L. S. C. A. Advisory Commission,  
20 State of Washington

21 ELI M. OBOLER,  
22 University Librarian,  
23 Idaho State University,  
24 Pocatello, Idaho

25 JOHN ANDERSON,  
City Librarian,  
San Francisco Public Library,  
San Francisco, California

JOHN MASON,  
Prison Librarian,  
Montana State Prison,  
Helena, Montana

MARY LOUISE STONG,  
1050 North Joint Street,  
Apartment 403,  
San Francisco, California

1 capability of transmitting facsimile copies of printed material  
2 with relative ease, but with considerable long line expense.

3 In my present position in Montana, I remind you that  
4 we are charged with providing library service in a state of over  
5 150,000 square miles, with a population that is less than that  
6 of the City of San Francisco, and that communication is very  
7 important to us in these terms.

8 THE CHAIRMAN: You seem to have made quite a bit  
9 of headway in the sharing of resources and the establishing  
10 of some kind of a relationship between the city and community  
11 libraries.

12 Could you tell us, how does your system work ac-  
13 tually?

14 MR. HOFFMAN: Our systems are cooperative, voluntary  
15 systems -- a plan that was developed some fifteen or sixteen  
16 years ago, relying upon the willingness of city and county  
17 libraries and county governments to contract for sharing of  
18 services.

19 We have been able to achieve this because of funding  
20 available under Title One of the Library Services and Construc-  
21 tion Act, which has given the State Library the possibility  
22 of making substantial grants for demonstration purposes. We  
23 have not had a kind of "shotgun" approach, in which every  
24 library in the state gets a certain amount of money, but we  
25 have used the money in demonstrations for a period of years,

WITNESSES: (Continued)

Claremont

ETHEL CROCKETT,  
California State

VIRGINIA ROSS,  
San Mateo, California

BEATRICE SCHIFFMAN,  
Aging

GEORGIA MULLIGAN,  
Information Unlimited

SISTER MARY ALMA,  
School Libraries

ANN FAGAN GINGER,  
Civil Liberties Library

JACQUELINE WAKEFIELD,  
Ventura - Children

KEITH REVELLE,  
Director,  
Latin American Library,  
Oakland, California

DONNA JOACHIM,  
Citizen User,  
Multnomah County Library,  
Multnomah, Oregon

MARGARET WARDEN,  
President-Elect,  
Montana Library Association,  
Chairman of the Board of Trustees,  
Great Falls Public Library,  
Montan

JUDITH QUAN,  
Branch Librarian,  
Chinatown Branch,  
San Francisco, California

DAVID WEBER,  
Director,

WITNESSES: (Continued)

Stanford University Libraries,  
Stanford, California

MARY JANE KINNEY,  
Volunteer and Trustee,  
Member of State Advisory Board,  
Twin Falls, Idaho

FRANK RODGERS,  
Director of the Library,  
Portland State University,  
Portland, Oregon

URSULA MEYER,  
Coordinator,  
Mountain-Valley Library System,  
Sacramento, California

RICHARD SMITH,  
Assistant Professor,  
University of Washington,  
Seattle, Washington

GERALD J. OPPENHEIMER,  
Director, P. N. R.,  
University of Washington,  
Seattle, Washington

JAMES WERNER,  
Librarian,  
San Diego County Law Library,  
San Diego, California

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PROCEEDINGS

1  
2 THE CHAIRMAN: Well, ladies and gentlemen, it is  
3 8:00 o'clock, and we have a lot of people who have come as  
4 witnesses, so I think we should start.

5 I want, first of all, to welcome you and thank you  
6 all for coming to this hearing. And I want also to say that  
7 these somewhat imposing surroundings should not be allowed to  
8 oppress you when you give testimony. It is an informal hear-  
9 ing and we want a perfectly frank and informal interchange of  
10 views, and you mustn't let the judicial atmosphere suffocate  
11 you too much.

12 Mr. Hoffman? Is Mr. David Hoffman here? Mr. Hoff-  
13 man, will you please come to this mike and make sure that it is  
14 working.

15 Whereupon

16 DAVID HOFFMAN

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

19 THE CHAIRMAN: Now Mr. Hoffman is the Librarian of  
20 the Montana State Library, is that right?

21 MR. HOFFMAN: Yes.

22 THE CHAIRMAN: And I think that you can assume that  
23 we have read -- all of the Commission members have read -- all  
24 of the testimony you have sent to us. But if you want to add  
25 something to what you have said there or amend it in any way,



1 please start off that way.

2 Otherwise, the Commission members will start right  
3 off asking questions about what you had to say.. So I, leave it  
4 up to you.

5 MR. HOFFMAN: If I may just very briefly say this,  
6 I have only been --

7 THE CHAIRMAN: Is your mike working? Is it on?

8 MR. HOFFMAN: Yes, it is working.

9 THE CHAIRMAN: Why don't you press this, push it up  
10 there?

11 MR. HOFFMAN: I have been the State Librarian for  
12 Montana for two years and previously served two years in other  
13 capacities to the State Library staff, and have also been on  
14 the State Agency staff in Wisconsin and have worked with public  
15 libraries in Ohio and spent five years at the Headquarters of  
16 the American Library Association working in library technology  
17 and in international relations.

18 So the concerns which I expressed in my statement  
19 which I made to this Commission last month have long been my  
20 concerns and they are even more underlined in my present posi-  
21 tion as Vice President and President-Elect of the Association  
22 of State Library Agencies, which is one of the Divisions of the  
23 American Library Association.

24 I did characterize the problems which I see facing  
25 libraries, briefly, in terms of finance -- the fact that local

8  
1 property taxes, which are the principal revenue source for  
2 public and school libraries, are not only stretched to what  
3 many people regard as the limit, but are being challenged as  
4 proper sources of revenue for educational agencies. And our  
5 state governments have increasing problems of providing ade-  
6 quate revenue sources for all types of public services.

7 We have barriers which are legal, geographic and  
8 proprietary, which separate persons from library materials.  
9 And very importantly, we face today uncertainty of the future  
10 of the federal government's role in what we in the profession  
11 have relied on as a stable state-federal partnership, in li-  
12 brary services.

13 Finally, in terms of communication, we face, with  
14 changes in the postal system, potentially drastic increases in  
15 cost of the lending of library material, as well as the basic  
16 cost of acquisition of material, unless the Congress can guar-  
17 antee uniform and reasonable library and educational materials  
18 rates.

19 With the present uncertainties regarding the copy-  
20 right law, we face unparalleled problems in the exchange of  
21 information unless copyright legislation can guarantee libraries  
22 the continued use of the so-called "fair use principle" and  
23 communication costs. With an eight cent stamp one can request  
24 information by mail from any point in the United States. We  
25 face the very strange paradox that technology has given us the

1 capability of transmitting facsimile copies of printed material  
2 with relative ease, but with considerable long line expense.

3 In my present position in Montana, I remind you that  
4 we are charged with providing library service in a state of over  
5 150,000 square miles, with a population that is less than that  
6 of the City of San Francisco, and that communication is very  
7 important to us in these terms.

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9 of headway in the sharing of resources and the establishing  
10 of some kind of a relationship between the city and community  
11 libraries.

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15 systems -- a plan that was developed some fifteen or sixteen  
16 years ago, relying upon the willingness of city and county  
17 libraries and county governments to contract for sharing of  
18 services.

19 We have been able to achieve this because of funding  
20 available under Title One of the Library Services and Construc-  
21 tion Act, which has given the State Library the possibility  
22 of making substantial grants for demonstration purposes. We  
23 have not had a kind of "shotgun" approach, in which every  
24 library in the state gets a certain amount of money, but we  
25 have used the money in demonstrations for a period of years,

1 or two years or three years, to enable a limited area to re-  
2 ceive substantial support to build up a system.

3 THE CHAIRMAN: Would you be able to keep it going  
4 if the Title One money were to stop?

5 MR. HOFFMAN: It would be extremely difficult. I  
6 think it might be impossible.

7 I see some advantages in revenue sharing for local  
8 governments, but local government units have so many problems  
9 and so many different priorities that I think that the chances  
10 of getting a group of counties together to assign a high pri-  
11 ority to libraries with revenue sharing money would be very  
12 dim.

13 THE CHAIRMAN: Do any of the other Commission members  
14 have questions?

15 Lou

16 MR. LERNER: You mentioned that there were programs  
17 designed for further cooperation between school and public li-  
18 braries.

19 Could you tell us about these programs?

20 MR. HOFFMAN: We have two communities in the state  
21 that are very much interested in designing a new kind of li-  
22 brary service, not combining school and public libraries in  
23 the traditional form, because we see no way that this would  
24 really result in better service.

25 We are looking at the possibility of a new kind of

1 library facility, a physical facility which can meet school  
 2 needs and general public needs. But at the same time, we would  
 3 be forced to retrain people, so to speak. The typical school  
 4 librarian is not a person with knowledge and appreciation of  
 5 public library services and responsibilities, nor does the  
 6 typical public librarian find himself in a position to fulfill  
 7 the needs that are called upon by the school.

8 THE CHAIRMAN: There are some proposals in some  
 9 parts of the country to take the children's libraries and put  
 10 them into the school libraries. How would you feel about a  
 11 proposal of that sort?

12 MR. HOFFMAN: So long as the schools are aimed at  
 13 children six years old and up and are not prepared to cope  
 14 with the children under six, and so long as they are not pre-  
 15 pared to cope with mothers and children together, I don't think  
 16 the conventional school library can meet all of the needs of  
 17 children.

18 I see the library as a place for the family to work  
 19 and study together, and the average school library is not de-  
 20 signed for this purpose.

21 THE CHAIRMAN: Bessie. Mrs. Moore.

22 MRS. MOORE: I remember with much pleasure the  
 23 hearing the old Commission had in Montana.

24 Have you developed a program of state aid to libraries  
 25 in Montana?

1 MR. HOFFMAN: We have a proposal before the legis-  
2 lature at this point which, because our administration and our  
3 newly elected legislature seems intent on holding the line on  
4 taxes, is probably not going to yield us much if anything in  
5 the way of state aid.

6 We are asking the legislature to fund a special  
7 study commission to carefully look into the matter of varying the  
8 government finance of libraries, because we feel that the pro-  
9 perty tax base is rapidly going to be totally inadequate.

10 We have, for example, in our second largest city --  
11 which is taxing itself to the limit for library services, able  
12 to provide --

13 MRS. MOORE: And what is that limit?

14 MR. HOFFMAN: The limit is four and a half mills --  
15 we are bringing in \$3.40 per capita at a time when library  
16 services at the standards we have set for the state cost some-  
17 thing like \$7.00 per capita.

18 MRS. MOORE: Well, you are fortunate that you are  
19 not saddled with a Constitution that prohibits you doing more  
20 than many States.

21 MR. HOFFMAN: Fortunately, we have a new Constitut-  
22 ion adopted this year that will give us some flexibility that  
23 I hope will result in better library service.

24 THE CHAIRMAN: I wanted to ask the people in the  
25 assemblage, can you hear the questions when the Commission

1 members ask?

2 CHORUS OF VOICES: No.

3 THE CHAIRMAN: Because I wanted to ask you all to  
4 speak up so that we can get them. Otherwise, I will repeat the  
5 question.

6 Mr. Lorenz.

7 MR. LORENZ: Do you expect that the state library  
8 will receive any funds through revenue sharing?

9 MR. HOFFMAN: We will certainly make every effort  
10 we can to get such funds.

11 THE CHAIRMAN: Now can you --

12 MRS. MOORE: You said already that you thought the  
13 chances were dim though?

14 MR. HOFFMAN: I did and I do believe that our chances  
15 are dim unless the legislature is willing to consider substan-  
16 tial increases in state taxes. The bulk of the first year's  
17 revenue sharing money appears to relate to capital building  
18 programs.

19 THE CHAIRMAN: The decisions are being made by the  
20 legislature?

21 MR. HOFFMAN: Will be made by the legislature.

22 THE CHAIRMAN: I believe it varies from state to  
23 state, doesn't it?

24 MR. STEVENS: Yes.

25 MRS. MOORE: You are blessed with some strong trustees

1 in Montana.

2 MR. HOFFMAN: We are blessed with some wonderful  
3 library trustees, and without them we would be years behind.

4 THE CHAIRMAN: Mr. Cuadra.

5 DR. CUADRA: Yes. There has been a fair amount  
6 of discussion already in the federal government about changes  
7 in L. S. C. A., including cutting it completely off fairly  
8 soon on the assumption that revenue sharing will --

9 THE CHAIRMAN: Can you speak up?

10 DR. CUADRA: Oh -- that revenue sharing will take  
11 care of providing those funds.

12 What is your feeling about how realistic an ex-  
13 pectation that is, that revenue sharing could substitute for  
14 L. S. C. A. if L. S. C. A. were turned off?

15 MR. HOFFMAN: I am not too happy about the prospects,  
16 particularly in a state which has the kind of problems which  
17 I currently summarized in terms of communication.

18 Montana has a tremendous cost simply in providing  
19 roads, building roads, maintaining roads, because we have got  
20 so many miles of roads just to get from one place to another.  
21 We have tremendous costs in social welfare programs. We are  
22 well below the national average in median family income. We  
23 have an economy in the state which is not growing -- not grow-  
24 ing at the rate of the national economy. We are falling be-  
25 hind.



1 And I would think that this is going to be a tre-  
2 mendous competition for any revenue sharing money at the state  
3 level.

4 I do think that our Title One federation programs  
5 have been especially successful because we have been able to  
6 use a substantial amount of money in one area at a time, and  
7 the "shotgun" approach with the local revenue sharing is going  
8 to make this much more difficult.

9 THE CHAIRMAN: Mr. Lorenz.

10 MR. LORENZ: In your examination of present federal  
11 grants for libraries, would you have any recommendations in  
12 terms of how these formulas might be improved, in terms of  
13 more efficient use of the funds at the state and local level?

14 Just as an example, all of the funds under L. S. C.  
15 A. going into interlibrary cooperation rather than the present  
16 division of funds between four titles of the Act?

17 MR. HOFFMAN: In a sense, I would ask for fewer  
18 restrictions than we now have because each of our states has  
19 a different priority and different needs at any given time.  
20 The amount of money that is presently being appropriated falls  
21 so far short of enabling us to do what we need to do that I  
22 would favor our being able to make the decision at the state  
23 level as to what the most important thing is at any given  
24 time.

25 THE CHAIRMAN: Mr. Hoffman, I think we have time

1 for another question.

2 And I would like to know, are special libraries in  
3 the state also a part of your sharing of the library resources?

4 MR. HOFFMAN: They certainly are because we are  
5 basically not an industrial state. We have very few business-  
6 related special libraries.

7 We have in the entire state one medical library  
8 with a trained librarian. We have no other special libraries  
9 headed by librarians who are graduates of library schools.  
10 But because of the sparse population and the lack of library  
11 resources, I think that the people who have built the founda-  
12 tion for Montana's library program have given us an excellent  
13 spirit of cooperation between types of libraries.

14 Our special libraries are very much a part of the  
15 statewide network.

16 THE CHAIRMAN: Well, thank you then, Mr. Hoffman,  
17 and we will call the next witness then.

18 MR. HOFFMAN: Thank you.

19 THE CHAIRMAN: Mr. Gerald Brong, Assistant Director  
20 of the Audio-Visual Center at Washington State University.

21 While Mr. Brong is coming to the microphone, I  
22 must announce that smoking is not allowed in this room. And  
23 for the Commission's benefit, if you need a cup of coffee, there  
24 is some back here in the anteroom.

25 Whereupon

GERALD BRONG

1  
2 was called as a witness, and was examined and testified as  
3 follows:

4 THE CHAIRMAN, Mr. Brong, as I told Mr. Hoffman,  
5 I think you can rely on the Commission's having read your  
6 testimony. It is a competent piece of testimony and I found  
7 it very informative, and I am sure we have questions. But  
8 if you want to add anything or stress anything in particular  
9 about it, please take a few minutes to do that.

10 MR. BRONG: Yes, I would like to make a couple of  
11 comments on some matters that brought some reaction from some  
12 of my colleagues following the submission of testimony to the  
13 Commission:

14 One of the areas that I addressed but I now feel  
15 inadequately in the testimony is the one on personnel develop-  
16 ment, both pre-degree and post-degree training programs, es-  
17 pecially the kind of retraining programs that would allow  
18 people now in the field to develop expertise that could facili-  
19 tate some rather radical changes that I perceive may be neces-  
20 sary in the library field.

21 Secondly, I would like to stress an increasing con-  
22 cern -- which Mr. Hoffman also mentioned previously -- about  
23 federal funding for libraries.

24 The priorities for library programs in this country  
25 and library information and information in general as a national

1 resource must continue to be brought before Congress and other  
2 branches of the government -- especially the Executive Branch  
3 of the government.

4 I feel that the availability of funds -- not only  
5 the appropriation but the ultimate availability -- is a cri-  
6 tical problem that we face.

7 Various innovative programs are beginning to develop  
8 in the country that deserve attention, possibly attention in  
9 manners that are not now possible. I don't know how this could  
10 be brought about.

11 I would like to mention one specific program that  
12 is only representative of the kinds of programs that I have  
13 in mind:

14 On page 19 of my testimony I talk about one com-  
15 munity -- Pullman -- my home town, where I am employed at  
16 Washington State University, where we have been working on a  
17 multipurpose communication system, a true information delivery  
18 system, an interactive system not unlike some of those proposed  
19 Housing and Urban Development, you know, for the large cities.  
20 I have brought the prospectus of that particular project that,  
21 if it is all-right with you, Mr. Chairman, I would like to  
22 distribute to the Commission. It is the latest document that  
23 exists, produced at the end of last month.

24 (At this point papers were passed around.)

25 This particular project is being developed cooper-

1 atively with other kinds of information agencies and academic  
2 educational agencies in the state.

3 Lastly I would like to mention a development that  
4 is underway in Washington, a legislative development, since  
5 I included -- and I just mention on page 14 of my testimony  
6 some appendix materials which describe proposed legislative  
7 programs as they existed at the date the testimony was writ-  
8 ten.

9 I would like to call to the attention of the Com-  
10 mission what we consider a landmark bill, which is now being  
11 considered in Washington. And basically this landmark bill  
12 includes the premise that libraries as a state resource need  
13 not and should not be funded from the property tax, especially  
14 the existing libraries which are now wholly dependent upon  
15 the property tax.

16 And so in essence, the district libraries and those  
17 municipal libraries desiring to participate in a statewide  
18 system of libraries would be funded from state funds and, of  
19 course, the state would generate revenue from, at this point,  
20 sales tax and property tax and other means.

21 In addition to the development of the statewide  
22 system of libraries, it would change the configuration of our  
23 existing Library Commission. It would form a new Board for  
24 the libraries and information science so that the responsibi-  
25 lities for the new Board would be much broader than the existing

1 Commission because it primarily manages the State Library Agency  
2 as its Board of Trustees. There are, of course, additional  
3 responsibilities to the existing Commission.

4 And lastly the premise of the bill is based on a  
5 series of principles that were developed by the State Advisory  
6 Council following the various types of library service and  
7 ways of providing service -- I feel most importantly methods  
8 of providing service based on cooperation.

9 But the bill has in it, as it now exists, the con-  
10 cept that every library should receive a minimum allocation per  
11 capita for citizens in its service area, whether that library  
12 is a participant -- public libraries, I must add -- whether  
13 that library is a participant or not in the statewide system.

14 Secondly, if there are various forms of coopera-  
15 tion -- and you assume there would be levels of cooperation  
16 defined -- the amount of money received per capita for the  
17 population served would increase.

18 But looking at the State of Washington's population  
19 of approximately three million people and a funding level of  
20 approximately twenty-seven million per annum -- and again I  
21 stress the point that this particular bill has been developed  
22 cooperatively in the work of the Advisory Council that exists  
23 as required under the terms of the Library Services and Con-  
24 struction Act.

25 THE CHAIRMAN: Mr. Brong, you have apparently given

1 a great deal of thought to the use of C. A. T. V. for library  
2 work.

3 MR. BRONG: Yes.

4 THE CHAIRMAN: In your opinion is this recent -- I  
5 guess it is a plan that the F. C. C. has put out which stipu-  
6 lates that there shall be two channels reserved for educational  
7 purposes -- in your opinion is that going to be sufficient for  
8 the educational and library use and potential that can be made  
9 of that medium?

10 MR. BRONG: As I understand the decision of the  
11 Federal Communications Commission, the basic two channels in  
12 the U. H. F. - V. H. F. range that have been allocated will not  
13 be sufficient.

14 I do not feel that they have approached and made  
15 decisions yet concerning the channels available outside of  
16 that.

17 THE CHAIRMAN: Yes, I think that's right, but we  
18 ought to, in the time we have got now, make quite clear what  
19 the uses are and what the limits are.

20 MR. BRONG: Right. The channels that have now been  
21 allocated for education and public service, I think, are in-  
22 adequate, if these channels are to be used for more than one-  
23 way video information delivery. If they are to use these  
24 channels for interactive communication, data transfer, or some  
25 of the other things, other than just the display of television

1 images, they are largely inadequate.

2 THE CHAIRMAN: Right. Have any members of the Com-  
3 mission got questions?

4 MR. Zipf.

5 MR. ZIPF: As you view an interactive system, who  
6 do you believe will be the participants in that interactive  
7 system?

8 MR. BRONG: I would think that any agency, as well  
9 as a person residing within a given community, is a potential  
10 user.

11 I think the initial users would be primarily the  
12 municipal governments and educational agencies -- and I include  
13 libraries in the educational agencies, and then the various  
14 kinds of utility services that would use the cable for various  
15 things -- meter readings, for example.

16 MR. ZIPF: Would you believe on that basis that  
17 there is the possibility that the user would pay a fee or some  
18 portion of the users would pay a fee?

19 MR. BRONG: Yes, I think that it is an acceptable  
20 premise that the users of the system, both the subscriber to  
21 the system and the person that is providing services over the  
22 system -- such as the schools and the libraries -- should pay  
23 a fee.

24 THE CHAIRMAN: John.

25 MR. LORENZ: I would agree with you that the bill



1 you described does sound like a landmark bill. Could you pro-  
2 vide the Commission office with sufficient copies of the bill  
3 so that the members might have copies at some later date?

4 MR. BRONG: At some later date, yes.

5 Mr. John Veblen from the Washington Library Com-  
6 mission who will testify before the Commission later, I presume?

7 THE CHAIRMAN: He is going to be here, right.

8 MR. BRONG: The bill is changing daily. I would  
9 assume that we could have -- whether it passes or fails -- that  
10 we could have a copy to the Commission by late December.

11 THE CHAIRMAN: Yes.

12 MR. BRONG: And, of course, it may then in January  
13 or February be before our state legislature for, hopefully,  
14 acceptance, adoption and funding.

15 THE CHAIRMAN: I hope it passes, but even if it  
16 fails, however, we would like a copy of it for our thinking in  
17 our Washington office.

18 MR. BRONG: I will send a copy to your Washington  
19 office.

20 THE CHAIRMAN: Les.

21 DEAN DUNLAP: Mr. Brong, in your written testimony  
22 you have a great deal to say about the desirability of total  
23 library service -- with which we all agree. But in your cap-  
24 acity in charge of audio-visual services in Washington State,  
25 are you able to lend generously throughout the State of Wash-

1 ington; and if so, what does your institution have to say about  
2 providing funds for this purpose?

3 MR. BRONG: Well, we lend openly for anyone in the  
4 academic community for Washington State University our print  
5 and non-print materials. Now the academic community is pri-  
6 marily the City of Pullman, but in addition to that, in the  
7 land grant college we operate an extension program for the  
8 U. S. D. A.

9 So we are moving quite a sizable quantity of ma-  
10 terials throughout this community, print and non-print, at  
11 no cost.

12 To those that are not part of the Washington State  
13 University community, such as school districts, churches, hos-  
14 pitals, for non-print materials, we provide them for a rental  
15 fee. However, our structure on this rental fee is very mini-  
16 mal.

17 We have interlibrary loan of anything except equip-  
18 ment within the library, and it is not uncommo. for us to, on  
19 occasion, loan equipment to other institutions in our geographic  
20 area of the state.

21 DEAN DUNLAP: I see.

22 MR. BRONG: It is a costly program but it is one that  
23 the University views that it is essential in providing the  
24 necessary support and resources for the academic community.

25 DEAN DUNLAP: If you were in a more populous area,

1 - such as Seattle, do you think your posture of lending would be  
2 as generous?

3 MR. BRONG: Not unless, of course, we restricted  
4 it again to the academic community, but I would think, yes, we  
5 would be able to operate as free an access program, since again  
6 you must remember that we are delivering some of our informa-  
7 tion from the audio-visual center electronically throughout  
8 the City of Pullman, which is really not as complex as having  
9 the people visit the audio-visual center physically to view a  
10 film as they occupy a chair in the center.

11 THE CHAIRMAN: How is your mail delivery in Montana?  
12 Pretty good?

13 MR. LORENZ: Washington!

14 (Laughter.)

15 THE CHAIRMAN: Washington.

16 MR. BRONG: No, it is not. We can experience as  
17 many as a six-day delivery period from Pullman to Seattle,  
18 which is less than 350 miles away, and we can usually get one-  
19 day delivery on first class mail anywhere in the state. How-  
20 ever, using the library rate for films, we may take a six or  
21 eight hundred dollar film and tie it up in three to six days  
22 transit each way, it will take them, to a patron somewhere in  
23 Washington, Oregon or North Idaho.

24 THE CHAIRMAN: Miss Scott.

25 MISS SCOTT: Yes, you propose a --

1 THE CHAIRMAN: Speak up, Catherine.

2 MISS SCOTT: You propose federal legislation in  
3 here to replace the Library Services and Construction Act  
4 with the title known as the Library Information Systems and  
5 Construction Technology Act of '73.

6 Would you elaborate on that?

7 MR. BRONG: Yes. My involvement in library plan-  
8 ning and management is -- I am not a long tenure member of  
9 the community, let's say -- but I have a feeling over the past  
10 years that I have been involved, and especially since I have  
11 been involved with our State Advisory Council on Libraries,  
12 that some of the present funding programs that we have are  
13 divisive in nature, and that there has to be some way to bring  
14 the elements of the library information community -- service-  
15 wise, not necessarily administratively -- but bring them to  
16 gether.

17 And I think that all of the compartmentalization  
18 that we now have is a structure that we have to work with to  
19 get around it so that we can develop some systems. At least,  
20 this is how I see it in the State of Washington.

21 THE CHAIRMAN: John.

22 MR. LORENZ: Where do you see such an Act adminis-  
23 tered at the state level?

24 MR. BRONG: I would see such an Act administered  
25 in the State of Washington probably cooperatively by three

1 groups, and I am not sure exactly how there would be a super-  
2 structure established to do this:

3 This would be the Council on Higher Education --  
4 or something comparable, the State Board for Public Instruc-  
5 tion, and -- assuming the new bill passes -- the Board for  
6 Libraries and Information Science.

7 And there could be some guidelines established of  
8 how they could work, using this allotment of funds to develop  
9 this, start moving toward a total library service system,  
10 supporting academic libraries, school libraries, public librari-  
11 es, and even private special libraries.

12 THE CHAIRMAN: Lou.

13 MR. LERNER: You specialize in audio-visual, but  
14 given the current crunch that exists today in terms of dollar  
15 inflow into libraries and all institutions, what kind of ad-  
16 vice would you have for a public librarian with limited funds  
17 between the mix of the new technology and the traditional col-  
18 lections?

19 MR. BRONG: If the information contained in what  
20 you call the existing traditional and, say, non-traditional  
21 then -- if the information contained therein is essential to  
22 the successful operation of the program, I think the collection  
23 should be mixed, and somebody will have to make the value  
24 judgements based on some long-range plans that exist.

25 MR. LERNER: Who?

MR. BRONG: Who?

MR. LERNER: Who?

MR. BRONG: I would suspect that the people who have made the planning and are operating the libraries, and it is possible -- in my judgement there is heavy dependence on the consumers of the library services and the long range planning, which includes other libraries in the state system.

But I do not think that we can continue to maintain a segregated collection where we classify information -- I think that won't be with us too much longer.

THE CHAIRMAN: Mr. Cuadra.

DR. CUADRA: One of the goals that you mentioned as, I guess, part of the planning, the long-range planning, is identifying the information needs of the people.

MR. BRONG: Yes.

DR. CUADRA: The Commission also has this same kind of a charter on a larger scale. I would be interested in how you have either started this or how you plan to go about it.

MR. BRONG: My experiences in picking and discussing about that field pretty much started with my contact with the Ohio State-University Institute that was recently operated for long-range planning, for developing state planners in the library field.

At that Institute there was some personnel from

1 Ohio State University, and one individual -- Agnes Griffin,  
2 from the King County Library System -- that described the  
3 techniques of using a social indicators approach to identifying  
4 needs, then as you talk about the new types of research me-  
5 thodologies, to go out into the community of users, whether  
6 it is the citizens, the scholars, or what the type, and using  
7 this approach, as I understand it, they can both find out the  
8 impact of a program and begin to identify the adequacies of  
9 the program,

10 Now this, of course, is predicated on the assump-  
11 tion --

12 THE CHAIRMAN: What is the nature of them? Are they  
13 a sort of market survey type techniques?

14 MR. BRONG: Well, yes, that may be one way to des-  
15 cribe it.

16 It is an in-depth interview approach. They begin  
17 to find as many elements that correlate in some way -- either  
18 positively or negatively -- with the provision of a type of  
19 service.

20 THE CHAIRMAN: I think we have time for one or two  
21 short questions.

22 Bud.

23 MR. VELDE: You list several recommendations. Would  
24 you assign some priorities to those recommendations?

25 MR. BRONG: I didn't assign priorities to them as

1 I listed them, and I am not sure that I can give you a good  
2 response now.

3 Can you tell me the page, please?

4 MR. VELDE: Yes.

5 DEAN DUNLAP: Twenty-five.

6 MR. VELDE: Twenty-five.

7 MR. BRONG: Well, without giving much thought to  
8 priorities -- it is on your list!

9 (Laughter.)

10 THE CHAIRMAN: Yes.

11 MR. BRONG: I see the first one, "Coordination of  
12 national library development activities" in the federal library  
13 structure, and the one that appears on page 27, I believe it  
14 is, "Federal legislation drawing together" the programs -- it  
15 all involves money. I think that is one of the highest pri-  
16 orities, possibly even the highest, if we are to coordinate  
17 the kinds of programs that are now developing.

18 And probably the second priority would be dealing  
19 with personnel -- retraining, bringing people outside of what  
20 I would classify as a traditional library mould into the li-  
21 brary and information science field, as it relates to the pro-  
22 vision of full information to our society.

23 THE CHAIRMAN: Mr. Brong, may I ask one final ques-  
24 tion?

25 And that is, on page 11 you say "The basis for the



1 TLS [the Total Library System] must be the local library/in-  
2 formation center. This center will probably not be today's  
3 'public library'."

4 Now do you mean it is going to be entirely differ-  
5 ent? Or will it be today's public library transformed and  
6 brought up to date in various ways in responding to these new  
7 needs and techniques?

8 MR. BRONG: I think that statement on page 11 prob-  
9 ably comes from the impact of the book by Ivan Ilich, "The  
10 Affluent Society", that I read just prior to writing this  
11 testimony, and I envision in the future a greater emphasis  
12 on community schools, for example, as an integral social unit  
13 within a community, not just the educational agency, and I  
14 would see the library, the school, and possibly some of the  
15 social welfare agencies, getting what Ilich calls this "learn-  
16 ing web", and there has been some jesting that possibly the  
17 librarians within this learning web would become "rack webbers"  
18 rather than librarians -- this is one of the humorous jokes  
19 that people have developed!

20 (Laughter.)

21 THE CHAIRMAN: O. K.

22 MRS. MOORE: Would you let me have one final ques-  
23 tion?

24 THE CHAIRMAN: Bessie, yes. Mrs. Moore.

25 MRS. MOORE: I think there is a concern over the

1 country probably occasioned by the environmental problems  
2 that there will be -- and certainly being discussed by economists  
3 and others -- about our moving to a different makeup of G. N. P.  
4 in this country.

5 How do you see the library as being able to relate  
6 to informing people and to becoming a part of this change, which  
7 appears to be inevitable?

8 MR. BRONG: That is a very difficult question. I  
9 think that is the crux of the matter as to the defining of what  
10 the libraries tomorrow and in the future should be.

11 I feel that the educational system -- of which  
12 libraries are an integral part -- must be a constructionist  
13 or a reconstructionist element in society, and not necessarily  
14 just a responsive element to what the society at that moment  
15 thinks they need.

16 If the library system, the total library system,  
17 evolves where (information is perceived as a resource, a national  
18 resource, one that needs to be --

19 MRS. MOORE: That is what I had in mind.

20 MR. BRONG: Yes, one which needs to be nurtured  
21 and developed, it is going to become a pro-active system be-  
22 cause it is going to create information based on analysis,  
23 synthesis, et cetera. And the library, the public library,  
24 will become a research agency. It could become a research arm  
25 supporting John Q. Citizen, who would like to have an analysis

1 made of two given issues before the City Council, possibly,  
2 or to support the commercial company, the multi-million dollar  
3 company that is in the timber industry, to do some research  
4 about it.

5 THE CHAIRMAN: All right, well, thank you very much  
6 and we appreciate your coming, Mr. Brong.

7 We will now call on our next witness, Mr. Eli M.  
8 Oboler, University Librarian of Idaho State University. Mr.  
9 Oboler.

10 Whereupon.

11 ELI M. OBOLER

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

14 THE CHAIRMAN: Yes, Mr. Oboler, please, you may  
15 have heard me state to the others before you that if you have  
16 anything you want to add to your testimony now, please do so.  
17 Otherwise, the Commission will go right into a question and  
18 answer period.

19 MR. OBOLER: Well, very briefly, after getting a  
20 suggestion that I talk about the library scene in both California  
21 and the Pacific Northwest -- as you will note my rather lengthy  
22 experience; especially in the Pacific Northwest, I thought it  
23 only appropriate to check with some of my colleagues in Cali-  
24 fornia particularly -- of which I am not particularly knowled-  
25 geable -- and get some suggestions from them. And I can tell

1 you as a unanimous opinion of library deans that they are  
2 in disagreement on the point I made in my testimony about the  
3 need for more library schools..

4 (Laughter.)

5 I imagine if I had taken a poll of non-library deans  
6 I might have had a little different point of view.

7 THE CHAIRMAN: Yes.

8 MR. OBOLER: There is a little insularity and feel-  
9 ing that they want to keep their own. But that isn't really  
10 fair. The points that they make, I think, are valid, and, I  
11 think, should be in the minds of the Commission, that adding  
12 three more library schools at a time when

13 (a) We all know there isn't as much need for pro-  
14 fessional librarians unless standards are kept up with and,  
15 obviously, we are not getting the financing to keep up with  
16 those standards, and

17 (b) When there are library schools that could stand  
18 some growth. There are some fifty-seven accredited library  
19 schools in the United States and Canada, and these fifty-seven  
20 schools -- certainly the ones in Washington and Oregon and the  
21 ones in Northern California -- could grow to some extent and  
22 instead of as at present graduating perhaps 4,500 to 5,000  
23 people perhaps take care of 5,000 to 6,000 people, and this  
24 could be enough for the immediate future.

25 Unfortunately -- I will put on the other hat, as a

1 college professor -- I am associated with a group that is,  
2 worried about turning out people with degrees who are not  
3 going to have jobs, bachelors, masters, and doctorates, in  
4 the present climate of opinion -- or maybe it is fortunate.  
5 The present climate isn't going to last and there is going  
6 to be need for more trained people.

7 I am one who differs with the idea of career edu-  
8 cation, who differs with the idea of vocational education as  
9 the one and only goal. It is the current fad. I happen to  
10 be an old-fashioned liberal education type and believe that  
11 the best education for the future is a liberal education,  
12 which enables you to deal with any kind of a possibility.

13 In the library profession in particular -- I got my  
14 library degree at Columbia in 1905, I almost said, but I  
15 think it is --

16 THE CHAIRMAN: 50.

17 MR. OBOLER: About that, 1942 -- thirty years ago,  
18 and I was told then that there just wasn't much likelihood  
19 of men getting anywhere in the library profession; it was a  
20 women's profession, and that was the way it was.

21 Also, I was told in the early forties that the  
22 solution to everything was films, that everything was going  
23 to go on film, and that we needn't worry about books any more.  
24 All sorts of predictions are made and, as I said in my testi-  
25 mony, I would like to cling to what is going on now that we

1 know for sure.

2 But getting back to this one correction on the  
3 library schools, there is one other correction, perhaps, and  
4 that is emphasis, that was suggested by my colleagues, in  
5 particular, and that is the suggestion that, rather than go  
6 along with the idea of continued grants to enable libraries  
7 to have more books -- which is about what happens on the aca-  
8 demic level -- or to have more books and, to some extent,  
9 equipment, as has happened in the school library level --  
10 there might be a possibility suggested of some sort of intel-  
11 lectual W. P. A. project -- that was the term used by my col-  
12 league at the University of Idaho -- which would take care of  
13 the immediate over-supply of trained professional librarians.  
14 We need to keep these people in the profession, and there  
15 isn't a library in the country of a major or even a relatively  
16 minor nature that doesn't have projects which could use people  
17 on useful projects.

18 Now let me be specific:

19 This was suggested to me by someone who is familiar  
20 to most or a good many of you -- Marian Moschesky, who is well  
21 known, the librarian at the University of Washington, who said  
22 that in the Pacific Northwest in particular there is a need  
23 for better bibliographical control on fisheries. Material  
24 on fisheries is scattered all over the place and this would  
25 be extremely useful.

1 And another project is one -- a bibliographical  
2 and, to some extent, I suppose, a literary report, on the great  
3 geological and other surveys of the West, which are more or  
4 less buried in various government documents, and that these  
5 some of them are still in manuscript, as a matter of fact,  
6 and that this kind of a project could well accomplish as much,  
7 as you may be aware, as the W. P. A. projects back of the  
8 federal guide nature, back in the thirties.

9 But, on the whole, I would stick by my testimony  
10 and I would be very happy to answer questions, as long as none  
11 of you happen to be library deans!

12 (Laughter.)

13 THE CHAIRMAN: All right.

14 O. K., Carlos.

15 DR. CUADRA: I am interested in the computerized  
16 union catalogue access system.

17 I would be interested in hearing a little more about  
18 how many regions you think we are talking about, and how many  
19 key resources within each region, and how the people actually  
20 operate -- that is, how would users use it?

21 MR. OBOLER: Well, I will be very provincial and  
22 talk about the Pacific Northwest rather than the entire United  
23 States.

24 The Pacific Northwest Bibliographic Center at pre-  
25 sent is a set of cards, millions upon millions of cards which

1 have accumulated through the years from some forty to forty-  
2 five libraries which continue to contribute cards -- and  
3 simply having cards these days isn't sufficient, particularly  
4 since the cards are arranged in author -- and as all of you  
5 know who have used libraries the definition of what is an  
6 author is quite a difficult proposition, and if you are look-  
7 ing for material in a particular subject area, it is a good  
8 deal easier if you have what we call a divided catalogue and  
9 a computerized arrangement, which would be done by subject.  
10 I can speak of very, very current knowledge, that it is very  
11 useful because we have just gotten one for our own four thou-  
12 sand serials, our own periodicals and each come in regularly,  
13 at Idaho State; put on computer, and it is a revelation to  
14 find out that there are publications which are called, let's  
15 say, to give a title "Pharos" -- P-h-a-r-o-s -- unless you  
16 happen to know the Greek, and I know even less, you wouldn't  
17 know what "Pharos" was about, but it happened to have material  
18 on a great many different areas.

19 Well, when it is analyzed by subject, and you know  
20 that, you check and find out that if you look in "Pharos", you  
21 find material on a particular subject.

22 So the computerized catalogue will enable a subject  
23 approach.

24 Now as far as the mechanics of it, I am of a gen-  
25 eration which is not mechanized -- "humanist", I suppose, is



1 the word, and I would be the worst person to advise you on,  
2 it, perhaps.

3 THE CHAIRMAN: Andy.

4 COLONEL AINES: Reading your documents, I am rather  
5 titillated by your commentary about the cloud cuckoo land of  
6 the future that apparently you term some of the approach of the  
7 libraries of today.

8 Also, in reading this paper of yours, I get the  
9 impression that you are much more interested in regional co-  
10 operative efforts than you are in worrying about the national  
11 picture. I may be incorrect on that.

12 MR. OBOLER: Well, I have worried about the national  
13 picture.

14 COLONEL AINES: Could you take off on both of those  
15 thoughts?

16 MR. OBOLER: Yes, I have worried about the national  
17 picture at times, but I find that it is a constant process --  
18 I listened to the last individuals' contributions to this  
19 discussion, these hearings -- between very parochial individual  
20 knowledge and some idea that you are going to tell the world  
21 what to do.

22 And I have found a great deal of trouble in telling  
23 a few -- oh, some three hundred professors -- what to do with  
24 Idaho State, or telling five or six hundred librarians what  
25 to do in Idaho, and several thousand in the Pacific Northwest.

1 I have been in charge of some national things, and I find that  
2 they always come down to -- you have to break them down. You  
3 just don't do things on a grandiose national level. It just  
4 doesn't work that way.

5 Even our President -- I almost said "our new Presi-  
6 dent" -- our revived President has given us the idea of rev-  
7 enue sharing, which comes down to a little county gets so many  
8 dollars and can give it out, or the little State of Idaho can  
9 give out so many dollars on the state level.

10 So that I am concerned with those two approaches.  
11 that we, at last, stick to a regional approach. And this  
12 has been done on a national level in water resources. It has  
13 been done in many other areas. And so I think that it is ap-  
14 propriate.

15 And in reply to your comment about cloud cuckoo  
16 land, I suppose I like Aristophanes -- that is one reason I  
17 used the reference -- but I have been bemused and amused by  
18 the librarians in particular who can't take care of their own  
19 knitting this year, but who know how to take care of your  
20 knitting ten years from now, or twenty, or thirty, or forty.  
21 I have done my own share of predicting. It is a lovely thing  
22 to do. But I think that it is more an exercise in futility  
23 than anything else when, in the long run, none of us will be  
24 here.

25 (Laughter.)

1. And let's straighten up and do what we are going  
2 to be doing right now.

3 MR. LERNER: Well, my question really is part of  
4 the same one.

5 And that is, you know, should we be thinking, should  
6 this Commission in fact be thinking about today's problems?  
7 Or should the Commission be thinking about the problems thirty  
8 and forty years from now?

9 I think this is one of the main things that we have  
10 to think about in terms of priorities, and I would like to get  
11 your feeling on that.

12 MR. OBOLER: Well, there are two possible answers,  
13 to that -- both equally valid in my judgement:

14 One would be to say that if you as a Commission  
15 have been designated to do planning -- and that seems to be  
16 the general tenor; I read the general charge to the Commission  
17 as a result of the Advisory Commission -- if you are designated  
18 to do planning, you can interpret that in several ways:

19 You can plan on a short term.

20 You can plan on a long term.

21 But the dangers are implicit in both. If you plan  
22 for tomorrow in the exact sense of Thursday, you don't know  
23 what is going to happen any more than you know what is going  
24 to happen in the next minute. I might suddenly go berserk and  
25 tear off my disguise and turn out to be superman!

(laughter.)

1  
2 But in the long run, you can foresee some trends  
3 and I am wary of the word "plan". I remember a Five Year Plan  
4 of Poletka that came out of Russia in the thirties, and it  
5 still hasn't been carried out now in the seventies.

6 I remember Planning Commissions in various areas  
7 that have put out such cloud cuckoo land ideas that they are  
8 just -- I have to use the word: I am an idealist myself -- but  
9 impracticable.

10 So my second answer -- to get back to the speci-  
11 fics -- is that I would favor thinking in reasonably lengthy  
12 terms. I don't think thirty or forty years is reasonable in  
13 the information science field. You go back thirty or forty years  
14 and see just how you could have guessed what is happening in  
15 the seventies: You just couldn't -- no way!

16 THE CHAIRMAN: I have a friend who is on the Com-  
17 mission for the Year 2000, and they did a study of all of the  
18 past Commissions that predicted what was going to happen, and  
19 they found that they not only didn't predict what would happen,  
20 they were wrong about all of the things that they thought would  
21 happen.

22 So if you go beyond five or ten years, you are on  
23 very thin ice. It bears out your rule.

24 Mr. Lorenz. One or two more questions and then we  
25 must move on.

1 MR. LORENZ: Being specific then, Eli, what would  
2 you see as the role of the Commission in the field of library  
3 education, as you pointed out?

4 MR. OBOLER: Well, in library education, I suppose  
5 that the best way to educate librarians is in terms of what  
6 I would call the basic materials that have been librarianship  
7 since the days of King Tut. If the cuneiform tablets were  
8 assembled in one place, somebody had to put them in some kind  
9 of an order, somebody had to see to it that there was a way  
10 of keeping track when they went out and when they came back --  
11 very basic things in librarianship. When I went to the Univ-  
12 ersity of Chicago Library School it was called the "core cur-  
13 rriculum", with which I am sure you are familiar, John.

14 And the core of librarianship is still, in my judge-  
15 ment, a very simple thing. Library education, in trying to  
16 teach people to be what? Computer specialists and people who  
17 can run networks and you go on an on with all of the ramifi-  
18 cations -- in that short year that you have them, to get their  
19 degree in library science, it is, in my judgement, biting off  
20 a good deal more than it could chew.

21 And I would favor a library education that stuck to  
22 librarianship.

23 If people want to learn about sociology, if they  
24 have to take care of the unreached -- and, by the way, that  
25 is one of the things that I did really omit in my discussion

1 and I think that it is significant, that we have to take  
2 care of the unreached, whether they are unreached because they  
3 aren't able to read, or because they are a particular minority  
4 group or because they are poor or whatever, that is important  
5 and I overlooked it.

6 But getting back, the important thing for library  
7 education in America in this generation -- or in any genera-  
8 tion, I would guess -- is to make sure that the people who  
9 work in libraries know the basis about librarianship, which  
10 I don't think will change, no matter whether the information  
11 is conveyed through a resources center, or through a computer,  
12 or whatever system -- some way will have to be found of keep-  
13 ing materials in order, of adding to it, of taking away from  
14 it if necessary, and finally of getting it to the people who  
15 need it.

16 And as I said or expressed, I don't think this is  
17 quite original, "The right book for the right person at the  
18 right time" -- that dates back a while, and it is still good  
19 today. All you have to do is change the word "book" to what-  
20 ever fancy title you want to use, but the right reading or  
21 viewing material for the right person at the right time is  
22 still the basic need of librarianship and still what library  
23 education should be training people for.

24 THE CHAIRMAN: All right, we are running a little  
25 bit behind, so I just want to thank you, and I think we will

1 proceed with the next witness.

2 MR. OBOLER: Thank you.

3 THE CHAIRMAN: That is Mr. John Anderson, the City  
4 Librarian.

5 Whereupon

6 JOHN ANDERSON

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

9 THE CHAIRMAN: Are you going to start off with a  
10 statement of your own, Mr. Anderson, or would you like us to  
11 proceed right to the question and answer period?

12 MR. ANDERSON: Dr. Burkhardt, I would like to just  
13 reinforce maybe two or three items in my testimony submitted  
14 to you.

15 I have tried to concentrate on the issues that maybe  
16 primarily confront urban libraries, and I will try to still  
17 stick with that point of view although I have many other con-  
18 cerns that I would normally like to talk about.

19 I think that what I want to reinforce is that large  
20 urban libraries are not being used to their full potential in  
21 this nation with remarkably few exceptions. I think that we  
22 have been used to, in the traditions of librarianship on the  
23 public library level to look to the large city libraries, some  
24 of which have been developed over many years, as being library  
25 leaders, and I don't think that we can do that any more. I

1 think that is a myth -- again with very few exceptions -- not  
2 because large urban libraries lack leadership potential or  
3 capacity, but because most urban libraries are facing cutbacks,  
4 are having to retrench, are having to do things that don't lend  
5 particularly to providing leadership in today's world of li-  
6 brarianship. And I regret that this is true and I think that  
7 something needs to be done about it. /

8 I do see also on the national level a real lack of  
9 coordinated library planning. Someone has to do it, I think.  
10 We build the library system in an uncoordinated way of all  
11 kinds of libraries and our priorities and our tax resources,  
12 I think, have to dictate some kind of better coordination.

13 I indicated in my testimony that I felt that a sig-  
14 nificant study should be made on the financing of libraries.  
15 I think I used the term "public libraries" but I would include  
16 all libraries.

17 I think that in California we are witnessing the  
18 fact that public libraries are not the only libraries that are  
19 facing financial restrictions and problems in terms of their  
20 upkeep and development.

21 I would ask for some re-thinking along that line  
22 in terms of the federal commitment to aid to libraries that  
23 has been based on demonstrations, that has been based on aug-  
24 menting or helping local units, and I sincerely believe that  
25 that point of view might be changed, and that the federal



1 government, has a continuing commitment for library service,  
2 and that it should define that, we should define that contin-  
3 uing commitment.

4 I suggested in the testimony, one type of continuing  
5 commitment, if there is a commitment to a base network of in-  
6 formation centers -- I suggested that large urban libraries  
7 could serve as keystones in this particular matter, that this  
8 could be a continuing federal commitment in terms of financial  
9 alternatives.

10 THE CHAIRMAN: I think you make that point very well,  
11 and I think that it is easily understandable that from the point  
12 of view of the national resources the large urban libraries  
13 are definitely big resource centers.

14 However, when you start the problem of financing a  
15 national plan, you indicate that they are so important that  
16 a fifty-fifty federal funding formula would be a reasonable  
17 one.

18 I think that the problem is to define the criteria  
19 for federal funding and what and how one would justify it. As  
20 I say, I agree with you in an abstract way, but when it comes  
21 to defining which libraries actually should have the federal,  
22 sharing and which should not, you can see the problem of what  
23 criteria you use. So as a practical matter, it would be aw-  
24 fully hard to work out, and I wondered if you had any thoughts  
25 along that line.

1                   How should one say, "These libraries should be se-  
2 lected in the national libraries resource planning as federally  
3 supported and these not"? I am sure, as a political problem,  
4 you see the difficulties right away.

5                   MR. ANDERSON: Absolutely. I don't have a ready-  
6 made answer for it.

7                   I think that some serious study and brainstorming  
8 needs to be done, and that even with that there are going to  
9 be conflicting points of view about it.

10                   I suggest urban libraries, the large urban librar-  
11 ies, because they seem at this point to be the most accessible  
12 large reservoirs of material. They seem to be used by the  
13 greatest variety of people because they are in urban centers,  
14 which are still viable in most cases. They are freely accessible  
15 by all kinds of people, without many restrictions, if any.  
16 And so that is why I suggest this.

17                   I know that the federal government often uses the  
18 term "the great cities". Then you have to argue about which  
19 are the great cities. But I am thinking about a relatively  
20 limited number.

21                   And I know that -- having been a librarian in subur-  
22 ban country, I know the attitudes and I don't necessarily  
23 disagree with them -- and I know that now that I am in a po-  
24 sition of being in a core city, there is envy and concern when  
25 we talk about significant amounts of money as to where it

1 should be placed. And there are legitimate arguments that it  
2 had better be spread widely, rather than concentrated.

3 But I see these large libraries as having spent  
4 many years of collecting very valuable resources and I see  
5 them now in the position of a decline, possibly -- actually in  
6 many cities -- and I am saying that here are years of effort,  
7 local effort mainly, that are in the potential of being very  
8 badly wasted.

9 THE CHAIRMAN: Mr. Lorenz.

10 MR. LORENZ: Specifically, John, what would the  
11 role of the San Francisco Public Library be in the California  
12 State system? How do you see that role being played?

13 MR. ANDERSON: Its present role -- I would see it  
14 as an extension of its present role, through the Bay Area Re-  
15 ference Center, which is the title we give to our grant through  
16 U. S. C. A. funds, Title One -- to extend high level reference  
17 service as a regional resource center to anyone, but, I think,  
18 in a realistic view, particularly to Northern California. And  
19 we are talking there about, oh, five to six to nine million  
20 people.

21 So I see this being further extended and refined.  
22 I see better arrangements with all kinds of libraries. We  
23 have informal arrangements now with university and special  
24 libraries, to some extent with the school and community college  
25 libraries. But I think that much more needs to be done. And

1. the State of California has developed a networking plan in-  
2. volving all kinds of libraries, which I think is very impor-  
3. tant.

4. We would serve not only as an area or geographical  
5. distribution point but, because of our size and character would  
6. also serve as a resource, a major resource center in a number  
7. of specialized areas. So I see that kind of a development  
8. coming.

9. DEAN DUNLAP: Do you mean to qualify this term "large  
10. urban libraries" to "large urban public libraries" to serve  
11. as a keystone, or would you admit both? Because I can follow  
12. you if you are going to say "large urban public libraries",  
13. but if you are going to admit universities, then you have got  
14. U. C. L. A. in Los Angeles, but you have got Stanford in Palo  
15. Alto, which is not an urban library.

16. So where do you go?

17. MR. ANDERSON: I was speaking at this point pri-  
18. marily of urban public libraries.

19. DEAN DUNLAP: I felt that was implied in your testimony  
20. but it was not so specified.

21. MR. ANDERSON: I think that it should not be ruled  
22. out on alternatives, in terms of cities. I think that the Bay  
23. Area, for instance, is particularly rich in library resources,  
24. if we put them all together, with Berkeley and Stanford, par-  
25. ticularly, and the public libraries in this area, and it needs

1 some real coordination.

2 But I see the city library -- in this case, San  
3 Francisco -- perhaps as serving as the instigator, the time  
4 gatherer, the motivator, and this kind of thing that would bring  
5 this about.

6 DEAN DUNLAP: And in New York, it would be the New  
7 York Public and not Columbia?

8 MR. ANDERSON: I would think so.

9 THE CHAIRMAN: Miss Scott.

10 MISS SCOTT: You said something here in your tes-  
11 timony. You even said that it was unnecessary to say it, but,  
12 I feel it was really important, and that is the recruitment of  
13 minorities to the profession.

14 How do you feel that this might be accomplished?  
15 Perhaps through the professional associations? Or by what other  
16 means would you suggest?

17 MR. ANDERSON: That is a difficult problem. The  
18 only solution that I can suggest at this point -- I mean, there  
19 are many, but we are going to have to work on all levels, but  
20 I suggest that we are going to have to recruit at the pre-pro-  
21 fessional level, and I think that probably a lot will have to  
22 be done in work study programs in order to find them, and as  
23 I look for minority staff members -- particularly in the West --  
24 I find very few in library schools. The demand is high; the  
25 supply is very low.

1 So I think that we have to get them into that posi-  
2 tion, and so I think that we have to do it probably by work  
3 study, in addition to scholarship programs that are pretty sub-  
4 stantial.

5 THE CHAIRMAN: Andy.

6 MR. LORENZ: Are you getting any federal funds to  
7 help you in this area?

8 MR. ANDERSON: San Francisco, no.

9 THE CHAIRMAN: Mr. Aines.

10 COLONEL AINES: In your testimony you talk about the  
11 value of experimenting with new organizational patterns, and  
12 you also tie to that the possibility that there be long-term  
13 demonstration funds provided for this purpose.

14 A short time ago, while we were having the diffi-  
15 culties with the New York Public Library, when we were all sort  
16 of wringing hands together, one of my friends said "Perhaps  
17 the best thing that could possibly happen would be that the  
18 large public libraries close down -- not close down with any  
19 desire for permanent closing down, but just as a demonstration  
20 to see what might happen." Then he thought and he said, "Gee,  
21 whiz, maybe we shouldn't do that. They may not notice!"

22 (Laughter.)

23 Now the question I have for you then is:

24 Recognizing the problem of the city libraries, if you  
25 will, the large urban libraries, recognizing that there is a

1 need for funding, for changes, and seeing that you are ready,  
2 to start demonstration actions -- what would you really in-  
3 clude as part of these demonstration experiments?

4 MR. ANDERSON: Again I don't have a pre-packaged  
5 plan, so my comment is theoretical.

6 It stems from the fact that most demonstration  
7 grants I have seen have been so small that the work, the idea  
8 has hardly a chance of succeeding, because of the small amount  
9 of money, and it isn't substantial enough to override all of  
10 the inherent objections and problems, politically speaking,  
11 as well as organizational problems.

12 I would be curious, you know, to see if in San  
13 Francisco we were given a grant of maybe a couple of million  
14 dollars rather than a couple of hundred thousand dollars and  
15 asked to reach a larger group of people, and to truly innovate,  
16 to see what we would do.

17 I don't know. We might try to establish what has  
18 already been proposed -- joint study and learning center --  
19 on a basis that it wasn't just trying one little one but several  
20 maybe quite large ones. And I haven't discussed this. I mean,  
21 this is purely off the top of my head.

22 I don't think that any library has truly been able  
23 to afford working with the electronic media in a capacity that  
24 would begin to prove something, whether it be cable television  
25 or video tape or just plain electronic intercommunication

1 within its traditional facility -- it hasn't had the money to  
2 do it.

3 So I am talking about really ~~some~~ massive amount  
4 of money, enough to really equal change. It doesn't -- if we  
5 were given a half million dollars, this in San Francisco would  
6 be less than ten per cent of our budget, and when you are on  
7 that scale, you are not moved to make very many radical changes,  
8 to go through the hell that you have to go through to try to  
9 make something happen, compared with larger amounts of money.  
10 So that is why I use that kind of illustration.

11 I didn't have any particular project in mind or  
12 particular way of doing it.

13 THE CHAIRMAN: Mr. Velde.

14 MR. VELDE: Yes. In the California networks, you  
15 said they include more than public libraries. In most states  
16 when they do, they are usually just for resource centers. Are  
17 your other than public libraries actually in the same network?

18 MR. ANDERSON: I am not sure that I fully understand  
19 your question.

20 The various types of libraries are in the network  
21 and, yes, the larger university library centers are either in  
22 the area or resource center capacity.

23 I am not --

24 MR. VELDE: You do consider it just one network?  
25 In the grants from the state, how do those work?



1 MR. ANDERSON: Well, this is a plan that isn't op-  
2 erational.

3 (Laughter.)

4 MR. VELDE: Oh?

5 MR. ANDERSON: It isn't funded and it isn't opera-  
6 tional.

7 THE CHAIRMAN: All right. Mr. Cuadra, and then Mrs.  
8 Moore.

9 DR. CUADRA: What is your reaction to the idea that  
10 revenue sharing funds could serve as a substitute to L. S. C. A.?

11 MR. ANDERSON: What is my reaction?

12 DR. CUADRA: Particularly with respect to San Fran-  
13 cisco.

14 MR. ANDERSON: Well, we are after revenue sharing  
15 funds in the belief that we will get some, but again this is  
16 dealing with it on a local priority basis, and I am a strong  
17 believer in local participation.

18 But I think that the issues are --

19 THE CHAIRMAN: It is the City Council that is going  
20 to decide about revenue sharing funds, isn't it?

21 MR. ANDERSON: Yes.

22 THE CHAIRMAN: As far as San Francisco is concerned?

23 MR. ANDERSON: Yes, and we have reason to believe  
24 that we will have something from this. But we are mixed with  
25 the local priorities, which are overwhelming for an urban center

1 has a concentration of problems beyond its economic means. And  
2 we are cast in this role.

3 THE CHAIRMAN: Mrs. Moore.

4 MR. ANDERSON: So I don't see -- I think that what  
5 you are asking is, is revenue sharing an answer? I don't think  
6 that it is an answer to library problems -- period.

7 THE CHAIRMAN: Mrs. Moore -- and this is the final  
8 question.

9 MRS. MOORE: Mr. Chairman, this has to do with  
10 Colonel Aines' question. Do you believe that -- I am trying to  
11 ask this so it won't be loaded!

12 (Laughter.)

13 Do you believe that libraries are in any worse sit-  
14 uation as public institutions than other social institutions  
15 at this point in time, say, public schools and other social  
16 institutions? Do you think our need to be understood and have  
17 our -- do you think our communication problem may be greater  
18 than other institutions? Or do you think we are on a par with  
19 public schools and other institutions?

20 MR. ANDERSON: I can't see that our plight, rela-  
21 tively speaking, is worse than other social institutions. I  
22 think that our communications problem is gigantic. For being  
23 specialists in communications, we seem to be on the short end  
24 of it in terms of public understanding. I think that we always  
25 have been.

MRS. MOORE: You think we are no better now?

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MR. ANDERSON: We are no better now, and maybe in some cases we are worse.

But I think that this is a prime problem.

THE CHAIRMAN: Well, thank you, Mr. Anderson. We appreciate very much your coming here.

We will hear now from Mr. John Mason.

Whereupon

JOHN MASON

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

THE CHAIRMAN: Mr. Mason is Prison Librarian at the Montana State Prison in Helena, and he will give us an entirely new perspective on things.

Now, please, Mr. Mason, would you like to add to or comment on your testimony that you have sent to us, or do you want us to go right into our questions?

MR. MASON: I would like to make a few remarks about our organizational setup.

I have been Montana State Prison Librarian since September, 1971; I am an employee of the State Library in Montana, and my boss, Richard Peale, is in charge of or is responsible for all of the institutional libraries in my state, and my library is not budgeted separately. It is budgeted together with all of the institutions.

1                   The prison -- as is the case with the other institu-  
2                   tions in Montana -- is not financially supporting the library  
3                   at all. It simply provides the physical space.

4                   That is about the extent of my remarks. Do you have  
5                   questions?

6                   THE CHAIRMAN: I was very much taken with your sen-  
7                   tence, Mr. Mason, that one should remember that prison library  
8                   patrons are apt not to be accustomed to libraries and, there-  
9                   fore, may be easily intimidated.

10                   (Laughter!)

11                   I think it is true but -- well, now, Mr. Lerner, did  
12                   you have questions?

13                   MR. LERNER: Well, the question I had was, your  
14                   funding through the Montana State Library -- you in fact work  
15                   for the Montana State Library?

16                   MR. MASON: That is true.

17                   MR. LERNER: Is this setup and this arrangement  
18                   regarding prison libraries a common one in other states or is  
19                   this unusual? Is this a particular setup that you have?

20                   MR. MASON: It varies widely.

21                   I am not an expert on the national scene, but I  
22                   can tell you that, say, this is the case in the State of Wash-  
23                   ington: the State Library is responsible. I think there are --  
24                   this is fairly common.

25                   On the other hand, say, in California, the Librarian

1 is an employee of the California State Department of Correc-  
2 tions.

8 THE CHAIRMAN: And you advocate very strongly that  
4 the support should come from extra-correctional sources?

5 MR. MASON: Yes, that is true.

6 THE CHAIRMAN: Separate and independent funding for  
7 libraries.

8 MR. LORENZ: Well, just why do you argue in that  
9 direction?

10 Isn't there a possibility that if these were cor-  
11 rectional funds primarily, that the institution might feel more  
12 of a responsibility for this service?

13 MR. MASON: Well, I imagine that arguments could  
14 be made in that direction. Basically, I think that there are  
15 two arguments:

16 The first one -- and the most important, in my op-  
17 inion -- is that I think that there is a basic conflict of  
18 interest which may arise. This is particularly in the case of  
19 legal materials.

20 The best example I can think of is, say a man wishes  
21 to throw a writ on the prison, he feels that the prison has  
22 violated his civil rights in some way and he wishes to get  
23 materials for this and to have a good law library in the prison  
24 so that he may do this, if he wishes. Well, naturally, you  
25 wouldn't be expecting the prison to assist in a suit against

1 itself.

2           The second reason that I think that the prisons  
3 should not administer libraries themselves is that they are  
4 basically security institutions as the prison system today is  
5 set up -- it is largely security oriented, and librarianship  
6 is, I think everyone will agree, a service, and you have just  
7 a basic conflict in purpose there.

8           THE CHAIRMAN: Mr. Velde.

9           MR. VELDE: I was quite interested in your statement  
10 because I spent a month at Deer Lodge on a voluntary basis.

11           (Laughter.)

12           But I was kind of worried about how much law and  
13 how much direction legally a librarian should try to give the  
14 prisoners.

15           MR. MASON: That is a very interesting thing.

16           Celeste McCloud in her extremely interesting good  
17 article for L. J., for November, I believe it was, mentioned  
18 that librarians traditionally are rather worried that perhaps  
19 they may overstep their position and get into practicing law  
20 without a license, which is a rather serious offense.

21           I would tend to take her position that the librarian  
22 should provide materials and show the man as much as he can  
23 how to use them and give as much assistance as he can, but not  
24 actually try to elucidate the law or provide information --  
25 you know, try to provide an interpretation.

1 One thing that I have tried to get going in the  
2 library with no luck at all is some sort of training program  
3 for the inmates. I would like very much, say, to get a lawyer  
4 in -- or, at least, a law student -- to show them how to use  
5 the materials.

6 I mentioned in my testimony that I think that the  
7 prison librarian should have some sort of legal training, and  
8 this is an unfortunate thing about my background. I just don't  
9 have.

10 MR. VELDE: There should be quite a few lawyers in  
11 prison, shouldn't there?

12 (Laughter.)

13 THE CHAIRMAN: Although, Mr. Mason, you do empha-  
14 size the recreational and the self-education aspect of the  
15 prison libraries, you place so much weight and emphasis on the  
16 legal, access to the legal documents. Is this, in your mind,  
17 the priority for prison libraries now in staffing and acquisi-  
18 tioning? Is it a big enough problem, is the demand big enough  
19 for this kind of material that you really feel that it has a  
20 first priority?

21 MR. MASON: Well, it is very difficult to assign  
22 priorities. I mean, as far as -- if you do it on a demand  
23 basis in my library, the greatest demand would be by a man  
24 who comes in and wishes to read a western story.

25 THE CHAIRMAN: Escape!

1 (Laughter.)

2 MR. MASON: Yes, right -- recreation. And this,  
3 I think, traditionally prison libraries have been strongest  
4 in this; Zane Gray has always been the staple of the prison  
5 library.

6 (Laughter.)

7 But I think that, well, probably a fairly small  
8 percentage of the people in a prison would actually use legal  
9 materials, perhaps, oh, twenty per cent, and a large -- a  
10 somewhat larger percentage would rely, unfortunately, rather  
11 heavily on what "jailhouse lawyers" say to them, instead of  
12 using the materials themselves.

13 But I think that it is also true that a lot of  
14 people who go to prison, although they may be complaining about  
15 injustice and so forth, you know, would understand, they would  
16 have no particular reason -- they would assume that their  
17 conviction was sound and that there was no way of beating it  
18 and just do their time.

19 THE CHAIRMAN: Yes. Cathy.

20 MISS SCOTT: Are you allowed to accept materials by  
21 gift and exchange?

22 MR. MASON: Yes.

23 MISS SCOTT: I mean, do you rely on this at all?  
24 I saw the National Geographic -- that is the reason, and I  
25 wondered.



1 MR. MASON: Yes, we have gotten a lot of good things,  
2 a very generous gift by a lawyer of American Jurisprudence and  
3 Corpus Juris Secundum.

4 MISS SCOTT: Yes.

5 MR. MASON: We have done very well with the univer-  
6 sities. And last spring some of the university students con-  
7 ducted a book drive and got us a lot of textbooks, but, of  
8 course, our major -- you know, that is just peripheral.

9 MISS SCOTT: Yes.

10 MR. MASON: Our major sources are funded.

11 THE CHAIRMAN: Yes?

12 COLONEL AINES: I have been in contact with many  
13 librarians during my lifetime, but this is the first time with  
14 a prison librarian. And reading your statements it is reassuring,  
15 the warmth and concern that you have for your patrons.  
16 I am concerned, however, about two things:

17 First, your belief that the library should be run  
18 by outside agencies, and its practicality -- just plain prac-  
19 ticality -- people being what they are and people in authority  
20 being who they are, I just wonder whether this is a sort of a  
21 wishful hope, if you will.

22 And the second problem that I have in reading your  
23 material is that you make a statement in here that peace and  
24 quiet tend to be middle class ideals and they make patrons from  
25 other strata uncomfortable. That, of course, is in connection

1 with that other statement that you made that prison library  
2 patrons are apt not to be accustomed to libraries and may be  
3 intimidated, so you are not asking for anything revolutionary  
4 there, and I recognize this.

5 (Laughter.)

6 But these two comments, I wonder if you would be  
7 willing to just think about them and say what you believe?

8 MR. MASON: Well, the --

9 COLONEL AINES: First, with authority.

10 MR. MASON: As far as the first one is concerned,  
11 I don't think that this is a pipe dream at all.

12 However, I wish I had exact statistics on library  
13 setups throughout the country, but I know that some of the most  
14 successful ones have been, you know, Walla Walla --

15 A VOICE: Couldn't hear you.

16 COLONEL AINES: Walla Walla, did you say?

17 MR. MASON: Right.

18 THE CHAIRMAN: It is already working in your state.  
19 I mean, your particular library is an instance of it.

20 MR. MASON: Yes, I don't want to sound immodest.

21 THE CHAIRMAN: Well, you made it quite clear.

22 MR. MASON: I won't admit that it is a bed of roses  
23 because you do have the problem of working for two bosses. I  
24 mean, I am employed by the state library but at the same time  
25 there are security measures which come in.

1 As an example of this, we have a hi-fi system,  
2 and the men very much like in the summer months when it is  
3 warm, they like to have the hi-fi, the speakers, placed in  
4 the windows of the library so that they can go out in the yard  
5 and listen to rock music. They really like this a lot. So  
6 we do that.

7 But I have had a lot of trouble with guards who will  
8 complain that the noise is so loud that if a fight were to start  
9 in the yard, they couldn't hear it, or something like that.  
10 So, you know, there are all kinds of detailed negotiations  
11 about where the knob of the speaker is going to go.

12 (Laughter.)

13 But I think that if you compared the record, I  
14 think that you would find that the outside agency is superior.  
15 I hate to get back to a case at law, but I don't know if you  
16 are familiar with it, but the cases of Gilmore versus Lynch  
17 and, let's see, Younger versus Gilmore. These were cases  
18 in California which resulted from the attempt by the California  
19 Department of Corrections to reduce the law collection in each,  
20 or it might mean -- at any rate to standardize the law collec-  
21 tion to twelve different works in the institution and throw  
22 all the rest of it, of the works, out. They wanted a standard  
23 collection for each institution in the state. And this case  
24 went to the California Supreme Court, and finally to the U. S.  
25 Supreme Court, and it was decided in favor of the prisoners,

1 who brought this as a class action.

2 Well, this way, you know, a lot of law books were  
3 thrown away in this process and it cost the State of California  
4 an awful lot of money, and it is the type of attitude which  
5 would permit somebody just to go into a law collection and  
6 throw away countless numbers of books in favor of having a  
7 nice standardized collection.

8 This is, to my way of thinking, this is not li-  
9 brarianship, and it is what happens when you have somebody  
10 who is definitely opposed to the practice of law and, you  
11 know, trying to use institutional authority to put this idea  
12 through.

13 THE CHAIRMAN: Well, Mr. Mason, I am afraid the  
14 clock is moving on and we must get on.

15 But I do want to announce for the benefit of the  
16 people here that Mr. Mason also sent, along with his own testi-  
17 mony, a statement on the uses and functions of the Montana  
18 State Prison Library, written by an inmate, a man who has been  
19 there for six years. It is a very helpful, first-hand account,  
20 and I want to thank you for having sent it along. We will  
21 certainly make it a part of our record.

22 Thank you. Right. Can we now hear from Mary Louise  
23 Stong?

24 Whereupon

25 MARY LOUISE STONG

1 was called as a witness, and was examined and testified as  
2 follows:

3 THE CHAIRMAN: I don't imagine Miss Stong needs much  
4 introduction to this community. Her efforts to this community  
5 on behalf of the public library are well known and much appre-  
6 ciated.

7 Now would you like to add to the statement you have  
8 sent us, Miss Stong? Or would you want us to just put questions  
9 to you right off?

10 MISS STONG: Well, I have one short comment that  
11 I would like to make -- there are many that I could make, but  
12 one short one:

13 And that is that I hope that you will try to get as  
14 much national coverage through the news media of whatever  
15 findings and recommendations you have, because I feel that  
16 libraries are really just hidden under a bushel basket or  
17 something, and not getting the publicity they need. They are  
18 being ignored by the legislators at the state and national  
19 level, and we need as much publicity as we can possibly get.

20 THE CHAIRMAN: Well, we agree, and we keep trying  
21 and, as you know, it is an uphill struggle.

22 Mr. Lerner has this interest very much in mind, and  
23 he is a member of the Commission and he is a newspaper pub-  
24 lisher.

25 MISS STONG: I was delighted to hear that last

1 last night!

2 (Laughter.)

3 THE CHAIRMAN: He has been very helpful to us, but  
4 it is hard, as you know.

5 MISS STONG Yes.

6 THE CHAIRMAN: It does not seem to have a high pri-  
7 ority with newspaper people, We must keep trying.

8 Now, Mr. Lorenz.

9 MR. LORENZ: In doing your successful lobbying for  
10 the San Francisco Public Library, Miss Stong, what have you  
11 found to be effective points that can be made in getting  
12 response?

13 MISS STONG: Well, I think that the most effective  
14 point is how citizens want their tax dollars spent. I think  
15 that this is the point that I was trying to emphasize in my  
16 testimony, is that the library profession has stressed what  
17 the needs of the libraries are to do a job, but there are many  
18 needs.

19 Mr. Anderson, who was mentioning revenue sharing,  
20 spoke about the great numbers of requests that there are in the  
21 city for the revenue sharing funds. The first year I think  
22 it would be nineteen million dollars and they have received  
23 seventy-five million dollars in requests, so it is a case of  
24 trying to assign priorities and trying to divide up the tax  
25 dollars -- either the city property tax dollars or the revenue

69  
1° sharing tax dollars.

2           And citizens are the only ones who can really get  
3 the word to the legislatures and tell them how they want their  
4 tax dollar divided, and what in their minds are the priorities.  
5 If you are threatened with the middle class moving out of San  
6 Francisco, and they come to City Hall and say "We want good  
7 branch libraries, we want a good main library" -- this is impor-  
8 tant to the legislators.

9           THE CHAIRMAN: How do you mobilize citizen opinion  
10 on establishing priorities when you think of all of the very  
11 important things in the city that people think money should  
12 be spent on -- added police protection, better transportation,  
13 welfare, minorities, drug abuse -- all of these things? Librar-  
14 ies are one of fifteen -- all very important problems. How  
15 do you get them to balance and come forward with libraries as  
16 really being in there?

17           MISS STONG: They have to be aware of the fact that  
18 there is a problem to begin with. I think we have had citizen  
19 concern expressed in this city for many years now, simply by  
20 going out to neighborhood leaders and to community leaders and  
21 helping them to understand the problem of a library.

22           The Friends have been able to educate people.  
23 They didn't lobby, except in a very minimal amount, in past  
24 years because of the tax problems, but they can do a tremendous  
25 job of educating people and involving community leaders and

1 making them aware of the libraries' problems.

2 This year we have had a great assist. The library  
3 was threatened to close -- the Library Commission threatened  
4 to close three branch libraries and this just brought the house  
5 down. The Library Commission received petitions with 19,000  
6 names on them for these three little branches out of our twenty-  
7 seven branches in the City.

8 So then when we had a fire in another branch library  
9 later on, and I was talking to one of the supervisors, he told  
10 me that he had had more mail on the Ortega Branch fire than  
11 he had had on anything but the sewer tax!

12 (Laughter.)

13 Now the other way is we just have to have assis-  
14 tance, and Grace MacDuff is here and, I hope, can speak later  
15 and she has been tremendous in getting cooperation from the  
16 newspapers and worked closely in developing good cooperation  
17 with the newspapers, and we got into the problem, the overall  
18 problem, of the library.

19 THE CHAIRMAN: Lou.

20 MR. LERNER: Well, I think that the real problem  
21 here is, do we always go in terms of funding of public librari-  
22 es today right to the brink of disaster and then have to come  
23 back from there? Do we have to go to closing down branches  
24 or cutting back hours? One burned down -- how to get it back?  
25 Is it necessary next year to do that and the year after and the  
year after that?



1                   What are the possibilities for the future?

2                   MISS STONG. I think that this is another place that  
3 federal funding could be helpful is in -- right now we would  
4 like to show the city what good service is, with a couple of  
5 pilot libraries that would demonstrate offensive planning,  
6 not defensive funding.

7                   (Laughter.)

8                   That is what we are continually faced with. I just  
9 agree with you so heartily! I think that this is the kind of  
10 thing that could be very helpful, because I think that it is  
11 a thing to be hard to get it out of city revenue sharing.

12                  THE CHAIRMAN. Are there any plans for changing  
13 the tax base to finance the libraries in California?

14                  MISS STONG. Well, there is a proposal -- and we  
15 talked to some of you about this last night and, oh, my, there  
16 is a public library network in California now. The funding  
17 of it is presently being supplied almost entirely by the local  
18 government agencies making up these regional networks. This  
19 is utterly unsatisfactory. There is no equitable way of  
20 assessing charges back to the local agencies. Really, the  
21 smallest little community is the one who needs the most ser-  
22 vice.

23                  The biggest community is the one who furnishes the  
24 most services outside, and yet they are the ones with the  
25 biggest tax base.

1           There is the crunch on the local property tax, and  
2 the present state tax plans seem to indicate that it is going  
3 to get worse, not better. There is a natural reluctance to  
4 take tax dollars out of a local jurisdiction into a system;  
5 you simply have to have state and federal funds to make these  
6 systems work. You can't fund them from the local tax base.

7           THE CHAIRMAN: Lou.

8           MR. IERNER: What is the relationship of the San  
9 Francisco Public Library to public libraries in the surrounding  
10 areas?

11           Can a suburbanite, you know, use your library?  
12 Can a San Franciscan use a suburban library? What are the  
13 restrictions on use?

14           MISS STONG: I can't answer for the suburban librari-  
15 es and what their restrictions are, but I hope I can answer  
16 correctly for the San Francisco one:

17           There is a charge for an outside -- anyone on the  
18 outside coming in, and this includes people working in San  
19 Francisco, and businesses that pay taxes here. They have to  
20 pay a charge to use our public library, anyone from the out-  
21 side of San Francisco.

22           However, through the Bay Area Reference and your  
23 own local library, someone living in San Mateo can get a book  
24 from the San Francisco Public Library through the San Mateo  
25 library, and someone in San Francisco can get a book from the

1 San Mateo library by going to the San Francisco library and  
2 getting it without any charge.

3 THE CHAIRMAN: Carlos.

4 DR. CUADRA: In the commercial marketplace, as  
5 everyone knows, the products that people want succeed and  
6 those that they don't want fail, and it is sort of -- the buyer  
7 decides.

8 I wonder what it is about library service that  
9 makes it necessary to have to mobilize support. Is the ser-  
10 vice somehow that subtle? Or is there not really the kind of  
11 demand that generates its own support?

12 MISS STONG: I am not quite sure what the answer  
13 is, but I do query this having to mobilize support as being  
14 unique to libraries. I certainly think that the schools have  
15 been forced to mobilize support, and they have been perhaps  
16 much more active in doing it. Now why, I don't know. I do  
17 think that the schools are the first thing that come to people's  
18 minds, but I think that the schools don't -- didn't just get  
19 greater financing even though it may not be enough.

20 When we were out in Sacramento Monday, and we were  
21 in the Department of Education, I said "Every time I look at  
22 this budget in the Education Department, I see \$800,000 --  
23 and all of these millions and only \$800,000 for our library  
24 systems in California, I just get mad that, you know, librar-  
25 ies aren't doing better." I don't get mad that schools are

1 getting it; you know, this is great that they are getting it;  
2 they need it. But I just get mad that libraries aren't getting  
3 more.

4 And the man that we were talking to said, "Well,  
5 the reason is that people aren't making enough clamor, and  
6 this is what they have got to do." And I think we have got to  
7 educate them to this clamor.

8 THE CHAIRMAN: Was it in your testimony or some-  
9 one else's that mentioned that the \$800,000 that did come was  
10 only a fraction of what had been expected?

11 MISS STONG: Oh, yes.

12 THE CHAIRMAN: That it was supposed to have produced  
13 ten million dollars?

14 MISS STONG: Right, it was supposed to be about  
15 nine million dollars this year when the legislation was ori-  
16 ginally passed in '63.

17 THE CHAIRMAN: O. K., Kitty.

18 MISS SCOTT: You spoke about your pilot libraries  
19 and demonstrations.

20 MISS STONG: Yes.

21 MISS SCOTT: Could you name what services you think  
22 are lacking now? Is it the fact that they are not giving in-  
23 formation service?

24 MISS STONG: Well --

25 MISS SCOTT: Or serving the center for information?

1           MISS STONG: I think this is certainly true. If  
2 you go to many of our libraries, they are old -- and I love  
3 them, in many ways -- but I am a library user, and I think  
4 that they tend to not go out and bring in the non-user, which  
5 would be one of the objectives, certainly.

6           Another would be to try and incorporate more types  
7 of information than we presently are incorporating and faster  
8 access to information.

9           I think that one of the most exciting things that  
10 could be done would be to make the main library information  
11 perhaps more available to branch library users. I think that  
12 they are not presently aware of much information that is avail-  
13 able to them. I go out into the neighborhoods and I hear  
14 them say that "We go buy books because we can't get them through  
15 the branch." Well, I think that they could, if they knew --  
16 you know.

17           THE CHAIRMAN: Bessie -- unless, Chuck, is your  
18 question directly on this?

19           MR. STEVENS: Yes.

20           THE CHAIRMAN: O. K.

21           MR. STEVENS: Thank you.

22           One of the things that I have learned about chil-  
23 dren's services here in San Francisco is that in the twenty-  
24 seven branches -- if that is the right number -- there are  
25 too few children's librarians, and I believe that speaks to

1 THE CHAIRMAN: Three thousand?

2 MS. WHEELER: Yes.

3 THE CHAIRMAN: So your statistics here are quite  
4 good. If you are getting a circulation of 600 or more, you are  
5 making good progress.

6 You also referred to Indian books, meaning Indian  
7 oriented to Indian problems and looking at the problems from  
8 the Indian perspective, is that what you mean? You don't mean  
9 books in the Indian languages?

10 MS. WHEELER: Yes and no.

11 We would like to have some books, you know, in other  
12 languages, and we also would like to have some books, you know,  
13 that are just good Indian books -- I mean, you know, books  
14 about the forefathers, what the forefathers have done.

15 THE CHAIRMAN: Yes.

16 MS. WHEELER: And some fiction and the like.

17 THE CHAIRMAN: Now, you know, in most of these,  
18 the Indians in these communities don't have a written language,  
19 do they?

20 That is where the audio-visual service would be  
21 very important.

22 MS. WHEELER: That is the way it has been.

23 THE CHAIRMAN: Do the members of the Commission want  
24 to ask Ms. Wheeler some questions?

25 John.

1 then Lou.

2 COLONEL AINES: I would like to return to Dr.  
3 Cuadra's question because, somehow or other, I feel that when  
4 a constituency leaves, that when your funds begin to dwindle,  
5 and you ask yourself a question, "Can I actually create at this  
6 particular moment, with the whims of the public, the kind of  
7 organization, the kind of institution that I now have, in  
8 terms of the public demand, if you will, " there is something  
9 tied into that which makes it a little bit tougher than simply  
10 saying "We have got to pound the drums and get our good share  
11 of the funds that other groups are getting".

12 There has to be something of a market there that  
13 cries out for service.

14 MISS STONG: I think there is.

15 COLONEL AINES: I know you have thought about this.  
16 Would you be willing to say a little bit more about it?

17 MISS STONG: Yes, this is what I, you know, really  
18 have -- what I am saying is there is a market, people do want  
19 the service. We definitely have seen that. I just don't  
20 think there is any question about that.

21 THE CHAIRMAN: Lou and then John.

22 MR. LERNER: At the last meeting of the Commission,  
23 we had some testimony or someone suggested that one way to  
24 solve the problem of library funding would be in fact to  
25 charge people for the use of libraries, and people who couldn't

1 afford it, well, we would give them library stamps, as we  
2 give people food stamps or information stamps or whatever it  
3 would be.

4 Would you comment on that concept of charging for  
5 library use?

6 MISS STONG: I would be happy to. I commented on  
7 it -- I hadn't heard of the food stamp idea, but I commented  
8 on it in my testimony that I think it would be the downfall  
9 of civilization, I guess!

10 (Laughter.)

11 I just think that free libraries are the basis of  
12 our democracy and education in this country, and that it would  
13 be the most terrible thing that ever happened. I think that  
14 one of the neatest ways of expressing it is that it is simply  
15 another form of taxation, and that it is not an equitable form  
16 of taxation really, when you do it that way. You keep out  
17 the ones who perhaps have library usage as a low priority  
18 but this doesn't necessarily mean that their requirements  
19 aren't there.

20 And I think that this is just -- there is no way  
21 around this particular question -- it is just tragedy when you  
22 do that.

23 THE CHAIRMAN: We have got time for one more ques-  
24 tion. John,

25 MR. LORENZ: As I gather from what you say, Miss



1 Stong, you feel that most people want good libraries because  
2 it is part of their definition of what a good community or a  
3 good neighborhood must have.

4 And now can you go a bit further and generalize  
5 perhaps in terms of when they think of a good library, what  
6 is their concept of a good library, and what that service should  
7 be?

8 MISS STONG: I would like to, before I go into that,  
9 I would like to say that I think it is much further than just  
10 neighborhoods because I think that in San Francisco we are  
11 headquarters for a large number of citizens groups that are  
12 vitally dependent upon libraries, and that the needs here extend  
13 far beyond the neighborhoods.

14 I have talked about this in terms of arousing citi-  
15 zens' concern because that is where the vast number of citi-  
16 zens are, but certainly it is great.

17 I think that the quick access to information is how  
18 people evaluate whether or not they can get what they want.

19 MR. LORENZ: Yes.

20 MISS STONG: This is how they evaluate whether or  
21 not their services are good.

22 MR. LORENZ: So it is on the information side, rather  
23 than the recreational side?

24 MISS STONG: I would say definitely in San Francis-  
25 co it is, yes. This is a very highly educated city, and, you

1 know, I think we have the highest number of college graduates  
2 and this kind of thing of most any city in the country,

3 THE CHAIRMAN: Well, thank you very much, Miss  
4 Stong.

5 We would like next to hear from Mr. Manuel Herrera  
6 Is he here?

7 Whereupon,

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

11 THE CHAIRMAN: Mr. Herrera is with the Idaho State  
12 Library in Service to Migrant Workers.

13 Mr. Herrera, would you want to start with adding  
14 something to your testimony or would you like us to go directly  
15 into questions?

16 MR. HERRERA: I would to stress one important point.  
17 You see, I am not a professional librarian. I was hired to be  
18 a bookmobile driver.

19 THE CHAIRMAN: Could you come a little closer to the  
20 mike? I am afraid we can't hear you.

21 MR. HERRERA: I was saying I was hired to be a  
22 bookmobile driver, and I am not a professional librarian.

23 And this program was during the summer months, but  
24 during the winter months I work in -- you know, the needs that  
25 I want to discuss are the needs of the Mexican American and

1 that is that they need books in English, they need books to  
2 learn how to live in the community, and most of the parents  
3 of the children didn't have the opportunity, and all they ask  
4 for is the books so their kids can have the opportunity to  
5 have the same thing that every other kid has.

6 THE CHAIRMAN: I just wanted to tell you, Mr.  
7 Herrera, don't let the fact that you are not a professional  
8 librarian dissuade you in any way. We have no trouble getting  
9 testimony from professional librarians.

10 (Laughter.)

11 We really want to hear from other people who are  
12 connected with library users and all sorts of other aspects too.  
13 And so we value your appearance here very much. Now did I see  
14 someone ready for a question?

15 Lou.

16 MR. LERNER: One of the things that I was really  
17 fascinated with is a couple of sentences in your evaluation  
18 here and I will read them:

19 "Mexicans are a very proud people and the bookmobile  
20 was looked upon as another charity. The concept of pro-  
21 viding library materials in order to have informational,  
22 educational and recreational materials available to in-  
23 dividuals was unknown."

24 This seems to be a real key to the whole problem.  
25 Do people --



1 THE CHAIRMAN: This is actually a conclusion of the  
2 study then?

3 MR. LERNER: Yes. How do you get around this?  
4 You know, do people look upon the librarian or the bookmobile  
5 as a -- you know, like a cop or like a welfare worker? How do  
6 you change this outlook? What are you doing about changing that  
7 outlook?

8 MR. HERRERA: Well, most of the people, you could,  
9 say, like me and trust me and on a hot day they bring me water.  
10 But they ask me for suggestions and I give them the sugges-  
11 tions.

12 MR. LERNER: It is a personal thing then, a person  
13 to person basis?

14 MR. HERRERA: Yes.

15 MR. LERNER: Not institutional.

16 THE CHAIRMAN: Do you think that the bookmobile as  
17 a way of getting directly in contact with the people and bring-  
18 ing the stuff there is probably the most effective way that  
19 this could be done, this education job?

20 MR. HERRERA: Yes, I do, because most of the little  
21 towns, the libraries, the public libraries, are located some-  
22 where like in an area and the little towns are like thirty or  
23 forty miles away and it is hard for them to come in and get  
24 books, and stuff, and so this way we have the bookmobile and  
25 we can go out to them and they really appreciate it.

1 THE CHAIRMAN: Right... Carlos.

2 DR. CUADRA: Do you think that there would be more  
3 use of the bookmobile if there were some charge for service, so  
4 that the charity notion wasn't there?

5 MR. HERRERA: Well, when I made that statement, I  
6 meant that the people are very proud, and that when you give  
7 them something, they think that it is cheap -- and it is the  
8 way you use it that it is like charity.

9 But they trust me, and I tell them that the books  
10 are meant for them, and that we will check them out to them  
11 for a week, and that they should bring them back, and if they  
12 are not done, we check them out for another week, and you know,  
13 they just know it now. They trust me.

14 DR. CUADRA: I was wondering about the people that  
15 don't use the bookmobile, you know, the ones that you don't  
16 talk to, whether there are people that are staying away because  
17 of their concept that this is a charity? Or maybe the people  
18 that you talk to tell other people that they talk to?

19 MR. HERRERA: Well, when this program was first  
20 started, most of the older people didn't know that they were  
21 there and they thought that it was just for the children  
22 and when this lady from Washington came down, and we inter-  
23 viewed some of the people in that camp -- and they finally  
24 realized that it was for everyone and it was not just for the  
25 children.

1 THE CHAIRMAN: I noticed your statistics, Mr. Her-  
2 rera. They showed a rather steady and good growth, and then  
3 after July it fell off a bit, although it is still much better  
4 than it was.

5 Is there some seasonal reason for this?

6 MR. HERRERA: Yes, there was. In some of the camps  
7 some of the people go up -- like the people who go up to Ore-  
8 gon to pick the beans and then they come back, and so during  
9 this time -- a month maybe or so -- and then it comes up:

10 THE CHAIRMAN: So your population actually changes  
11 from month to month?

12 MR. HERRERA: Yes.

13 THE CHAIRMAN: Mr. Dunlap.

14 DEAN DUNLAP: In your testimony you say nothing  
15 about the proportion of illiterates among migratory workers.  
16 I would think that would be a hurdle that you would have to  
17 surmount at the very beginning.

18 MR. HERRERA: Well, would you go back?

19 DEAN DUNLAP: Yes, in your testimony you don't  
20 indicate how many of the migratory workers can read, as opposed  
21 to the number that can't read at all. And I would think that  
22 in reaching them, that you would not only be concerned about  
23 the reaction that they think that the books are for children,  
24 or that they don't like charity in books, but many of them  
25 can't read anyway. Or are they -- have they all gone to

1 school and are they able to read either Spanish or English?

2 MR. HERRERA: Well, this is the point that I am  
3 trying to stress.

4 We have books that help people to read, and the  
5 majority of the people know how to read, and so that's it.

6 MISS SCOTT: Have you received any funding from the  
7 Right to Read Program, or have any of those people shown an  
8 interest in your particular problem?

9 MR. HERRERA: There are a lot of people that are  
10 interested and in fact there are some programs and I was put  
11 on this program and I was put on TV and there was a big article  
12 in the paper. So there are a lot of people that think that  
13 this is a real good program, and I think it is too.

14 THE CHAIRMAN: Does the Idaho State Library now supply  
15 you with most of the funds you need or do you get private funds  
16 too?

17 MR. HERRERA: The Idaho State Library.

18 THE CHAIRMAN: Most of it?

19 MR. HERRERA: Yes.

20 THE CHAIRMAN: John.

21 MR. LORENZ: Do you work with the school people --  
22 the school superintendents and the principals and the teachers  
23 in your service?

24 MR. HERRERA: No, I do go to some Head Start for  
25 like Mexican people, White people, and I work with, I would



1 say, with the Head Start ladies.

2 MR. LORENZ: So you do find that other people  
3 working in social and education programs try to help you with  
4 your service?

5 MR. HERRERA: Yes.

6 MR. LORENZ: The other leaders.

7 THE CHAIRMAN: Mrs. Moore.

8 MRS. MOORE: You probably do not know this, but  
9 there is a National Center and Registry for the children of  
10 all migrant workers, and when a migrant worker's child enters  
11 school, the complete school record and all of the information  
12 about that child is available as soon as the mails can get  
13 there. It is in the computer.

14 The National Center appears to operate in the agency  
15 where I work, in the State Department of Education in Arkan-  
16 sas. And I was wondering if you knew about this service, and  
17 if you could find out who the families are, when they change.  
18 Now the schools should have this information so that you --  
19 if you wanted to know what new families were there in the  
20 camp -- this information could come to you very quickly, if  
21 you used that service.

22 MR. HERRERA: Yes, I do.

23 In every camp there is a Camp Manager, and he takes  
24 the names of all of the people -- the children and everything --  
25 and where they come from, and what school they are from, and  
then some of the kids go to school, like, for instance,

1 one of my library aides, came from Texas: She transferred  
2 from one school to a school in Morrison, Idaho, and then before  
3 they got back, she transferred back home. And this is what some  
4 of the people do.

5 MRS. MOORE: You find this helpful to have this  
6 information? You find this information helpful to you, in  
7 your work?

8 MR. HERRERA: Yes.

9 THE CHAIRMAN: Mr. Herrera, I notice that you had  
10 a study made -- or someone had a study made -- by the System  
11 Development Corporation.

12 Was this financed by the Idaho State Library? Did  
13 they take an interest in that or was it a private thing? Perhaps  
14 Carlos, you --

15 DR. CUADRA: Yes, this is a study that is funded --

16 THE CHAIRMAN: Mr. Cuadra is with the System Devel-  
17 opment Corporation.

18 DR. CUADRA: This is a study that is funded by the  
19 U. S. Office of Education.

20 THE CHAIRMAN: I see.

21 DR. CUADRA: And the interviews that Mr. Herrera  
22 is referring to were interviews of both users and non-users  
23 of services -- and the people that were operating the pro-  
24 jects.

25 THE CHAIRMAN: Right. Well, O. K., we thank you

1 very much for coming, Mr. Herrera.

2 MR. HERRERA: Thank you very much.

3 THE CHAIRMAN: We will hear next from Ms. Delilah  
4 Wheeler who is also with the Idaho State Library and is working  
5 on Service to the Indian Communities.

6 Whereupon

7 DELILAH WHEELER

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

10 THE CHAIRMAN: Ms. Wheeler, your typed information  
11 is before us. Would you like to make a statement before we  
12 come to the questions?

13 MS. WHEELER: No, I will just take the questions.

14 THE CHAIRMAN: Good. Well, I will lead off with the  
15 one that I had -- or one of the ones that I had, in reading  
16 your testimony. By the way, it did arrive in time and I think  
17 that all of the members of the Commission will have read it.  
18 But I wondered, in looking at your circulation record, how  
19 big a population -- what is the population of the area that your  
20 service responds to?

21 You are getting figures that run to 395, 106, 85.  
22 That is out of a population of how big?

23 MS. WHEELER: Well, the area that I serve is in three  
24 sections mainly, and I would say that it is roughly around  
25 3,000.

1 THE CHAIRMAN: Three thousand?

2 MS. WHEELER: Yes.

3 THE CHAIRMAN: So your statistics here are quite  
4 good. If you are getting a circulation of 600 or more, you are  
5 making good progress.

6 You also referred to Indian books, meaning Indian  
7 oriented to Indian problems and looking at the problems from  
8 the Indian perspective, is that what you mean? You don't mean  
9 books in the Indian languages?

10 MS. WHEELER: Yes and no.

11 We would like to have some books, you know, in other  
12 languages, and we also would like to have some books, you know,  
13 that are just good Indian books -- I mean, you know, books  
14 about the forefathers, what the forefathers have done.

15 THE CHAIRMAN: Yes.

16 MS. WHEELER: And some fiction and the like.

17 THE CHAIRMAN: Now, you know, in most of these,  
18 the Indians in these communities don't have a written language,  
19 do they?

20 That is where the audio-visual service would be  
21 very important.

22 MS. WHEELER: That is the way it has been.

23 THE CHAIRMAN: Do the members of the Commission want  
24 to ask Ms. Wheeler some questions?

25 John.

1 MR. LORENZ: Is there any possibility -- or perhaps  
2 it is already in practice -- that the service can be supplemented  
3 by funds provided from the Department of the Interior?

4 MS. WHEELER: Well, it is supplemented by that, yes.

5 MR. LORENZ: It is now?

6 MS. WHEELER: Partly,

7 MR. LORENZ: Can you tell us about to what degree?  
8 What percentage of your service support is from the Department  
9 of the Interior funds?

10 MS. WHEELER: I really can't say.

11 MR. LORENZ: Is it less than fifty per cent though?  
12 Less than half?

13 MS. WHEELER: I imagine, yes.

14 MR. LORENZ: Do you include audio-visual materials  
15 in your service?

16 MS. WHEELER: Not in my services as librarian of the  
17 bookmobile library, I don't. But there are services at the  
18 library for use of the people; yes, we do have those.

19 MR. LORENZ: Yes.

20 THE CHAIRMAN: Lou.

21 MR. LERNER: Apparently, most of the users of the  
22 bookmobile are kids instead of adults -- that is the feeling I  
23 got from reading your testimony.

24 What is your mix, you know, of adults that use the  
25 bookmobile, and kids?

1 MS. WHEELER: Well, it is about really half and  
2 half. I have got just as many.

3 The older people, you know, like to look at the  
4 picture books and that is what they, you know, mostly check  
5 out.

6 And I have copies of the newspapers, both the  
7 Black and the Pocatella, and I also get another newspaper  
8 which is from Wyoming, and which has proved, you know, quite  
9 good, because a lot of the people that I serve come from Wyom-  
10 ing as well and they do speak the Shoshone language.

11 MR. LERNER: How uptight do you get if people don't  
12 bring books back?

13 MS. WHEELER: Well, I really don't get, you know,  
14 as excited as some would expect. But I generally don't have  
15 to worry because they pretty well, you know, will bring books  
16 back.

17 THE CHAIRMAN: Mr. Becker.

18 MR. BECKER: Ms. Wheeler, it sounds like you have  
19 got a chance for a new library in this Human Resources Building  
20 that you described.

21 MS. WHEELER: Yes.

22 MR. BECKER: How is that coming? And what kind of  
23 a library would it be? And what kind of help would you need  
24 in making it better?

25 MS. WHEELER: Well, the Human Resources Building

1 hasn't even, you know, started to be built and it is just like  
2 a dream. And so I really don't know what to say about it yet,  
3 because the first brick has not even been laid.

4 MR. LORENZ: Where would those funds come from for  
5 that building?

6 MS. WHEELER: I believe it is coming from somewhere  
7 from Washington. I am not sure exactly where it is from.

8 THE CHAIRMAN: I meant to ask -- perhaps you know  
9 the answer, John -- but does the Library Services and Construc-  
10 tion Act apply in these areas as well? Or are they forced to  
11 go through the Department of the Interior?

12 MR. LORENZ: No, I believe that the funds through  
13 the L. S. C. A. could be used for these purposes. I don't  
14 know what the restrictions are, in terms of the state placing  
15 a building within reservation lands.

16 Perhaps you know. Are there state buildings within  
17 reservation territories?

18 MS. WHEELER: No, there aren't. There aren't any  
19 state buildings, but there are federal buildings.

20 MR. LORENZ: Yes.

21 THE CHAIRMAN: Federal?

22 MS. WHEELER: Yes.

23 MR. LORENZ: Have there been any organized efforts  
24 to have materials published that would be of interest to the  
25 people you serve?

1 MS. WHEELER: Yes, there has been. There was one  
2 author who published something there that was quite interesting.

3 THE CHAIRMAN: Do your services mainly supplement  
4 the school libraries? Or have the schools got libraries at  
5 all?

6 MS. WHEELER: The schools do have their own li-  
7 braries.

8 THE CHAIRMAN: They do?

9 MS. WHEELER: My services are mainly, you know, to  
10 the different branches that cannot get library books from  
11 town.

12 THE CHAIRMAN: I see. The outlying areas.

13 MS. WHEELER: Yes, the outlying districts.

14 THE CHAIRMAN: Any other questions?

15 Yes, Bessie.

16 MRS. MOORE: I noticed that you give service in the  
17 evenings.

18 MS. WHEELER: Yes. I work mainly from 1:00 o'clock  
19 to 9:00 o'clock or to 9:30 in the evenings.

20 MRS. MOORE: Do you find this satisfactory?

21 MS. WHEELER: I find it very satisfactory. It is  
22 most satisfactory.

23 But during the summer now, I was thinking of changing  
24 my hours a little bit from about nine to five-thirty because  
25 the children, you know, are home more in the summer than in the



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Call.

MRS. MOORE: Do the adults come in the evening hours?

Do you have the parents?

MS. WHEELER: Yes, I do have all of the groups.

THE CHAIRMAN: Any other questions?

MR. LORENZ: Are you considered a state library employee? Or are you an employee of the reservation?

MS. WHEELER: I am a state employee.

THE CHAIRMAN: Well, thank you, Ms. Wheeler.

MS. WHEELER: Yes.

THE CHAIRMAN: Let's see, is Mr. Carlson here?

MRS. RESZEPAR: No, he isn't here. Mr. Swain is here.

THE CHAIRMAN: Carlson is not here. But what about Ms. Duich? Is she here? Is Ms. Duich here?

Ms. Duich, would you like to take Mr. Carlson's fifteen minutes or would you prefer to wait until this afternoon?

Whereupon

LOUISE DUICH

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

THE CHAIRMAN: Ms. Duich, you are a trustee of the Whittier Public Library, and you have already sent us your testimony, but if you want to add to it or comment on it or draw our attention to anything in particular that you want to

1 focus on, please do so now.

2 MS. DUICH: I did want to add -- to make a correc-  
3 tion; and my correction has to do with the second paragraph  
4 in the testimony, where I have indicated that the trustee is  
5 in the unique position of forming a liaison between the public  
6 and the professional library world and I implied, but did not  
7 state, that I thought that this was really a three-way situa-  
8 tion, where the trustee is actually the liaison between the  
9 public, the library and, in our case, the city admin-  
10 or the public administration, rather than just a two-way pro-  
11 cess.

12 THE CHAIRMAN: Yes.

13 MS. DUICH: I wanted to also add to the statement  
14 that I made about the qualification and training of the trustee.  
15 I feel -- and I have talked to others since about this -- the  
16 librarian is the person who is in the best position to train  
17 or, if you will, indoctrinate the trustee, in order that that  
18 trustee may give the best possible service to the library and  
19 the library community.

20 This should be an on-going process, and perhaps  
21 librarians, in some cases -- not in ours -- have felt that,  
22 the trustees are aware of all of the materials which are avail-  
23 able and which would help them better serve their community.  
24 Most trustees are not.

25 Perhaps one of the weaknesses is that some of the

1 appointees are extremely busy people, business people, who  
2 haven't time to read all of the materials. But in this case  
3 there must be a way to digest some of these things so that they  
4 will be available.

5 THE CHAIRMAN: Yes.

6 MS. DUICH: I do want to express a concern which  
7 was recently written about in an article in the Library Jour-  
8 nal that has to do with the social responsibility of the group  
9 in the American Library Association.

10 For some time many of us, whether we are conserva-  
11 tive or liberal or moderate or whatever the political back-  
12 ground, it has nothing to do with the feeling that our library  
13 ies are the one place or the last place which must remain  
14 neutral. We want our libraries to be areas where all opinions  
15 are represented, and we feel that if our librarians take a  
16 public stance on social issues that a bias is presented to our  
17 library supporting public.

18 THE CHAIRMAN: Now you did seem to be concerned about  
19 censorship.

20 MS. DUICH: Oh, yes.

21 THE CHAIRMAN: Is that what you are concerned  
22 about?

23 MS. DUICH: I am concerned about censorship, but  
24 in this particular area -- and Mr. -- I think it was Berming-  
25 hausen -- said it much better than I in the Library Journal

1 and the concern was the reverse of the old idea of censorship  
2 ship -- we want conflicting viewpoints represented, but we  
3 don't want anyone to say that "This is best for you and we  
4 must educate you to accept the right kinds of materials and  
5 support the right kinds of viewpoints."

6 THE CHAIRMAN: Yes.

7 MS. DUICH: I think that is really all I wanted to  
8 say.

9 THE CHAIRMAN: Now we have got several people on  
10 the Commission who are library trustees and who are interested  
11 in that.

12 Mr. Velde.

13 MR. VELDE: I was wondering, on your board, what  
14 efforts do you make in the training of trustees?

15 MS. DUICH: We have been, for seventeen years, most  
16 fortunate in having librarians who have been dedicated to  
17 perfecting library service.

18 Margaret Fullman has recently retired, and she --  
19 as each new board members is appointed to the board -- she  
20 orients that board member and works with them and suggests  
21 materials that will be helpful. And also our new librarian is  
22 well qualified also.

23 MR. VELDE: Do you find through the state that the  
24 trustees who attend the conferences and all sort of get the  
25 word, and the ones that you really try to reach that don't go,

1. how can you reach those people that don't attend any workshops  
2. that just go to board meetings?

3. MS. DUICH: I think there it is an individual thing.  
4. It depends on the qualifications, the interest and the exper-  
5. tise of those who do go and attend, how much they bring back,  
6. how interested they are in sharing their information, and the  
7. librarian's giving the information to the individual trustees.  
8. Part of it, of course, has to do with the fact that a great  
9. deal depends on the appointments that are made.

10. For example, our League of Women Voters in Whittier  
11. two years ago did a local study on boards and commissions,  
12. and out of this came some recommendations which were valuable  
13. and perhaps the qualifications for the appointees for this.  
14. Rather than appointing trustees who are watchdogs of public  
15. funds, the feeling was that a trustee should be appointed who  
16. had an interest in supporting the library and not just watching  
17. the city funds, that that could be left to the city adminis-  
18. tration, the city council, or whatever the group happened to  
19. be.

20. THE CHAIRMAN: This matter of educating trustees  
21. reminds me that some years ago Beardsley Rummel wrote a little  
22. book called "Memo to a Trustee", which was aimed at college  
23. trustees and to get them to understand what their jobs and  
24. responsibilities and opportunities were. It had a tremendous  
25. effect and it was taken very seriously by college trustees.

1 Does any literature like that exist for library trustees?

2 MS. DUICH: There is an excellent book entitled  
3 "The Library Trustee", which is still available.

4 THE CHAIRMAN: There is?

5 MS. DUICH: And some of my material was taken from  
6 that.

7 MRS. MOORE: Virginia Young, who testified at the

8 THE CHAIRMAN: So that you wouldn't say that there  
9 is a need for some kind of a publication of that sort?

10 MR. VELDE: Well, there is a need for on-going ef-  
11 forts very definitely because there again it seems like the  
12 time needs to be taken out of the meeting, the local board  
13 meetings, to take some time for library trustee training.

14 MS. DUICH: Yes, that is true.

15 MR. VELDE: Because there are some that just don't  
16 get the message unless it is a continuing thing, because they  
17 keep changing.

18 MS. DUICH: The A. L. T. A. -- the American Library  
19 Section for Trustees doesn't publish frequently enough. I  
20 think that the little paper that they publish would be inval-  
21 uable if trustees would receive something of this sort oftener  
22 so that we could get ideas about things that are happening in  
23 the rest of the library world, that are of special interest  
24 to trustees, and I mentioned this one item that came from the  
25 publication that had to do with a project in New Hampshire,

1. a trustee consultant program which sounded interesting.

2. There is an effort being made under the new Cali-  
3. fornia Library Association organization to set up another  
4. trustee's chapter. The trustee's chapter disappeared with  
5. the new organization. They were included in the California  
6. Institute of Libraries part of the organization, which includes  
7. administrators.

8. But the trustees felt that they had some special  
9. problems and they will attempt this year to organize.

10. MR. VELDE: There is a bad feature really in trust-  
11. ees around the country. The urban trustee has such a differ-  
12. ent problem than some of the smaller communities.

13. Do you still meet with the urban trustees in Cali-  
14. fornia and have meetings?

15. MR. BUICH: There are very few joint meetings of  
16. trustees.

17. It has been attempted. It is a difficult problem  
18. of getting trustees to attend when you have business people  
19. who are appointees and cannot attend some of these meetings,  
20. but in order to have representation from all parts of the  
21. community, so that the trustee actually serves as a liaison  
22. with the community, you cannot leave these people out. They  
23. must be represented. That segment of the community must be  
24. represented also.

25. THE CHAIRMAN: Mr. Stevens.

1 MR. STEVENS: Do you think library trustees get  
2 in the way of library cooperation?

3 Someone said recently that libraries can't cooper-  
4 ate until there is a willingness to surrender some territory,  
5 until there is a willingness to surrender some authority, to  
6 be less independent on their own. And I wondered if libraries  
7 stand in the way of that independence -- library trustees?

8 MS. DUICH: I think probably they do when they serve  
9 as watchdogs on the community funds. But I don't think this  
10 is the ideal function of a trustee.

11 Many of the trustee boards and commissions are  
12 purely advisory and there is a trend or I suppose that, even-  
13 tually, if they continue to exist at all, that they will be  
14 advisory rather than administrative. And perhaps that is a  
15 healthy thing because they can still serve in their capacity  
16 as liaison with all segments of the community whether or not  
17 they are advisory or administrative.

18 After I have defended trustees now for some time,  
19 I read just before I came here about the situation -- I think  
20 it was in Madison which seemed to me to point up the need  
21 for this. I don't know the situation there, but I think that  
22 that is --

23 MR. STEVENS: Well, I wonder, if I might pursue it  
24 just another moment, to ask you if there aren't some trustees  
25 who value their position as trustees and wouldn't willingly



1 surrender the autonomy of their whole library to a joint  
2 trustee board on the grounds that they themselves would no  
3 longer then be a trustee.

4 Are there people who cling to the notion of the  
5 role of the trustee as a thing in society and thereby block  
6 library cooperation?

7 MS. DUICH: There may be. I can't answer that.  
8 I don't think there is that belief on our board.

9 However, as far as autonomy is concerned, I am  
10 quite sure that not only the trustees but the city adminis-  
11 tration would not look kindly on any effort to undermine the  
12 autonomy of the local system.

13 THE CHAIRMAN: Now you come out very strongly in  
14 your testimony against consolidation, by which I take it you  
15 mean any plan for consolidating fiscal support and the adminis-  
16 trative structure for the libraries.

17 But there is a distinction between that and cooper-  
18 ation.

19 MS. DUICH: It was a matter of semantics.

20 THE CHAIRMAN: Yes.

21 MS. DUICH: And as I review the question, I thought  
22 perhaps I should have specified. The word "consolidation"  
23 means to me one thing, and in discussing it something, while  
24 "cooperation" is something entirely different.

25 Now we are a part of a metropolitan system and, in

1 fact, Whittier is one of the four corner posts of that system  
2 and it has been of great benefit to us. We have had a serious  
3 problem with that funding because Whittier, as one of the  
4 cornerstones, might have to assume more expense than the city  
5 council would be able or willing to countenance.

6 They have a problem; as other cities do -- for the  
7 first time in Whittier there is a city employee problem. There  
8 is a serious police and fire department effort for an increase  
9 in salaries and in a city which has a hold-the-line tax base,  
10 this does present a problem -- and then, if these increases  
11 all go to the other departments, the library is in jeopardy.

12 THE CHAIRMAN: All right, now what about cooperative  
13 plans and spreading the resources among libraries and getting  
14 everything all together? Is there any plan of that nature?

15 MS. DUICH: Oh, yes.

16 THE CHAIRMAN: Going on, on a regional basis, in  
17 which you participate?

18 MS. DUICH: The regional effort, our metropolitan  
19 system --

20 THE CHAIRMAN: I meant the metropolitan system.

21 MS. DUICH: Yes, I think we have someone who will  
22 probably give testimony on that. I know that the Director of  
23 the Metropolitan Systems is here.

24 THE CHAIRMAN: Right.

25 MS. DUICH: So she will be answering any questions.

1 It has been of benefit to us.

2 Of course, there is the fact that our libraries  
3 have received moneys to purchase materials which become part  
4 of our library whether the system survives it or not. And there  
5 is a delivery service, teletype communications, which is of  
6 benefit to all libraries in the system.

7 I personally feel -- and I think that all of our  
8 Board members do -- that they are of great benefit and would  
9 be of additional benefit if it would develop in the years  
10 ahead.

11 THE CHAIRMAN: Carlos.

12 DR. CUADRA: Some of the library literature com-  
13 ments attribute the declining fortunes of libraries to their  
14 being "out of touch" with many of their users, especially in  
15 urban centers.

16 And in your testimony you comment on the importance  
17 of understanding a community's needs. How does one assess  
18 those communities, the community information needs? How do  
19 the trustees satisfy themselves that they really understand  
20 what the needs are? Or how do you help the library to assess  
21 those needs?

22 MS. DUICH: Well, in making appointments to the  
23 Library Boards of Trustees, I think that you select people  
24 who reach into the community -- organizationally and in other  
25 ways.

1 For example, I am quite sure that my appointment  
2 was made because I have been active in several different groups  
3 and would be able to talk with these various groups -- the  
4 League of Women Voters, for example, and the Association of  
5 University Women -- the membership is large enough in our  
6 area that in talking to these various groups and then in turn  
7 with the groups that they touch, you reach a great number of  
8 people, and there is always an opportunity to talk libraries  
9 or at least to make comments which support library activi-  
10 ties.

11 The only danger -- and I think it may be a very  
12 real danger, and I think I mentioned that -- is the fact that  
13 if we reach the point where we are depending upon volunteer  
14 funding, for example, as a result of this type of public re-  
15 lations, our city government then in turn begins to rely on  
16 this and our purpose is defeated because they cut our budget,  
17 knowing that a certain group is going to provide "X" number of  
18 dollars.

19 DR. CUADRA: Do you have trustees who can adequa-  
20 tely represent the views of people who are not users, who are  
21 non-users of the library? Are there trustees like that, who  
22 are touching the communities that tend not to use libraries?

23 MS. DUICH: Only as the projects of the various or-  
24 ganizations reach out to touch these areas, perhaps -- each  
25 trustee has a background of groups which he knows most about,

1 I would think that, oh, for example, one of our trustees  
2 is the Vice President of a small manufacturing concern with a  
3 few hundred employees. You have different trustees in this  
4 type of capacity and does that answer your question?

5 DR. CUADRA: Yes.

6 THE CHAIRMAN: John.

7 MR. LORENZ: What county is Whittier part of?

8 MS. DUICH: Los Angeles.

9 MR. LORENZ: Yes, but you are not part of the Los  
10 Angeles County system?

11 MS. DUICH: No, we are not. The Whittier Public  
12 Library is an independent library funded by the city.

13 MR. LORENZ: But nevertheless you are part of the  
14 metropolitan plan?

15 MS. DUICH: Yes.

16 MR. LORENZ: Which would include the Los Angeles  
17 County libraries?

18 MS. DUICH: No.

19 MR. LORENZ: Los Angeles County --

20 MS. DUICH: The library is not a part of the metro-  
21 politan system.

22 MR. LORENZ: But you are concerned and interested  
23 in the state plan?

24 MS. DUICH: Yes.

25 MR. LORENZ: For library systems?

1 MS. DUICH: Yes.

2 MR. LORENZ: And you are supporting state legisla-  
3 tion and funding for library systems?

4 MS. DUICH: That's right. We believe in the cooper-  
5 ative basis, the network plan, rather than an overall admin-  
6 istration which would control the buying and selection of books  
7 on a huge overall basis.

8 MR. LORENZ: Was it the legislation that  
9 would increase the state funding that your city administrators  
10 were against?

11 MS. DUICH: Our city administrators did not take  
12 the position of being against it. They -- we have one city  
13 councilman who -- and I think this is always true, that you  
14 may have one who feels that there is a danger in anything which  
15 requires more tax dollars. And the question was asked rather  
16 than that we get more information about "Where is this money  
17 coming from?"

18 We had given the answer that should have sufficed,  
19 but it didn't. We made the information available. But it  
20 wasn't that they were against it as a group. They simply  
21 didn't vote on it. They simply didn't vote to support the  
22 resolution and didn't vote against it.

23 THE CHAIRMAN: Any other questions?

24 MRS. MOORE: I wanted to ask her.

25 THE CHAIRMAN: Bessie.

1 MRS. MOORE: I noticed that you have been reading  
2 about what happened in other places.

3 And one of the problems, I think, with library  
4 trustees has been that they are too local in their thinking.  
5 And I am pleased that you are reading, to know what is going  
6 on in other places.

7 I didn't have it clearly answered whether or not  
8 your Board gives some time in meetings to the study of general  
9 library problems. Or do you just confine your Board meetings  
10 to your own, to just a study of your local administration or  
11 passing on bills or whatever?

12 MS. DUICH: Usually someone on the Board -- depending  
13 upon the problems that are going to be discussed -- either on  
14 the Board or the Librarian brings to the Board things that are  
15 of significance. I think more of this could be done.

16 For example, our Board meets at 8:30 in the morn-  
17 ing in order to accommodate the businessmen who are on the  
18 Board, so that we attempt to finish by between 9:30 and 10:00  
19 o'clock.

20 MRS. MOORE: Well, that is longer than the one I  
21 heard about not long ago. In fact, the man was presented to  
22 me as a very professional library trustee, and in his conver-  
23 sation with me he proudly told me that he had been able, during  
24 his tenure of five years, to be certain that no Board meeting  
25 lasted more than fifteen minutes!

1 (Laughter.)

2 This was a matter of great concern to me, partic-  
3 ularly that he should be looked up to as a trustee with vision  
4 in that particular area. And this was a point that I wanted  
5 to stress, and I am glad that you were considering this.

6 MS. DUICH: If more money could be made available,  
7 if there were more funds to assure that certain professional  
8 publications are available; and there isn't any reason why,  
9 it seems to me, that librarians couldn't suggest these things.  
10 They are the professionals. They would know what articles  
11 and materials would be of most help to the trustee in this  
12 assignment.

13 MRS. MOORE: Do you have an item in your budget  
14 which will allow you to attend the National Meeting of Trus-  
15 tees?

16 MS. DUICH: No, we do not.

17 In fact, we have so little money in the travel bud-  
18 get right now that we aren't able to pay travel expenses for  
19 librarians to the state convention. We are taking steps to  
20 correct that. Whether we will be able to will depend on our  
21 City Controller and various -- and we also have a project  
22 which we have initiated in the Friends group in an attempt to  
23 provide more travel moneys for librarians.

24 THE CHAIRMAN: I think this is a good time for us  
25 to call a ten-minute break and give our recorder here a little



1 rest, and we will come back at 10:45 when Mr. Swain will take  
2 the stand.

3 Thank you.

4 (Whereupon, a short recess was taken, after which  
5 the hearing was resumed.)

6 THE CHAIRMAN: All right, shall we reconvene now?

7 Is Mr. Swain here?

8 Whereupon

9 PHILIP SWAIN

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

12 THE CHAIRMAN: Mr. Swain, you are from the Boeing

13 MR. SWAIN: Company.

14 THE CHAIRMAN: Company. All right, would you like  
15 to identify yourself for our recorder? And as I understand  
16 it, you did not submit any testimony.

17 Mr. Little, did he send us anything?

18 MR. SWAIN: No.

19 THE CHAIRMAN: Fine. Well, would you identify  
20 yourself then and we will see.

21 MR. SWAIN: Mr. Chairman, my name is Philip Swain.  
22 My long-winded but, I think, descriptive title at the Boeing  
23 Company is Director of Educational Relations, Training and  
24 Development.

25 And I am very happy to be here this morning, re-

1 presenting a company that has a vital interest in the collec-  
2 tive information sources of the country's libraries, as well  
3 as in the means of providing access to those resources. Per-  
4 haps the best way to make you see the nature and extent of that  
5 interest would be to briefly describe our internal library  
6 organization;

7 In the Seattle area, for example, we maintain two  
8 major technical libraries. These are used by our scientists  
9 and engineers to do research and preparation for proposal ef-  
10 forts, to analyze potential markets, to keep up with a flood  
11 of new information in their specific fields being generated  
12 by others in industry and, of course, in universities and  
13 government laboratories.

14 We subscribe to more than twelve hundred periodicals  
15 and maintain an extensive collection of back issues.

16 One of those two libraries we refer to as our  
17 "Space Center Library". It has more than twenty thousand  
18 scientific and technical books on its shelves, and a half a  
19 million reports -- either hard copies or microfilm.

20 In addition, we have important information exchanges  
21 with other libraries in the area, including both the Seattle  
22 Public Library and the University of Washington Library, where  
23 by a rather unique arrangement, as we understand it, we have  
24 a librarian, a company librarian, stationed full-time in the  
25 university library, handling requests that come from the com-

1 pany. I guess I need not say that a proper use of these re-  
2 sources is a real time saver for us.

3 But there is another important aspect to obtaining  
4 information about specific subject matter from our company's  
5 point of view. During the past years we have diversified into  
6 a number of new fields, and we have need to know what has been  
7 done to avoid the position or the hazard of re-inventing the  
8 wheel.

9 Among the new areas that we have become involved  
10 in, in recent years, are water reclamation, waste recycling,  
11 service transportation, electronic law enforcement support,  
12 and community development, among others. Now these have, I  
13 think, pretty obviously to you, social and economic and poli-  
14 tical implications far beyond our traditional business base.

15 And libraries become then more important than ever in keeping  
16 our information up to date on these diverse issues.

17 And finally, let me say that another important  
18 value or use of our library resources is that, in themselves  
19 they frequently are an important part of a bid submitted to  
20 a government customer. That is to say, the existence of these  
21 resources is a criterion, among many others, in support of  
22 the decision.

23 Well, now, perhaps, that very briefly will indi-  
24 cate why we are interested in information systems in libraries.  
25 I suspect that it will be clear to a group such as this that

1 our needs will not be met through a reliance on the informa-  
2 tion resources that I have named thus far. I did speak of  
3 the Public Library and of the University Library. We do have  
4 other cooperative relationships that include the Washington  
5 State Library, and it includes exchange arrangements with the  
6 technical libraries of other major companies in the aerospace  
7 and other industries. And we do readily make available to one  
8 another on a "no charge" basis information that is not proprie-  
9 tary in nature.

10 But there is an impediment with which this Commis-  
11 sion, I am quite sure, is well acquainted. Much of the ex-  
12 ternal search which our company librarians undertake is done  
13 by the rather tedious and ineffective -- or inefficient, I  
14 should say -- means of correspondence by letter, postcard, use  
15 of the telephone and so forth.

16 From our experience, we are convinced of the need  
17 for some more systematic and ready means of access to the  
18 country's total information resources. Conceptually to me  
19 this seems to be something in the nature of a national network  
20 accessible through some sort of a common language approach.

21 Now that is enough or perhaps more than enough by  
22 way of introductory remarks. I would be very happy to be able  
23 to answer any questions you might have.

24 THE CHAIRMAN: Mr. Swain, if such a network were  
25 to be set up, undoubtedly your library has some materials or

1 some resources not of a proprietary nature but valuable ma-  
2 terial.

3 Would you be willing to have access to that material  
4 as part of the network?

5 MR. SWAIN: We would.

6 THE CHAIRMAN: In other words, you don't take a  
7 company proprietary attitude toward the whole thing?

8 MR. SWAIN: No, no, just to certain proprietary  
9 material included in the total.

10 THE CHAIRMAN: Are some of your users now outside  
11 of your business, or outside of this special library network that  
12 you arrange?

13 MR. SWAIN: Yes, they are. I can't be precise as  
14 to the extent of this usage. I don't think that it is really  
15 very great. But I do know -- I am told, I shouldn't say "I  
16 know" -- that our periodicals are listed with the Washington  
17 State Library, and the access to that.

18 THE CHAIRMAN: Chuck.

19 MR. STEVENS: Mr. Swain, I was a special librarian  
20 at one time and so I feel this question keenly, and maybe you  
21 can tell me the answer that I have been unable to get:

22 In a company library, where the funds come from a  
23 corporate source, if there is a funding cutback -- and Boeing  
24 has suffered some of these in the past -- libraries are one of  
25 the first things to suffer. And yet your testimony has said

1 and I confirm this -- that the library can be an ideal sup-  
2 plier. It can be a function to whom the corporation management  
3 eventually turns and says, "Won't you support our proposal in  
4 some way, either by your very existence or by providing infor-  
5 mation that we can use?"

6 MR. SWAIN: Yes.

7 MR. STEVENS: Why is it that libraries suffer? As  
8 you have heard this morning, the public libraries suffer, the  
9 minute the funds are cut, -- the library is the first one to  
10 go.

11 And what can this Commission do to change that sit-  
12 uation?

13 MR. SWAIN: Well, to the first part of your question,  
14 within the company, I think that it is a fairly good perspec-  
15 tive. In recent years, in our industry, we have done a number  
16 of different things in the interests of survival, that we  
17 might not like to have done otherwise, and cutbacks in librar-  
18 ies and in any number of other important services were among  
19 these. But I don't think that the library suffered unduly in  
20 this process.

21 Generally, I think that you might say that it is  
22 a pretty elementary view, but it seems to me that the case for  
23 libraries needs a better conversation to the public generally.

24 THE CHAIRMAN: Carlos.

25 DR. CUADRA: I am interested in your comments about

1 the national network and some sort of rapid access to national  
2 resources.

3 In terms of Boeing's own interests, what would be  
4 the priority for different kinds of information that should  
5 be available on a national network?

6 MR. SWAIN: Well, technical-scientific would be  
7 the head of the list by a significant margin, I would think,  
8 over other classes.

9 One thing that I did not mention, however, is that  
10 as the social responsibility of industry becomes increasingly  
11 apparent and acted upon, there are informational needs in the  
12 social sciences, and other related areas, that would also be on  
13 that list, I would think.

14 DR. CUADRA: In the scientific and technical area,  
15 does your company use some of the commercially available data  
16 bases, the public or commercial data bases, like the National  
17 Technical Information Service, and Chemical Abstracts, and  
18 I. S. I. and things of that sort that are now available?

19 MR. SWAIN: Yes.

20 DR. CUADRA: You do use them?

21 MR. SWAIN: Yes.

22 THE CHAIRMAN: Andy.

23 COLONEL AINES: First, my wife and I thank you for  
24 providing such a good aircraft that brought us safely to Cali-  
25 fornia.

1 (Laughter.)

2 MR. SWAIN: Thank you, sir.

3 COLONEL AINES: I am very much interested in some  
4 of your comments, particularly in terms of national posture.  
5 Now there is no doubt in the world that in terms of the tech-  
6 nology race that goes on continuously, where our competition  
7 continues to get stronger throughout the world -- and I guess  
8 you can give me essays on that subject -- it is quite notice-  
9 able that some of our leading competitors are taking a differ-  
10 ent attitude about the handling of scientific and technical  
11 knowledge than even in our own country.

12 For example, the Japanese have prepared elaborate  
13 studies, white papers, and plans up to the year 2000, on be-  
14 coming the first information oriented country in the world.  
15 The West Germans have now concluded a Five Year Plan -- a  
16 very elaborate study -- that likewise is being really prepared  
17 in order to make them competitive by the use of information.

18 We seemingly take a more random approach in our  
19 country. We haven't truly organized ourselves, although the  
20 Conference Board and other studies indicate the need for doing  
21 this is right now.

22 As an industrialist, looking at the world of know-  
23 ledge, as well as your own status in the world of technology,  
24 are there any points you might want to give to the Commission,  
25 or some of your views on how much rapidity and how much real



1 concern there is, from your point of view, for getting this  
2 type of action stated in the United States?

3 MR. SWAIN: That is kind of difficult to quantify,  
4 but there is a very real interest.

5 COLONEL AINES: Would you participate with us, for  
6 example?

7 MR. SWAIN: Would the Boeing Company --

8 COLONEL AINES: Yes.

9 MR. SWAIN: Participate in support of an effort  
10 of this sort? I would have to say, sir, not being in a posi-  
11 tion to commit the company here this morning, that the chances  
12 are, yes, that we would be very happy to entertain it.

13 COLONEL AINES: Do you feel a need such as I have  
14 expressed?

15 MR. SWAIN: Yes.

16 THE CHAIRMAN: John.

17 MR. LORENZ: Mr. Swain, have you made any attempt  
18 to conceptualize the national network that you have spoken to?  
19 Or have any of your associates given any thought to this?

20 MR. SWAIN: Yes, some of my associates who are  
21 better qualified than I have indeed done this.

22 I believe the Commission has a letter from Mr. Ship,  
23 who is one of our librarians, which, I think, goes in the  
24 direction of your question, and speaks of a National Library.

25 MR. LORENZ: Specifically, since you have an ar-

1 rangement , which I find very interesting, with the Univer-  
2 sity of Washington library, would you think into the future  
3 in the use of a national network that you might continue to go  
4 to the University of Washington first, and then have them go  
5 further for you in terms of access to a national data bank?  
6 That you would use local, state resources first, and then ex-  
7 tend that from that source to the national?

8 MR. SWAIN: I really guess I can't say on that.

9 THE CHAIRMAN: Mrs. Moore.

10 MRS. MOORE: I am very much interested in the com-  
11 pany maintaining a staff member at the University of Washing-  
12 ton, and I would like to inquire exactly how this is done.  
13 Do you just pay the salary of an additional person? Or is  
14 that carried on your payroll and accepted as a staff member  
15 at the University of Washington?

16 MR. SWAIN: The librarian on our payroll is pro-  
17 vided a space at the University of Washington library.

18 MRS. MOORE: But works only for your company, is  
19 that it?

20 MR. SWAIN: Well, yes, handles in the neighborhood  
21 of some eight hundred requests a month that come from the  
22 company directly to that position.

23 MRS. MOORE: Being in the educational hierarchy  
24 myself, I am concerned about how this happens. In other words,  
25 some action had to be taken by some group to allow this to happen.

1 at the University.

2 Was this done through the Board of Regents? Or  
3 what sort of administrative arrangement is made for this?

4 MR. SWAIN: Well, this has been going on for so  
5 long that I guess I don't know how it originated, but it is  
6 just one facet of a very good working relationship, between  
7 the university and the company.

8 MRS. MOORE: I have very strong feelings about these  
9 kinds of things. I think that there should be more of this.  
10 Education has been too isolated from the real world, I think,  
11 And I think this has great potential for other areas.

12 I had not heard of it being done anywhere else.  
13 It may be all over, but I hadn't heard about it.

14 MR. SWAIN: Our librarians tell me it is a unique  
15 arrangement.

16 MRS. MOORE: Yes, but I think it may be worthy of  
17 emulation because this may be part of the answer to this prob-  
18 lem of communications that we have.

19 Obviously, we are going to have to communicate to  
20 many publics. It is extremely important to the library cause  
21 that the business community, who can best appreciate the in-  
22 formation needs, particularly looking in the direction of what  
23 Colonel Aines was talking about, that this may be a method  
24 which, if used more universally, might make our communications  
25 less difficult.

1 THE CHAIRMAN: Mr. Velde.

2 MR. VELDE: I was just going to ask John Lorenz,  
3 does the Library of Congress have people that are around from  
4 other companies?

5 MR. LORENZ: Yes, we do.

6 An example would be the Smithsonian Institution,  
7 for example, has an employee stationed at the Library of  
8 Congress.

9 Chemical Abstracts does, and there are several other  
10 examples of this.

11 Is there any exchange of funds as well between your  
12 company and the University of Washington?

13 MR. SWAIN: Not specifically in the library arrange-  
14 ment.

15 In the other case that I mentioned, where there is  
16 a half-time employee of the Seattle Public Library, who is,  
17 I would say, dedicated to performing certain activities.

18 THE CHAIRMAN: Well, thank you, Mr. Swain. There  
19 are other questions.

20 We are running a little over, so O. K.

21 MR. LERNER: Your question.

22 MR. BECKER: Mr. Swain, how active or effective is  
23 the support you receive from the federal library structure?  
24 Have you any way of measuring that or judging it or commenting  
25 on it?

1 MR. SWAIN: No, no accurate way, but the relation-  
2 ship is generally a cooperative and constructive one, involving  
3 particularly the Department of Defense library resources --

4 MR. BECKER: Yes.

5 MR. SWAIN: Those of N. A. S. A. and so forth.

6 MR. BECKER: The reason that I asked this is that  
7 with such an emphasis on science and technology, a large por-  
8 tion of it resides within the government.

9 MR. SWAIN: Yes.

10 MR. BECKER: I would imagine that the relationship  
11 with them would be just as active as is your relationship with  
12 the University of Washington.

13 MR. SWAIN: I think this goes back to the earlier  
14 question though. I didn't think of this just when the question  
15 was raised, but I think that some of the exploration of the  
16 government resources was by the University of Washington li-  
17 brary.

18 THE CHAIRMAN: Well, thank you, Mr. Swain and, by  
19 the way, if you want to send in some written testimony, we  
20 would be very glad to make it a part of the record.

21 MR. SWAIN: Certainly.

22 THE CHAIRMAN: Andy.

23 COLONEL AINE: Would you read that? I will talk  
24 about it with you later.

25 THE CHAIRMAN: All right. Now, Mr. Donnelly. Is

1 Mr. Donnelly here Mr. Donnelly, would you like to take the  
2 position here?

3 Whereupon,

4 PHILLIP J. DONNELLY

5 was called as a witness, and was examined and testified as  
6 follows:

7 THE CHAIRMAN: Mr. Donnelly is President of the P.  
8 J. Donnelly Company here in San Francisco.

9 You have not submitted any testimony, have you,  
10 Mr. Donnelly?

11 MR. DONNELLY: No, sir, I haven't.

12 THE CHAIRMAN: Well, proceed in your own way, but  
13 leave some time for questions, from the Commission.

14 MR. DONNELLY: O. K., sir.

15 Actually I appear before the Commission as a bene-  
16 ficiary of library service and I will explain my position. I  
17 am a marketing consultant and a marketing researcher. I have  
18 been operating my own firm -- a small firm in San Francisco --  
19 for the past four years. My clients consist of major utili-  
20 ties, the telephone company, P. G., and various other firms,  
21 industrial firms, diverse firms such as medical groups that  
22 are interested in doing some land use studies, various savings  
23 and loan, supermarkets and advertising agencies, and a few  
24 fashion designers.

25 But essentially the work that I get involved in

1 consists of opinion research, quite probably the most widely  
2 known, obviously, is political research. I don't partake in  
3 that or I don't get involved in that too often. Opinion re-  
4 search essentially evolves down into two distinct areas:

5) One, is consumers, questioning of the consumer,  
6 the housewife, the ultimate user.

7 And, the more sophisticated brand, which is the in-  
8 dustrial user.

9 And I also, get involved in land use studies -- max-  
10 imizing or evaluating the commercial feasibility of financial  
11 institutions, retail institutions, supermarkets, and in some  
12 instances a professional association.

13 I find that the use of the library -- particularly  
14 the San Francisco Business Branch -- is an indispensable tool  
15 in my operation. At some point in virtually every project that  
16 I am involved in, I pay a call to the Business Library, and I  
17 find that it is vitally important, and the professional assis-  
18 tance I have been able to obtain and the kind of information,  
19 I have been very pleased with.

20 My position, stated simply, is that, having been  
21 involved in marketing and marketing research over the past  
22 fifteen years, I perceive a growing trend on the part of bus-  
23 inessmen, stimulated in part by maybe the vast amount of in-  
24 formation that is being generated by computers, but I see  
25 this growing trend on the part of businessmen to rely more

1 and more on libraries and informational sources. I haven't  
2 analyzed the reason for this growing trend. However, there  
3 are two obvious situations that I think give impetus to it:

4 One is there is a growing enrollment yearly, just  
5 in sheer numbers alone, of enrollments in the business area.

6 There is also, on the other end of the spectrum,  
7 there is also a vast number of students, a vast and greater  
8 number of students, being graduated from business schools.

9 Their orientation and training, from all practical viewpoints,  
10 is toward a systematic, scientific, fact gathering approach.

11 This has substituted for the old -- to use the expressions --  
12 the old capricious decision making or intuitive decision  
13 making or "flying by the seat of the pants" decision making

14 that a lot of them have been using in the past. The younger  
15 generation of businessmen is taking a harder and more objec-  
16 tive look at various marketing problems and business problems  
17 as they arise.

18 When they take that hard look, it becomes absolutely  
19 necessary and essential that they review the existing sources.  
20 Now in this, we are getting back to the business library.

21 From my own standpoint and my own experience, I  
22 see firms of all varieties taking a sincere interest in mar-  
23 keting research. Some of the interest is even generated on  
24 the banking and financial, for small firms that are interested  
25 to get into business require an evaluation of a market, which



1 in turn requires extensive review of available sources.

2 The gentleman who preceded me alluded to some com-  
3 ments about European merchandisers, European businessmen,  
4 relying on American sources. This is true. Last year I had  
5 an assignment, a bibliographical search assignment from a  
6 German consultant firm -- three assignments of this nature.  
7 It actually involved not so much business as sociological  
8 developments or happenings in the United States.

9 I also know that the Japanese manufacturers have  
10 utilized the American marketing, information gathering ser-  
11 vice, extensively. Several of my competitors or colleagues  
12 have used this approach.

13 Now again I am not emphasizing the importance of  
14 marketing research as much as the reliance upon the tool that  
15 the marketing researcher uses, and that is the library -- re-  
16 ferred to usually as "secondary research". And most sophis-  
17 ticated companies want the secondary research, if for nothing  
18 else than to give them a background picture of what is develop-  
19 ing in the United States.

20 Now as far as the functional or procedural aspects  
21 of business libraries -- and I will confine my comments to  
22 business libraries -- they are extremely important in the  
23 planning stage of any project, in the survey design and in  
24 selecting prospective respondents.

25 In one case you may be required to define prospec-

1 tive respondents from a very narrow spectrum -- say, fruit  
2 makers in the United States. And it will be necessary to go  
3 to the business library to get this information, to find a  
4 directory and to get some profile as to who you want to call  
5 on.

6 In other cases, you can go to the mundane and just  
7 go down the street and find a social register in order to  
8 find a particular type of woman that can buy a particular  
9 French-designed dress.

10 So you can see that it runs just the gamut.

11 Also, the business library plays a role in the fact  
12 that you can evaluate the findings progressively as they de-  
13 velop.

14 Thirdly, I think that it is very important to be  
15 able to keep abreast of new developments. I think it is im-  
16 perative that business in the United States, if we assume this  
17 scientific approach, which is probably imbedded in a graduate  
18 school level and in a business school level -- the scientific  
19 approach to the determination of where we are at -- I can state  
20 with full confidence that every corporation in the United  
21 States of fifty million dollars or more sales is reported to  
22 have some sort of a marketing investigation service.

23 And I would also, from my own experience at General  
24 Electric and at Safeway, say I found that their libraries,  
25 although very broad on a number of volumes, they very rarely

1 are able to supply the definitive information that we can find  
2 at the public library.

3 This is primarily the gist of my comments. I cer-  
4 tainly think that it is very important that the library ser-  
5 vices in this area be expanded.

6 Now there are certain -- I have certain feelings  
7 that I don't know, you know, how difficult the implementation  
8 or the funding of it would be, but I would recommend six basic  
9 concepts:

10 First of all, I would urge a use and exchange of  
11 university and public library services. The universities  
12 have many volumes that are usually not accessible to the bus-  
13 inessman. These volumes usually take the form of published  
14 journals. Obviously, the professors are interested in the  
15 work that their colleagues have done throughout the United  
16 States, and this is their main vehicle of expression in aca-  
17 demic endeavor. Many or much of the information in these  
18 professional journals are not accessible to the businessman.  
19 Conversely -- I was an instructor out at State College in  
20 their business school for a time, and I would urge my students  
21 to become acquainted with the library services here in San  
22 Francisco, specifically the Business Branch on Kearney Street,  
23 because of the wealth of information that has been wisely  
24 accumulated there and beyond that, and more importantly, there  
25 is an excellent staff in that area, perhaps the best in the --

1 THE CHAIRMAN: Now, Mr. Donnelly, I don't want to  
2 cut you off.

3 MR. DONNELLY: Yes, I will get to it.

4 THE CHAIRMAN: But you are not going to leave any  
5 time at all for questions, unless -- if you just would read  
6 your six, perhaps we could get a question or two in.

7 MR. DONNELLY: I see.

8 THE CHAIRMAN: I am sorry, but we must keep time.

9 MR. DONNELLY: All right.

10 The first one is urging an exchange of university  
11 and public library facilities.

12 The second aspect, I would say, would be the phy-  
13 sical combination or accumulation of all of the major business  
14 topics in one section of the library. Too often they are frag-  
15 mented. This is at the university level and this is also  
16 at the public level -- they are in different sections and you  
17 have to run around.

18 The second aspect, I would -- taking the example  
19 of San Francisco, I would say to locate business libraries near  
20 heavy concentration of business and financial personnel, of  
21 managers that can use this information.

22 Again, I think that it is extremely important to  
23 staff the library with proficient people, similar to the type  
24 I have expressed just a minute ago.

25 A specific recommendation that I would make is to

1 explore; to try to explore various ways to have associations,  
2 corporations and special interest groups disseminate their  
3 publications to various libraries throughout the United States,  
4 and now there may be three or four hundred mailings to key  
5 libraries of various interest groups that would create a  
6 tremendous amount of vitally new information that heretofore  
7 was fairly inaccessible.

8 Finally, I would urge that the Library Commission  
9 consider maintaining and perhaps even expanding the business  
10 library on a free basis, on a non-pay basis. Now the reason  
11 for that is that I think that informed business management  
12 contributes to the overall welfare of the economy in general  
13 terms. I believe that libraries, properly used and properly  
14 staffed, vastly increase the decision-making process, the pro-  
15 cesses of management.

16 And in conclusion I would say that in order to com-  
17 pete in the world market, and particularly with a small com-  
18 petitor, I would say that libraries are an indispensable aid  
19 to success and an insurance against possibilities.

20 THE CHAIRMAN: Thank you. / May I also say, Mr.  
21 Donnelly, please send in any statement in writing that you want  
22 to, so that we can make it a part of the record.

23 Bessie.

24 MRS. MOORE: Well, maybe we could stand a little  
25 light note here. This is the first time in my whole life that

1 I have ever had an opportunity to even know anybody that knew  
2 a fashion designer.

3 MR. DONNELLY: Yes.

4 MRS. MOORE: Could you possibly do a market study  
5 that would indicate that women who have passed the pleasingly  
6 plump stage still would like to look fairly fashionable?

7 (Laughter.)

8 COLONEL AINES: Do you know such ladies, Bessie?

9 THE CHAIRMAN: Well, Bessie, I think you should  
10 consult --

11 MRS. MOORE: Mr. Chairman, the devil made me do it

12 MR. DONNELLY: It was a very interesting study.

13 THE CHAIRMAN: Mr. Donnelly, there is one thing  
14 that I think we would appreciate some help on, and that is this  
15 Commission is very much user oriented in trying to solve these  
16 problems.

17 And yet we find that data, getting good data on  
18 what the users of libraries really think of libraries, what  
19 their criticisms are, what services they think are needed,  
20 how well they are performing, and all of that, is very hard  
21 to get.

22 And I was wondering whether the methods devised by  
23 market surveys and so forth could work out some kind of research  
24 scheme that would really produce reliable information on what  
25 the various kinds of users of libraries feel about the services,

1 think they need, and so on. It is terribly complicated, I  
2 know, but do you think, off the cuff, that such a thing could  
3 be worked out?

4 MR. DONNELLY: Yes, this could be approached.

5 I assume that you are not talking about a researcher  
6 such as myself. We have a nodding acquaintance or a very in-  
7 tense acquaintance with libraries.

8 THE CHAIRMAN: Yes.

9 MR. DONNELLY: So our problem is usually pretty --

10 THE CHAIRMAN: No, no.

11 MR. DONNELLY: You know, in that respect.

12 THE CHAIRMAN: No, we are talking about the other  
13 kinds of users in the nation.

14 MR. DONNELLY: The average.

15 THE CHAIRMAN: Are they getting the kind of services  
16 that they need?

17 MR. DONNELLY: This, conceivably, could be a very  
18 productive type of research.

19 THE CHAIRMAN: Yes.

20 MR. DONNELLY: Assuming a random sampling, you know,  
21 and taking a broad mass, you have got -- incidentally, you  
22 know, you have through your tax schedules the names of indi-  
23 viduals, who to contact, and you could require them either by  
24 law or ask them -- I would say "require" them! (laughter) --  
25 and institute a survey along these lines to ask them, to find

1 out precisely, where -- do they use the services? How often?  
2 If they do, how often? And what do they find most useful, if  
3 any?

4 THE CHAIRMAN: Yes. Well, any ideas that you might  
5 have about this, if you think of any, we would be very glad to  
6 hear about them.

7 Well, I think we must --

8 MISS SCOTT: Dr. Burkhardt.

9 THE CHAIRMAN: Yes.

10 MISS SCOTT: May I just pose one question? Does  
11 your firm itself support a special library?

12 MR. DONNELLY: No, we don't. I rely heavily on  
13 the San Francisco Public Library, I must concede.

14 MISS SCOTT: On your clients' library.

15 MR. DONNELLY: I have my own small library primarily  
16 in the area of the technical aspects of surveys.

17 MISS SCOTT: Yes.

18 MR. DONNELLY: But I generally will rely almost  
19 exclusively -- and I must say, of all the libraries both in  
20 business schools and various other cities, the library -- the  
21 business library -- in San Francisco is outstanding in terms  
22 of, particularly, staff.

23 As this lady was saying, I had a question that  
24 two clients wanted to start a very high women's fashion cou-  
25 tourier -- now there isn't that much information, but what



1 there is, the librarians in that area have been very helpful,  
2 and I mean not only to me but to everybody who comes in. I  
3 am very appreciative of that.

4 THE CHAIRMAN: Les, did you have something?

5 DEAN DUNLAP: I was going to ask, if you are such  
6 a knowledgeable and appreciative user of the San Francisco  
7 Public, were you able to help in this "Save the Libraries"  
8 program that Miss Stong told us about?

9 MR. DONNELLY: No, no, sir, I was not.

10 DEAN DUNLAP: A pity.

11 MR. DONNELLY: I am sorry --- but I will in the  
12 future.

13 (Laughter.)

14 THE CHAIRMAN: All right, thank you very much, Mr.  
15 Donnelly.

16 Now Mr. Veblen. Is Mr. Veblen here?

17 Whereupon

18 JOHN VEBLEN

19 was called as a witness, and was examined and testified as  
20 follows:

21 THE CHAIRMAN: You are from the Washington State  
22 Library Commission?

23 MR. VEBLEN: I am, sir.

24 THE CHAIRMAN: Now would you like to start off by  
25 adding or commenting on your own testimony, or would you like

1 us to ask the questions?

2 MR. VEBLEN: If I might comment on my written state-  
3 ment, in the light of some of the questions that members of  
4 the Commission have asked the preceding people here this morn-  
5 ing, I would like to emphasize the preoccupation that I have  
6 with national standards.

7 In particular, the reason for that is that as a li-  
8 brary trustee, as an attorney, in talking with legislators,  
9 both national and state, I am constantly asked two questions:

10 What are these standards you talk about, Mr. Veblen;  
11 and where did they originate?

12 And how do you know you are giving good library  
13 service to the user and how do the users tell you what they  
14 want?

15 Now almost immediately, when I start talking to  
16 the legislators and explain that the library standards that I  
17 am referring to are American Library Association standards, I  
18 am at a disadvantage. Even though I am not a librarian -- not  
19 a professional librarian -- in this regard I am at a disad-  
20 vantage because they are instantly suspect because of that  
21 fact that they are presently working in these jobs and they are  
22 the people who write the standards.

23 I think that the standards are good. I think that  
24 if the National Commission could emphasize these standards  
25 and make them their own, and conduct their own surveys in this

1 regard, and establish, as a National Commission, standards --  
2 that these are the library standards that should prevail  
3 throughout the United States, we -- speaking on behalf of  
4 libraries throughout the United States -- would have something  
5 to work with.

6 Secondly, I was intrigued with Mr. Donnelly's pre-  
7 sentation because I also have the feeling that within the  
8 library profession there must be enough imagination to be  
9 able to devise some method of evaluating our present library  
10 service.

11 The social indicators program that has been referred  
12 to before is, at least, a start. I would love to see a con-  
13 trolled experiment in one section of the country, and another  
14 controlled experiment in another section of the country, so  
15 that we find out why some people use the libraries and why  
16 their next door neighbors do not.

17 Also, I wish that there were some means whereby  
18 the libraries throughout the nation have the actual authority  
19 to publicize by actual ads in the newspapers, on television,  
20 and so forth, spend public money to publicize the marvelous  
21 facilities that we have. We are not permitted, I don't believe,  
22 in any part of the nation, to spend public funds in this re-  
23 gard.

24 I have many more comments, but I would prefer to  
25 leave them to the questions.

1 THE CHAIRMAN: Right, Thank you.

2 Are there any questions from the Commission on Mr.  
3 Veblen's testimony?

4 DEAN DUNLAP: Well, I would like to raise the ques-  
5 tion about the adoption of these standards, which, of course,  
6 it would not have the force of law -- it would just have an  
7 additional blessing.

8 Do you think this is worth doing?

9 MR. VEBLEN: I think it is worth doing because  
10 the majority of the members of this Commission are not profes-  
11 sional librarians, and if you have a Commission that is set  
12 up with the background and the study that preceded this par-  
13 ticular Commission, I believe that the force and effect that  
14 this would have would be tremendous.

15 THE CHAIRMAN: Lou.

16 MR. LERNER: Well, would you envision something  
17 like the North Central Association, which goes into secondary  
18 schools with teams and says "Yes, you meet the standards,  
19 You are O. K. We will put a star on the door."

20 I don't -- I would like to have some explanation  
21 of what you really mean, what this really means.

22 MR. VEBLEN: O. K., let me explain.

23 -In the State of Washington, at this time, we have  
24 a study that has been conducted by the Local Government Com-  
25 mittee -- a Committee of the Legislature." This Committee is

1 recommending that twenty-seven million dollars be expended for  
2 statewide support, that we eliminate the district support,  
3 as far as the two mills for the local property tax.

4 . . . Now this has come about as a result of their in-  
5 vestigation and their knowing the problems, the crunch that  
6 we have in the State of Washington, but also the fact that  
7 we are stretched out as far as the millage is concerned --  
8 the dollars are slipping; the dollars are slipping. Not only  
9 do we not keep pace with inflation, but we have less dollars  
10 each year to spend with regard to library service.

11 . . . They have examined very carefully the American  
12 Library Association standards. They are convinced that when  
13 we talk about \$7.90 per capita in the State of Washington  
14 that we know what we are talking about, that they are based  
15 upon very sound and solid standards.

16 . . . But remember, we have had an opportunity over two  
17 years to present to them as people -- a very small Committee  
18 of the Legislature -- what these standards are, how they were  
19 devised, what they were based upon. We do not have that time  
20 when the legislature meets -- we do not have that time. And  
21 speaking of time, Mr. Chairman, there is one more thing that  
22 would like to comment on:

23 . . . Always we have the problem in the State of Washing-  
24 ton and I am sure that it is nationwide -- whenever we know  
25 what the legislation is from the Federal Congress, whatever

1 the dollars are, they are always matching dollars. Our legis-  
2 tature has already gone home for the crop season. I think  
3 that this is true nationwide.

4 If we could persuade the Congress to have the  
5 current writing for the next, the legislation of the dollars,  
6 I think that it would be a tremendous planning attribute as  
7 far as every State in the Nation is concerned.

8 THE CHAIRMAN: Mr. Veblen, I wanted to ask you a  
9 question:

10 In your written testimony you referred to the need  
11 for standardization in hardware and software of these networks  
12 and, of course, it is obviously terribly important to get that  
13 done. But what is the situation now with the Northwest Re-  
14 gional Network, say, and the California State Network? Are  
15 they compatible with one another? Can they interlace?

16 MR. VEBLEN: Well, Mr. Chairman, what we do now  
17 and what we have done over a period of a number of years is  
18 we have worked, for instance, on the M. A. R. C. program,  
19 putting the M. A. R. C. program into effect as early as we  
20 can in the State of Washington with the dollars that we have  
21 to work with.

22 Now our great worry, as far as all networks are  
23 concerned, is whether or not when we are working with this  
24 particular program, attempting to coordinate it with other  
25 programs throughout the State, are we going to find that even-

1 tually, if we have a very good and successful network, that  
2 we cannot reach California, we cannot reach Washington, D.C.,  
3 we cannot reach Chicago, because certain standards have not  
4 been promulgated which are acceptable to all of the library  
5 profession, to all of the users of libraries, be they academic  
6 or special libraries or public libraries or school libraries?  
7 I believe that we need to have from the Library of Congress  
8 some additional material in this regard, so that the Library  
9 of Congress would promote the M. A. R. C. program, so that  
10 not just the little State of Washington would have a couple  
11 of good programs, but this is the universe throughout the  
12 United States, so that we would know specifically that we  
13 would be on board.

14 We have to, in the State of Washington, order our  
15 computer time six to seven to eight -- five to six to seven  
16 to eight years in advance. When we order in advance, we  
17 have to start ordering and knowing what we are talking about.  
18 Technicians tell me that we should be talking in specifics now  
19 for what we want a few years from now.

20 This is what worries me.

21 THE CHAIRMAN: Joe, would you like to comment on  
22 this situation?

23 MR. BECKER: No, I just agree with John that this  
24 is a very important area. The Association of State Libraries  
25 has discussed the possibility of interstate technical interfaces

1 but, as far as I know, they haven't actually developed a  
2 program for doing anything about it as yet.

3 I would like to ask a question based on your exper-  
4 ience of the past four years, John, with the Washington net-  
5 work and the interest that has prevailed there for inter-  
6 connecting various types of libraries within the State. You  
7 have been a leader in the country in that regard. Just what  
8 has been the character of that experience and what are some  
9 of the major impediments that you see, besides standards?

10 MR. VEBLEN: The experience -- first of all, we  
11 are fortunate that our Governor is very library minded. He  
12 permitted us to have a Governor's Conference, which was enor-  
13 mously successful -- so successful that the public demanded  
14 more exposure in this regard, and we have had six Regional  
15 Conferences at which the Governor came and spoke, in each  
16 case.

17 His speech on libraries was different each time,  
18 composed by himself, and very technically correct, and very  
19 inspiring for all of us. As a result of this, we discovered  
20 that the public was very ready for networking. As a matter  
21 of fact they wanted to go home and put it into effect right  
22 now. They wanted to go to their library and be able to do  
23 all of these things that we had dreamed about.

24 We have had a small problem in the State of Wash-  
25 ington -- primarily dollars. These dollars have not been



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available to us, As a result, we have made what steps we can.

We have a very good cooperative program. We now are extending S. C. A. N. throughout the State of Washington, which is the State-controlled area network, as far as phones are concerned, so that we are now covering practically all libraries within the State.

This means that when we have any kind of an urgent request in regard to borrowing of any kind of library material, it can now be taken care of through the S. C. A. N. network. This has speeded things up. We do have a very excellent cooperative basis.

We have a request in -- and we understand that it will be approved in the Governor's Budget -- for an additional start on the network and as far as the legislature is concerned, we hope that we will be very successful.

THE CHAIRMAN: I wonder, if the speeches that you referred to of the Governor's were so effective in bringing about public awareness and conviction, could you perhaps ask the Governor to send us copies?

MR. VEBLEN: I would be happy to. I have copies of all of them, Mr. Chairman.

THE CHAIRMAN: Would you send them to the Commission Office?

MR. VEBLEN: Yes, sir.

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THE CHAIRMAN: We would be delighted to see them, John.

MR. LORENZ: I might say, first, that the Library of Congress is fully aware of the importance of having standards and developing standards in this field of software and hardware, even though we recognize that it is a very difficult problem.

We shall continue to do everything we can toward this objective. As you know, the M. A. R. C. standard was developed by the Library of Congress as more or less developing a floor under the total system of machine readable cataloging.

Now my question, John, is in terms of the state grant program or the state funding program, which is now being developed in Washington, which we identified earlier as a landmark development. What would your prognosis be for the possible success of this kind of funding, as against the present funding, based on local property tax?

MR. VELEN: My guess is that it will be successful because there is no other way to go. At the moment we have run headlong into a situation where the library districts and the fire districts are both competing for the same dollars. It is perfectly obvious to most of the legislators to whom we have taken this problem that this is the kind of a situation that cannot exist.

1 It is more logical now to fund the libraries  
 2 statewide. Therefore, we feel that because it is proposed  
 3 by the Local Government Committee and proposed to the Legis-  
 4 lature, and it is being accepted by the profession in the  
 5 state, and the trustees, that we are now in a position where  
 6 we will get into this.

7 You understand that I am not saying that this bill  
 8 will be passed and the funding take place immediately. We  
 9 have built in a planning arrangement so that all of the State  
 10 will be taken in , and various sections of the State will  
 11 be set up as planning councils, so that the entire State will  
 12 not only the library profession, but the government agencies,  
 13 and the users, and so forth, will take part, in the next ten  
 14 months, in the planning that will develop the entire state-  
 15 wide library system. We feel that this is the important  
 16 thing.

17 Now this is so important that the legislators are  
 18 including in the bill a self-destruct measure that if the  
 19 twenty-seven million dollars is not available, it cannot be  
 20 put into operation. This is what we feel is the minimum.

21 THE CHAIRMAN: One more question.

22 Mr. Lerner.

23 MR. LERNER: Mr. Veblen, I was particularly inter-  
 24 ested in your comments on service to the institutionalized,  
 25 and we had some testimony this morning from Mr. Mason, who

1 is the Prison Librarian in the Montana State Prison, and  
2 what he really said in part was that libraries are too impor-  
3 tant to be left to the institutions they serve, that in fact  
4 they should be served by an outside agency operating within  
5 the institutions.

6 How do you look on this problem?

7 MR. VEBLEN: This is exactly the way we handle it  
8 in the State of Washington. We have forty-five State insti-  
9 tutions. All forty-five of them have library service -- either  
10 by staffing the librarian at the State institution or by a  
11 contractual arrangement set up by the State Library with the  
12 local library that has an arrangement where, on a certain  
13 basis, they go and take care of the service needs in this re-  
14 gard.

15 This can only take place, however, if you have good  
16 rapport between the Department of Institutions and the State  
17 Library. Now again this is cooperation. There is no law  
18 that requires this in the State of Washington. It is the  
19 personality -- being able to work together.

20 MR. LERNER: Should there be such laws on state  
21 levels?

22 MR. VEBLEN: I am always afraid of laws that require  
23 cooperation.

24 (Laughter.)

25 I think that it is very difficult to legislate

1 that as it is difficult to legislate morality.

2 I might point out to the Commission, however, that  
3 where we were receiving some \$35,000 from the federal govern-  
4 ment in regard to institutional programs, we were spending  
5 more than \$400,000 of state funds on this institutional pro-  
6 gram.

7 Now that, of course, is what I mean when I talk  
8 to John Lorenz in regard to the M. A. R. C. program. What  
9 we are saying is we want it now and we want more of it -- and  
10 we are not saying that you haven't done a good job, but we just  
11 want a lot more.

12 THE CHAIRMAN: Well, thank you very much, Mr.  
13 Veblen.

14 MR. VEBLEN: Thank you, sir.

15 THE CHAIRMAN: We come now to the portion of our  
16 hearings which have been left open, and we have left a couple  
17 of hours for people who might not have sent in any testimony  
18 in advance, but just appearing and wanting to say things, and  
19 we have asked them to register at the front door, and I have  
20 got quite a list.

21 We will take this during the next two hours, and  
22 then we will resume the regular session.

23 But before we do, I would like to read you the  
24 following greetings, which have been sent to us, to put it in  
25 the record:

1 "On behalf of the people of San Francisco, I am  
2 pleased to extend a cordial welcome to the members of the  
3 National Commission on Libraries and Information Science to  
4 the San Francisco Hearing, November 29th, 1972. We trust  
5 that your hearing will be most successful and contribute to  
6 your goal of developing plans for the improvement of our  
7 nation's libraries.

8 "During your stay it is my hope that you will have  
9 the time to enjoy San Francisco's many noted attractions. I  
10 know you will find a warm welcome wherever you go.

11 /s/ Joseph L. Alliotto,

12 Mayor"

13 I am very glad to have that, and we will make it  
14 a part of our record.

15 Now Dr. Eric Boehm is here, and Mr. Boehm is Presi-  
16 dent -- he comes from Santa Barbara and I have some initials  
17 here which he probably should spell out himself.

18 Whereupon

19 ERIC BOEHM

20 was called as a witness, and was examined and testified as  
21 follows:

22 DR. BOEHM: Eric Boehm -- B-o-e-h-m, spelled ex-  
23 actly as Mrs. Moore's middle name. The initials, Dr. Burk-  
24 hardt, stand for American Bibliographical Center, Field Press  
25 and as you know, I am principally a purveyor of abstracting

1 services in political science.

2 I suppose that the greatest contribution that I  
3 could make to the deliberations of the National Commission is  
4 to exercise a non-ordinance and not appear at all because you  
5 are running ten minutes late. However, I have tried to crystal-  
6 lize what I want to say in the form of an abstract, and that  
7 should not take more than possibly two or three minutes, and  
8 then, if you choose to ask questions, you can do so.

9 There is, in my view, a great danger that the Na-  
10 tional Commission may choose to interpret its mandate narrowly  
11 and thus concentrate in the further improvement of library  
12 systems and information tools exclusively, eschewing aspects  
13 as they go along which relate to our educational system, the  
14 society at large, and the attendant political implications.  
15 I am not suggesting, mind you, that the National Commission  
16 solve all of our social problems, but I would like to call your  
17 attention to a facet of the problem that you are addressing  
18 yourself to.

19 Our library systems are considered to be user  
20 oriented. As I look up at the Seal of the United States and  
21 see "E Pluribus Unum", I am reminded that it does connote that  
22 there is a particular problem and a particular idea; and "E  
23 Pluribus Unum" represented the particular idea which occurred  
24 at the founding of our nation.

25 And user orientation is used so frequently that one

1 cannot help but ask, what is wrong with user-oriented systems?  
2 are we really user oriented?

3 It should be noted that while we have made substantial  
4 tial resources and the most modern technology available to  
5 the producer of information, we have virtually ignored the  
6 problems of the user, who has only one pair of eyes. The  
7 methods designed to overcome the resulting imbalance between  
8 the producer and the consumer, for instance, speed reading,  
9 using auditory tapes for the ear to work to aid the eye, are  
10 merely palliatives.

11 L. I. systems are, for the first time, available  
12 to the user. In other words, they address the balance and  
13 make the knowledge of the computer available to the individual  
14 as well.

15 If the National Commission addresses itself prin-  
16 cipally to the development of the identification of information  
17 apps, improvement of systems, or other facets of the work of  
18 the surveyor, they will only exacerbate the disparity between  
19 the information producer and the consumer.

20 I believe that the needs of the consumer should  
21 assume first priority, and that suggests the need for an  
22 educational reference in which as much as twenty-five to fifty  
23 per cent of the curriculum is devoted to teaching the techniques  
24 and the tools of information research, of course, the substance  
25 of these tools.



1           We need to learn more where to look it up. I  
2 submit for consideration by the National Commission the fol-  
3 lowing three recommendations:

4           The first recommendation focuses on curriculum.  
5 To determine ways and means by which the higher education  
6 curricula, as also curricula in other levels of education,  
7 be reviewed for second knowledge -- taking my cue from Dr.  
8 Johnson, who referred to first knowledge as the substantive  
9 knowledge, and the second knowledge being the knowledge of  
10 where to look it up -- as the user term is a generic term  
11 which would apply to all of the facets that the National Com-  
12 mission would address itself to. If education could be deemed  
13 to be a growing awareness of ignorance, exposure to second  
14 knowledge and second knowledge tools will have a salutary  
15 effect.

16           My second recommendation concerns manpower:

17           Implementation of the first recommendation and  
18 other aspects of the second knowledge process indicating the  
19 role, will lead to an explosive need in second knowledge  
20 manpower:

21           First, to effect the libraries' integration with  
22 the educational process.

23           Second, to perform the immediate bibliographic,  
24 indexing, and expanded library services.

25           Third, to provide more in the immediate area --

1 reference librarians, persons engaged in research, protect  
2 the second knowledge tools and the consumer.

3 And fourth and last, to provide teachers who offer  
4 new curriculum courses and the staff to support them and in-  
5 structors who offer updated courses to the teachers.

6 My third recommendation is with what I might call  
7 dramatization and organization.

8 I am cognizant that the first two recommendations  
9 imply an agonizing reappraisal as to the allocation of national  
10 resources. It will meet resistance in many sectors of our  
11 society. The feeling traditionally is to be inclined to ad-  
12 minister their problems rather than to "advocate" them. I  
13 use that term "advocate" in the political science rather than  
14 in the literal sense, the literal dictionary sense -- if you  
15 do not advocate, you may not get the requisite attention or  
16 secure the allies in the educational and political arena which  
17 are needed to carry forward the new emphases which I suggest.

18 To dramatize the problem I suggest consideration  
19 of a White House Conference as one way of engaging educators  
20 and members of the government and the media. The further  
21 means of dramatizing and organizing problems is in my written  
22 testimony. The statement I made some years ago concerning the  
23 International Congress of Information Dissemination and the  
24 International Year of Information Dissemination. That is the  
25 end of my abstract.

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Thank you very much.

THE CHAIRMAN: Thank you. Would you send us a copy of this?

DR. BOEHM: Dr. Burkhardt, I sent it, but it was sent so late.

THE CHAIRMAN: I see.

DR. BOEHM: I sent it, just in time.

THE CHAIRMAN: Well, now I must remind or tell the Commission members that we have had so many people sign up for this thing that we have had to limit each person to ten minutes, so discipline yourself when it comes to the questioning.

If you have any questions, I will try to pick the member of the Commission who knows most about what the man has been talking about, and I will be a little arbitrary in my selections too.

Have you got a question? Joe, have you got a question to put to Mr. Boehm?

MR. BECKER: No, well, let me think:

Eric, as you spoke and suggested that a larger percentage of the curriculum be devoted to teaching, I assume, newcomers, students, the use of information tools and research methods, can you amplify that just a little bit in terms of your own experience?

That is a large proportion, of course, of the

1 school day, but none the less, I would like to hear a little  
2 more specifically what you have in mind.

3 DR. BOEHM: Well, I have in mind specifically that  
4 as an instructor possibly one would offer at professional  
5 meetings, workshops, and workshop seminars, which would encourage  
6 the persons to agonize over the problem of the lack of know-  
7 ledge of these second knowledge tools -- and this would be an  
8 initial and a very honest first step, to begin to do what edu-  
9 cation does, to create -- and I have a more narrow technical  
10 suggestion, also:

11 And this concerns, possibly, if you want to alle-  
12 viate the past, that is to focus on what I might call switching  
13 networks, to create what I might call switching networks.  
14 The idea is not entirely new -- namely, to create an integrated  
15 national and, I would say, international system, which would  
16 feed into a computer data bank a profile of a particular refer-  
17 ence tool.

18 And this must be a dynamic system, of course. It  
19 must be kept up to date, as the tool reaches its point of  
20 maturity or decline and demise, this type of information has  
21 to be fed into it, so that the reference librarian has a tool  
22 at his beck and call, which he can tap to enhance his memory,  
23 because one of the disturbing things that I have found in the  
24 last five years is that the person whom we so frequently depend  
25 on -- the reference librarian and the literature search per-

1 son -- is no longer able to keep up with the tremendously  
2 explosive growth of the second knowledge.

3 However, I think that these two suggestions that  
4 I have made represent only a small portion of what should be  
5 done -- to integrate the library, and to provide tools whereby  
6 the librarian actually becomes part, -- to take the initial  
7 steps.

8 THE CHAIRMAN: Thank you very much. I think we  
9 really must move on now; we are running behind. But thank you  
10 again.

11 Mr. Tannis. Mr. Norman Tannis.

12 Whereupon

13 NORMAN TANNIS

14 was called as a witness, and was examined and testified as  
15 follows:

16 THE CHAIRMAN: Mr. Tannis is President-Elect of the  
17 Association of College and Research Libraries -- is that cor-  
18 rect?

19 MR. TANNIS: Right. I am also Director of the Li-  
20 brary at California State University.

21 I would like to bring to the attention of the Com-  
22 mission an urgent need for better ways of measuring the effec-  
23 tiveness of academic libraries.

24 In the past we have had academic library standards.  
25 As a matter of fact, I was Chairman of the Standards Committee

1  
2 for five years, in the Association. We have done a number of  
3 different kinds of standards:

4 We have made arbitrary standards based on authority.  
5 We have used per student enrollment basis.  
6 We have used comparisons -- which are very helpful  
7 except for those institutions which are at the top of the com-  
8 parisons. They are not served very well by comparison sorts  
9 of standards.

10 We have also done standards on units per operational  
11 cost.

12 All of these kinds of things that we have been  
13 working on in the past years are becoming less and less effec-  
14 tive with boards of trustees, with regents, and with legis-  
15 lators. And I believe that one of the reasons is that we need  
16 urgently money, funds, and moral support to construct and  
17 study measures of effectiveness in academic libraries. That  
18 is to say, we need market survey types of things.

19 We have got to know, if we are in the business of  
20 delivering information, whether that information is being de-  
21 livered, to whom it is being delivered, what kinds and classes  
22 of people we are really serving, because in a university li-  
23 brary, made up of many kinds of complex units, for example,  
24 we have many different kinds of users. They are not just stu-  
25 dents.

This is a very complex problem, and I believe --

1 and I think I have a right to say it -- we have been treating  
2 it in a very simple fashion. And I think that we will need  
3 a great deal of money and a great deal of assistance in work-  
4 ing out better ways of measuring library effectiveness. The  
5 public libraries have already taken some steps -- we are be-  
6 hind. We are going on doing the same old things, and I don't  
7 think it is going to be very helpful. Obviously, we are going  
8 to need money and moral assistance.

9 The Association of College and Research Libraries,  
10 obviously, has a duty in this area, and it is also working on  
11 the problem.

12 I have a second item.

13 THE CHAIRMAN: Right. Excuse me. I have just been  
14 called out, and I want Mrs. Moore to take my place in the  
15 Chair.

16 MR. TANNIS: Certainly.

17 THE CHAIRMAN: And if you will excuse me, I just  
18 would like to get to the telephone.

19 (Whereupon, Dr. Burkhardt left the room, and Mrs.  
20 Moore assumed the Chair.)

21 MR. TANNIS: Secondly, I would like to disagree  
22 with Eli Oboler -- especially since he is no longer here!

23 (Laughter.)

24 And I frequently disagree with Eli Oboler. I do  
25 think that we need studies about academic libraries of the

1 future. I think we have to know where we are going, and what  
2 our goals are, and what is going to happen in the year 1980  
3 or the year 1990. I think that the aerospace industry and  
4 all of the "think tanks" in California have given us some  
5 indication that there are some very sophisticated techniques  
6 for working in this area of "futurism" and, incidentally, for  
7 a time these outfits have been under somewhat of a pall re-  
8 cently.

9 I am not sure that it is because they have been  
10 giving bad advice -- I think perhaps that it is because their  
11 advice has not been listened to.

12 There are very sophisticated techniques for, first  
13 of all, projecting what is going to occur in the future, and  
14 then correcting it as time and technology goes on. I think  
15 that the study of "futurism" in academic libraries is extremely  
16 important. As you all know, academic libraries, universities,  
17 colleges, junior colleges, are spending billions of dollars  
18 on acquiring materials for academic libraries, instructing  
19 the citizens, talking about cooperating -- and yet, if we  
20 knew, if we had a better concept of where we were going, and  
21 I think that it is possible to know this -- we could direct  
22 those funds much more effectively and much more economically  
23 than we are at the present time.

24 The third point that I would like to make is once  
25 a gain contra Eli Oboler.



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I believe that there is a very grave need to do something about the library school graduates who are not being hired today. I have been on the advisory committee of two different major library schools -- and I think that there is a problem.

And I think there is another problem; and the two problems together might add towards some kind of a solution. We have a great area in our society which is unserved by library service. And I would like to propose a kind of a Peace Corps or an Information Corps, made up of these young librarians, full of ideas, who could go out to Indian reservations, could establish store-front libraries, could go to migrant workers, could go to the inner cities, and indeed also could go to the university campuses, where we have a great problem in instructing in the use of libraries.

I personally could use a hundred such people to work on the 24,000 students that we have on our campus, to make them understand how to use this extremely intricate and difficult kind of thing which we call the university library -- and I don't even have a very large university library -- even larger libraries need more, I suppose.

But I think that we are passing up a very good bet if we do not consider the possibility of a Library Peace Corps, or call it an Information Corps, or something else, to utilize these young people who are unemployed. I disagree

1 with Eli Oboler that this unemployment is going to cease very  
2 soon. I think it is going to continue and increase.

3 And I trust that this Commission will give some con-  
4 sideration to these two ideas, as well as to the twenty-five  
5 pages of other materials which I sent to you earlier.

6 (Laughter.)

7 Thank you.

8 MRS. MOORE: Well, we thank you, and we have time  
9 for a few questions.

10 DEAN DUNLAP: Mr. Tannis' points are quite perti-  
11 nent and I want to query you a little bit about the matter  
12 of the evaluation of university libraries. I quite agree  
13 with the need for this, but it is something very hard to get  
14 at, as you know.

15 We have a lot of statistics in the library profes-  
16 sion, but all of them deal with things that we acquire, or things  
17 that we build, and hardly any of them deal with things that we  
18 provide to our users, because we all know that circulation  
19 systems are suspect -- circulation statistics.

20 You mentioned that we might have surveys and in-  
21 quires of a market analysis type of the satisfied customers.  
22 Can you be more specific though, because I don't think that  
23 is going to help us with the budget crunch, and this is really  
24 the purpose of the evaluation.

25 MR. TANNIS: I think it does have to do with the

1 budget crunch because we are not convincing the people who  
2 give us money that we have standards that are valid and that  
3 are based on actually what occurs in the university libraries.  
4 And there are various kinds of "home grown" remedies that I  
5 have used myself -- and they are very inadequate:

6 We have done an in-depth questionnaire, questioning  
7 by an expert, kind of questioning -- we have done samplings  
8 of this sort:

9 I have even sat out in the lobby of my library and  
10 gotten out of my office and had a sign in back of me, saying  
11 "We may be a bureaucracy, but we are very interested in know-  
12 ing how we can do things better for you." I had coffee there  
13 and I was serving the students, and I found out a great deal  
14 about how students felt about my library just by sitting out  
15 there and being accessible.

16 We also get the traditional kind of feedback from  
17 our professors and from people who are unhappy about what we  
18 do. I might add, parenthetically, that I was very impressed  
19 with how many people are grateful and thankful for the kinds  
20 of services that we are performing, and it was not a dark pic-  
21 ture, as a matter of fact.

22 But this is a kind of an amateur way -- and I  
23 think we ought to build, I think we need the use of statisti-  
24 cians, and management auditing people, and library experts, to  
25 attack this problem -- in a very systematic fashion, not in an

1 amateur way, in a kind of amateur way.

2 MRS. MOORE: We have just time for one more ques-  
3 tion.

4 John.

5 MR. LORENZ: Have there been any proposals to  
6 funding agencies at the federal level to do the kind of de-  
7 velopment of standards that you have mentioned?

8 MR. TANNIS: Yes.

9 MR. LORENZ: Or how do you see the role of the Com-  
10 mission in developing these standards?

11 MR. TANNIS: Yes, some federal funds were sent  
12 forth, and considerable ones -- the school, the University of  
13 Pennsylvania -- and primarily at the public library, and there  
14 was a brief chat about the university library problems, and  
15 I understand from experts who know more about it than I do  
16 that this section developed on university libraries did not  
17 come up with very effective measurements. In fact, the study  
18 admitted it itself.

19 But it is a very, very complex problem, and will  
20 take some time and a good deal of money. But some attention has  
21 been given to this. I am not a "John the Baptist."

22 MRS. MOORE: We thank you very much, Mr. Tannis, for  
23 your testimony.

24 Our next witness is Mr. Richard Doherty.

25 Whereupon

1 RICHARD DOHERTY

2 was called as a witness, and was examined and testified as  
3 follows

4 MRS. MOORE: Mr. Doherty, would you identify your-  
5 self for the record and either submit to questioning or say what  
6 preliminary statement you would like to make?

7 MR. DOHERTY: Fine. I am University Librarian,  
8 University of California at Berkeley. And I want to address  
9 myself to two points:

10 One, the role of research libraries in the national  
11 network.

12 And the second, one aspect of library education,  
13 which hasn't been mentioned too much this morning.

14 Most of our state and regional networks have, par-  
15 ticularly, the role of research libraries as the cornerstones  
16 of the resource centers, and I think that traditionally re-  
17 search libraries have performed an interlibrary loan function  
18 and as we begin going more toward a national network, we are  
19 going to be asked in research libraries to serve a larger  
20 and larger geographical population -- and I believe that the  
21 libraries will try to do this.

22 But we all know that the workload is going up, the  
23 costs are going up, and the ability to perform is probably  
24 at best stable and in some situations is deteriorating. And  
25 during the time of reasonably plentiful resources, I guess

1 there are somewhat altruistic motives, but now that resources  
2 are getting scarcer, we begin to see less willingness to pool  
3 our resources -- and this has probably been promoted because  
4 our ability is also declining.

5 I would like to see, of course, some funding on  
6 two aspects

7 one, I suppose, is materials.  
8 But -- I think, more importantly -- funding so that  
9 the library can perform at a level which doesn't breed dis-  
10 satisfaction.

11 I mean, one of our problems with library coopera-  
12 tion is that we are asked to do it on a shoestring budget.  
13 We do a less than adequate job -- and we just exacerbate  
14 feelings of cooperation, and it is just sort of a growing  
15 antagonism. I know that this is true for some of my academic  
16 colleagues on the campus at Berkeley, and at the University  
17 of Colorado this is true.

18 The difficulty, I suppose, is -- what is a national  
19 resource? Which libraries do you select? This was alluded  
20 to this morning, with urban public libraries, and I think that  
21 there are criteria which can be employed.

22 For example, we know now which libraries are the  
23 lenders and which are the borrowers. Some of the large re-  
24 search libraries' the ratio is as high as ten to one.

25 There is another indicator -- the geographical

1  
2  
3 resources nationally?

4 The University of Colorado, we found by sociol-  
5 ical-geographical dispersion study that we didn't get the  
6 majority of the Rocky Mountain region -- we got them from  
7 Harvard and Yale and the University of Chicago. And a few  
8 checks brought out that the pattern is not dissimilar. As  
9 a matter of fact, we reached the point where I even offered  
10 Harvard a fund position, just to take care of our resources.  
11 Well, it wasn't a practical suggestion, but it was sort of  
12 to jockey our needs back to Harvard.

13 Then, of course, I guess there is the size of the  
14 collection. I suppose it is a very inadequate measure, but it  
15 is the one that we use.

16 (At this point, Dr. Burkhardt returned to the room  
17 and resumed the Chair.)

18 Any one of these, or a combination of them -- for  
19 example, I want all my branches to tell me, if they get wind  
20 of an interlibrary loan operation which is effective, they  
21 will tend to use it -- we might give "Brownie points" to the  
22 best operation.

23 The second point, having to do with education, is  
24 what I would label "staff development". Now I don't know that  
25 it is necessary to fund staff development at a national level

11 as much as it is to get the idea across that staff development  
12 ment should be a part of every library's budget. This fact  
13 is not accepted now, not by many administrators and legis-  
14 lators.

15 When I say "staff development" let me delineate  
16 three specific tasks:

17 To upgrade skills of non-academics and non-profes-  
18 sionals, particularly in libraries where there have been rea-  
19 sonably successful affirmative action programs.

20 To expand opportunities of librarians, which are  
21 going to be affected by technology.

22 And third, to impart managerial skills, particularly  
23 at the middle levels.

24 We are weak, we are very weak, in all of these  
25 areas.

16 In a sense, what we need to do is to prepare our-  
17 selves for these changes that we are talking about. Right  
18 now when we talk about changes in technology and using com-  
19 puterized systems, we are scaring the "bejeebers" out of many  
20 of the staff. They are digging their heels in. All they see  
21 is the possibility of losing their jobs. And I guess what  
22 I am asking the Commission to do is to help us to create a  
23 climate in which the changes that we are talking about can  
24 take place.

25 THE CHAIRMAN: Thank you, Mr. Doherty. Are there



1 any questions

2 MR. LORENZ: Do you have any idea of how this na-  
3 tional climate can be created that you are talking about?

4 MR. DOHERTY: Which?

5 MR. LORENZ: The climate in which changes can take  
6 place.

7 MR. DOHERTY: Oh.

8 MR. LORENZ: Your last statement, that the role of  
9 the Commission is to assist in changing the climate in which  
10 more staff development would also be

11 MR. DOHERTY: Well, I think first, an awareness  
12 that this is something that is badly needed, and to begin, I  
13 think the proper place is to begin spending maybe two per cent  
14 or three per cent of the library's budget for large libraries  
15 and the small libraries may have a different rate -- it should  
16 really be blowed back into the development of the staff, and  
17 I think that it is something that if it is going to be achieved  
18 that it will take several years.

19 Some libraries have already made a study - I think  
20 you are wrong, John.

21 THE CHAIRMAN: Well, thank you, Mr. Doherty.

22 We come now to Grace MacDuff.

23 Whereupon

24 GRACE MAC DUFF

25 was called as a witness, and was examined and testified as

follows:

2 THE CHAIRMAN: I don't think you need any intro-  
3 duction to this group.

4 MS. MAC DUFF: I will introduce myself. I am  
5 current Chairman of "Three Libraries 'Live for San Francisco"  
6 and also a member of the Friends of the San Francisco Public  
7 Library.

8 I didn't submit testimony because I received the  
9 invitation to do so just as I left the country, and the coun-  
10 try to which I went takes two weeks to get a letter back here  
11 so I would like to use this -

12 THE CHAIRMAN: That is not a terribly foreign coun-  
13 try.

14 (Laughter.)

15 I notice that some businessmen at home are in pretty  
16 much that stage.

17 MS. MAC DUFF: I would like to react to some of  
18 the questions that you have asked the witnesses.

19 The first question, I think you, sir, asked someone,  
20 "Are the libraries on the brink of disaster?" And I would  
21 like to say very definitely that I think that they have been  
22 and are.

23 For example, S. B. 90 for the State of California,  
24 which is the Governor's bill on education, does not include  
25 elementary or public libraries in it. He is asking for a

1 very large size for our public education system. Where does  
2 it -- and where is funding for public libraries to come from.

3 My great enthusiasm for the clout of the individual  
4 citizen has been somewhat dampened by a letter which was just  
5 handed to me saying that the Governor's Finance Committee is  
6 not recommending passage of S. B. 1261, which would fund the  
7 State Library Network.

8 And we have a few days, and if there is any press  
9 here from the "Chronicle" or the "Examiner" --

10 MISS SCOTT: There is.

11 MS. MAC DEFT: Which I hope -- and we have sent  
12 all of the information in to the editorial -- and at a time when  
13 the national elections had the front page, and the proposition  
14 for our state ballot -- but this is a subject that I would like  
15 to be a little passionate about and a little emotional about,  
16 is that every resource, such as Friends of the Library, who  
17 cannot lobby, but should create on a statewide basis ad hoc  
18 committees who can. You lose your tax status if you lobby as  
19 a non-profit organization.

20 And that the P. I. A. -- that we all join hands,  
21 and I would like to ask this Commission to take some leadership  
22 at the national level, with the Right to Read Program out of  
23 the National Education Department, the Reading is Fundamental  
24 Program, which is a program, the R. I. S. E. Program of the  
25 P. T. A., and that all voluntary organizations join forces, that

1 we all kind of a National Trust for Education.

2 The cheapest education is self-education, and a  
3 library system is an extension of the arm of our great public  
4 education.

5 I am a retired educator, and I was asked to work  
6 with Walter Straley on the National Commission on the Right  
7 to Read Program, but my Board of Education wouldn't let me  
8 go. But I think that this segment, this compartmentalizing  
9 of educational groups, it is high time that we formed a sort  
10 of a push forward with our legislators and, particularly, the  
11 public.

12 And I wouldn't speak so passionately if we hadn't  
13 been so successful with the public here in San Francisco, when  
14 they realized that in our 1971-72 budget, there was \$776 only  
15 for replacement of equipment for twenty-seven different units!

16 Now I don't know whether there is time with S. B.  
17 1261, to reach the Governor and to change his financial ad-  
18 viser, but unless the citizens are made aware -- there are  
19 many young people here who testified: I don't think the right  
20 hand knows what the left hand is doing in libraries and edu-  
21 cational circles.

22 For example, I wonder how many people realize that  
23 library subventions in the State of California in 1963 were  
24 \$800,000, and this year were \$800,000, but for the Governor's  
25 Office in 1963, it had \$910,000 and it has \$1,738,000 increase

1 this last year in his budget to run his part of the govern-  
2 ment, while the library is being slighted.

3 The legislature in 1963-1964 had \$7,391,000 and  
4 their budget in this year is \$32,000, in their 1972-1973  
5 budget.

6 MR. VEJDEL: Million.

7 MR. MOORE: Million.

8 MS. MAC DUFF: And the library bill, S. B. 1261,  
9 is now pending for the Governor's signature.

10 Now the citizens' part, either at the national  
11 level or at the state level or at the San Francisco level now  
12 is going to be the thing that is going to move education --  
13 an important arm of education, the library -- forward. And librarians  
14 have to go to the Commission meetings and librarians are  
15 constantly asking for funds to go to conventions. I think  
16 there should be more cross-fertilization among librarians and  
17 other educational groups. Why not send librarians, say, to  
18 the National Council of Teachers of English, National Council  
19 or to a National Business Council Conference, and see what  
20 business needs are. Or see what teachers' needs are? And  
21 go to a conference where these funds are available for con-  
22 ferences -- why can't there be more cross-fertilization?

23 And my next remark has to do with the training of  
24 librarians.

25 THE CHAIRMAN: Ms. Mac Duff --

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MR. MAC DONALD: One statement.

2

THE CHAIRMAN: Yes, do keep an eye on it.

3

MR. MAC DONALD: I think that librarians in San

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Francisco don't -- this is a new idea, they are going to have

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meetings to inform themselves, and this cross-fertilization

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let the public know what the library's problems are, and let

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the librarians know what the public's are.

8

And I would like to summarize just briefly, that

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there has to be a sort of a National Trust among the people

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who care about libraries and education, and there must be more

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done from citizens who, through this amalgamation of purposes,

12

will get the story of the needs of the people.

13

THE CHAIRMAN: Thank you very much. Thank you.

14

We will move on now to Mr. Kountz.

15

Whereupon

16

JOHN KOUNTZ

17

was called as a witness, and was examined and testified as

18

follows:

19

THE CHAIRMAN: Mr. Kountz, would you identify your-

20

self, please?

21

MR. KOUNTZ: Yes. I am Coordinator of Libraries

22

to the California State University and Colleges.

23

And if I might, I would like to hand out some ma-

24

terials here -- if that is a possibility?

25

THE CHAIRMAN: Right. John, would you?

1 (At this point, papers were passed around.)

2 MR. KOUNTZ: Having submitted written testimony  
3 earlier, sir --

4 THE CHAIRMAN: You have?

5 MR. KOUNTZ: I have. And what I would like to do  
6 is kind of reiterate here, or say, from a technician's point  
7 of view, perhaps, some of the things that the Commission might  
8 be sponsoring, projecting into the future, to facilitate mech-  
9 anization of library functions.

10 The handout here is, actually a reiteration of the  
11 material which I submitted earlier, although there is one  
12 addition, that is to say, page 4, which basically are the  
13 elements in which I suggest that the Commission become actively  
14 engaged, either in the sponsorship of the development of such  
15 standards or in some means through your auspices attempt to  
16 foster them.

17 They are really standards which are not hardware  
18 or software oriented, and I suspect that they are rather book  
19 and human being oriented, and the sort of things which, ulti-  
20 mately, will facilitate such mechanizable dreams as switch-  
21 ing networks, and networks, say, for the communication of  
22 information, getting books to people or getting information  
23 to human beings -- specifically, the library identification  
24 codes.

25 A little earlier there was an indication by one of

1 the gentlemen that perhaps having a dynamic profile showing  
2 a subject conference for a specific area -- I can't see why  
3 such a profile couldn't be developed around a library code,  
4 to facilitate mechanical communication, and also optimize the  
5 hit rate for a person searching information.

6 Similarly, a user identification code. Now perhaps  
7 like the social Security Number we now currently have, there  
8 is no such standard, to my knowledge. That is to say that  
9 all library patrons would be known by a particular code. It  
10 would certainly facilitate mechanization.

11 (At this point, Dr. Goland entered the room and  
12 assumed his seat at the Commission table.)

13 THE CHAIRMAN: Some universities now use student  
14 I.D. numbers -- a similar idea.

15 MR. KOUNTZ: We are using Social Security Numbers,  
16 ourselves.

17 MISS SCOTT: That's right.

18 MR. KOUNTZ: Similarly, the development of hierarchical  
19 geographic tiers for switching -- although I wouldn't suggest  
20 that you slice the United States in half, the map of the United  
21 States in half, and call that East and West, but certainly  
22 some thinking along these lines should be done at this point,  
23 in time.

24 Message formats. Message formats, again perhaps  
25 in terms of a simple format, whether it be the L. C. card



1 number or even a local call number -- a means by which you  
2 would link these together and facilitate mechanical transmiss-  
3 sion of this data.

4 MR. LERNER: You are not suggesting all of these?  
5 You are suggesting one of these?

6 MR. KOUNTZ: I am suggesting, perhaps, as mass  
7 memory becomes more and more feasible and certainly more eco-  
8 nomical, that perhaps linkages between these various elements  
9 would be possible.

10 And I would draw your attention to the Figure 3,  
11 in which key numbers are indicated at various potential tier  
12 levels. However, if you look at the last of these elements,  
13 that is to say, the search elements, you might emphasize  
14 the very same search elements that you are currently happy  
15 with, as, say, author, title, subject headings, and perhaps  
16 the green book in the corner which is supplied from certain  
17 libraries on a local level, and so that there is a sufficient  
18 linkage then to a structure of communications that could work  
19 on higher levels, say, work in a numerical or some sort of  
20 a coding structure so that your highest level, your national  
21 level, wouldn't have to entail such things as the title para-  
22 graph entry.

23 And that, basically, is a kind of a point of view,  
24 I think, in large measure, to facilitate the mechanization  
25 of libraries, so that they would not have to make mechanical.

1 analogues of policy, local policy at that, but moreover would  
2 have had the guidance provided to them through such standards  
3 as to develop meaningful local policy, which has to be mech-  
4 anized and mechanized in an effective and an efficient way,  
5 rather than the spurious R and D efforts, which never seem to  
6 terminate, in the current mode of operation.

7 THE CHAIRMAN: Andy, have you got a question for  
8 Mr. Kountz?

9 COLONEL AINES: The only question I really have  
10 is, how closely have you been working with other groups that  
11 have similar aspirations, like Z-39 or the American Standards  
12 Institute?

13 MR. KOUNTZ: Apart from a casual letter now and  
14 then, not really all that closely. I am on the Machine Read-  
15 able Records Committee for I. S. A. D. of the American Library  
16 Association.

17 COLONEL AINES: Well, do you feel that they are  
18 making enough progress in the number? I think that they must  
19 be working on twenty-five or thirty different projects. Do  
20 you feel that more needs to be done in that particular di-  
21 rection?

22 MR. KOUNTZ: I would anticipate perhaps that fewer  
23 projects and more people on each would be a little better ap-  
24 proach.

25 COLONEL AINES: You may be right.

1 MR. BECKER: Andy, in examining those lists recently

2 THE CHAIRMAN: Speak up, Joe.

3 MR. BECKER: In examining their lists of projects,  
4 I don't think that, they are at the moment, that 2-39 is giving  
5 attention to the kinds of things that Mr. Kountz is describing.

6 MR. LORENZ: Are you keeping in touch, however,  
7 with what is being done at Stanford in the Ballots Project,  
8 which seems to have some elements of similarity to this?

9 MR. KOUNTZ: Apart from a professional interest  
10 not recently, no. I have been keeping in touch, and again,  
11 here is a local development -- and one of these days all of us  
12 are going to have to communicate with each other, so that  
13 these linkages should be constructed into the systems that  
14 they are developing now.

15 But there is no way that you can have a standard  
16 without somebody saying that this is the standard.

17 THE CHAIRMAN: O. K., thank you very much, Mr.  
18 Kountz.

19 If you see a couple of the Commission members  
20 peeling off and disappearing to one side, it is because they  
21 are going backstage to have some sandwiches, but we are going  
22 to keep the interviewing going and rotate our lunch recess  
23 that way. But perhaps some of you would like to go now? Does  
24 anybody want to start?

25 Our next witness is Mr. Richard Johnson of the

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... for the ...  
... Johnson --, Bessie, are you going for some snow ...  
... back here.  
... where to ...

RICHARD JOHNSON

... as a witness, and was ...  
... I was ...

...  
... Johnson, and I ...  
... President ...  
... and ...  
... as a college librarian.

These remarks I wish to use to complement the written testimony, which I submitted to the Commission, primarily, in regard to ...  
... and on ...  
... today.  
... testimony that we ...  
... of institutions ...  
... of library ...  
... network which we are proposing ...  
... of a multi-type of library system.

In my estimation, we are reaching the point where, in our work, our public library systems are developing in such





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... point ...  
... use of a library ...  
... and, of course, there are problems ...  
... involved, and as pointed out earlier, ...  
... we'd try to get books to ...  
... books.

For years we have ... library loans to have  
libraries work together. ... academic libraries  
themselves are developing systems so as to permit use and bor-  
rowing from students and facilities in other colleges and univer-  
sities.

There was recently announced a project among aca-  
demic libraries in Southern California, both public and pri-  
vate: ... San Bernardino area, so as to permit  
use of the various libraries by students in the various in-  
stitutions.

Through union lists and reference and referral  
services, public, school, academic, and special libraries are  
beginning to work together in Southern California. We have  
two examples:

One, the total interlibrary exchange in the Santa  
Barbara-Ventura area, where public and academic libraries do  
work together.

1                   the local information center...  
2                   in the Greater Los Angeles area.

3                   Now Richard Donerty has pointed out earlier  
4                   because of financial problems, the ability of many of the  
5                   larger libraries is lessened to play a role in all of these  
6                   comments notwithstanding, I feel we will still see further  
7                   breakdowns so that all libraries will become community information  
8                   centers, and so that we have the aspect of effective and  
9                   efficient use of existing resources.

10                   and I believe that these programs and goals will  
11                   merit the National Commission's support, so that our libraries,  
12                   regardless of the kind, can simply become community information  
13                   centers.

14                   THE CHAIRMAN. All right, thank you. Anyone?

15                   Lou.

16                   MR. LERNER. Are you basing your concept of com-  
17                   munity information centers in any way as the New York experi-  
18                   ment, which is being funded today, of libraries acting as a  
19                   central source of information for many things in the com-  
20                   munity?

21                   MR. JOHNSON. I possibly would not go that far at  
22                   this point in my own thoughts.

23                   But we would look to funding for some of the pri-  
24                   vately supported libraries or inadequately supported librari-  
25                   es so that your use is not restricted by the kind of libraries

1 with which you are involved.

2 MR. LORENZ: Did you speak to how these services  
3 would be funded, and in other words, the college library and  
4 public service would need some source of funding.

5 MR. JOHNSON: We were primarily looking, at this  
6 point and this stage, to the tradition of the network that  
7 would be funded, normally, through state funding, with the  
8 development of a network of a series of systems, and the  
9 development there of a system of system resource libraries  
10 that would have extra obligations for which they would be  
11 funded.

12 THE CHAIRMAN: Have you any estimate of what kind  
13 of burden in circulation terms it would be to, say, a college  
14 library in a community. If it were to say, "We are no longer  
15 here to serve students and faculty, we are here to serve the  
16 community?"

17 and what practical problems, what expenses, and so  
18 forth would there be?

19 MR. JOHNSON: I feel that in answering that question,  
20 we would proceed in somewhat, say, in a way that possibly in  
21 a large metropolitan area greater restrictions might be im-  
22 posed than in some of the lesser areas, that it would pro-  
23 ceed unevenly, given the resources at hand, and the public  
24 financing would take place.

25 THE CHAIRMAN: All right, Joe.



1 MR. BECKER: Right, I have two questions.  
2 How successful have you been in mobilizing

3 Association? I'm interested in the California  
4 network.

5 MR. JOHNSON: Well, it has been adopted by  
6 the Assembly as a policy of the Association, and we will  
7 continue to work in terms of increasing our membership, as well  
8 as others in the state, interested in library programs, in  
9 this area -- hopefully, thereby, bringing more citizen  
10 support that we may receive state funding.

11 MR. BECKER: Do you feel that the state funding  
12 will be adequate or that eventually, in order to reach the  
13 level of service that you aspire to, you are going to require  
14 federal funding in addition?

15 MR. JOHNSON: I would assume that that would be the  
16 case.

17 THE CHAIRMAN: Martin.

18 DR. GOLAND: Well, what are the magnitude of funds  
19 you are talking about?

20 MR. JOHNSON: Well, we hope to start this -- as Ms.  
21 MacDuff has mentioned -- with Senate Bill 1261, to assure more  
22 adequate funding for existing public library systems in the  
23 state, which would serve as the basis for building a network.

24 DR. GOLAND: Yes, but you haven't answered my ques-  
25 tion.

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What is the name of the...?

MR. JOHNSON: Well, going beyond -- Mrs. Crockett has asked to give testimony and she would be better to speak to that -- going beyond the \$800,000 which we have been allotted so far for the development of the public library systems.

THE CHAIRMAN: Mrs. Crockett is next on the list.

MR. JOHNSON: Yes.

THE CHAIRMAN: All right, so we will get an answer to it. Any other questions?

Well, if not, Mr. Johnson, thank you very much.

MR. JOHNSON: Thank you very much.

THE CHAIRMAN: And we will call on -- is it Miss Crockett? Mrs. Crockett?

MR. JOHNSON: Mrs.

THE CHAIRMAN: Mrs. Crockett.

Whereupon

ETHEL CROCKETT

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

MRS. CROCKETT: I am Ethel Crockett, California State Librarian, and I assume that you are all aware of the fact that I am a very junior State Librarian, having been appointed to this position only last summer.

But would you like to ask me any questions before I get into answers?

1 THE CHAIRMAN: Well, Mr. Goland wanted to know the  
2 amount of money, the magnitude of the funds that were in-  
3 volved?

4 MRS. CROCKETT: Well, in this bill we are talking  
5 about --

6 THE CHAIRMAN: Right.

7 MRS. CROCKETT: That bill is 1261. It is to be  
8 funded over a three-year period with an ultimate sum of ap-  
9 proximately two billion dollars a year -- a third the first  
10 year, and two-thirds the second, and full funding the third  
11 year. This is at the rate of fifty cents per capita, and will  
12 be used for the operation and further development of systems in  
13 California.

14 AS we are now set up there are twenty-one systems  
15 functioning. They cover almost all of the state but not en-  
16 tirely. There are a few areas missing, because they have not  
17 chosen to join, or because their state or their county level  
18 of taxation is below the requirement, below the fifteen cents  
19 per -- yes, below the fifteen per cent rate -- and it must be  
20 above that for them to be eligible.

21 However, the twenty-one systems, we hope, will be  
22 consolidated into twelve larger systems, which will cover the  
23 entire state. A system, as we define it, is a collection of  
24 libraries. It has a center that acts as a nerve center, the  
25 operational center for the distribution of both information

1 all materials.

2 Opposed to the network, the systems are of a different  
3 type of library -- like right now, they are small, public  
4 library systems. There might be a special library system for  
5 a college library system. Community colleges are developing  
6 systems in the state.

7 But when we build the network so that their centers  
8 meet, all kinds of things will come into the  
9 network. Most of all systems will be connected through a  
10 single budget center.

11 MR. MEMBER: Let us ask about public library fi-  
12 nancing for a moment.

13 Based on the Governor's decision that it is possible  
14 that schools could go off the property tax base on a local  
15 level to be funded on a statewide level, do you see the pos-  
16 sibility that schools could be funded statewide and libraries  
17 would be left with the old property tax base?

18 MR. CROCKETT: We are worried about that. I think  
19 that is a possibility.

20 MR. LERNER: What is being done about it?

21 MRS. CROCKETT: At the moment our big effort is  
22 being made for this bill, which is on the Governor's desk right  
23 now.

24 That is so imminent and we have had so little time  
25 to really work on it, as Mr. Orr told -- as Mr. Johnson reported

1       ... he would be on our side. ...  
2       ... after which time he made a great effort to ...  
3       ... his arguments, and try to indicate that this is the bill  
4       ... needed. The bill is absolutely perfect, but ...  
5       ... one is the best bill he have had.

6       ... the ... funding ... states, Cali-  
7       ... is very low.

8       ... the ... \$300,000 a year from the state for the  
9       ... operation of the system.

11       ... I have seen the figures for thirty-three states,  
12       ... which was all that we could get together, and of the thirty-  
13       ... three we have, this is number thirty-two, which I didn't think  
14       ... was very good for the largest state in the country.

15       ... To give you a few comparisons, New York State, as  
16       ... we saw, was funded at a dollar per capita, Pennsylvania at  
17       ... sixty-eight cents per capita, Illinois at fifty-eight cents  
18       ... per capita, Michigan at twenty-five.

19       ... This is --

20       THE CHAIRMAN: What is Washington? Do you know  
21       Washington, the State of Washington?

22       MRS. CROCKETT: No, I don't. It just isn't on the  
23       tip of my tongue. I think it was one of those reported, but  
24       can't remember offhand.

25       THE CHAIRMAN: Mr. Velde, do you have a question?

1           MR. VANDER: Yes.

2           You mentioned fifty cents per capita. Did you con-  
3 sider using square mileage as another basis for contribution?  
4 That is used in New York and in Illinois and it helps very  
5 much in those places with a rather sparse population, which  
6 would have a distance problem.

7           MRS. CROCKETT: As a matter of fact, we did not  
8 use that. I don't know whether it was considered.

9           The bill was initiated before I became State Li-  
10 man, before I became so very much aware of what the bill  
11 really is.

12           We feel that by having fifty cents per capita as  
13 a basis for funding, it will put a great deal more money into  
14 the large cities -- Los Angeles, San Francisco. But then again  
15 they are the prime regional resource centers, with San Fran-  
16 cisco serving most of the northern part of the State and Los  
17 Angeles serving the southern part of the state, in a rather  
18 natural division -- and they do need special funding for that  
19 purpose.

20           THE CHAIRMAN: John.

21           MR. LORENZ: Can you tell us what the Governor's  
22 rationale was for veto? What was his thinking behind it?

23           MRS. CROCKETT: Well, he has not yet vetoed it.  
24 It is Bert Orr, who is the Director of Finance for the State  
25 of California, who will recommend veto.

MR. LORENZ: Based on what rationale.

MRS. CROCKETT: Number one, they do not want to have a money bill which works like school E. D. A., where the money is definitely set and is not up for review by the legislature every year. There was a bill passed in 1963 which promoted assistance, at the first place, and which did not indicate the number of dollars -- and that is the bill we are working on now.

I mean, that is our legal source for funds, now, which is giving us \$300,000. The most we ever received on this was a million two hundred thousand dollars per year and it has gone to eight hundred thousand now.

THE CHAIRMAN: Any other questions?

MRS. CROCKETT: I have one other little matter that I would like to speak to, if I may.

THE CHAIRMAN: By all means.

MRS. CROCKETT: You asked earlier -- you asked John Anderson, the San Francisco City Librarian, about minority recruitment, and this is something that I have been thinking about a great deal.

You probably know that Illinois has a program on right now where they are educating ten minority librarians in library schools at a cost of about \$142,000, if I remember correctly. It pays the students \$6,000 a year for living and it takes care of all of his expenses. It takes care of the

1 Directly, the advisory board, their teacher in their salary,  
2 and so on and so on. And this is being proposed -- or will  
3 be proposed -- very shortly in California.

4 But I really feel that we are living in the --  
5 what shall I say? -- the afterglow of the sunset of very large  
6 funds -- and to me to spend \$14,000 -- \$14,200 to educate one  
7 student is too much money in this climate. And I really want  
8 to promote the idea of thinking of some way to educate more  
9 students for less than that.

10 I came to the State Library from a community col-  
11 lege, where I saw many foreign students, who -- probably be-  
12 cause they came on their own -- were extremely highly moti-  
13 vated, but I am sure that they were getting themselves through  
14 and educating themselves for a great deal less than this kind  
15 of money.

16 And I would like to see the Commission urge people  
17 to reconsider the kind of financing for scholarships and edu-  
18 cation of minority students. I would like to see our -- I  
19 think that we have to make much more careful task analyses  
20 in our libraries, and break down the task to such a low point  
21 that the beginning minority person could come in and work in  
22 the library, maybe just answering the telephone, because all  
23 he can do is read and write -- and maybe not very well -- and  
24 then have different position levels in the library, have as  
25 one of their qualifications a certain educational attainment



1 agree with the school graduation...  
2 graduation for another, and a M. A. degree, and...  
3 the library, do you?

4 Dr. L. L. ... I want to...  
5 that I...  
6 you...

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12 is the state that has the program.

13 Dr. ... I don't think...  
14 ...  
15 think that this... for that, make sure.

16 ... I don't think that... writing, is  
17 plenty for a great many people, and I don't think that it  
18 ... necessarily lead to librarianship... which is

19 another fallacy that we have been faced with, that we should  
20 have librarians running libraries -- which is a terrible error

21 and I think, I just think that this kind of investment in  
22 people can grow even further than it has already, and if this  
23 \$142,000 can take these ten people and do something more  
24 meaningful for building beyond that, it is a good investment.

25 I don't think that on the surface it can be turned down.

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THE CHAIRMAN: For the record,

let me state on the third,

let the record state that

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DR. GOLAND: I think that

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MR. LORNER: Not in the state

MR. LORNER: That is one of the things

THE CHAIRMAN: This is what I am getting at.

MR. LORNER: Yes.

DR. GOLAND: But the costs involved, I am sure,

Mrs. Crockett, are not -- do not include the school costs: there are the costs of advisory committees, subcommittees, and so forth and so on.

MRS. CROCKETT: (Nods head affirmatively.)

MR. LORNER: Also some --

DR. GOLAND: We have perhaps one advisory committee member for each student.

MRS. CROCKETT: Quite a few.

DR. GOLAND: Quite a few, absolutely.

MRS. CROCKETT: Well, I didn't just dream this up out of my imagination. I have some experience in San Fran-

1 cisco with the New Careers Program, in which we were educating  
2 disadvantaged people, who were primarily minority people, to  
3 be library technical assistants, and I know that that was a  
4 very expensive program the first time we did it.

5 Later on we did it at far less cost by having stu-  
6 dents who came into the program who were disadvantaged min-  
7 ority students and taking them on and giving them the assis-  
8 tance. There was a little more personal input on the part of  
9 the student who came to the program because he wanted or she  
10 wanted to be a library technical assistant, rather than in  
11 the first case, when we went out and actually recruited.

12 THE CHAIRMAN: John, one question.

13 MR. LORENZ: Yes, in the state grant program that  
14 is being planned for, is there a requirement that the present  
15 local, county and regional effort be maintained at least at  
16 the --

17 MRS. CROCKETT: You mean the state program that is  
18 to be designed after the Illinois program?

19 MR. LORENZ: The ten million dollar program that you  
20 are talking about.

21 MRS. CROCKETT: I think not.

22 MR. LORENZ: So that they could substitute state  
23 money for local money in developing the systems?

24 MRS. CROCKETT: Yes, indeed.

25 MR. LORENZ: Yes.

1 MRS. CROCKETT: And I think that fits in with the  
2 Governor's plan to have a new look.

3 MR. LORENZ: Yes.

4 MRS. CROCKETT: A new look at the jurisdictions,  
5 crossing jurisdictional lines and so forth.

6 THE CHAIRMAN: Thank you, Mrs. Crockett.

7 Now Virginia Ross.

8 Whereupon

9 VIRGINIA ROSS

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

12 THE CHAIRMAN: Have I read this correctly? San  
13 Mateo County Library?

14 MS. ROSS: I am Virginia Ross, San Mateo County  
15 Librarian, and to give you some orientation, San Mateo is the  
16 county directly south of San Francisco and we adjoin Santa  
17 Clara County, in which is Stanford University.

18 You may think that the sequence of witnesses was  
19 planned, but it was surely accidental.

20 I did submit written testimony, and I would like  
21 to perhaps elaborate my concern relative to funding of library  
22 services:

23 What I would hope is that one of the things that  
24 the Commission can do is to secure recognition of libraries  
25 as an essential educational resource, and that support of

1 libraries is equally important with that of schools.

2 I thought it might be useful if I gave you some  
3 examples of what the funding situation is in the San Mateo  
4 County Library, and our relationship to other libraries in  
5 the area, and why we are so concerned about finding means of  
6 support other than the property tax.

7 At the present time the San Mateo County Library  
8 is financed by a tax of about twenty-one cents per hundred  
9 dollars, and for the population we serve -- 250,000 population --  
10 this represents approximately eight dollars per capita. And  
11 the property tax bill which is in the state legislature, if it  
12 passes, will restrict county government agencies to the existing  
13 tax levy. So that in the future we will be confronted with  
14 rising personnel costs, all kinds of costs, but we will have  
15 a frozen level of support from the property tax.

16 In the area of cooperative efforts and state and  
17 federal subventions, in San Mateo County we have a cooperative  
18 library system, which is financed by the existing state grant  
19 program. The level of support is approximately three cents  
20 per capita. And we have been able to make real progress in  
21 trying to establish means of identifying available local re-  
22 sources and coordinating our access to those.

23 We are working right now in attempting to develop  
24 an inter-type of library cooperation which would tie together  
25 the public libraries; the school libraries, and Stanford and

1 so on -- and for this we are seeking federal funds.

2 And I think that again what I would hope the Com-  
3 mission will be able to do is establish some guidelines and  
4 some criteria for this kind of inter-library network so that  
5 we use our local resources first, before we go outside of the  
6 area, and we have assurance that we can go outside of our  
7 local jurisdiction to augment our resources.

8 And again I have equal concern about the real prob-  
9 lem confronting local public libraries, because I think that  
10 the property tax base is really being eroded.

11 THE CHAIRMAN: Any questions?

12 John.

13 MR. LORENZ: Would there be an administrative head  
14 of the cooperative system in San Mateo?

15 MS. ROSS: At the present time there is not because  
16 we haven't had enough money, and in terms of the amount of  
17 time we spend, I would say definitely we need someone to co-  
18 ordinate those activities.

19 MR. LORENZ: And I take it that you, when you say  
20 "federal funding", you do mean through the state agency, per-  
21 haps?

22 MS. ROSS: Right.

23 MR. LORENZ: Through the State Library. But you  
24 would need to count on some rather assured level of funding  
25 in order to maintain adequate service?

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MS. ROSS: That is correct.

THE CHAIRMAN: Any other questions?

DR. GOLAND: I am not a public library statisti-  
cian, but --

THE CHAIRMAN: Martin, speak up so that people can  
hear you.

DR. GOLAND: I say I am not -- I don't have all  
of the statistics fully at my command, but at eight dollars  
per capita, it seems to me that you have done a wonderful  
political job in San Mateo County.

I am glad that you are looking ahead!

(Laughter.)

MS. ROSS: Well, I recognize that there is a limit  
to what we can do!

(Laughter.)

THE CHAIRMAN: Thank you, Ms. Ross.  
Beatrice Schiffman.

Whereupon

BEATRICE SCHIFFMAN

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

THE CHAIRMAN: Ms. Schiffman, will you identify  
yourself?

MS. SCHIFFMAN: Yes, I am Beatrice Schiffman and  
I am the regional representative for the National Council on

1 Aging, and I am very honored and delighted to have been in-  
2 vited.

3 Our agency -- the National Council on Aging, with  
4 its main offices in Washington, D.C. -- has maintained a li-  
5 brary partly as our basic function over the past twenty years.  
6 We are probably the definitive library in the aging field.

7 We serve academia, serve the professionals, over the years.

8 We are looking for your support. We need it des-  
9 perately.

10 THE CHAIRMAN: Where is the library?

11 MS. SCHIFFMAN: The library is housed in Washington,

12 D.C.

13 THE CHAIRMAN: Yes.

14 MS. SCHIFFMAN: At our main office. We have a  
15 library loan program in which people all over the country can  
16 ask for material which they want and it is mailed to them and  
17 they return it. It is used very extensively over the country.  
18 It probably has been the main source of education in the aging  
19 field.

20 I come to you, of course, people-oriented, and I  
21 want to talk with you about some of the things that I see that  
22 the library could be doing in the aging field to make life a  
23 little bit less the terror that it is -- in your educational  
24 function.

25 As you know, so many of our people have said that



1 the next generation is not going to have the kind of serenity  
2 that we see in the present generation of older people. They  
3 will have other kinds of mental illnesses but at least we won't  
4 have those kinds of diseases because we have compulsory edu-  
5 cation.

6 We note the higher level of education of your younger  
7 people today, and see our universities, our higher degrees,  
8 proliferating. But we forget that it is the stress and the  
9 push of the older people, the motivation of the older people,  
10 that has caused the educational explosion by younger people,  
11 but that a great many of our older people are not literate.  
12 It is kind of shocking when you get into it and see the older  
13 people that can't read and write, although their sons may be  
14 doctors, and their sons may be lawyers, and they may be highly  
15 educated, but the parents probably don't have any of the kinds  
16 of degrees that we have.

17 Perhaps -- I have always said that the most impor-  
18 tant thing that I learned in college was how to go and look  
19 up in the library indexes what kind of study, what I needed  
20 to know. This is the kind of thing that those people who are  
21 uneducated haven't had the opportunity for.

22 I would be very interested in our agency working  
23 with your Commission in finding ways to help to serve that  
24 uneducated group of people who have been the leaders in the  
25 country over the years, but whose children know how to study,

1 but who themselves are ashamed to go into a schoolroom. I  
2 can't tell you the number of seventy-year olds who have told  
3 me, with terrific shame, that they can't read and write, and  
4 that they couldn't walk into a school room with their daughter.  
5 How can we use our libraries in a flexible manner to reach those  
6 people?

7 How do we use it to teach English as a second  
8 language? How do we use it to help people know that they can  
9 learn?

10 Perhaps the greatest terror in the life today is  
11 what is happening to older people because of bad decisions.  
12 It is not just the depression that they have been through, it  
13 is not just the war they have been through -- it is the bad  
14 decisions they make as they prepare to retire that is making  
15 so much terror and so much poverty and so many problems for  
16 all of us that we can't solve -- we just can't cope with the  
17 problems.

18 But in the library, where nobody is ashamed to go,  
19 where nobody is afraid to go, no matter what their age --  
20 where we could begin to do pre-retirement counseling, where  
21 we could begin to give information in the people's own lan-  
22 guages.

23 Our inner cities is where our old people are coming  
24 to. Our little towns, the older people are remaining, but  
25 every big city is saturated with a very high percentage of

1 older people.

2 We see our libraries moving out of the cen-  
3 cities. Perhaps the most exciting thing that happened  
4 city was when our library moved out of skid row and  
5 into a neighborhood where the skid row residents just  
6 welcomed. There was a terrible furor. It was the first  
7 we ever saw those poor older men and the few women who  
8 there rise up in fury because they needed the library  
9 the magazines and the newspapers. It was their only  
10 of contact with anybody -- these were always older pe-

11 Our inner city libraries are not being re-  
12 We are looking to our suburban libraries. So, in the  
13 cities there are a tremendous number of people who des-  
14 need those libraries.

15 THE CHAIRMAN: You mentioned the terror and  
16 misery caused by the bad decisions they make on retire-  
17 Could you elaborate on that?

18 MS. SCHIFFMAN: Yes, I think that we don't  
19 enough literature in our libraries, and our librarians  
20 our teachers are not knowledgeable enough to understand  
21 you don't pick yourself up as you hit sixty and as you  
22 is cut in half, and move out of where all your support  
23 your friends and your home and your comforts are. You  
24 to make an adjustment -- especially if you are alone

1                    Yet we see a worldwide trend over the country  
2     building new cities and putting our old people in them  
3     isolating them away, and who is writing the books, and  
4     reading the books that are being written that are, say,  
5     this is an extremely dangerous trend? Or who is talking  
6     the fact that mandatory retirement is causing a tremendous  
7     number of problems -- that we must have, flexible retraining  
8     What libraries are covering the gaps of materials  
9     printed and that are distributed in industrial areas  
10    to teach industry how to keep their people productive  
11    the years -- you see the knowledge that extends, the  
12    tremendous amount of study, we have done an awful lot of  
13    search and in fact we have got beautiful material,  
14    not in the public library.

15                    People are definitely interested in this  
16    Now perhaps we could work together -- our agency and  
17    Commission -- and perhaps some of the librarians' activities  
18    tions -- to teach, to educate, to involve ourselves in  
19    cation of librarians, to help them to understand how  
20    to reach the shut-ins, and how to reach the isolated  
21    who, their last step is to walk into the library and  
22    whether they read the book upside down or correctly  
23    there are people there.

24                    THE CHAIRMAN: Do you distribute your own materials  
25    to libraries now?

1 MS. SCHIFFMAN: What did you say?

2 THE CHAIRMAN: Do you distribute your own materials  
3 to libraries now?

4 MS. SCHIFFMAN: Any library that asks for material  
5 gets it. That material which we print at government request  
6 is free, and that other stuff is distributed at cost, and we  
7 are delighted to have libraries duplicate our library.

8 I have found, when I was working on the local level,  
9 that I could never get any up-to-date good materials. The  
10 librarians were lovely, but they just didn't have the material.

11 THE CHAIRMAN: Yes.

12 MS. SCHIFFMAN: I believe the librarians are well  
13 set up to serve the blind. They are well set up to serve  
14 children. But they are not giving attention to the problems  
15 of our older people.

16 They don't notice when somebody comes in and just  
17 sits and is quiet, and nobody talks to him. They don't reach out  
18 with the friendly warm welcome they could give.

19 THE CHAIRMAN: Well, thank you, Ms. Schiffman. I  
20 think we got your message all right, and we will see what we  
21 can do.

22 MS. SCHIFFMAN: Thank you.

23 THE CHAIRMAN: Next we have Georgia Mulligan, I  
24 believe it is, from Information Unlimited at Berkeley. You  
25 have been sitting there all morning.

1 hereunder

2 GEORGIA MULLIGAN

3 was called as a witness, and was examined and testified

4 follows:

5 THE CHAIRMAN: You have been there all morning  
6 making notes on everything that has been said.

7 MS. MULLIGAN: Yes.

8 THE CHAIRMAN: How do you think it has been

9 MS. MULLIGAN: Well, faster than my notes.

10 (Laughter.)

11 My name is Georgia Mulligan and I am with a  
12 called Information Unlimited, and this is one of the things  
13 I want to talk about today.

14 One thing I think we all need to examine our  
15 as a librarian, and perhaps after that, whether we should  
16 or should change it. I was a librarian who was laid off  
17 work, and had the experience of trying to find a job where  
18 this kind of a job was not available.

19 The idea of having an Information Corps, like  
20 Peace Corps, I consider to be the most exciting that we  
21 had, and I volunteer to do it! It is tremendous!

22 (Laughter.)

23 Since I was laid off from my job, I have found  
24 there were many people around wanting to do something  
25 and fulfilling with their lives, and they are not finding

1 fulfilling work inside libraries. So these people are either  
2 not getting apart from the library school, or after graduation  
3 from library school and finding a job, they are finding  
4 the situation in libraries so bad that they are trying to find  
5 something else to do.

6 What I did was start my own company. And that  
7 is Information Unlimited. And what we do is, we provide free  
8 lance librarian service to anyone who wants it. We have what  
9 we consider very reasonable fees. We are sorry that we have  
10 to charge at all, but we have to eat just like everybody else.  
11 And I think that we are proving a point that was perhaps made  
12 earlier today, and that is that people will pay for certain  
13 services in libraries, and perhaps libraries as free institu-  
14 tions should be reconsidered.

15 We do literature searching, we go and get things  
16 throughout the Bay Area. Principally we will do anything for  
17 a buck in searching.

18 This is not new. Anyone who reads Publisher's  
19 Weekly will have read an article called "Seek and Ye Shall  
20 Find". "Find" is an organization of information finders who  
21 contract with anyone who wants information and have a whole  
22 fee schedule for it, and nowhere in this article on "Find" was  
23 the word "librarian" mentioned, and it did say it would hire  
24 anyone who had a brain and was willing to use it -- no other  
25 qualification is necessary.

1 (At this point, Dr. Burkhardt left the room and  
2 Mrs. Moore assumed the Chair.)

3 I think something that we need to think about, and  
4 be aware of is that we are going to wake up and find that li-  
5 brarians are no longer needed.

6 There is another thing going on that you may know  
7 about called "Inform", where a group of libraries -- public,  
8 university, education, and, I think, a special library -- have  
9 got a thing going where they charge equal dollars an hour for  
10 special library service -- detailed research, literature  
11 searching, photocopying and the like.

12 Furthermore, I would like to point out that fees  
13 already exist in libraries. Anyone who has an overdue book  
14 knows this. You also have to pay to put a reserve on a book.  
15 You have personal costs to go to the library. You have to  
16 pay for the car. It costs you a lot of time. You have to  
17 leave your job to go to the library.

18 Another point that I wanted to make was that we  
19 need money to find money. I am working right now on a program  
20 with the California Library Association on grantsmanship, and  
21 I would like to point out that I and my colleagues are totally  
22 ignorant of where money is. And I think maybe the first thing  
23 we need to do, before we even start, is to find out where  
24 moneys are, in that we know that there are sources from the  
25 federal government and the state government, but there are



1. also many other sources, and we are just not skilled money  
2 finders. If we could get money to learn how to find money,  
3 maybe that is the first thing we should do.

4 O. K.?

5 MRS. MOORE: Carlos.

6 DR. CUADRA: I am interested in what kind of ser-  
7 vices you most typically provide and what kinds of people are  
8 willing to pay money for service, and what kinds of rates you  
9 and "Inform" have?

10 MS. MULLIGAN: O. K., well, we will serve anyone,  
11 but as you probably could guess, our big customers are from  
12 the financial-industrial sector. Our best clients are li-  
13 braries -- special libraries who need things. They may be  
14 in the southern part of the Bay and they need things from the  
15 northern part of the Bay, and they need it fast, and we give  
16 forty-eight hour service. If we can't provide something, we  
17 at least give them a response within forty-eight hours.

18 I would say that about sixty per cent of the work  
19 we have is simply getting things from existing libraries,  
20 like articles. The main thing is finding facts, doing what  
21 would be typical reference service; the literature searches;  
22 compiling bibliographies with annotations, and so on.

23 DR. CUADRA: How do you do a literature search?  
24 What tools do you find useful for working within that kind of  
25 a deadline?

1 MS. MULLIGAN: Indexes like Chemical Abstracts and  
2 things like that.

3 MR. STEVENS: Can you tell me what you think your  
4 debt is to the libraries you use as Information Unlimited?  
5 Do you feel that you owe, for example, the University of  
6 California anything, or Berkeley Public, or whatever libraries  
7 you use? Do you feel that they are contributors to your well  
8 being and therefore you owe them something and if so, what is  
9 that debt and how do you pay it?

10 MS. MULLIGAN: I have offered. I keep pinching  
11 them!

12 I like -- are you familiar with Inform that I have  
13 talked about? I think that is great and I keep reminding  
14 people of this and saying, "Hey, why don't we do this in the  
15 Bay Area?" My campaign has just begun, you know!

16 I think I am a taxpayer and I live in one of the  
17 cities that we work out of. My partner is in the other one,  
18 so that as taxpayers we are entitled to use the libraries as  
19 well as anyone else.

20 Furthermore, in the case of the University of  
21 California at Berkeley, we do pay them. You have to buy a  
22 card to use it, if you are not a student or a faculty member  
23 there.

24 MR. STEVENS: I guess the point I was trying to  
25 get at is, are you paying in proportion to your use? You

1. said "as a taxpayer in the community" you have an equal right  
2 to use that library, but are you using it in an unequal way  
3 by using it as your source for your money-making essentially?

4 MS. MULLIGAN: What is equal? You know, it is a  
5 problem.

6 In fact, they are considering -- they are presently  
7 charging a ten-dollar fee for a card to use the library, and  
8 they are considering raising that fee to cover -- that they might  
9 consider a burden, over-use.

10 MR. STEVENS: We heard some resounding testimony  
11 today on the usefulness of free libraries to the vitality of  
12 the industrial community, and I had hoped you would reinforce  
13 that and say that you have to have free libraries and we need  
14 them.

15 But you feel that you are willing to pay, and you  
16 should?

17 MS. MULLIGAN: Well, I think that we need informa-  
18 tion and we need service and we need to get it any way we can.  
19 But the whole -- we wouldn't exist, we wouldn't even have been  
20 successful in our business if there wasn't a need, and that has  
21 been filled.

22 And the people who are financing it are not willing  
23 to wait fifty years or a hundred years for free libraries to  
24 provide the services that they need.

25 MR. STEVENS: Thank you.

MRS. MOORE: Thank you very much for your testimony.

Our next witness is Sister Mary Alice -- Sister Mary Alma, I believe it is.

Whereupon.

SISTER MARY ALMA

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

MRS. MOORE: Sister, will you identify yourself for the record, please?

SISTER MARY ALMA: Yes. I am Sister Mary Alma. I am Director of the Library Training Program, training only school librarians at the fifth year level at the University of San Francisco.

I just wanted to make two statements:

In listening this morning, the question was asked, "Why is it that libraries have such a poor public image?" Well, I think the whole key is service, and there isn't any library that I know of but is lacking in personnel. And because that is due to lack of money -- bond issues have failed for schools, I have heard everywhere, and something has to be done. We can't solve the problem of libraries until we can get the personnel that we need desperately in the libraries.

In the schools -- no librarians in the elementary schools. When the teachers are laid off, who are the first ones to go before the teachers? The librarians. And this

1 is, at all levels.

2 So I would say that with regard to school levels,  
3 that the E. S. E. A., Title Two, money has been pushed into  
4 books, we have got plenty of books. Somebody would object to  
5 this. So why couldn't something be done to help underwrite  
6 personnel in the schools that need money desperately? And  
7 I think that this should be given really serious considera-  
8 tion:

9 Either set up demonstration libraries where you prove  
10 that where there is sufficient staff, there is excellent ser-  
11 vice -- and that also applies to public libraries, some way  
12 that they could be helped to be funded partially, do you see  
13 what I mean? So that they could bring in the librarians that  
14 they really need, who are waiting, who are trained -- bring  
15 them in and show that the key to good publicity is good ser-  
16 vice, and that means sufficient staffs, and they don't have  
17 them.

18 The other ~~one~~ that I would like to make is  
19 this:

20 In listening to ~~you~~ today, you are getting, on a  
21 regional basis, from key personnel at the top level and not  
22 at the grass roots, what is wrong with libraries, and what is  
23 needed:

24 I would like to see you set up a fund, or get a  
25 fund to set up Commissions similar in format to the one you

1 have here, in each state, who, with a one-year time limit,  
2 following the guidelines that you would set up, would have  
3 regional meetings throughout the state, and would make sure  
4 that they got publicity within their state for the result of  
5 the hearing in each area.

6 Then you would be focusing public attention and  
7 light upon the problems. And you see, they vary from area to  
8 area, which you are aware of because of your regional meetings.  
9 But I would like to see -- I think that the format of your  
10 Commission is excellent, but you are just so many people,  
11 very busy people, and you can only come to certain people and  
12 get certain people, but if you could fund that, then in one  
13 year's time you would have all of the information that you  
14 would need on every type of library from each state.

15 MRS. MOORE: Would anybody like to ask Sister a  
16 question?

17 DR. GOLAND: Do you see any possibility of revenue  
18 sharing funds helping with the problem of school libraries?

19 SISTER MARY ALMA: Well, I think that what I would  
20 like to see -- and I see it through my library literature --  
21 there is a trend, there has to be closer cooperation between  
22 the public library and the school library to each other.

23 Take the public schools in San Francisco. They  
24 have to close. They can't stay open in the afternoon. The  
25 students have to work. Many students have to work, in the

1 afternoon. They can't use the school libraries at night, but  
2 they have to depend on the public libraries to get the work done.  
3 Well, there should be some kind of revenue sharing between  
4 the libraries -- the public library and the school library --  
5 in order to, you see, we have a peculiar situation in San  
6 Francisco. I understand the janitors want to get their work  
7 done in the afternoon and we can't get over that. It is a  
8 political thing and we just can't get over it.

9 But in many places, you know, there are evening  
10 services in the public schools that relieve the burden on the  
11 public library.

12 But there should be revenue sharing. I can see  
13 where the state would, if money was coming in, just partially,  
14 or if your state or if we had these state commissions, if  
15 the state commission could get a satisfactory amount of funds,  
16 like they did with E. S. E. A. in California, and we have  
17 Part Two, Title Two -- we set up demonstration libraries where  
18 the school district in that case pledged that there would be  
19 full-time librarians in the school libraries at the elementary  
20 and secondary level. They put everything into that library  
21 that was required by the A. L. A. standards and paid for it  
22 out of federal funds.

23 But not every school district could afford to put  
24 in the libraries, you know what I mean, to get the librarians  
25 and salaries.

1 MRS. MOORE: Are you suggesting, Sister, that you  
2 think a better use now of Title funds --

3 SISTER MARY ALMA: That was the purpose.

4 MRS. MOORE: It should go to personnel rather than  
5 books.

6 SISTER MARY ALMA: Yes, definitely. Let us show  
7 that the school, particularly at the elementary level -- to me  
8 the library at the elementary level is far more important than  
9 even at the secondary level, because reading and libraries go  
10 hand in hand, and you have to have the library.

11 Now the Right to Read Program -- I don't know whe-  
12 ther it is in every state, but it is here -- they have a cer-  
13 tain five hundred dollars, which is not much, contributed to-  
14 ward the salary of the librarian. Well, it doesn't pay any-  
15 thing of the librarian's salary!

16 But the key to all of our problems is the lack of  
17 money, because of bond issues failing everywhere, for personnel.  
18 And I would like to see the E. S. E. A. money, because I know,  
19 because I worked at the state level in the beginning, an awful  
20 lot of money goes down the drain in books, because of time  
21 lags, you know -- you had to get anything; you didn't get  
22 quality books! You just got everything, get within your dead-  
23 lines where you spent your budget.

24 But I would like to see that money put into per-  
25 sonnel, and it would be determined by the State Commission



1 that would be set up in each state.

2 MRS. MOORE: Does anybody else have a question to  
3 put to Sister?

4 Thank you very much, Sister, for remaining to tes-  
5 tify, and we appreciate your interest. And I would like to  
6 add that, since I am a former supervisor and director in an  
7 office of education, I agree with you about that.

8 (Laughter.)

9 SISTER MARY ALMA: Yes, you can see the problems.

10 MRS. MOORE: Our next witness is Anna Fagan Ginger.

11 Whereupon

12 ANN FAGAN GINGER

13 was called as a witness, and was examined and testified as  
14 follows:

15 MRS. MOORE: Would you please identify yourself  
16 for the record?

17 MS. GINGER: Yes, I am a trainer and sponsor of  
18 training at the Mickeljohn Civil Liberties Library in Berkeley.  
19 I have submitted testimony in writing, and I will have to  
20 tell you a little to get you started because, I take it, you  
21 haven't seen the testimony yet.

22 I had to start a library, in a sense, as an attor-  
23 ney in the field of human rights, in order to satisfy my own  
24 needs. And in the process, I discovered that there are prac-  
25 ticing lawyers and clients and ordinary citizens all over the

1 country, who are anxious for materials on legal issues in  
2 general, and particularly on questions of public law or con-  
3 stitutional law or human rights.

4 It seems to me that there is -- and I am talking  
5 primarily then in two general areas:

6 Law materials.

7 And human rights materials which are legal.

8 I will not discuss the general need for legal ma-  
9 terials, although I think you will see that it is implicit in  
10 what I am saying.

11 There is a great, increasing public demand for raw  
12 materials, I think, in the field of public and constitutional  
13 law. We get queries from all over the country, from young  
14 people who are writing term papers, queries from attorneys,  
15 from judges, from the public, some of whom have just gone on  
16 a jury or just got off a jury, wanting to understand something  
17 about the legal system. They cannot go to the presently exist-  
18 ing law libraries or public libraries for this kind of in-  
19 formation, because the particular kinds of things that they  
20 need are not collected there -- and I will come back to that  
21 in a minute.

22 In talking about the demand, I have a particular  
23 angle that, I think, gives me greater -- it gives my point  
24 of view more strength, and that is that the Constitution  
25 really requires that in a democracy, in our democracy, patrons

1 of libraries and the citizens in general have access to ma-  
2 terial about human rights law. I don't have to say it -- we  
3 cannot operate our courts unless trial and petit, trial jurors  
4 know something about the law. We cannot educate a person  
5 enough about the legal system from the time he sits in the  
6 jury box so that he can do a proper job. He must know some-  
7 thing about the law before he steps in the jury box, so that  
8 the lawyers and the judge can feel that he already knows.

9 In addition, in a state like California -- but it  
10 is true in other states -- the voters, in order to vote in-  
11 telligently on propositions, must understand more about the  
12 law than they now do.

13 And we find that people are able -- non-lawyers are  
14 able -- to use legal materials, if they are given sufficient  
15 assistance by trained librarians, who also have lawyers to  
16 help them.

17 I am thinking then of patrons of legal materials  
18 as not only the law professors and judges, whom we now serve  
19 very well. I also am a law professor. But for this purpose  
20 I think that the people that we are ignoring or not serving  
21 efficiently are the practicing attorneys, the public defenders,  
22 the attorneys for government agencies, the clients, the or-  
23 ganizational clients, as increasingly groups of people file  
24 class suits, for example, and also jurors, and prospective  
25 jurors.

1 My proposal for federal assistance then is that  
2 people be hired as consultants who have a double experience  
3 or a double concern -- in my case it is law and librarianship  
4 in another case it might be medicine and librarianship, so  
5 that we can help train librarians. And I have spoken to the  
6 library school at Berkeley and people seem quite interested,  
7 and what I say is not the same thing that they are getting  
8 from other professors -- training librarians to work more  
9 effectively in the legal field by using practicing attorneys  
10 to teach in library schools to give on-the-job training for  
11 librarians, and to talk in libraries to the public about legal  
12 questions.

13 My testimony also deals with the fear on the part  
14 of many librarians that they will be charged with practicing  
15 law without a license, and that this fear should be gotten  
16 rid of. There are ways of giving -- of referring people to  
17 materials and to lists of lawyers and so forth that I do not  
18 think violate the standard of ethics of the legal profession.

19 But in addition, we need to prepare and collect  
20 new kinds of materials:

21 For example, one of the hardest things to get on  
22 any Monday afternoon or Tuesday morning is a copy of the  
23 opinion handed down that day by the United States Supreme  
24 Court in Washington. They are printed in a little magazine  
25 form but you couldn't write and get one from the Government.

1 Printing Office because they are not printed in sufficient  
2 numbers. In order to get the Supreme Court opinions you have  
3 to Xerox or buy the whole set.

4 I think that this problem could be solved with the  
5 help of the Chief Justice and a plan made to recognize that  
6 people want a copy of an important opinion and they want it  
7 quickly and librarians get requests for these.

8 Another thing that we ignore largely -- and this  
9 is the main area of my library collection -- is briefs written  
10 by lawyers. As you know, briefs are not really short; they  
11 may be very long. But it is the work product of the lawyer  
12 and from this brief the judges write their opinions. The  
13 only briefs now available to the normal law library services  
14 are United States Supreme Court briefs, and they are not  
15 available quickly. They are only available at the end of the  
16 term.

17 By clipping newspapers and writing letters and  
18 requesting, you can collect -- and we have in fact collected  
19 four thousand briefs in four thousand cases, just in the field  
20 of human rights law alone. These then are in high demand.  
21 We sent out hundreds of them by Xerox over the years -- over  
22 eight years.

23 In addition, people are interested in having a  
24 reporter service in the field of human rights law as we finally  
25 have in the field of equal employment, and fair housing, and

1 poverty law.

2 But our field in, for instance, First Amendment  
3 rights -- the right to know, the right to have a library, any  
4 knowledge of what is happening about censorship or obscenity.  
5 There are also other areas of First Amendment rights. that are  
6 not now published, and the answer is what we were dealing  
7 with before. Might libraries -- I used to call it "non-profit";  
8 it is also popularly called "low budget", "dead growth", and  
9 there is no money in this whole field of law, and therefore  
10 there is no money in this field of librarianship.

11 And unless assistance comes in the form of hired  
12 consultants like myself to support libraries or librarians,  
13 or to use our materials, we cannot survive. (And yet the need  
14 is very great and increasing.

15 Another kind of material that could be provided  
16 is a glossary of legal terms. People like to know what is  
17 happening to them when they go to court. I think they have a  
18 right to in a democracy. They cannot find a simple book that  
19 tells them the definitions of legal terms of what is happening  
20 to them.

21 The last thing, I think -- it would be very expensive.  
22 but I think it is very important to have somewhere the transcripts  
23 of trials. I have the only transcript in my library of the  
24 Free Speech Movement Trial from 1964 in Berkeley. This is  
25 a very important document. I have made it available now through

1 a company in New York on microfilm.

2 But there are other trials in which there never  
3 will be an opinion by the United States Supreme Court, because  
4 the verdict is settled by the jury, and yet it is an historic  
5 case. Those transcripts will be lost. Libraries will not  
6 have them. Law libraries will not have them. And some of  
7 the most important cases will be lost in the legal literature  
8 unless some method is found of collecting them.

9 I could go on at great length, but my proposal to  
10 solve some of these problems is to set up, and actually have  
11 all ready -- I haven't heard of it -- a Subcommittee on Legal  
12 Materials.

13 Another Subcommittee which is closer to my inter-  
14 ests would be a Subcommittee on Human Rights Materials, which  
15 would include and be primarily legal materials in the field  
16 of the rights of human beings, civil liberties, due process  
17 of law, and equal protection under the law, guaranteed by the  
18 Constitution and the Bill of Rights and the Amendments to the  
19 Constitution, but now largely a secret law unknown to the  
20 public as a whole.

21 That is my statement. I would be glad to answer  
22 questions.

23 MR. LERNER: Is the Mickeljohn Library the only  
24 library of this type in the country?

25 MS. GINGER: I guess it is.

1 MR. LERNER: Collecting in the field of human  
2 rights?

3 MS. GINGER: As far as I know, in the world. I  
4 have tried to find others.

5 One is the area of human rights.

6 The other is the nature of the materials, which is  
7 not books, but what we call the work product of the lawyer --  
8 the pleadings, the briefs, the interrogatories and so forth  
9 and so on.

10 Yes, to my knowledge, it is the only one. And  
11 everyone says to me "It is fine", and they all assume we are  
12 connected either with the University of California or perhaps  
13 with some funds from Dr. Mickeljohn -- neither of which is  
14 true.

15 MR. LERNER: What are the feelings of law librar-  
16 ians when you talk with them about this subject?

17 MS. GINGER: They think it is excellent that we do  
18 it.

19 MR. LERNER: They don't want to do it?

20 MS. GINGER: It is a lot of work. We clip 150  
21 periodicals. We write letters to lawyers all over the country.  
22 I feel that if I were not a lawyer, I am not sure that the  
23 thing could have started. And if I were not a woman, I am  
24 not sure that the thing could have started -- because I talk  
25 to the secretaries. The lawyers would never send me this



1 stuff, but the secretaries, because I am a woman, know what  
2 I do, and I go around the country from time to time and they  
3 will send me things. They will remember.

4 It takes your full time. I write articles in li-  
5 brary journals, in law journals, to try to build -- there are  
6 libraries a little bit like this, I think, around the race  
7 relations law report in Nashville, there is something vaguely  
8 like this. But they don't have the service to the lawyers.  
9 A lawyer calls me up in the middle of the night and says, "I  
10 am trying a case in Texas. You wrote an article on how to  
11 sue the police. What do I do next?"

12 Well, I may not know, but somehow it gives them  
13 confidence that there is someone to call. So it is a service  
14 by a combination lawyer and librarian in a "right now" approach,  
15 like the speaker who spoke earlier, except here there is no  
16 money; that is the primary difference.

17 DR. CUADRA: How are your materials indexed?

18 MS. GINGER: We have 290 categories that we have  
19 worked out over a period of time. And I put a classification  
20 key in each set of the testimony, and I would be glad to send  
21 you one.

22 We work in three categories:

23 Civil liberties under the First Amendment.

24 Due process of law under the Fifth and Fourteenth  
25 Amendments.

And civil rights under the Fourteenth Amendment.

And within those, 290 categories.

DR. CUADRA: When you get an inquiry on the phone, does your depth of indexing of 290 descriptives, is that enough for you to be able to make a match between the inquiry and the file?

MS. GINGER: Well, I don't happen to believe in computers as being the only answer, but we have had to develop a lot of materials, so that in fourteen years I have published fourteen volumes of something called the Civil Liberties Docket, which describes 8,200 cases, in half of which we have some materials -- like a brief or something.

And we also recently had published the Human Rights Case Finder, a book, which lists all 8,200 cases, both by category and by title.

And somehow among these various methods of my memory and these tools -- and the lawyer may remember something -- we do all right. We could do much better, however.

DEAN DUNLAP: Is your library supported by the Civil Liberties Union?

MS. GINGER: Supported in spirit, but not in finances.

DEAN DUNLAP: Where do you get your money?

MS. GINGER: We get -- we have a very low budget. I am unpaid. Everyone works part-time. We give great thanks

1 to volunteer librarians and students -- librarians contribute  
2 five to ten dollars a month. My income is half from donations  
3 and half from the sale of materials, including Xeroxes of  
4 materials which I write and which then pick an area and des-  
5 cribe it more fully.

6 It is a perpetual puzzle and how long -- it makes  
7 no economic sense to continue, and I don't know exactly the  
8 next step.

9 We have tried large foundations. They say we are  
10 too small.

11 We tried small foundations. They say "Lawyers must  
12 fund you."

13 Everyone assumes somebody else would fund us --  
14 and nobody else does. Lawyers are tight-fisted with money in  
15 areas where there is no income -- and I understand why. And  
16 when I have made a policy of saying, "Please send a portion  
17 of your fee", they say "There is no fee" -- which, I am sure,  
18 is true.

19 And I don't know anyone who doesn't think that the  
20 library is very useful, and I have never found anyone who was  
21 willing to take on the burden of really thinking through, so  
22 my proposals were for myself as well as for the people simil-  
23 arly situated. If I could be hired as a consultant from time  
24 to time, if I could be paid by a school when I give a speech,  
25 this helps fund me. It is not directly tendered -- and we

1. do have work study students, many of whom have gone on to  
2. become lawyers throughout the country, and they have done  
3. useful work and have learned a great deal of practical material  
4. from working in our library.

5.           The students from Antioch College, three young  
6. black students, pre-law students, want to come and work in  
7. our library. I don't care -- if they would come as work  
8. study, it is very expensive, I don't have the time to absorb  
9. three of them. You are never paid to be a supervisor of work  
10. study students. And so I guess I will absorb one.

11.           It is a very difficult question. And there are  
12. answers that would help my particular library,

13.           But also other law libraries could collect more  
14. of the briefs, the transcripts, and so forth and so on. I  
15. think a discussion of the need would really open a Pandora's  
16. Box.

17.           I think that you would find that a lot of practicing  
18. lawyers are dissatisfied with the present service that they get  
19. from law libraries, even the best law library, because of the  
20. failure to collect the work product of the lawyer, which is  
21. a human task -- it is not buying a book. You have to find  
22. out that there is a case, and you have to find out that there  
23. is an appeal, and therefore you know that there must be a  
24. brief, and you have to write for the brief before they are all  
25. gone.

1 It requires a lot of --

2 MRS. MOORE: I am sorry to have to call time on  
3 you, but we want to thank you.

4 I want to say, on behalf of the Commission, that  
5 we hear a great deal about the needs of society and the bus-  
6 iness community, and I think you have given us a mind stretcher  
7 here this morning.

8 On the Advisory Commission, Marian Gallagher --  
9 and I am sure you know her -- was very interested in law  
10 libraries, but this is the first time that we have had anything  
11 of this nature, and we thank you for your testimony.

12 MS. GINGER: Certainly.

13 MRS. MOORE: And assure you that it will be studied  
14 carefully.

15 MS. GINGER: Thank you.

16 (At this point, Dr. Burkhardt returned and resumed  
17 the Chair.)

18 THE CHAIRMAN: The next and final one on the list  
19 for the public session is Jacqueline Wakefield, Ventura County  
20 and City Library.

21 Whereupon

22 JACQUELINE WAKEFIELD

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

25 THE CHAIRMAN: All right.

1 MS. WAKEFIELD: I am Jacqueline Wakefield. I am  
2 in Children's Services for the Ventura County and City Li-  
3 brary, and I am also Chairman of the State Children's Services  
4 Chapter of the California Library Association. I did submit  
5 written testimony.

6 Spending the entire day here today and listening  
7 to the testimony that has been submitted, the majority of it  
8 has been concerned with adults and adult type services. Na-  
9 turally I am concerned about the child as a library patron,  
10 and I feel that this is an area that needs a great deal more  
11 attention.

12 Very frequently we find in suburban libraries that  
13 children constitute a very, very large percentage of our  
14 library patronage, sometimes as much as half, and yet we hear  
15 very, very little about the child as a library patron as far  
16 as funding is concerned on the state level or on the federal  
17 level.

18 I also want to reinforce what Sister Mary Alma said  
19 about the need for qualified personnel in school libraries,  
20 especially on an elementary level. Frequently you do find that  
21 there are qualified librarians on the junior high and the  
22 high school level, but the plea that I want to make is for  
23 the child who is beginning to learn to use the library, both  
24 the public library and the school library.

25 We have a great deal of concern for library ser-

1 vice to the adult patron. Yet that adult patron was once a  
2 child himself. And if we can make children feel comfortable  
3 and feel good about library service at a very young age, they  
4 are going to grow up to feel good about the use of libraries.

5 We are talking about five and ten and twenty-year  
6 goals. Isn't it important that children be considered in  
7 these goals as the potential adult library user, in a much  
8 wider area as an adult than they use as a child?

9 School librarians are needed very, very badly, and  
10 we find that they are given very short shrift. We find that  
11 there is not qualified personnel in elementary school li-  
12 braries, and the public librarian receives what we might say  
13 is the "run-off" from the school libraries, after school hours.  
14 We do a tremendous amount of service to the young school patron  
15 after hours. We find that it is almost impossible sometimes  
16 to keep up with demands that we have from the young school  
17 patron who comes to us for library service after school hours.

18 Grace Mac Duff spoke about the proper relation  
19 of libraries to other organizations, and I feel that this is  
20 a very excellent point. There is a tremendous amount of need  
21 for cooperation and there are hangups among school librarians  
22 and among public librarians-- an overlapping, and where do  
23 we draw the line?

24 I think we need to forget about these things and  
25 say "Let's get together. How can we function to best serve

1 the child?"

2 I would be happy to answer any questions, if there  
3 are any.

4 THE CHAIRMAN: Yes. Mr. Dunlap.

5 DEAN DUNLAP: I am much impressed with the great  
6 job that school librarians have done, of course. I think you  
7 might say that perhaps two-thirds of the youngsters use li-  
8 braries and only one-third of the adults.

9 What happens to the children though? How come  
10 they cease to become adult readers?

11 MS. WAKEFIELD: I think that it has a great deal  
12 to do with the philosophy which prevails in schools toward  
13 libraries, toward elementary school libraries and junior  
14 high school libraries. You see this among administrators,  
15 and Sister Mary Alma --

16 DEAN DUNLAP: Well, does that follow, because  
17 children use the public library extensively and intensively?

18 MS. WAKEFIELD: Because there is a different phil-  
19 osophy.

20 The school library is something where they are --  
21 I don't like to say "forced" because that is not the right  
22 word, but they must use the school library because they have  
23 to have this material to meet their school's curriculum re-  
24 quirements.

25 The public library has a different philosophy in



1 that the child comes to them out of their own interest.

2 DEAN DUNLAP: I am not sure that you are reading  
3 my question.

4 MS. WAKEFIELD: Yes?

5 DEAN DUNLAP: If children use the public library  
6 when they are youngsters, why don't they use the public library  
7 when they grow up?

8 MS. WAKEFIELD: I think that -- and I am not an-  
9 swering your question directly now either -- I think that  
10 they would use the library when they grew up if a different  
11 philosophy prevailed on the lower level when they were younger.  
12 There wouldn't be this need to use it to meet certain require-  
13 ments they must have scholastically; to fulfill their curric-  
14 ulum.

15 THE CHAIRMAN: Martin, speak up -- oh, I thought  
16 you had a question.

17 Any other questions?

18 Well, thank you very much.

19 Now we have Mr. Keith Revelle.

20 Whereupon

21 -KEITH REVELLE

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

24 THE CHAIRMAN: Mr. Revelle, you are Director of  
25 the Latin American Library in Oakland, correct?

1 MR. REVELLE: Correct.

2 THE CHAIRMAN: You have sent us some written tes-  
3 timony, and would you like to add to it or comment on it?

4 MR. REVELLE: Not particularly, unless you had  
5 some question you wanted to raise about the testimony. I  
6 have about one page that I wanted to add about costs, which  
7 I missed, but I will hold back on that and see how the ques-  
8 tions develop.

9 THE CHAIRMAN: All right.

10 DR. CUADRA: I had one:

11 You mentioned that local library administrations  
12 usually have an extremely low prof within their cities and  
13 don't have the kind of muscle needed to push for certain ser-  
14 vices.

15 MR. REVELLE: Well, this is based on conversations  
16 I have had with people who viewed at the same time as I did  
17 the Southwest, and they have gone to various meetings that I  
18 have gone to, and this seems to be a common complaint.

19 I have recently participated in an advisory committee  
20 for a survey that established a Model Cities library project  
21 in Albuquerque, New Mexico, and the funding problems of the  
22 city library seemed to derive from the fact that libraries are  
23 always on the bottom of the totem pole, and this is true all  
24 over.

25 DR. CUADRA: My question was, why do you think this is?

1 MR. REVELLE: Oh.

2 DR. CUADRA: And how could muscle ever be devel-  
3 oped? What is it going to take to change the low status of the  
4 low profile?

5 MR. REVELLE: In twenty-five words or less?

6 (Laughter.)

7 DR. CUADRA: If you could do that, it would be worth  
8 the afternoon!

9 MR. REVELLE: Well, I think that anything I could  
10 say in the little amount of time that we have would be very  
11 superficial. But I will try anyway:

12 I think that the type of library service that I am  
13 associated with, which comes under the heading of community  
14 outreach project -- obviously, since I am there I think that  
15 it is the best kind of library to have, but I think it is a  
16 good kind of library to have generally because your library  
17 develops a very close interworking relationship with the people  
18 it serves.

19 In our case, this is with a community. And it is  
20 a community that is defined by geography. We are more asso-  
21 ciated with the area of East Oakland, which has a high con-  
22 centration of Spanish surname people than we are with any  
23 other area of Oakland, although there are pockets of Spanish-  
24 speaking people throughout our city, and although we are part  
25 of the "boss" system, the service system, and we do have

1 obligations toward the Chicanos in Berkeley too. But our  
2 main community, our contact, is with the people of the Chicano  
3 community.

4 And we have had in the past an Advisory Commission  
5 composed of citizens from the area. And now that we are a  
6 new library, I think that it might be a good time to reacti-  
7 vate that committee because we get much greater facilities  
8 and consequently can expand our horizons. So maybe the time  
9 has come ag in for a highly formal community input.

10 We have a community input on an informal basis  
11 constantly. We have been in the community for so long -- for  
12 seven years -- and have been members of the active community  
13 organizations for so long -- that we now count these people  
14 on a first-name basis. And I think that only by getting to  
15 the people who hold the purse strings that the library is  
16 so much an integral part of the community can we hope to --  
17 well, in our case, increase the chances for continuance.  
18 I think that it is a very simple thing to say, and I think  
19 that it is a comment on librarianship that if you want to  
20 continue you must involve the community.

21 I sometimes jokingly say that I have about 35,000  
22 bosses. There are 35,000 Spanish speaking in Oakland. It  
23 is a highly individual culture which stresses individuality  
24 and everybody has his own view on how things should work, and  
25 I listen to what people tell me.

1 So I think that the more I listen, the more pro-  
2 file our library has in our community. Now if you want to  
3 extend this to other library operations, I think that it is  
4 perfectly justified to do so.

5 THE CHAIRMAN: Mr. Revelle, do you conceive of li-  
6 braries such as yours -- Spanish American libraries for non-  
7 English speaking people generally -- to be a transitory kind  
8 of problem that will ultimately work itself out? Or do you  
9 see it as a permanent institution that deliberately ought to  
10 be fostered and kept?

11 MR. REVELLE: Well, I think there are two aspects  
12 to the question:

13 First of all, I think -- as with the whole area of  
14 ethnic consciousness -- that there are definite elements,  
15 transitory elements, involved. Now what your definition of  
16 "transitory" is, is the point here. A transitional period  
17 can last for fifteen thousand years.

18 So I operate on the assumption that the sensitivity  
19 to one's cultural background, and the need to express it,  
20 through existing institutions such as libraries is a phenom-  
21 non that will continue for the foreseeable future.

22 Now as to the nature of the Latin American library  
23 and its approach to library services, it seems to me that the  
24 way we operate is easily transferable to a number of other  
25 library situations, and I don't feel that that element of our

1 character is transitory.

2 . If I may digress just a teeny bit, the buildings we  
3 are in currently, which is an old building, built in 1915 --  
4 and it is the old Carnegie Library building, and it was built  
5 to be a community center, and it has an auditorium and study  
6 space and storage space, and it is a place where you not only  
7 can check out books and records and other materials, it is also  
8 a place where the community can come and express itself as a  
9 community. And I stress the point that this building was  
10 built in 1915. So this whole idea, of which we are a part,  
11 or getting outreach to the community has been with us for a  
12 long, long time.

13 THE CHAIRMAN: Lou.

14 MR. LORENZ: Could you tell us briefly how the pro-  
15 ject was begun? Whether it was begun as a demonstration? How  
16 is it now funded?

17 As a successful project, has it been actually copied  
18 by other libraries?

19 MR. REVELLE: O. K., this is the background:

20 Citizens in Oakland of Spanish speaking heritage,  
21 back in 1965 expressed a need to the then Chairman of the Oak-  
22 land Library Commission, who was himself Spanish surname, for  
23 materials in the Spanish libraries, and an application was  
24 made to the State Library in Sacramento for a nominal sum to  
25 purchase these materials.

1           The response was an offer for a two-year demon-  
2 stration project to test the feasibility of library operations  
3 for the Spanish speaking, and \$300,000 for the two years, for  
4 1966 and 1968. Many people were involved in finalizing the  
5 arrangements for the project, for getting it off the ground,  
6 for determining its goals and for getting it on its way.  
7 People in Oakland, in the Oakland Public Library administra-  
8 tion, were involved. People from the State Library were in-  
9 volved. People from the federal level, regional representa-  
10 tion, were involved as well.

11           We are still a primarily federally funded library  
12 demonstration project in our seventh year, and now I don't  
13 know about the continuance of our federal funding. I mean  
14 nobody knows anything about it.

15           I would hope that we have proven our worth to the  
16 City of Oakland, so that if the times comes for the City of  
17 Oakland to assume financial responsibility for the project, it  
18 will be an operation in the City which should have a high  
19 priority because it has been so successful and so welcome to  
20 the public. Now, to an extent, this is the responsibility of  
21 the library staff, to make sure that the people feel this way,  
22 and I hope that this will be the case.

23           This may be the point to talk a little bit about  
24 the tooling or scheduling up, I mean, on the subject of money.  
25 I think that there is a tendency for many people, when they

1 ask the question, as you did, to assume that it is going to  
2 take a lot of money, and I would like to make a special plea  
3 for the fact that a library in operation of a community out-  
4 reach nature is really not an expensive proposition in compar-  
5 ison with other kinds of library services, and for a couple  
6 of reasons.

7           One is the fact that the largest item on your bud-  
8 get is always salaries, it seems. In our library, and in  
9 similar efforts throughout the Southwest, our type of operation,  
10 is staffed by younger people, who always get less money than  
11 their seniors -- and that is a saving right there.

12           And also, the fact that, as someone mentioned in  
13 earlier testimony, that there seems to be a great deal of  
14 dedication and a willingness to put in off-card hours. So,  
15 on an hourly basis I think that the salary cost is very nom-  
16 inal.

17           Now the materials, the type of materials that we  
18 use, with the exception of audio-visual materials, which are  
19 extensions of other -- extensions for everybody, seem to be  
20 the kind of thing, so ours has been a paperback format and some  
21 very expendable comic book magazine type materials that you  
22 find, and it is very difficult to control exactly, so we don't  
23 try -- compared to other types of library material, it is very  
24 nominal.

25           So I think that the question is, in relation to my



1 kind of library, is not who should pay the bill, but the same  
2 old question that we have all had to grapple with since time  
3 immemorial, which is the question of priority and deciding for  
4 "A" over "B". And that decision, of course, can only be made  
5 by proving success in one's work situation.

6 THE CHAIRMAN: We have time for one question:

7 MR. LORENZ: Has the demonstration been copied in  
8 other localities?

9 MR. REVELLE: Well, I will try to answer that  
10 question without exhibiting too much -- I think, in many as-  
11 pects, yes.

12 One of our main activities has been bibliographical  
13 work. We have produced materials and books and English and  
14 Spanish film which relate either to Chicano people or to people  
15 with Spanish surnames -- Chicano people are not necessarily  
16 Spanish speaking -- and these pop up in the most unforeseen  
17 places, and I assume that this is one measure of its success.  
18 I think someone said that the greatest type of flattery is to  
19 copy, and I think that is fairly common.

20 I know that those of us who have worked in the field  
21 of serving the Spanish surname are a rather small select group.  
22 We all know one another and every time we have an opportunity  
23 to get together, we exchange ideas and experiences and we can  
24 see what the other people have been doing.

25 It makes it somewhat difficult to say that one per-

1 son has influenced another one. I think that the chances for  
2 our having influenced others, other libraries, is greatly  
3 because we were first. The people in Oakland and all of the  
4 administrative personnel at all the levels and the citizens  
5 who got in there first -- which, I think, is our edge.

6 THE CHAIRMAN: We have a chance for one question  
7 now.

8 Martin.

9 DR. GOLAND: What is your view in this type of  
10 library of the service in the sense of the community informa-  
11 tion center as opposed to the more traditional library educa-  
12 tional material?

13 MR. REVELLE: Well, I am sure that you are famil-  
14 iar with an article which appeared in the Wilson Library Bul-  
15 letin last month where this question is cast in a broader  
16 sense, you know, what should a library be?

17 There is a project in Champaign, Illinois, where  
18 some of the community advisory groups said "Let us distribute  
19 food to people who are hungry", and a great deal of resistance  
20 to this idea was registered. I don't know whether I could  
21 say that that was a very proper thing to do, but I would cer-  
22 tainly say find out from somebody who is hungry, work and go  
23 get the food -- and that is a positive answer to your query  
24 on the library functions and information center. We have  
25 done this from the beginning, and we were in there from the

1 very early stages of community -- of grass roots community  
2 development in our community, when they did not specialize  
3 services to be had by the community. So we were making re-  
4 ferrals to legal aid, and referrals to welfare, and to the  
5 health department and so forth.

6 Now there are community organizations that deal  
7 with legal aid, with narcotics education, with welfare, and  
8 group health problems, and our referral continues, but we  
9 refer people a shorter distance now.

10 The other informational function which we do per-  
11 form is to act as a clearinghouse for all significant events  
12 which are taking place in our community and in the area which  
13 may be of interest to our patrons, and I think this is quite  
14 interesting.

15 THE CHAIRMAN: Thank you, Mr. Revelle. I think  
16 we must now move on. We are running quite a bit behind.

17 MR. REVELLE: Thank you.

18 THE CHAIRMAN: Could we now have Donna Joachim?

19 Whereupon

20 DONNA JOACHIM

21 was called as a witness, and was examined and testified as  
22 follows:

23 THE CHAIRMAN: Have I pronounced your name cor-  
24 rectly?

25 MS. JOACHIM: Joachim.

1 THE CHAIRMAN: Joachim. You are from Multnomah,  
2 Oregon, is that right?

3 MS. JOACHIM: Multnomah County, that's right.

4 THE CHAIRMAN: Yes.

5 MS. JOACHIM: You all have my testimony?

6 THE CHAIRMAN: Yes.

7 MS. JOACHIM: And I come strictly as a library user.  
8 I have no connection with the library. I wrote, because of  
9 our current problems there, and at the time I wrote that we  
10 had no idea whether we would have a library or not. Now fed-  
11 eral revenue sharing went through and we have one -- until next  
12 July!

13 THE CHAIRMAN: But you did succeed? That is the  
14 first question that I have.

15 MS. JOACHIM: They are still there until July, and  
16 then the budget comes out again and I guess I wish I could go  
17 to the questions.

18 THE CHAIRMAN: Well, what sources have you got now for  
19 the library services?

20 MS. JOACHIM: The library is supposed to be funded  
21 out of the general fund for the county tax for their entire  
22 budget.

23 We were originally thinking of trying to get dedi-  
24 cated funds for them but we have seen how that works with the  
25 highway funds. The county takes the money and puts it into

1 a general fund and then decides from there who gets however  
2 much. And they knew they were going to be short, so they asked  
3 for a tax measure on the ballot.

4 But they were advised not to mention the library  
5 services on this list of county funds to be curtailed and  
6 they only listed the hospitals and a couple of minor other  
7 things. And the people have been turning down the hospital  
8 budget for years, so naturally it was turned down again.

9 THE CHAIRMAN: You get nothing from the state at  
10 all?

11 MS. JOACHIM: No, this is strictly between a library  
12 association and the county. We got nothing.

13 THE CHAIRMAN: I take it you don't hold out much  
14 hope for revenue sharing as a source of money?

15 MS. JOACHIM: Not permanently. It may get us through  
16 another year after this, but we can't go on that way. I would  
17 like to see something permanent.

18 MRS. MOORE: Now the Portland Library is a private  
19 association, is that not right?

20 MS. JOACHIM: Yes, it has a contract with the county.  
21 The county supports it and they provide services free of  
22 charge.

23 THE CHAIRMAN: Lou.

24 MR. LERNER: What community organizations banded  
25 together with you when the proposed cuts of the library services

1 were announced? What did you work through? Was it, you  
2 know, your own setup or organization? You know, who banded  
3 together to help you?

4 MS. JOACHIM: Well, the group that I am working  
5 with -- and they paid my way down here just so I would be able  
6 to go back and say, "This is what they are talking about" --  
7 is called "Keep our Books" and that is strictly people like  
8 myself who have never done anything like this before. We  
9 are setting up and going to go into some research on funding  
10 in our own area and whatever from other areas that we can  
11 get.

12 There has been the formation of a group; "Friends  
13 of the Library", up there, which, at this point, is not af-  
14 filiated with the national group.

15 And then different individuals came forward -- no  
16 particular group.

17 MR. LERNER: Well, that is what I wondered. Were  
18 there community groups who said, "Well, you can't do this to  
19 us"?

20 MS. JOACHIM: No.

21 MR. LERNER: Or "This is our community"?

22 MS. JOACHIM: We formed one, and we became the  
23 group, and everybody else just stood back and nodded!

24 THE CHAIRMAN: Now I don't know whether you are  
25 aware of the fact that this Commission has already embarked

1 on a study to find out how libraries throughout the country  
2 are financed and to make some recommendations as to what re-  
3 sources -- tax resources and others -- could be used to finance  
4 them. We have only just begun but at least we are underway  
5 with getting the facts of the situation which will enable us  
6 to make something of this.

7 And if you were here this morning, you heard quite  
8 a bit of reference to the possibility of this getting away  
9 from the property tax base and going on to an actual state tax  
10 base, which is also very much in the wind.

11 But other than that and revenue sharing, I think  
12 that is about all the action there is at the moment on this  
13 level.

14 MS. JOACHIM: Right. Well, I have noted in the  
15 information I got, when I first received your inquiry, it  
16 stated that you had such a group and that it was rather new  
17 and our group was going to try to get hold of them and find out  
18 what you have and, you know, to work with them. I don't see  
19 any point in duplicating efforts.

20 But it kind of came to our minds that possibly,  
21 being the "grass roots" -- most of us are housewives or working  
22 people in the lower part of the community; we don't have the  
23 big money or anything -- we would look at it from a different  
24 angle and maybe think of ideas or approaches that businessmen  
25 and lawyers and people who are used to coming out in contact,

1 might not see or consider, and we thought we could do nothing  
2 but try.

3 THE CHAIRMAN: Yes, Bessie?

4 MRS. MOORE: I am curious to know how you -- I read  
5 your statement with great interest -- and I am curious to know;  
6 you say you haven't done anything like this before -- what set  
7 you off to doing this?

8 MS. JOACHIM: Well, it was two things coming close  
9 together:

10 In January or February, we were notified by the  
11 School Board that there would be an elimination of kinder-  
12 garten, and that the school year would be shortened by four  
13 and a half weeks, that that this -- the year that is now in  
14 progress -- would have curtailed curriculum, due to lack of  
15 money.

16 And just about the time they had argued this with  
17 the school board for a while -- and I wasn't active in that,  
18 going down to meetings necessarily, but I was very inter-  
19 ested -- we finally got them to compromise on their viewpoint.

20 About the next day, I think it was, we found out,  
21 that we were going to lose twelve of our eighteen libraries,  
22 and those staying open were going to be curtailed sharply to  
23 where they would be almost, you know, totally inefficient for  
24 the people that we knew.

25 And I just got angry. I said, "It is too much."



1 You are taking away my schools. You are taking away my li-  
2 braries." I said, "It is too much!"

3 THE CHAIRMAN: It was just outrage then?

4 MS. JOACHIM: It was. It was a little shocking.  
5 that everything went at once.

6 MRS. MOORE: Do you have children in school?

7 MS. JOACHIM: Yes, I have several children in  
8 school.

9 MRS. MOORE: Do you work or do you --

10 MS. JOACHIM: I am going to be going to work next  
11 month. I am in school myself right now.

12 But I have three children of my own in school and  
13 three stepchildren in school, and I get a little upset. I  
14 have one starting kindergarten this year.

15 MRS. MOORE: The reason I mentioned it in this ques-  
16 tion is because I think it is such an admirable trait the way  
17 you described yourself as being in the "grass roots" for you  
18 to take hold on this, and I wanted to especially compliment  
19 you because it is citizen participation like this that is needed  
20 in these kinds of things.

21 MS. JOACHIM: Well, thank you. You are going to  
22 think that too when asking somebody else to do it for us wasn't  
23 getting us anywhere.

24 THE CHAIRMAN: Mr. Lorenz.

25 MR. LORENZ: Was the State Library able to help

1 you? And did the local library board assist you in your ef-  
2 forts in some way?

3 MS. JOACHIM: The State Library, at least at the  
4 present time, couldn't financially help us. Their budget was  
5 set; ours was set. We are not affiliated directly with them.  
6 We got cooperation but not financial assistance.

7 The members of the library staff -- Mr. Burkhardt  
8 is our head librarian out there -- has been very cooperative.

9 THE CHAIRMAN: Well, I am glad to hear that!

10 (Laughter.)

11 MRS. MOORE: That relieves you!

12 MS. JOACHIM: He and his staff have done everything  
13 they could to help us to get people interested, to, you know,  
14 bring it out before the people. We had a petition drive, and  
15 although they were not going to be allowed to put up posters  
16 or anything for us in the library, they have -- as people --  
17 helped along this line.

18 The library board has been cooperative, but a little  
19 aloof. I don't think they trust us yet. They have had too  
20 many citizens volunteer to help and get in the way! But they  
21 have been cooperative in that they have not objected in any  
22 way, and anything that we have asked of them, they have very  
23 quietly said "Yes". So we haven't had any resistance. It  
24 hasn't formulated anything effective at this moment.

25 MR. LORENZ: What do you feel were the decisive

1 factors in your success? The number of people that you in-  
2 volved? Or was it the argument that you used?

3 MS. JOACHIM: I think it was the fact that they  
4 were threatened. We never actually got to the point of having  
5 to turn in our petition because before we could get them all  
6 signed, at the peak of our drive, the Commission said that  
7 "We have it. We will have a utility tax. We don't need the  
8 petitions any more. You definitely will have your library."

9 And then a controversy came up and they said, "We  
10 will find a way."

11 I think that it was that three out of the seven  
12 were up for reelection and they got quite a good deal of re-  
13 sistence.

14 (Laughter.)

15 THE CHAIRMAN: Well, thank you very much, and it  
16 has been very encouraging to all of us to have people like  
17 you get in there and do it. It shows that you can get re-  
18 sults.

19 MS. JOACHIM: Well, thank you for asking me.

20 THE CHAIRMAN: It is a pity we always have to get to  
21 the stage of outrage before we have that action, but at least  
22 it is good to be doing it.

23 Thank you.

24 MRS. MOORE: We are particularly glad to have one  
25 so young.

1 THE CHAIRMAN: Yes.

2 MS. JOACHIM: Thank you.

3 THE CHAIRMAN: Margaret Warden.

4 Whereupon

5 MARGARET WARDEN

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

8 THE CHAIRMAN: You are the President-Elect, are you,  
9 of the Montana Library Association?

10 MRS. WARDEN: Yes, I am the first trustee to be el-  
11 ected to that post.

12 THE CHAIRMAN: That is fine.

13 MRS. WARDEN: Incidentally, I didn't mention in  
14 my testimony that I am a lobbyist too -- one of those unpaid  
15 creatures who go to Washington, who go to the state legisla-  
16 ture, who go to the city council and say "We need money."  
17 So the bill to create the National Commission on Libraries  
18 and Information Science, I went to Senator Mike Mansfield of  
19 Montana, and Senator Dirksen, who was the Minority Leader at  
20 that time and who has since died, and asked them to co-sponsor  
21 the bill with Senator Yarbrough of Texas.

22 I did this because I felt the National Commission  
23 could and would give directions to libraries of this nation  
24 and help to provide guidelines for more uniform and complete  
25 library service.

1 It is, of course, important that the resources of  
2 any given community are shared to the best of the community  
3 possibilities. We need to increase services through shared  
4 resources such as union catalogues, and periodicals, and other  
5 things, and we need to share our holdings through copying  
6 machines or by data retrieval centers, using I. B. M. and  
7 other technical and mechanical means.

8 But the thing that has been bothering me is, where  
9 do the public libraries come in the continuing education? We  
10 say the public libraries are our "people's universities" and  
11 all of that stuff, but what are we doing about it?

12 Would it be possible for this National Commission  
13 to promote the idea of the public library as an education  
14 center by uniting college and university systems to make the  
15 library a place where people could pass tests on their own  
16 for college credits.

17 Now we are going into the idea of Vo-Tec in Mon-  
18 tana. Sure, you can go to Vo-tec and you can --

19 THE CHAIRMAN: Excuse me. What is Vo-Tec?

20 MRS. MOORE: Vocational and Technical education.

21 MRS. WARDEN: It is in lieu of college.

22 THE CHAIRMAN: Oh, yes.

23 MRS. WARDEN: But Vo-Tec, while it provides people  
24 with the idea of doing things with their hands and all, hasn't  
25 really gotten into some of the things that they need to know

1 back in their business:

2           They need to know how to solve things and to have  
3 a little bit of background in government and various subjects  
4 that, I think, would be beneficial.

5           And if the public library could be a place where  
6 this information and material could be provided for adults to  
7 continue the education for college credit, it would certainly  
8 make them feel a little better in the period of transition  
9 between the Vo-Tec period and the college and university  
10 period.

11           In Montana people live great distances from the  
12 universities. By using the libraries, the public libraries,  
13 as resource centers, mothers of small children, those who  
14 must be away from areas where there happen to be colleges or  
15 schools, people whose children are grown up, and those who  
16 could not afford the cost of a college education except on a  
17 part-time basis, could work at their individual speeds to  
18 accomplish this. We have the material and we need to make  
19 it more usable to the adult population.

20           The library is currently doing a lot of retraining  
21 by providing information and resources for people who are  
22 looking for other jobs, when they can find the material there.

23           One thing that bothers me here is that when people  
24 speak of education, they speak of libraries in another cate-  
25 gory. I don't see why these should be divided because I

1 think education per se is not much if it doesn't have library  
2 resources to back it up -- whether it is grade school, high  
3 school, college or whatever.

4 In Montana one of the problems we have in library  
5 service is distances. In one of our counties, they travel  
6 8,840 miles. This is one and a half times from Montana to  
7 the East Coast and back. In another county they go twice as  
8 far -- pretty near 10,000 miles. And in Teton County you  
9 can make six round trips to Seattle, around 4,288 miles, on  
10 what they travel. This gives you an idea of how large Mon-  
11 tana is.

12 Perhaps a pilot study in a State like Montana could  
13 provide needed information for data retrieval systems and the  
14 use of the cable television and the education channels.  
15 Believe it or not, we don't have telephones in all of the  
16 libraries in our state. In this day and age, when they are  
17 walking on the Moon, and they are beaming television and radio  
18 broadcasts back from satellites, this just seems utterly im-  
19 possible, but it is true.

20 We don't keep up with the sophisticated means of  
21 providing information, and when one of the people who was  
22 testifying mentioned that they should have urban centers for  
23 population as the head of library areas -- do you realize  
24 that from Minneapolis to Seattle that Great Falls, Montana, is  
25 one of the larger cities? There are only two in Montana --

1 roughly 175,000 people. And north of Denver -- Denver is the  
2 only urban area south of us. In the north is Canada. And we  
3 can't -- it is kind of hard for us to support a blanket state-  
4 ment of this kind.

5 Revenue sharing seems to be fairly unrealistic for  
6 a place like Montana, when we get about a little over six  
7 million, and 5.8 million of that would probably go into capital  
8 construction problems.

9 In our city we get about \$600,000. Well, what does  
10 this project? Unless we can make libraries something terribly  
11 special, that revenue sharing money just won't go around.  
12 We will probably get in the neighborhood of maybe ten thousand.  
13 We are working for fifty thousand, but I don't --

14 THE CHAIRMAN: Who makes the decision?

15 MRS. WARDEN: The city council.

16 THE CHAIRMAN: The city council.

17 MRS. WARDEN: Yes. When you say, "What do you  
18 need to make libraries important?" you need to threaten the  
19 state, like the highway lobby threatened the Constitutional  
20 Convention, of which I was a part. They practically scuttled  
21 the Constitution because it would get into their pot, and if  
22 library money got up into that point, of course, it would be  
23 no trouble holding onto the financing because we would have  
24 people who would be interested enough to fight for it. That  
25 is what we need.



1 We give service but we don't have any clout.

2 THE CHAIRMAN: Thank you. Are there any questions?

3 MISS SCOTT: Are only public libraries included  
4 in your federation? Do you not work with other types of li-  
5 braries, school libraries and so on?

6 MRS. WARDEN: Basically, public libraries are in-  
7 cluded in our federation.

8 We serve a four-county area. There is an Indian  
9 community that we serve. We do work with the schools in Great  
10 Falls. Every summer we get about 1,500 books from the school  
11 libraries that aren't being used because of the summer vaca-  
12 tion, and we put those out in the Great Falls Public Library.  
13 We have got oodles of space and this is how it is done. So  
14 we are cooperating and using some of the resources that would  
15 be sitting idle otherwise. This is from the first to the  
16 eighth grade.

17 THE CHAIRMAN: John.

18 MR. LORENZ: Are you beginning to consider the pos-  
19 sibility of total state funding for public libraries?

20 MRS. WARDEN: Yes. When the Priest-Serrano case  
21 came in California, we were in the middle of a Constitutional  
22 Convention. We decided to do away with that two mill property  
23 tax levy because we felt that schools would wind up being done  
24 on a state level.

25 Now I am hopeful, because we do have all of the

1 legislature -- that is, both the House and the Senate, and  
2 the Lieutenant Governor and the Governor of the same party  
3 for the first time since I have been interested in politics,  
4 and maybe we can do something on state aid for libraries.  
5 But, at least, we are working toward that goal.

6 We presented it two years ago, but in the austerity  
7 program there just wasn't much hope to get it through, but  
8 at least we introduced the thought. And we did get a raise when  
9 many of the other departments were cut.

10 But we do not have state aid. We depend very largely  
11 on the library services.

12 THE CHAIRMAN: Yes, Andrew?

13 COLONEL AINES: A person who tells us that she is  
14 an expert -- she didn't put it in those words -- lobbyist --

15 MRS. WARDEN: I didn't say that!

16 COLONEL AINES: An experienced lobbyist, deserves to  
17 have this question asked her.

18 MRS. WARDEN: O.-K., shoot!

19 COLONEL AINES: You say:

20 "To attain his goal, every person must have avail-  
21 able for his immediate use the latest information by the  
22 fastest technical means possible."

23 Now I am challenging this -- I believe it, by the  
24 way, but I am challenging it because I wonder, in the State  
25 of Montana, how much need you have for express information lines,

1 if you will.

2 MRS. WARDEN: Well, I feel we have as much as any-  
3 body else has because we ---

4 COLONEL AINES: I am not sure about the other people  
5 either, by the way!

6 (Laughter.)

7 MRS. WARDEN: We have 700,000 people in Montana.  
8 We have areas in some counties where we have no libraries, no  
9 libraries at all.

10 But when a person comes in to Great Falls Public,  
11 or comes in to one of the places that we serve on the book-  
12 mobile or a branch library, they are just as entitled as I am  
13 or as you are who whoever lives where, to get that information.  
14 They want it right now. They don't want it six months from  
15 now.

16 And so why is it different for one person in a large  
17 area to want something immediately any more than it is for  
18 someone in the State of Montana? I think it is important.

19 COLONEL AINES: So we don't have a debate, but so  
20 that my colleagues will understand that I am an exponent of  
21 modern information systems, using the best technology possible ---

22 MRS. WARDEN: Well, I know all that.

23 COLONEL AINES: And I have used exactly the same  
24 argument that you have. But there is one thing that always  
25 bothers me. I am unable to prove it. I am unable to demon-

1 strate that societies, groups, cannot live with the present  
2 methods they have, if they are satisfactory.

3 For example, I would love very much to argue in  
4 your favor, to have at least a telephone in every library.

5 MRS. WARDEN: So would I!

6 (Laughter.)

7 COLONEL AINES: But I am not sure whether a com-  
8 puter would do all that good.

9 MRS. WARDEN: Well, I don't know whether they have  
10 to be as sophisticated as a computer, but I really think that  
11 in order to get material from out of the state, there has to  
12 be a method to do it fast.

13 Now somebody mentioned the mail service the other  
14 day. I think it is terrible. Helena is ninety-four miles  
15 away from Great Falls, and it takes often four days to get a  
16 first-class letter. I could walk it over there and back and  
17 get an answer cheaper -- you know, simpler than that!

18 (Laughter.)

19 So if one of our branch libraries calls in to the  
20 Great Falls Public, and we call the State Library, and the  
21 State Library contacts the university, the State University --  
22 or the University of Montana, to get this information, and it  
23 is not available in these places, this could already, you  
24 know, take up to two or three days. And if a person wants  
25 something -- say he is a lawyer, say he is a doctor, say he

1 is just any businessman that needs something -- they need it  
2 right now or they wouldn't bother to ask.

3 And I think that this is one of the reasons that  
4 we don't have the clout that we should have in getting money.  
5 If I think that if we could give these people the service and  
6 tell the people the service is available, they would be en-  
7 thusiastic about it. They just have to be helped once, and  
8 they spread it to other people.

9 THE CHAIRMAN: Well, thank you, Mrs. Warden.

10 MRS. MOORE: Mr. Chairman.

11 THE CHAIRMAN: Yes, Bessie?

12 MRS. MOORE: May I comment that Mrs. Warden is not  
13 only a great library trustee and a great politician, but she  
14 is also probably one of the greatest hostesses in this country.  
15 It is too bad we don't meet sometime in Great Falls!

16 (Laughter.)

17 MRS. WARDEN: Come to Great Falls! We would love  
18 to have you.

19 THE CHAIRMAN: We will hear next, from Judith Quan.  
20 Whereupon

21 JUDITH QUAN

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

24 THE CHAIRMAN: Ms. Quan, we have your communication  
25 to us, but would you like to start off by amplifying it or

1 adding to it? Or would you like us to just start with ques-  
2 tions?

3 MS. QUAN: I have no formal presentation prepared.  
4 I was hoping that you would just ask me what you need to know  
5 and I would answer.

6 THE CHAIRMAN: Could you speak a little closer to  
7 the mike?

8 MS. QUAN: Sure. I might just make one point, that  
9 in San Francisco we have a large non-white population, so that  
10 with that as a starting point, I think what I am trying to say  
11 is that minorities have been neglected in the past, and that  
12 they need and deserve library services.

13 THE CHAIRMAN: Joe.

14 MR. BECKER: At what point, Ms. Quan, would you  
15 say they have been neglected, just so we have an idea of the  
16 character of the services that need to be improved? As a  
17 public institution, anyone can walk in and use the service.

18 MS. QUAN: That is correct, provided that the ma-  
19 terials in that library are relevant to the user.

20 I have been working in the Chinatown Branch of the  
21 San Francisco Public Library for the last three years, and I  
22 find that we have been getting more non-users into our library  
23 because we have now the Chinese language collection, something  
24 that they could read, because they don't read English. We now  
25 have a more extensive collection on Chinese culture and his-

1 they, and the history of the Chinese in America, that younger  
2 Chinese Americans would want to read. We have photograph  
3 records and paperbacks in both English and Chinese. We have  
4 a bilingual staff, which, I think, is very important if you  
5 are going to try to serve people who can't speak the language  
6 and for us to go out in the community and publicize the li-  
7 brary, since they never realized what the services available  
8 to them are, and what their needs are, and what the libraries  
9 can do.

10 So I think that staff-wise and materials-wise, if  
11 it was more relevant to the users, more minorities would make  
12 use of it.

13 DEAN DUNLAP: Well, is this a new provision? I  
14 would think that the Chinese in San Francisco are a long-  
15 established ethnic group and that we would have had collections  
16 of Chinese materials for them, served by the San Francisco  
17 Public Library, decades ago.

18 MS. QUAN: I wish that was true, but it is not.  
19 This collection at the Chinatown Branch was started about three  
20 years ago. And the bilingual staff got started at the China-  
21 town Branch about three years ago.

22 The main library at present has a foreign language  
23 collection, but we have to order the books for them in Chinese  
24 because they don't have a librarian to order the Chinese ma-  
25 terials. Cataloging -- we have to do the cataloging in our

280  
1 Branch because they don't have the personnel to do the catalog-  
2 oging in Chinese.

3 Evidently it has been neglected.

4 And I think that part of the reason for that per-  
5 haps is that the minorities have not spoken up for the right  
6 to be given library service. They don't realize that they  
7 probably have this privilege of using a public library. It  
8 has been an institution of the white middle class and they  
9 have not been privileged to enter the doors.

10 THE CHAIRMAN: John.

11 MR. LORENZ: Do you have some thoughts on how more  
12 minority peoples can become interested in library school edu-  
13 cation?

14 MS. QUAN: Personally, I probably would never have  
15 gone into library services and become a librarian, except  
16 that I started working as a page in a library. I was never  
17 approached in high school or college as to the possibility  
18 of going into library services.

19 I think more active recruitment and making librar-  
20 ianship much more attractive, and especially encouraging min-  
21 orities to go into that field would be a good thing.

22 MR. LORENZ: Encouraging them in what way? What  
23 would be some means of encouragement?

24 MS. QUAN: I would think that just general commun-  
25 ications at the high school level and the college level, where



1 the kids have started thinking in terms of what they would  
2 like to do in the future. If librarianship were offered as  
3 a profession to them, and they were made aware of it, I think  
4 they would strongly consider it.

5 MRS. MOORE: In other words, you think contacts  
6 with high school counselors would be valuable?

7 MS. QUAN: As a means of, a channel of communica-  
8 tion to the students, yes, since that is where the counseling  
9 comes from.

10 THE CHAIRMAN: Ms. Quan, you heard, when Mr. Re-  
11 velle was testifying, about the Latin American library over  
12 in Oakland. Is that, in any way, a useful model for the  
13 Chinese American situation?

14 MS. QUAN: I came in, in the middle of that.

15 THE CHAIRMAN: Oh, I am sorry.

16 MS. QUAN: So I am not sure -- I didn't hear his,  
17 entire testimony.

18 THE CHAIRMAN: Well, apparently it is a very success-  
19 ful library over there for Spanish speaking people.

20 MS. QUAN: Yes.

21 THE CHAIRMAN: And I wondered whether that, as a  
22 model, wouldn't be of some help to get something going along  
23 those lines in Chinatown?

24 MS. QUAN: I don't know what is going on in that  
25 library in Oakland, but I feel that, as far as Chinatown is  
concerned, that we are providing more to them than ever before

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and this is but a start..

THE CHAIRMAN: Yes.

MS. QUAN: I wish to see something happen nationally in all urban cities where there is a high concentration of minorities.

THE CHAIRMAN: And where your work is with the San Francisco Public Library, to get more accessions, more books, and recruit people and so forth?

MS. QUAN: That's right. We are part of the San Francisco Public Library system.

THE CHAIRMAN: Right.

MS. QUAN: And it is just that we are located in Chinatown.

THE CHAIRMAN: Right.

MISS SCOTT: You do not extend your services to the other parts of the City where there might be Chinese residents?

MS. QUAN: They are welcome to come. Of course, with a library, quite a bit of walk-in comes off the transit system.

San Francisco is small in area and transportation is convenient, and many of the Chinese speaking residents of San Francisco do shop in Chinatown.

MISS SCOTT: Yes.

MS. QUAN: There is a great possibility for people

1 to drop in and use the collection.

2 We are starting to send Chinese materials out to  
3 other branches.

4 MISS SCOTT: That is what I thought.

5 MS. QUAN: We are sending to them what we call  
6 the collection, to them for that week, and from my contact  
7 with the people at our branch, we do to people from other parts  
8 of the city.

9 MR. VELDE: What are the principal dialects of the  
10 Chinese here?

11 MS. QUAN: The principal dialect is Cantonese.

12 THE CHAIRMAN: Andy.

13 COLONEL AINES: With such a delightful witness  
14 over here, I hesitate to ask anything but very pleasant ques-  
15 tions!

16 (Laughter.)

17 But who in Chinatown would like to have increased  
18 services?

19 And before you answer that, let me ask you the se-  
20 cond part of the question: Are the young Chinese Americans  
21 learning Chinese as a second language? Would they be users  
22 of your facility?

23 MS. QUAN: Do you want me to answer the second part  
24 first?

25 (Laughter.)

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COLONEL AINES: Yes, O. K.

MS. QUAN: Yes, the young Chinese Americans are encouraged to go to Chinese schools. There are about six Chinese schools in Chinatown, and they go up to about twelve years.

Now our collection -- the Chinese collection -- mainly is for immigrants who cannot read anything else right now.

But as far as the Chinese Americans are concerned, the small proportion that are able to read Chinese can make use of our collection in terms of practicing the language. Mandarin has become a very important language in the San Francisco schools now, and more Chinese Americans who are at college level are taking Mandarin, and they too can use our type of collection profitably. But the majority of the users right now are immigrants.

THE CHAIRMAN: We have time for -- I am sorry, you wanted to answer the second question.

MS. QUAN: Right.

THE CHAIRMAN: Answer that.

MS. QUAN: I just did. Do you want me to answer the first one now?

COLONEL AINES: Well, you have answered both. Fine, thank you. You have tied them both together.

MR. STEVENS: I wonder if you could say anything,

1 Ms. Quan, about the availability of materials in Chinese.  
2 Provided you have the money, do you find enough available  
3 materials? And does President Nixon's opening recently of  
4 a door that has been closed for sometime, make more materials  
5 available?

6 Or do you know yet?

7 MS. QUAN: The second question, we don't know, be-  
8 cause we have not tried to deal ourselves with book dealers  
9 in China, Mainland China. Presently what we are doing is  
10 spending our budget dealing with book stores in Taiwan and  
11 Hong Kong, primarily because there is a bigger selection of  
12 materials and because the price is cheaper than what we could  
13 get in the Chinatown bookstores in both cases.

14 If more money was made available, we could spend  
15 every penny of it!

16 (Laughter.)

17 THE CHAIRMAN: Thank you very much, Ms. Quan.

18 MS. QUAN: You are welcome.

19 THE CHAIRMAN: We have got a -- is Mr. Brown here?  
20 Mr. Brown?

21 MRS. MOORE: He is not due for fifteen minutes.

22 MR. STEVENS: We can either take a break or go on  
23 because I notice David Weber is here.

24 THE CHAIRMAN: Well, our next witness apparently  
25 dropped out and Mr. Brown is not here, so all of a sudden we

1 find ourselves rich in time.

2 If Mr. Weber is here and would like to make the statement  
3 that would be fine with us.

4 Whereupon

5 DAVID WEBER

6 was called as a witness, and was examined and testified as  
7 follows.

8 THE CHAIRMAN: Mr. Weber, would you identify your-  
9 self?

10 MR. WEBER: Yes, I am David Weber, the Director of the  
11 University Libraries at Stanford University.

12 THE CHAIRMAN: You have submitted testimony to us,  
13 did you not, Mr. Weber?

14 MR. WEBER: I did.

15 THE CHAIRMAN: Right. I have got it, but I can't  
16 seem to lay my hands on it. Oh, here it is.

17 Would you like to say a few words before you start  
18 in amplification, or additional material?

19 MR. WEBER: No, I didn't bring slides or a movie  
20 to go with it.

21 (Laughter.)

22 THE CHAIRMAN: Well, let me ask, let me start the  
23 questioning then by referring to something that I don't know  
24 that you mentioned in your testimony, but it has come up sev-  
25 eral times here:

1           That is the prospect of university libraries be-  
2 coming more accessible to the general community, rather than  
3 to just their own academic communities. What are some of  
4 the problems connected with that? And how disposed are univer-  
5 sity libraries to look to a time when they would be doing  
6 that?

7           MR. WEBER: It would be hard to generalize, I  
8 think.

9           The members of the Association of Research Librar-  
10 ies did give an entire session to the use of their research  
11 libraries by persons outside their own constituency. As I  
12 remember this, it was about nine years ago, and there was  
13 perhaps something close to a unanimous feeling that this was  
14 desirable.

15           The problems are generally ones of space and money.  
16 Money in terms of the fact that if the books -- if the staff  
17 is involved heavily in providing service to other than one's  
18 own constituency, it then tends to deprive those constituency  
19 students, faculty and others of resources that they believe  
20 should be theirs -- and this priority of use is certain, but  
21 the impact on their ease in getting materials, if there is ex-  
22 tensive effective service to persons other than those connected  
23 with the institution creates these problems.

24           Whether there should be a more uniform, or a more  
25 uniform use of fees, to try to balance out services is a

1. question that, I am sure, will be before your Commission.

2. My own view is that without a basis for charging, there are  
3. inhibitions in the free flow of information, and, therefore,  
4. although this may go counter to one or two hundred years of  
5. library philosophy, I feel that a careful, improved structure  
6. of charges, and payments, for library service may have the  
7. benefit of actually freeing up access to information.

8. Now this means, of course, that then public civic  
9. groups, organizations, institutions, would have to regularly  
10. budget for these services provided to their own citizens or  
11. their own students or faculties, as the case may be -- the  
12. services that these people acquire from other libraries, but  
13. this would certainly make those individuals feel much freer  
14. to call upon them heavily, instead of going in feeling that  
15. they must take a second or a third priority, and they are  
16. embarrassed to ask or request or demand books.

17. THE CHAIRMAN: Now you quite rightly emphasized  
18. the need for some kind of national system, a system that will  
19. link these hundreds of now independent institutions that rarely  
20. are in touch with one another.

21. But do you see the participation of the university  
22. library in such a system as restricted in some way? Once  
23. you are part of this network, it is an in and out proposition,  
24. and it seems to me that you have got to be really in it, co-  
25. operating fully. Correct?



1 MR. WEBER: I quite agree.

2 THE CHAIRMAN: Yes. To that extent, at any rate,  
3 you are for the general access to the rest of the system,  
4 which would not be restricted to merely academic libraries:

5 John.

6 MR. LORENZ: Do you feel that the fee route is  
7 better than additional public funds coming into the state and  
8 national system to compensate, since there are already such  
9 large percentages of public funds involved in not only public  
10 libraries, but also state universities and state colleges?

11 MR. WEBER: I see it, Mr. Lorenz, from a very  
12 narrow point of view, of one institution.

13 On the other hand, if a network is to encompass  
14 all kinds of libraries -- school, public, academic, et cetera,  
15 including those of commercial firms -- I am not sure that the  
16 funding structure through governmental sources exists to even  
17 this out, whereas if the funds are channeled with the user,  
18 as there has been some talk of financial aid to universities  
19 going with the student, not to the institution itself, I  
20 think that might help these cross-type of libraries to be  
21 helpful one to the other.

22 Now through the -- I think it is the Library Ser-  
23 vices and Construction Act, Title Three, is it? I would have  
24 to turn to Mrs. Crockett or one of you to clarify that.

25 MR. LORENZ: Interlibrary cooperation.

1 MR. WEBER: Yes, exactly.

2 There is support for a multi-type of library system  
3 development. If that were adequately funded, it might help  
4 us all measurably, but my understanding of that is that it is  
5 so inadequately funded that for California -- and, I am sure,  
6 for all other states -- it is hardly a beginning in demon-  
7 strating what should be a pattern of the mutual sharing of re-  
8 sources.

9 THE CHAIRMAN: Mr. Aines.

10 COLONEL AINES: I have two questions for you:

11 The first deals with the 1970 Conference on Inter-  
12 library Communications -- I presume that is the Airlie House  
13 session you are talking about?

14 MR. WEBER: Correct.

15 COLONEL AINES: And I think you were there, if I  
16 am not mistaken.

17 MR. WEBER: I was.

18 COLONEL AINES: That was two years ago. Do you  
19 feel any hope that things have improved since that time?

20 MR. WEBER: I think it was three years ago, but  
21 I wouldn't disagree with you.

22 Not measurably. I think that it really is a shame  
23 that there are not, for various types of libraries, a signifi-  
24 cant amount of funds for research and development programs,  
25 and I often have thought that libraries categorically have

1 been undernourished in this. Therefore, it may be no wonder  
2 that we are still using nineteenth or eighteenth or seven-  
3 teenth century techniques.

4 It will really require a tremendous infusion of  
5 funds that probably no one jurisdiction can afford, in order  
6 to move into a modern age, to have the same kind of service  
7 over the counter when a person needs information that one gets  
8 when you go to an airline ticket counter -- and that is what  
9 ought to be our minimum standard of immediate relevant ser-  
10 vice.

11 COLONEL AINES: Well, the second question, which  
12 is tied to the first -- because I don't have the same nega-  
13 tive attitude you have -- is exemplified in your statement here  
14 that in Santa Clara County, in which Stanford is located, a  
15 cooperative information network is just getting off the  
16 ground, with the participation of Stanford and over seventy  
17 other libraries.

18 I understand that consortia experiments of this  
19 type have been springing up around the country in great number.  
20 It was in that sense that I was hoping you would find some-  
21 thing positive.

22 But certainly you find something positive in what  
23 I have just read, do you not? What are your hopes for this?

24 MR. WEBER: Well, first of all, it was funded in  
25 something like twenty per cent of what was regarded as a

1 reasonable budget for one year. And with the tremendous help  
2 of consultants at the State Library, and a lot of time with  
3 local people, we have gotten something started, and I have  
4 seen information flowing through the system.

5 But it is hardly in its infancy. I couldn't pre-  
6 sume to judge whether it will succeed, whether in two or  
7 three years there would be an adequate demonstration that  
8 there might be local funding for an on-going support. I feel  
9 that it is much too early for what I have read in other re-  
10 gional systems in California or elsewhere in this country.

11 I am also not yet sure that we have demonstrated  
12 a solid consistency in service.

13 I may be too -- that is, of my own knowledge.

14 COLONEL AINES: I would not disagree with that last  
15 part at all.

16 It is a matter of whether or not you are going to  
17 go full blown into an operating, successful system, or go  
18 through these labor pains to achieve what we are trying to  
19 achieve.

20 And I find success with every step, frankly. That  
21 is the difference between our dialogues.

22 THE CHAIRMAN: Mr. Cuadra:

23 DR. CUADRA: You mentioned on page 5 of your tes-  
24 timony access to data bases such as Chemical Abstracts, E. R.  
25 I. C. and M. A. R. C., in the context of some sort of regional

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network.

I was interested in who you thought should be investigating such access and financing them and operating them.

MR. WEBER. I think that initiating them ought to come from librarians, on the one hand, as persons who should be in a position to determine the needs of their constituency and act to meet these needs.

On the other hand, it ought to be an expressed statement of needs on the part of students, scholars and citizens at large.

So it may come up in various ways.

At Stanford University, there were something like twenty-eight or thirty faculty members who submitted an urgent request to the Director of Libraries something like four years ago that there be a significant data facility to provide support for just such textual, enumerative, or bibliographic data.

There just were not the funds to do this, and it was the result of various alternatives pursued with our Computations Center and the Library, discussions at one point with Dr. Robert Hayes -- and our own floundering, I will admit -- that led us finally to create at Stanford a data information service which is trying to do two things at present:

One is to create an inventory of data bases available on campus or in the region that might meet faculty and

1 graduate student, undergraduate student needs.

2 And second, in an experimental fashion, to utilize  
3 the U. C. L. A. Center for Information Services in providing  
4 current awareness to profiles submitted through our librarian  
5 in this data information service on behalf of a beginning  
6 selection of faculty members, whose profiles were written in  
7 collaboration with their subject librarians. It may be a  
8 chemistry professor or the chemistry librarian -- through the  
9 data information center as a coordinating point to U. C. L. A.  
10 And these have been, are operating now for something like six  
11 months.

12 I think it is a beginning. It is a demonstration.  
13 We have asked U. C. L. A. to provide some billing to us, so  
14 that I could determine the use with the faculty advisory com-  
15 mittee on data services whether, after '72-3 there was ade-  
16 quate use of this so that there might be local funding either  
17 through contract research support or the university itself  
18 in some cases.

19 So again, we haven't proven anything yet. We are  
20 trying to gain experience.

21 Now to speak more broadly, Mr. Cuadra, I think  
22 that there do need to be a variety of these around the country.  
23 It may be that eventually some of these can be on line rather  
24 than back services.

25 Some of them we may be able to obtain from places

1 as distant as Georgia Tech. They need not be, I think, all  
2 in a region. If they are so heavily used that we can justify  
3 having some at Stanford, O. K. But there will be an economic  
4 pragmatic decision, I think, on each one of these:

5 N. E. L. I. N. E. T. in New England, I think, is  
6 trying a similar thing.

7 DR. CUADRA: Just a quick answer:

8 If Organization "X", say, made Chemical Abstracts  
9 data available on line, what would Stanford's attitude be?  
10 To use it? Or to think in terms of developing its own ser-  
11 vice? Or spearheading its own?

12 MR. WEBER: I would much rather use somebody else's  
13 if it gives us adequate service at a cost we can afford.

14 For example, I think I mentioned in this statement  
15 to Dr. Burkhardt that the New York Times data bank is something  
16 which I understand this may be available about January 1st,  
17 at a price, however, that unless we in the Bay Area can de-  
18 velop a consortium, would be prohibitive for any one insti-  
19 tution.

20 If newspapers, other media, educational institutions,  
21 schools, universities, can collaborate on such and use one  
22 central point in Redwood City or Vallejo, maybe we can have  
23 this locally. Otherwise, we would have to see what we can  
24 acquire through New York.

25 Again, we need to experiment with this.

1 THE CHAIRMAN: O. K., Joe.

2 MR. BECKER: You have a long professional history  
3 in interlibrary cooperation.

4 What are one or two or three things you think the  
5 federal government should do to make networks a reality?

6 MR. WEBER: I mentioned research and development  
7 funds. I think that is certainly an essential element, Mr.  
8 Becker.

9 I also think that there has to be some central  
10 group or office which in its wisdom will lead library and  
11 information services of the country to some total plan, if  
12 you will. I am hopeful that the Commission may help this.  
13 I am not certain that any library organization or association  
14 is in-itself-representative enough of the spectrum of opinions  
15 and biases and goals to be able to do this.

16 So it will have to be something with the kind of  
17 objectivity -- the "Olympian view", if you will, that we be-  
18 lieve this Commission should provide.

19 There certainly need to be enough gambles on the  
20 part of foundations, corporations, and the federal government  
21 in order to demonstrate what are the best bets, and I don't  
22 believe that one can theorize that there is any one way of  
23 going, but rather that there ought to be enough -- two, three  
24 four, five -- to show that some elements of these are more  
25 promising than the others, and thus by trial and error, in



1 some measure, along with wisdom and theory, the eventual best  
2 evolution of a national system may come.

3 And I certainly don't know anywhere as much as  
4 you do, Joe, of whether it will be in part disciplinary or  
5 type of library or what. It may be quite a complex mixture of  
6 these, in my judgement.

7 THE CHAIRMAN: John, the last question.

8 MR. LORENZ: Yes. What is your feeling, say, about  
9 the Center for Research Libraries in Chicago, in terms of a  
10 model, either as it exists now or upgraded in terms of more  
11 monographs or more periodicals, as the future direction? And  
12 specifically, does Stanford utilize the Center for Research  
13 Libraries in Chicago?

14 MR. WEBER: I don't know, without fumbling a bit,  
15 John, what would be a useful response to the Commission.  
16 Clearly some "library libraries" can provide a very useful  
17 service for us all.

18 I am not sure that the Center for Research Librar-  
19 ies is an adequate prototype. It is merely one further stage  
20 from the Interlibrary Center, or the New England Deposit Li-  
21 brary, or there may be others. It has been more aggressive  
22 than others in gaining membership. It has certainly been more  
23 aggressive in building an acquisition program on a storage  
24 facility. But that could be done elsewhere regionally.

25 I think that the members of the Center for Research

1 Libraries are to be commended for grappling with some prob-  
2 lems that are not only regional but of national dimension,  
3 and they are concerned with not only the lesser used periodi-  
4 cals but, the more heavily used periodicals, which is, I think,  
5 typical of this kind of study.

6 Questions that they have raised, and that others  
7 have raised, as to whether the National Lending Library for  
8 Science and Technology at Boston Spa should be developed as  
9 a concept to be applied to one place in the United States or  
10 three places, or have them in a geographic distribution like  
11 the Federal Reserve Banks -- and I certainly don't know the  
12 answer.

13 There are elements here which ought to be pursued,  
14 however, and I am sure that there ought to be some study of  
15 whether developing that as a national resource, with funding  
16 far beyond the present membership, would, in fact, be de-  
17 sirable.

18 The catalog service, if there can be more rapid  
19 information availability in lending or photocopying of mater-  
20 ials from there -- all of these are elements that I think are  
21 essential to provide adequate backup to school, public, and  
22 academic libraries. The Center for Research Libraries could  
23 be one of these to do that.

24 Getting to your last point, Stanford has not been  
25 a member. It has considered a couple of times in the recent

1 years whether it should be, and there has been an analysis  
2 of the kind of materials and services we could get from them,  
3 and their inability to solve book shelving problems for us,  
4 and therefore, essentially an economic decision that it was  
5 not now the right time for us.

6 Yet I am fully convinced that we ought to support  
7 it in every way we could, and at some point be a member. So  
8 I am encouraging to them in their membership program to ad-  
9 vance it.

10 THE CHAIRMAN: Thank you.

11 MR. WEBER: Thank you for giving me the opportunity.

12 THE CHAIRMAN: Thank you. Has Mr. John E. Brown  
13 come in yet? I guess he probably isn't coming. All right,  
14 Mr. Weber.

15 How about Mary Jane Kinney? Is she here? Miss  
16 Kinney, would you like to testify now?

17 Whereupon

18 MARY JANE KINNEY

19 was called as a witness and was examined and testified as  
20 follows.

21 THE CHAIRMAN: Would you identify yourself, please,  
22 Ms. Kinney, for the record?

23 MS. KINNEY: I am Mary Jane Kinney, and I am a  
24 volunteer library worker and user and a member of the Board  
25 of Trustees of the Twin Falls Public Library. I am Chairman

1 of the Trustees Division of the Idaho Library Association.  
2 And I am a Director of the Regional Library in Region Four in  
3 Idaho.

4 THE CHAIRMAN: Well, you have sent us your written  
5 testimony, Ms. Kinney. Would you want to say something more  
6 about that testimony or add to it before we ask you any ques-  
7 tions?

8 MS. KINNEY: Well, I might say just a few things.

9 THE CHAIRMAN: Go ahead,

10 MS. KINNEY: I was interested in Mr. Veblen's tes-  
11 timony, as a trustee, in Washington, because he was proud of  
12 the Washington library system. But I am awfully proud of  
13 Idaho too, because I think, for a small state, we have done  
14 a great deal of work on our own of kind of pulling ourselves  
15 up by our bootstraps.

16 And he mentioned the Governor's Conference. We  
17 had two Governor's Conferences, and from that we had our own  
18 in our own region of Idaho, Region Four, we had a Mayor's  
19 Conference, where we brought together the eight counties, the  
20 volunteer workers, and we had a little booklet that we made  
21 up ourselves, because in reaching the people that we have,  
22 they don't understand a lot of the librarian -- oh, the lan-  
23 guage, more or less -- so we made this in kind of down to  
24 earth terms and I thought, perhaps -- I just had one extra  
25 copy.

1 This was held in 1970. It was our own little model.  
2 after the Governor's Conference, we had what we called a Mayor's  
3 Conference on Libraries, to take a look at libraries. And I  
4 would like to give this to the Committee, and you might want  
5 to see what a "grass roots" level did in handling it. We  
6 had six professionals who kind of knew what they were talking  
7 about, and then the group divided into discussion groups, and  
8 this was the little guidebook that we made up ourselves, to  
9 kind of help along. So I have two.

10 I also might mention in Idaho that we had what  
11 we call "L. I. T. I.", that has been most successful. It --  
12 L. I. T. I. is "The Libraries of Idaho Tell Us", and it is  
13 really a tremendous thing, and it has been in operation since  
14 1968, January of 1968, and it is a connection.

15 Because we have so few people in Idaho, and it is  
16 such a big state, we just have to cooperate to survive and  
17 the coordination of libraries is such a help to all of us, and  
18 then the major libraries in our major towns, and this L. I. T.  
19 I. connects these major libraries. And then for the county  
20 libraries in Idaho, the smaller ones, we have telephone credit  
21 cards where they can call in with their requests to the L. I.  
22 T. I. center, and it has been a very successful project with  
23 us, and this has been helped some by federal funding with our  
24 L. I. T. I., but we have also used a lot of volunteer work,  
25 and that is our -- that is one of the helps in the state like

1 ours because we are close -- I think L. I. T. I. would be  
2 more user oriented, perhaps, than a large library, because  
3 we know our users, so it is easy to know people when you live  
4 in a little town like we do.

5 MR. STEVENS: Could you say something about books  
6 by mail in Idaho or books by mail in your particular region?  
7 Are some of the libraries there trying to reach out in ways  
8 other than bookmobiles?

9 MS. KINNEY: Oh, yes.

10 I don't know the profession at all: I just work  
11 on a voluntary level. But I enjoy it and I learn a lot from  
12 it. We -- in our particular region, we have a type of funding  
13 that we do, we consider it, but in another region of Idaho  
14 they have tried it quite successfully -- I believe it is in  
15 Region 5, and I am not very familiar but I think it has been  
16 tried. They have a master list. At home I have copies of  
17 the list and they do use it.

18 We found in our particular region, we find that  
19 our bookmobile, plus this little van that we have, the small  
20 library, we think it is the best way we have right now of  
21 meeting the problem. We do have a mail service with our grown  
22 people in our Region.

23 The Idaho State Library, it is such a help to us.  
24 We have an excellent State Library and an excellent library  
25 association that just help in every way they can. We contact

1 the Idaho Library contacts Utah for our blind people, and,  
2 of course our blind people are by mail. In fact, at our  
3 regional library meeting this fall we had the head of the  
4 Library for the Blind in Utah, and it is just a service for  
5 states -- I am not real sure about that, but anyway the Idaho  
6 State Library contracts with them, and that is also by mail.

7 THE CHAIRMAN: Do you think the mail service is  
8 pretty good?

9 MS. KINNEY: In Idaho?

10 THE CHAIRMAN: Yes.

11 MS. KINNEY: Well, I think sometimes the bookmobile,  
12 and the van --

13 THE CHAIRMAN: Is better?

14 MS. KINNEY: Is better for our little towns because  
15 forty miles -- it takes quite a while sometimes.

16 THE CHAIRMAN: John:

17 MR. LORENZ: Do you happen to know the relative --  
18 or the ratio of funding between federal funds and state funds  
19 for public library development in Idaho?

20 MS. KINNEY: No, I don't. I at least know that our  
21 State Librarian has all these facts on her fingertips. No, I  
22 don't know, really.

23 MR. LORENZ: Do you feel that the pattern of six  
24 regional libraries that has been developed through the use of  
25 federal and perhaps state funds would survive if federal funds

1 were substantially reduced in Idaho?

2 MS. KINNEY: I can't speak for the other regions.  
3 I think it has gone far enough that it wouldn't be perhaps as  
4 good but I think that it would survive.

5 MR. LORENZ: It has proved itself?

6 MS. KINNEY: It has proved itself.

7 In fact, we have a county arrangement in our re-  
8 gion and they -- at our last regional meeting in Idaho they  
9 are studying us because we were so unique in that we had  
10 managed to cooperate -- that four counties could cooperate  
11 in a regional effort with the regional conference.

12 I think we realize that in a state such as ours a  
13 regional conference is the only way. But it is a very diffi-  
14 cult thing because the largest places don't want to give up  
15 their, you know, say-so, and a lot of places are jealous, and  
16 for some reason -- it is people that have done this with the  
17 library. ~~There have been the right people in the right place~~  
18 at the right time; that is what makes the regional conference  
19 though.

20 MRS. MOORE: Do you know, do you have --

21 THE CHAIRMAN: Go ahead.

22 MRS. MOORE: I beg your pardon.

23 Do you have, under the Department of Commerce, do  
24 you have Economic Development Districts in Idaho? Or do you  
25 happen to know?



1 MS. KINNEY: We have a Department of Commerce in  
2 Idaho.

3 MR. MOORE: I mean the national one.

4 MS. KINNEY: Oh, the national one? No, I really  
5 don't know very much about that.

6 In fact, Idaho is a little bit suspicious of federal  
7 control, in so many ways, so I think that the federal people  
8 try to soft-pedal it because Idaho is very -- we don't want to  
9 give up any of our rights, you know.

10 So I think --

11 MRS. MOORE: You are willing to take the federal  
12 money though, if they give it to you, aren't you?

13 MS. KINNEY: Yes, we are!

14 (Laughter.)

15 THE CHAIRMAN: Mr. Becker.

16 MR. BECKER: In your testimony, Ms. Kinney, you  
17 suggested the possibility of separate legislation funding li-  
18 braries.

19 MS. KINNEY: Well, now --

20 MR. BECKER: Can you describe some of the complexi-  
21 ties of the present situation?

22 MS. KINNEY: I can't. I don't -- I also said, I  
23 am really embarrassed by my testimony when I think of all of  
24 these learned people who have given all of these wonderful  
25 facts and data, and all, and I am not trying to be anything

1 I am not, but I know that certain things work, and I like the  
2 people in Idaho and I like the faith they have, and we have a  
3 lot of problems, but, as I said in my original testimony, I  
4 don't know the "in's" and "out's" of funding. I am more a  
5 public relations type of thing.

6 But, I know that we have to be funded, so I am  
7 studying hard to try to learn.

8 But I get a little upset when people tell me to  
9 go to the Department of Commerce or do this or that, and that  
10 this bill should be passed and all, and so all of this -- I  
11 am a taxpayer too, I am a user, I am not a professional li-  
12 brarian, and I pay taxes, and I don't want a lot of -- I want  
13 to cut down some, so therefore I can't always legitimately  
14 push for a library bill to be passed if it is tacked onto a  
15 lot of "do gooder" type legislation I don't like.

16 In Twin Falls, because it is a small town, I can  
17 see so much waste in federal spending.

18 I like libraries in Idaho because I can see that  
19 the money is used well. And yet I see other people getting on  
20 the bandwagon and just talking about the C. A. A. and, oh, all  
21 of that Head Start stuff.

22 We have right now in Twin Falls buses that were  
23 bought by the Head Start people. They are the most beautiful  
24 little mini-buses and they sit in front of a building that  
25 they rent, the Head Start people. Those buses are very expen-

1 serve for us, as I know. They are used twice a day only during  
2 so many months to take these little Head Start people.

3 Now several years ago the Head Start people con-  
4 tracted with our school bus and it was all very good, but  
5 somebody got the idea that the federal government should buy  
6 all of these buses. Well, now to me, I hurt with this, be-  
7 cause I am a taxpayer and I resent the fact of those buses,  
8 I see the bookmobile with feder funding on it, and with the  
9 right kind of people working with it, I see that bookmobile  
10 really earning its keep, I want this and it won't be -- I  
11 can't quite put this into words, but it just seems to me that  
12 the library money that I have seen spent, the federal money,  
13 is spent well -- like our library people today. You saw some  
14 of our people -- like the little Chicano boy, and a lot of  
15 volunteer people working with their own money, with federal  
16 money -- it is being spent well.

17 I would like to see library money in a federal  
18 bill where it would come to libraries, where it wouldn't be  
19 tacked onto, say, some other thing that I would think twice  
20 maybe about spending it on. Money itself is not the answer.  
21 Just money itself can be very dangerous, especially in a State  
22 like Idaho, to get a whole lot of federal money -- but in  
23 libraries we all know how to use it in Idaho!

24 (Laughter.)

25 COLONEL AINES: Nobody else does!

1 (Laughter.)

2 THE CHAIRMAN: Any other questions? If not, then  
3 thank you very much.

4 Now, let's see, who do we have? Is Mr. Rodgers  
5 here? Mr. Rodgers, would you like to come up to the micro-  
6 phone?

7 Whereupon

8 FRANK RODGERS

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

11 THE CHAIRMAN: Mr. Rodgers, you are Director of  
12 the Library at Portland State University, is that correct?

13 MR. RODGERS: That is correct.

14 After sitting here and listening to testimony for  
15 most of the day, I welcome the opportunity to have a comfor-  
16 table chair for fifteen minutes!

17 (Laughter.)

18 I hope I don't fall asleep!

19 THE CHAIRMAN: Well, we have your testimony, Mr.  
20 Rodgers, but perhaps you would like to introduce it or add to  
21 it before we ask you questions on it.

22 MR. RODGERS: Yes, I would like to amplify a little  
23 on two points, briefly -- you asked me, in particular for  
24 the problems of urban academic libraries:

25 The first thing I referred to in my testimony re-

1 lated to our National Library, the Library of Congress, and  
2 to problems which, I think, all libraries have, and I take  
3 advantage of Mr. Lorenz being on my left hand to comment on  
4 it. I have not covered it.

5 I suppose it is a popular sport for everybody to  
6 blame the Library of Congress for not doing things, and I hope  
7 therefore, that my comments will not be taken in that light.  
8 We all owe a tremendous debt to the Library of Congress for  
9 what it does, both in quality and in quantity. But I think  
10 I echo the sentiments of many, many people in expressing doubts  
11 about the findings of what they do, particularly in cataloging,  
12 but also in the publication of the National Union Catalog, the  
13 frequency of revision of the subject heading guides, for ex-  
14 ample.

15 I picked on cataloging in my testimony because I  
16 think that it is at that point that we can achieve the greatest  
17 savings possible for libraries throughout the country, if all  
18 of the essential materials to libraries -- both popular and  
19 scholarly -- can be catalogued quickly, so that we can rely  
20 upon it coming -- then we have enormous savings; I don't know  
21 how one could begin to estimate their size.

22 It is dangerous, I suppose, to make such comments  
23 without being specific. Let me give one small example from my  
24 own library:

25 We began this year a very limited standing order

1 plan with some major university presses. These, I am sure,  
2 were all books which reached the Library of Congress, just as  
3 they reach us. And yet many of those books nine months or  
4 ten months after arrival are still waiting on our shelves  
5 for L. C. copy. Now, of course, we initiated the plan and  
6 thought that it was actually a good thing, on the basis that  
7 you could get the books more quickly from the publishers if  
8 you didn't have to place orders, and we could get them on  
9 the shelves more quickly because L. C. copy would be available  
10 for them. And it isn't always.

11 And let me reemphasize that I am sure that funding  
12 is at the base of this. In my testimony I find that I urge  
13 continued support for the Library of Congress cataloging ef-  
14 forts. And in retrospect I am surprised that I used such a  
15 muted term. What I should have urged was a massive increase  
16 for the Library of Congress.

17 THE CHAIRMAN: Maybe we should give John equal time!  
18 (Laughter.)

19 MR. LORENZ: I am very glad to have Mr. Rodgers'  
20 testimony, and I do want to assure him personally that we are  
21 doing everything we can to speed up our services.

22 MR. RODGERS: That I know. I am aware of that.

23 MR. LORENZ: We also operate under scarce resources  
24 in terms of space and money, but within those scarcities we  
25 are doing everything we can.

1 I did want to ask you specifically about our ef-  
2 fort that is now going into providing cataloging in the book  
3 itself -- cataloging in publication -- are you beginning to  
4 notice some pay-off in this area? Because now I think that  
5 about seventy-five per cent of the publishers are involved  
6 and the university presses have been very good in their co-  
7 operation with this program. Is it beginning to show up in  
8 the library?

9 MR. RODGERS: Yes, that is showing up.

10 I suppose it is only a partial solution to our  
11 problem since we are hopeful that we can use the proof sheets  
12 or cards rather than having to type up our entries in the  
13 cataloging of publications for the public card catalogue,  
14 but, yes, in emergency it does provide a data base for us.

15 I am sure that you are aware that I was not cri-  
16 ticizing the Library of Congress' efforts. I know that you  
17 have been doing all that you can to the full extent. My plea  
18 is for more.

19 MR. LORENZ: Right.

20 MR. RODGERS: From the source of funds.

21 On another of my topics, the subject of regional  
22 cooperation, I was very delighted that the Commission had not  
23 only given attention to this, but had funded a study by Dr.  
24 Roland Stevens at the University of Illinois.

25 I think this is a major source of savings. We in

1 the Pacific Northwest have a good working regional resource  
2 the Pacific Northwest Bibliographic Center. And I know that  
3 I echo the voices of many of my colleagues who are concerned  
4 about its future because, supported as it is by several states  
5 with funding coming by a variety of means, the Center is  
6 scarcely capable of planning its budget even a year in ad-  
7 vance.

8 And that is why, in my testimony I earnestly re-  
9 commended the development of a program on a national basis  
10 which would guarantee the ability of such centers to continue  
11 their operations.

12 THE CHAIRMAN: Mr. Lerner.

13 MR. LERNER: Mr. Rodgers, I am particularly in-  
14 trigued by your treating the subject of university libraries  
15 operating in an isolated community and the university -- the  
16 urban university it serves being, how would you put it, on the  
17 front lines in that same community.

18 MR. RODGERS: Yes.

19 MR. LERNER: Would you comment and expand a little  
20 further on your feelings regarding the university library vis  
21 a vis the larger community?

22 MR. RODGERS: Yes, and it has been obvious from  
23 what many people have said today that it is not easy for all  
24 university libraries to participate fully in the community.  
25 You see, the university has its own community, and that com-



1 munity must necessarily be served first, and one obviously  
2 cannot sacrifice them to some larger ideal that might do them  
3 credit, but which would do a disservice to the close community.

4           However, I am surprised at some of the testimony  
5 that I have heard today. It really does amaze me that a  
6 businessman in an agency should find that he can't even get  
7 at journals in a university library. One may have to restrict  
8 the kind of use in a university library -- one obviously can-  
9 not lend all of one's books to everybody simultaneously, but  
10 accessibility to materials, I think, is of prime importance.

11           MR. LERNER: You think that this is responsibi-  
12 lity that the libraries do have to the community?

13           MR. RODGERS: I think so yes.

14           THE CHAIRMAN: Martin.

15           DR. GOLAND: I find it difficult to understand why  
16 this is such an all-embracing responsibility.

17           (Laughter.)

18           What is the moral or the ethic?

19           MR. RODGERS: I suppose that it is very easy to  
20 give lip service to cooperation. Libraries have always been  
21 in the forefront of cooperation. I think that we mostly don't  
22 cooperate enough and willingly enough.

23           Accessibility to our resources is not costing us  
24 all that much, in terms of manpower, provided we have efficient  
25 tools to get to them, once they get to our premises.

1 But also, in an urban community, on the basis of  
 2 the fact that while one has an immediate universality of  
 3 of students, it is highly probable that a considerable number  
 4 of members of that community -- of the urban community -- are  
 5 alumni of your very institution or similar institutions, and  
 6 that they have need of these services. and I think they should  
 7 have access to them.

8 DR. GOLAND: But they haven't paid for them, and  
 9 paying on a reasonable cost basis, you wouldn't object to  
 10 that, would you?

11 MR. RODGERS: I think that would be a way to do  
 12 it, and it seems to me that it ought to be possible to do it  
 13 without putting that kind of a -- payment, even on a nominal  
 14 basis, sounds easy, but it is amazing how much of a deterrent  
 15 it can be.

16 DR. GOLAND: You know, you even pay to go to  
 17 church!

18 MR. RODGERS: Not necessarily, sir.  
 19 (Laughter.)

20 DR. GOLAND: I do.

21 MR. RODGERS: I do too, but nobody forces me to  
 22 do it.

23 (Laughter.)

24 THE CHAIRMAN: Miss Scott.

25 MISS SCOTT: Yes, you testified as to the copyright

1 problem, and I would like to get into this for a moment.

2 What would you propose as an equitable solution  
3 or compromise between the librarians and the publishers?

4 MR. RODGERS: I was afraid you were going to ask  
5 that!

6 MISS SCOTT: Things are going along fast now.

7 MR. RODGERS: I am no lawyer, and clearly a problem  
8 that has defied the talents of Congress for so many years  
9 cannot be solved here by me.

10 DR. CUADRA: Try!

11 (Laughter.)

12 MR. RODGERS: Like I said, as I expressed in my  
13 testimony, I am concerned that on both sides -- librarians  
14 taking positions on the one side and publishers on the other  
15 and both have some good reasons in their support. Librarians  
16 have to give service to their users, and I don't think they  
17 are trying to rob the publishers, but they find that the  
18 publishers cannot come through with the information for them.

19 Clearly copyright must protect the publisher and  
20 his author, and if libraries allow themselves to get into the  
21 business of mass publication, then I think that they are at  
22 fault. But I really don't see that the law ought to be sup-  
23 porting publishers and penalizing libraries for making single  
24 copies, since a publisher -- even in his wildest ambitions --  
25 would not claim that the individual who sits down with a

1 pen and copies, something is breaking the law, I don't know  
2 why it should be breaking the law to push a button and save  
3 yourself two hours of labor. The method is different but the  
4 principle, I think, is the same.

5 THE CHAIRMAN: In other words, you would want a  
6 fair use clause put into the legislation?

7 MR. RODGERS: Yes.

8 THE CHAIRMAN: Any other questions? If not, thank  
9 you very much, Mr. Rodgers.

10 MR. RODGERS: Thank you.

11 THE CHAIRMAN: We will go on now then to Ursula  
12 Meyer.

13 Whereupon

14 URSULA MEYER

15 was called as a witness, and was examined and testified as  
16 follows:

17 THE CHAIRMAN: Would you identify yourself, please,  
18 Ms. Meyer?

19 MS. MEYER: I am the Coordinator of the Mountain-  
20 Valley Library System here in California, which is based in  
21 Sacramento, and it includes the eight counties and four cities  
22 in the northeastern part of the State.

23 THE CHAIRMAN: Now how do you pronounce your last  
24 name?

25 MS. MEYER: Meyer.

1 THE CHAIRMAN: Meyer.

2 MS. MEYER: I have submitted a written statement  
3 to the Commission, and I should like only to add a couple of  
4 things that have come out of the testimony today.

5 Your original question was for me to comment on  
6 the cooperative scheme in California, which I was glad to do,  
7 and I was very parochial about it, because I believe that we  
8 represent a kind of library user that is also a minority user  
9 and not much recognized any more, and this is the small and  
10 medium public library, mostly rural, where distance is a  
11 serious problem, where there are few book collections, no  
12 book collections in depth, and where there is very, very little  
13 staff.

14 The cooperative system that California has developed  
15 with limited -- very limited -- state funds, and not very much  
16 in federal funding, has given us a chance to exist. If this  
17 funding is not continued, I don't believe we can continue to  
18 exist, and our users will be greatly hurt.

19 In the five years that we have been in existence  
20 we have developed an information center which is at the bottom  
21 it is not the Olympian scheme that Dr. Weber just talked about  
22 but it is kind of sophisticated from our point of view. They  
23 will have the information that a small library does not have --  
24 it does not have a collection, it does not have a staff to  
25 seek out the answers. And so for us, the cooperative scheme

is the only way to exist.

2 If the moneys are not forthcoming -- and people  
3 before me have spoken on that -- I think we will very definitely  
4 go backwards.

5 I will be glad to answer any questions.

6 THE CHAIRMAN: Thank you. Any questions?

7 Mr. Dunlap:

8 DEAN DUNLAP: Ms. Meyer, in your testimony you  
9 mentioned the need for large and diversified backstopping book  
10 collections, which would create adequate resources, et cetera.  
11 You heard Mr. Weber refer to those. There have been other  
12 discussions about large research collections.

13 I presume you have in mind something that would  
14 serve a much smaller region -- perhaps your own region in Calif-  
15 ornia.

16 MS. MEYER: Not necessarily. I would in part.

17 I worked for three years for New York State as a  
18 consultant of the New York State Library staff, and New York  
19 is much more fortunate in state funding -- 15.5 million, to  
20 be exact, against our \$800,000. And that money was used to  
21 build up in each of the twenty-two systems 100,000 non-fiction  
22 volumes -- which is really not very much. It is still dependent  
23 on research collections either in the university or the large  
24 public library.

25 I am not suggesting building something enormous

1 in our locality. I simply want enough books.

2 We are talking about book collections on a 50,000  
3 volume basis, where you simply do not have enough to answer.  
4 Our largest library is Sacramento City, which is not a very  
5 large collection. We are next door to the State Library, but  
6 our use of the State Library is, of course, the same as anyone  
7 else in the.

8 DEAN DUNLAP: Then you had in mind counterpart to the  
9 New York regions?

10 MS. MEYER: I believe in building on strength.  
11 I think that it is a waste of money to build small collections  
12 of unreasonable size. I think we are connected by teletype,  
13 T. W. X., and delivery vans which go every day, plus data  
14 phones and all of these other things, and we can get things  
15 to you very, very quickly.

16 And I don't think that it is necessary to have a  
17 very large collection.

18 THE CHAIRMAN: Mr. Cuadra and then John.

19 DR. CUADRA: Could you say a little more about  
20 what kind of information and materials get retrieved in your  
21 information center?

22 MS. MEYER: To be quite honest, ninety per cent --  
23 we answer about eleven thousand requests for a million popu-  
24 lation; now remember these are the requests that the local  
25 library cannot answer -- ninety per cent of that is an author-

1 title retrieval, and our backstopping collection there is  
2 Sacramento into which federal funds have been put to augment  
3 that collection.

4 . And then there is the Placer County is the next  
5 size library, and we put money into that to build that up.

6 . The reference questions tend to be quite sophisti-  
7 cated that come to us. There are in some of the libraries  
8 professional librarians who have a crack at trying to answer,  
9 but even if they try, they haven't the materials. It is, by  
10 a university standard or a large city standard, not very so-  
11 phisticated, but what we have noticed -- and I worked in Northern  
12 California for twelve years, not always in the same region --  
13 the better the service the greater the use that is made of the  
14 book collections, and the more sophisticated the questions be-  
15 come, because people understand that they can come to the li-  
16 brary and ask, and they can get the information, whether it  
17 is from us, whether it is through the Bay Area Reference Cen-  
18 ter, or the State Library, or Berkeley -- there is a way to  
19 retrieve it.

20 THE CHAIRMAN: John.

21 MR. LORENZ: What is the present status of state-  
22 wide centralized cataloging and processing in the State of Cali-  
23 fornia for public libraries?

24 MS. MEYER: There is in the California State Li-  
25 brary a processing center of which all of our members --/with



1 the exception of Sacramento, the largest library -- are mem-  
2 bers -- and for a fee of \$1.40 they have their books cataloged  
3 and processed.

4 Sacramento, because of their larger volume, does  
5 its own because it feels that it can do it more cheaply. But  
6 there is nothing on the scale that was in New York State that  
7 has just disappeared, as you probably know.

8 MR. LORENZ: Would you evaluate this as a successful  
9 development which will be on-going in California?

10 MS. MEYER: Yes. I came to the Northern part of  
11 the state just when the processing center started, and was a  
12 county librarian then, and I would say that it enabled us,  
13 within two years, to double our book -- because we did not have  
14 the space at home to do our own cataloging, and we did not  
15 have the catalogers.

16 So it was again the only way to exist.

17 MR. LORENZ: Is it resulting in a union catalog for  
18 your region?

19 MS. MEYER: The only union catalog now in our re-  
20 gion -- there is a union catalog in the state library. We  
21 have not been able to afford the union catalog.

22 Hopefully, at some point, the state library will  
23 have its union catalog and its own catalog -- which we could  
24 then use.

25 THE CHAIRMAN: Chuck.

1 MR. STEVENS: I wonder if you could say something  
2 about how you measure user needs or information needs of users  
3 in your community?

4 You made the comment just a few moments ago that  
5 the better the service, the more trust people put in it, and  
6 consequently the needs by users go up. But have you looked  
7 at it from the other end -- as we are trying to do -- that is,  
8 trying to find out what the information needs of users are  
9 and then match the services to those needs, and can you give  
10 us any guidance in that?

11 MS. MEYER: Well, I would say that we have not been  
12 very successful.

13 Approximately ten per cent of the population of  
14 our area is Spanish speaking. The system as a whole does no-  
15 thing to attempt to develop these people. We have one county  
16 librarian who happens to have a staff member that is Chilean  
17 and, therefore, speaks Spanish, and has worked on the local  
18 level with the group. She gives guidance in attempting to  
19 buy materials for people who do not speak English.

20 We do not bring a great many of these people in.  
21 In my opinion, the area has done very poorly, not only in the  
22 deprived and the unserved, but even in the business community,  
23 which does not come to the public library because they don't  
24 have business service.

25 Part of this, I believe, is due to the very, very

1 small professional staffs. We have -- again with the excep-  
2 tion of Sacramento -- there are eleven libraries and most of  
3 those only have one trained librarian. Two of them have  
4 three, and one has two.

5 And when you run a library -- and some of these  
6 are in 100,000 population, you see, so it is a big business --  
7 and I don't think we have gone out, we have not had the staff  
8 to reach out to bring people in.

9 We have in only one library, for instance, a  
10 specialist in children's work. The system employs a children's  
11 consultant, but to cover 8,000 square miles in twelve libraries,  
12 she can do just so much in going around and training. We con-  
13 sider the training of the staffs one of our main functions,  
14 and, I think, because of the lack of our staff, we are not  
15 doing a very good job.

16 In studying who was not -- I think that everyone  
17 who has spoken today has spoken of user studies. I would like  
18 to see a non-user study, which, as I understand it, is enor-  
19 mously expensive. But until someone in the social sciences,  
20 I think, shows us why, and who does not use the library, we  
21 don't really know, we are always guessing.

22 THE CHAIRMAN: By "non-user", you mean "potential  
23 user"?

24 MS. MEYER: Potential -- the individual who simply  
25 doesn't come in.

1 THE CHAIRMAN: Doesn't know what exists.

2 MS. MEYER: Calls the newspaper -- it never would  
3 occur to him that we have any information.

4 THE CHAIRMAN: Yes.

5 MS. MEYER: Or that we might have a book that he  
6 might look in.

7 THE CHAIRMAN: Right. Any other questions? If  
8 not, thank you very much.

9 Now we get to Cecily -- Surace, is it?

10 MS. SURACE: Yes.

11 Whereupon

12 CECILY J. SURACE

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

15 THE CHAIRMAN: Ms. Surace, would you identify your  
16 self, please?

17 MS. SURACE: Yes. I am Cecily Surace, System Co-  
18 ordinator of the Metropolitan Cooperative Library System. It  
19 is a system in the Los Angeles County area, with twenty-one  
20 independent city libraries as members. We will have twenty-two  
21 next year.

22 THE CHAIRMAN: If you could speak a little closer  
23 to the mike?

24 MISS SCOTT: Pull the mike.

25 COLONEL AINES: Pull it toward you.

1 MS. SURACE: And we service a population of one  
2 and a half million -- one and a quarter million people. I  
3 really have no new comments to add. I think I have said too  
4 much already. But I would like to just read the three items  
5 that I have as summary for my testimony to you:

6 One is that there is a lack of state financial  
7 support for library cooperation within California.

8 Two, the lack of any useful measures to evaluate  
9 benefits and costs of cooperation.

10 And three, the lack of identification of user and  
11 potential user needs.

12 And I think that many people have already spoken  
13 on all of these topics today.

14 THE CHAIRMAN: John.

15 MR. LORENZ: This is the system that Whittier is a  
16 part of?

17 MS. SURACE: Yes.

18 MR. LORENZ: And could you say just a little more  
19 about the relationship of this system to the Los Angeles  
20 County Library and the Los Angeles Public Library?

21 MS. SURACE: Yes, the Metropolitan Public Library  
22 System is a multi-library system. The Los Angeles County  
23 System is a single-library system; all of the libraries that  
24 are supported by the county are members.

25 The Los Angeles Public Library System is also a

1 single-library system. It does not have any members except  
2 in Los Angeles, if you want to put it that way.

3 MR. LORENZ: And how do the three systems inter-  
4 relate?

5 MS. SURACE: There is at present some discussion  
6 about possible cooperation.

7 We, of course, render service to each other, mostly  
8 through the State Library rather than directly, unless we feel  
9 certain that we will find it in Los Angeles Public and will  
10 call directly, but usually it is through the state catalogue.

11 We do use the S. C. A. N. -- the Southern California Answering  
12 Network -- a service that the Los Angeles Public Library pro-  
13 vides, for reference questions, and this library gives very  
14 excellent service.

15 And that essentially is about the extent of our co-  
16 operation.

17 THE CHAIRMAN: In your table you have broken down  
18 the various amounts since 1964 under the Public Library Ser-  
19 vices Act, and you use three figures -- the per capita figure,  
20 which has remained relatively stable, and the project grants,  
21 and then your figures rise and then decline -- something called  
22 "establishment grants".

23 Could you define just what that is?

24 MS. SURACE: Yes, the "establishment grants" are  
25 given to the systems for each new library, member library, that

1 joins the system, and the amount is \$10,000 for two years --  
2 total amount \$20,000. So as more libraries join a system,  
3 they will get that many more dollars.

4 Next year we will have another join us and we will  
5 receive ten thousand dollars as an establishment grant for the  
6 first year, and then again for the second year.

7 The "per capita" funding is just that except that  
8 there is a rather involved formula base.

9 THE CHAIRMAN: But your establishment grants have  
10 gone down since 1969 from \$535,000 to \$203,000.

11 MS. SURACE: Yes, there are fewer libraries now  
12 that are joining the system.

13 Of course, I believe -- are there sixty-eight per  
14 cent of the libraries or seventy-one per cent of the libraries  
15 that are members of systems in California, with the total  
16 population being served close to ninety-five per cent in sys-  
17 tems.

18 THE CHAIRMAN: I see, right.

19 MR. LORENZ: Does your system use the centralized  
20 cataloging at the State Library or do you have your own  
21 cataloging system?

22 MS. SURACE: There are perhaps one or two members  
23 of our system that do avail themselves of the State Library  
24 services. Some use other private services. And many of them  
25 most of them, do their own cataloging.

1 And this is an area that we keep looking at. I  
 2 have only been the System Coordinator for a year and a half  
 3 but it is an area that we keep looking at and talking about  
 4 in terms of perhaps utilizing existing services, but as usual,  
 5 there are the delay factors, and the fact that many feel that  
 6 they can do it cheaper.

7 THE CHAIRMAN: Now this new library act bill that  
 8 we have been hearing about that the governor has on his desk,  
 9 would that change the whole basis of support?

10 MS. SURACE: Well, it would certainly provide us  
 11 with more funds.

12 THE CHAIRMAN: Right.

13 MS. SURACE: Whether it would significantly change  
 14 services that are provided -- I would hope so.

15 We have a planning committee which is looking at  
 16 what we would do with additional funds, but it is a kind of  
 17 a negative looking committee because we are not too hopeful  
 18 that the governor will sign.

19 (Laughter.)

20 THE CHAIRMAN: Yes, but the increase is in the per  
 21 capita figure?

22 MS. SURACE: Right.

23 THE CHAIRMAN: Rather than the other?

24 MS. SURACE: Yes, it would be per capita.

25 THE CHAIRMAN: Right.



1 MS. SURACE: But initially, -- the cream would  
2 always be the establishment grants -- which is in the new law  
3 as well as the old one.

4 THE CHAIRMAN: Right.

5 MR. LORENZ: Does your system require that members  
6 maintain at least their present level of support?

7 MS. SURACE: Yes. There also is a requirement  
8 under the state law that there would be a certain factor of  
9 support that the local libraries maintain.

10 DR. CUADRA: You mentioned also --

11 THE CHAIRMAN: Yes, Carlos?

12 DR. CUADRA: You mentioned also the desirability  
13 of an interlibrary finding network.

14 Would you say what kind of things you would expect  
15 to happen on such a network? How would it operate?

16 MS. SURACE: Well, I think the increasing costs  
17 for accessibility -- I think accessibility is very important.  
18 I think that we are designing systems that are quite expensive  
19 electronically, and we are not necessarily developing tools  
20 that can make this a more efficient system. It may be effec-  
21 tive but I am not sure that it is efficient.

22 And I think that perhaps one of the ways that it  
23 could be more efficient would be if we could develop, such  
24 as the State Library and have automated, and perhaps also put  
25 in our libraries so that we don't even have to bother contacting.

1 the State Library, it is there, you would look and you know  
2 where it is.

3 Tools of this nature where we could find out who  
4 has what resources, and to shorten the route for getting at  
5 these resources. Presently we have this hierarchy, which is  
6 rather time consuming.

7 THE CHAIRMAN: Andrew.

8 COLONEL AINES: I have one difficulty here -- and  
9 I am sure it is understanding -- and this deals with Point 3  
10 in terms of your three weaknesses, "The lack of identification  
11 of user and potential user needs."

12 In the absence of this kind of data then, in ef-  
13 fect, much of what you are doing is really going on in order  
14 to solve the problems of the -- shall I call it the Establish-  
15 ment? -- the organizations, the library groups, and it isn't  
16 really focused at this moment as thoroughly as you would like  
17 on what really the users want and need.

18 And couldn't one argue then, until that is really  
19 done, much of the other is a little bit irrelevant because  
20 you might have to take a lot of false starts, and then only  
21 to find out that the user needs just happen to be a fugitive  
22 rabbit off in another county somewhere. Could you comment on  
23 that, please?

24 MS. SURACE: Well, I may perhaps comment indirectly  
25 and then if I don't quite answer it, get after me again.

1 I feel that we are building networks based on  
2 known services -- tried and true services where we recognize  
3 a need. People do need interlibrary loan services and people  
4 do need reference services. These are the needs that have  
5 been demonstrated by our users.

6 The question is, who are our users? There are an  
7 awful lot of them that never used these services that we have  
8 developed. Why not?

9 You know, who are they? Why don't they use them?  
10 And what kind of services do they need?

11 There have been demonstration projects, many of  
12 them today. The minority groups are saying -- we have one  
13 with the adult black population in Pasadena to find out what  
14 their information needs are. We are not going out there to  
15 tell them, "We have a library: Come." We are trying to find  
16 out what it is that they need, what kinds of information they  
17 need. We have got two user representatives from the social  
18 worker background who will be going out. They are members of  
19 that community, and they will be trying to find out what kinds  
20 of information are needed, why there are non-users and why  
21 they are not coming to the library.

22 I think we need to know more about how people use  
23 libraries, why they use them, and the kinds of services that they  
24 have, and the uses that they make of them, and is it that they  
25 use the interlibrary loan and reference services only because

1 we as librarians know how to provide that service? Are there  
2 other services that we should be providing? You read about  
3 them from time to time in the literature. But perhaps this  
4 is where the ball -- the ball game is a little missing.

5 COLONEL AINES: Well, if I may continue a little  
6 bit on this?

7 I look at a community and I try to find out how  
8 many subscriptions to newspapers they have, how many magazines  
9 they receive into homes, how much television they are employ-  
10 ing, and what kind of programs, and look at the totality of  
11 the information intake these people have.

12 Then I say in effect, now what, in terms of li-  
13 brary services, can we provide that would augment, amplify,  
14 and improve, what they are now taking in? Or is there a pos-  
15 sibility that they would be willing to shift from some other  
16 medium into what we are trying to offer in the library world?

17 And I seem to find an absence of this kind of hard-  
18 pan consideration of the total information needs of the var-  
19 ious layers of our user community. And in that sense, I often  
20 wonder when we in the library business are going to look at  
21 the total information spectrum of our users rather than at  
22 what we would like to have them think about or use in the  
23 armamentarium we can offer them.

24 MS. SURACE: I am in agreement with that whole-  
25 heartedly.

1                   However, we go about finding the information is  
2 the crux. There remains the study -- not enough study has been  
3 done.

4                   THE CHAIRMAN: Yes, Kitty? And could you move up  
5 again because people can't hear you?

6                   COLONEL AINES: We are friendly. Please come  
7 closer.

8                   (Laughter.)

9                   MISS SCOTT: No, I don't have any questions.

10                  MS. SURACE: It is simply that there are wheels on  
11 this chair.

12                  (Laughter.)

13                  THE CHAIRMAN: Lou.

14                  MR. LERNER: Oh, I just wanted to comment on your  
15 point number two, the lack of any useful measures to evaluate  
16 the benefits and costs of cooperation.

17                  Could you comment on that? We all seem to be  
18 looking for ways to measure things today. We have been talking  
19 about that a lot. And could you talk about that a little and  
20 let us get your feelings about what you think would be useful  
21 to get specific measurements for library systems or for this  
22 type of cooperation?

23                  MS. SURACE: I have given a little thought to that,  
24 and I am sure that other people have given it many more years  
25 of thought too.

1           It is not an easy question -- I think that if we  
2 could look at the ways in which we presently attempt to eval-  
3 uate our own individual libraries -- we look at our situations,  
4 our growth or decline, we look at the number of interlibrary  
5 loan requests that we fill, we look at the number of reference  
6 questions we get and how many we feel we have adequately  
7 answered -- input, output, some type of a percentage, and,  
8 gee, we have an effectiveness rate of so and so.

9           I do this in my system. We have an effectiveness  
10 rate of answering eighty per cent of the questions, of all  
11 our reference questions, inside our system, which is very  
12 high. We fill fifty-three per cent of our interlibrary loan  
13 requests within the system. That too we consider fairly  
14 high. But at what cost?

15           MR. LERNER: And what questions are not being  
16 asked?

17           (Laughter.)

18           MS. SURACE: Oh, yes, of course, I agree with you.  
19 And one wants to know in terms of who is doing all of this  
20 asking.

21           If they are the same people who are coming in and  
22 we are just getting more people borrowing -- I mean, the same  
23 number of people borrowing more books, are we still effective?  
24 So you have to take, I think, the user angle rather than the  
25 library service angle. And perhaps this is an approach. The

1 difficulty there is we are not finding out who is doing it,  
2 because if I am circulating more books to the same people, I  
3 am not doing a good job.

4 MR. LERNER: I am interested in the fact that you  
5 run a library system and you are serving libraries; but, in  
6 fact, you are very -- you are going beyond that?

7 MS. SURACE: No, I think that you could say that  
8 the Metropolitan Cooperative Library System is a user oriented  
9 system. There are very few services that we offer that are  
10 really library oriented.

11 There are some systems that do use or offer library  
12 oriented services, such as certain technical things, acquisi-  
13 tions. We don't do that. All of our services are geared to  
14 the ultimate user.

15 MR. LERNER: Good. Thanks.

16 THE CHAIRMAN: Joe, did you have one?

17 MR. BECKER: No, no, thank you.

18 THE CHAIRMAN: Any further questions?

19 John.

20 MR. LORENZ: I might say, in this kind of a cooper-  
21 ative system, for example, if you make a finding which might  
22 suggest that Whittier, for example, should do something else,  
23 other than what it is doing now, how effective can you be in  
24 advising Whittier that they could do something else?

25 MS. SURACE: Well, that sort of gets at the heart

1 of the problem of cooperation.

2 I can only suggest this. I can urge it, but I can  
3 not demand it..

4 MR. LORENZ: Have you found in your experience that  
5 your advice is usually accepted?

6 MS. SURACE: Not in all cases, particularly if it  
7 involves book selection. If there are areas in which I would  
8 like to perhaps suggest less duplication in resources, this  
9 is usually not accepted because the feeling is -- and perhaps  
10 rightly so"-- that "We need this in our library because our  
11 users are demanding it."

12 And so it is very difficult for me to tell the  
13 librarians there in the field that "You can borrow it".

14 MR. LORENZ: But the overall evaluation is that this  
15 is still a worthwhile cooperative?

16 MS. SURACE: Oh, yes, I think it is a very good  
17 cooperative system.

18 I think that considering the fact that we are the  
19 largest system in California and we do have twenty-one fairly  
20 strong libraries in our system, that our level of cooperation  
21 is very high, and we consider ourselves quite successful --  
22 maybe not efficient but successful.

23 THE CHAIRMAN: Didn't you tell us that the Los  
24 Angeles -- what is it? the County Library is not in the  
25 system?



1 MS. SURACE: That is correct. The County Library  
2 is a single-library of and by itself.

3 THE CHAIRMAN: Of its own, and it is not linked in  
4 with yours at all?

5 MS. SURACE: No. There are long-range plans, we  
6 understand, for a reduction in the total number of individual  
7 systems, and the plan for Los Angeles County would be to have  
8 all four single-library systems in one massive system. There  
9 is considerable resistance on the local level, I think, to  
10 this.

11 THE CHAIRMAN: Apart from questions of autonomy,  
12 just technical practical questions, are they -- would they  
13 be hard to overcome, if the two systems were to be merged?

14 MS. SURACE: Would you repeat that again, please?

15 THE CHAIRMAN: I mean, I can see that the systems  
16 might be reluctant to join into one because they want to keep  
17 themselves autonomous and separate.

18 But in technical and practical questions, there  
19 wouldn't be any obstacles, would there?

20 MS. SURACE: I would think perhaps not. There might  
21 be some financial problems.

22 THE CHAIRMAN: Yes.

23 MS. SURACE: There are some members of our system  
24 that receive money from county sources for the provision of ser-  
25 vices to county people.

1 THE CHAIRMAN: Yes, right.

2 MS. SURACE: That would be a considerable factor.

3 Technically there is no reason why it can't be worked out,  
4 but I do think that one should look at such a relation gen-  
5 erally to determine whether that size could really be handled  
6 properly.

7 I don't know. I am not for or against it. I am  
8 too new to have made up my mind about it.

9 THE CHAIRMAN: Right.

10 Andy.

11 COLONEL AINES: Just one last thing -- it went by  
12 rather quickly, and I am not sure I caught it.

13 You either said "We are successful but aren't nec-  
14 essarily efficient" or "are efficient and not necessari-  
15 successful". Which one did you say?

16 MR. VELDE: Successful.

17 MS. SURACE: We consider ourselves successful --  
18 not necessarily efficient.

19 COLONEL AINES: Thank you.

20 THE CHAIRMAN: Well, thank you very much.

21 MS. SURACE: Thank you.

22 THE CHAIRMAN: Next we have Mr. Richard Smith. Is  
23 he here? Mr. Smith.

24 Whereupon

25 RICHARD D. SMITH

1 was called as a witness, and was examined and testified as  
2 follows:

3 THE CHAIRMAN: You have been sitting here all day,  
4 Mr. Smith. I hope you are not exhausted.

5 MR. SMITH: I am really enjoying this chair!

6 (Laughter.)

7 MR. VELDE: Added inducement!

8 THE CHAIRMAN: This is one of the penalties for  
9 using courtrooms for these hearings!

10 Mr. Smith, you have sent us your testimony and it  
11 is largely concerned with preservation. Would you want to  
12 say anything in addition to what you have said here?

13 MR. SMITH: Well, with your permission I have typed  
14 up what I would like to say and if I could, I would like to  
15 pass it around.

16 THE CHAIRMAN: Fine.

17 (At this point papers were passed around.)

18 And then why don't you just read the remarks?

19 MR. SMITH: Fine.

20 My name is Richard D. Smith. I am a registered  
21 professional engineer and an Assistant Professor in the School  
22 of Librarianship at the University of Washington in Seattle.

23 As you mentioned, my responsibility here today is  
24 to answer questions about the general problem of the deter-  
25 ioration and preservation of library materials. My qualifica-

1 tions to speak about this subject are as follows:

2 For some years, I have worked as a ceramic engineer  
3 and during that time I first encountered the power of atmos-  
4 pheric pollutants. In 1954 I was developing porcelain en-  
5 amels that were resistant to sulfur oxide that caused a certain  
6 type of pitting and marking on white coatings.

7 When I returned to graduate school at the Univer-  
8 sity of Denver I studied the problems of deteriorating book-  
9 bindings and wrote a Master's paper, "The Preservation of  
10 Leather Bookbindings from Sulfuric Acid Attack". This paper  
11 has circulated in Europe and the United States. But perhaps  
12 the thing that I learned of the greatest value during the  
13 course of making that study was that the problem facing li-  
14 braries with regard to deterioration was not leather bindings  
15 but rather paper.

16 When I had an opportunity to continue my studies  
17 at the University of Chicago, I developed a low-unit-cost  
18 method for preserving library book stocks, as my Ph.D. project.  
19 In developing this method for preserving books in libraries  
20 I demonstrated that the paper in books can be stabilized and  
21 strengthened at a cost estimated perhaps one --

22 THE CHAIRMAN: Did you invent this chemical dip-  
23 method?

24 MR. SMITH: Yes.

25 THE CHAIRMAN: Because I was told about that. Well,

1 go ahead and tell us about it.

2 MR. SMITH: Well, I demonstrated that the paper  
3 in books can be stabilized at, I believe, on a projection basis  
4 of my own on industrial costs, perhaps one hundred times less  
5 than what it would conventionally cost. This is a figure  
6 which was used at L. C. and published there, of fifty dollars  
7 a book. And we should be able to do it off book stocks-- off  
8 book stacks, back to book stacks, about fifty cents a book.

9 In addition --

10 THE CHAIRMAN: Are you listening, John?

11 MR. LORENZ: What?

12 THE CHAIRMAN: Are you listening?

13 MR. LORENZ: Yes, I am.

14 (Laughter.)

15 MR. SMITH: In addition, there are some other  
16 gratuitous things that flow out of this:

17 This low-unit-cost method, the equipment that I  
18 think should be used, could also be very valuable in drying  
19 books that were wet by water during fires or during floods.  
20 And I think I can say that the novelty of my work has been  
21 recognized in the patents which have been granted to me in the  
22 United States and Canada.

23 Unfortunately, my work at the University of Chicago  
24 has not yet been used to stretch out the useful life of any  
25 large library collections. On the other hand, in the past

1 four years, the deacidification portion of my work, this so-  
2 lution has been used to protect many unique items -- documents,  
3 manuscripts, rare books, and works of art on paper from acid  
4 attack:

5 I wish to emphasize, at this point, the condition  
6 of materials in the majority of our libraries. We can eval-  
7 uate this condition and predict the condition of materials  
8 in the foreseeable future in a variety of ways. We can say  
9 that the books published since 1900 normally can't be rebound  
10 by conventional methods -- I am speaking "oversell" if you  
11 want the term -- when they reach about sixty years of age.  
12 The same leaves which fit in these same books will probably  
13 break if they are turned when they are 100 years old.

14 If you want to think of this in the basis of your  
15 own experience, think of books that you have handled that are  
16 around 100 years old today, and they are rather yellow and  
17 they do tend to crack and break. If you talk with anyone in  
18 cataloging and this sort of work, they are having difficulty  
19 in binding books that were manufactured about the time of the  
20 First World War.

21 We can alternatively say that about ninety-five  
22 per cent of the books published since 1900, their life could  
23 be extended if they were deacidified. And we can argue really  
24 that the life of all books can be extended through deacidifi-  
25 cation really because the bindings, the binding components

1 the thread, cord, paper, that is used in binding normally  
2 is not a stable paper, so even if you had a very stable paper  
3 in the book originally, if you had not used good binding com-  
4 ponents, you still don't have a stable structure.

5 We could also say that due to air pollution, li-  
6 braries in urban areas could probably double the life of their  
7 bindings if they simply deacidified and strengthened the end  
8 papers at the gutter margin.

9 \* So my opinion in summary is that we have in ex-  
10 istence preservation techniques which could be applied to re-  
11 duce the operating costs in virtually all libraries. I hope  
12 that these techniques -- and any that anyone else might think  
13 of -- could be used and shown and demonstrated in projects  
14 throughout the country.

15 THE CHAIRMAN: John.

16 MR. LORENZ: As far as you know, has your work  
17 been examined and tested by the Preservation Laboratory in  
18 Richmond, or by the Council on Library Resources, and by the  
19 Preservation Laboratory at the Library of Congress?

20 MR. SMITH: At Richmond you are speaking of the  
21 Barrow Laboratory?

22 MR. LORENZ: The Barrow Laboratory.

23 MR. SMITH: They asked me to send them some solu-  
24 tion and this fell through for some reason. Why, I don't know.  
25 I offered them the material and this has been postponed.

1 MR. LORENZ: How long ago was that?

2 MR. SMITH: This was at least a year ago.

3 MR. LORENZ: Yes.

4 MR. SMITH: At the Library of Congress, I under-  
5 stand that tests have been made to test the results obtained.  
6 I might say that in South Africa some people there have done  
7 work, and I have the impression -- although it is not 100 per  
8 cent confirmed -- that they are considering or even planning  
9 at this point to actually be involved in a major project.

10 MR. LORENZ: You haven't been in direct communi-  
11 cation then with the Preservation Laboratory at the Library of  
12 Congress?

13 MR. SMITH: I have kept them informed of my work.

14 THE CHAIRMAN: Can you give us a general notion of  
15 how your process works and how it differs from some of the  
16 others that have been tried?

17 MR. SMITH: Yes, it works -- I think one can relate  
18 this to perhaps what you have in mind.

19 The basic concept -- the basic problem with regard  
20 to stable paper is an acid attack; otherwise the paper can be  
21 dealt with. Cellulose is a long chemical. The acid causes a  
22 chain reaction and a reaction that shortens this fiber, this  
23 cloth, and over a period of time you move towards a powder.  
24 Now a way to make paper last longer, obviously, is to slow this  
25 up.



1           If you remove the catalyst, the hydrogen ion, the  
2 acid, the reaction will proceed more slowly, and hence one  
3 speaks of deacidification.

4           The traditional method has been by immersion in  
5 water. The problem with water though is that it is very slow,  
6 the paper gets very weak in the process, it takes a great  
7 deal of time, it is expensive.

8           How to get around this?

9           Well, one way is to introduce a chemical which  
10 will accomplish the same reaction, but so that you could  
11 handle whole books, which is the concept that I approach, and  
12 I did choose to do this by using a non-aqueous medium -- in  
13 other words, an organic solvent, and then the problem was to  
14 find a chemical that was suitable, a suitable medium. So  
15 on this solution I worked this out -- magnesium methoxide is  
16 one of a host that can be used of materials of this nature.  
17 And if you are talking about a single sheet of paper, you  
18 could simply dip it into such a solution and pull it out and  
19 let it dry. If you are talking about -- or you could spray  
20 it or apply it with a roller coater or a blade or some sort  
21 of a solution, but if you are talking about books, this is a  
22 different cup of tea. You then have to handle the drying  
23 situation.

24           If you let it dry slowly, if you are thinking of  
25 this as a book, the solvent is going to come to the edge, so

1 (that you could soak the book full of the chemical and have  
2 everything nicely in, and as the book dries the chemical  
3 would be transferred back out to deposit on the periphery of  
4 the book, and you really wouldn't have accomplished what you  
5 wanted -- or left a residue throughout the paper.

6 This took me a while to work out, and the solution  
7 is to do the job under pressure, and then what I chose to use  
8 were freon type solvents, the sort of thing you are familiar  
9 with in your refrigerator, and work under pressure. I made  
10 up my solution, treated the book under pressure, drained off  
11 the excess solution -- all of this occurring in an autoclave  
12 or a pressure can and then reducing the temperature -- reducing  
13 the pressure and you get a flat drying action where you are  
14 really drying in or on the paper fibers within the book and  
15 then your deposit would leave a residue throughout and take  
16 care of the reaction in the book.

17 THE CHAIRMAN: How big an institution would you  
18 have to have, to have this apparatus? Could a fairly small  
19 library that had the problem be able to use it?

20 MR. SMITH: Well, I really think -- and it is one  
21 of the marvelous things about the whole concept in my mind --  
22 it could be successfully used by a housewife, all the way up  
23 to, if you are progressing through equipment, and you want  
24 to take on millions of books, then you are talking about some-  
25 thing that would be elegant and sophisticated and is going to.

1 involve --

2 THE CHAIRMAN: But on a single book, it could be  
3 done?

4 MR. SMITH: It could be done by a housewife with  
5 no trouble at all.

6 THE CHAIRMAN: Well, you must see to it that the  
7 world gets to know about this. It is important. It is one  
8 of the most terrible problems libraries face.

9 MR. SMITH: I must say that you can do considerably  
10 more than just deacidification, if I might just carry on with  
11 this.

12 THE CHAIRMAN: Yes.

13 MR. SMITH: You have also more of a problem than  
14 just this.

15 The books have deteriorated standing on the shelf,  
16 and they are very weak -- the paper is. It can be strengthened  
17 at the same time.

18 And although the library world has focused on de-  
19 acidification as a problem, this is by no means the only  
20 problem. There are other chemical reactions that go on.  
21 Now one has to put in a couple of additional chemicals if  
22 you really would like to stretch the life out, to reduce the  
23 carbon groups -- I won't go into the chemistry of it, but  
24 please take my word for it.

25 In addition, we can't predict the future and we

1 don't know what is going to happen. We can anticipate, if  
2 you are speaking for a long length of time, that you are going  
3 to have bad storage conditions, mildew and this sort of thing,  
4 or rodent attack -- and this also ought to be spoken to. It  
5 can be at the same time.

6 There is a whole variety of things which I envision  
7 could be done rather cheaply, three or four things.

8 THE CHAIRMAN: Now you have taken a patent out on  
9 this?

10 MR. SMITH: I have received patents, yes, sir.

11 MR. STEVENS: Dr. Smith, how do you think the prob-  
12 lem should be approached nationally, as far as applying the  
13 method you have developed to collections nationally?

14 MR. SMITH: We are speaking of collections now?  
15 We are not speaking of works of art or people's products in  
16 their homes?

17 MR. STEVENS: No, book collections that are used  
18 in the national resource libraries, and I am talking now about  
19 university collections, large public libraries, and the Li-  
20 brary of Congress -- should we think about deacidifying one  
21 copy of every title that we know about and know which copy  
22 has been deacidified and let the rest deteriorate? Or have  
23 you thought about how it should be applied to national needs?

24 MR. SMITH: Well, I certainly - this is a very  
25 difficult question to answer.

1 First of all, I don't think you should limit your  
2 self to one copy because you don't know what is going to  
3 happen in the future. This depends, of course, on the goals  
4 of your setup, and without knowing the goals that we want to  
5 satisfy, the question becomes hard.

6 But just from the sense that you can have a fire,  
7 you can have a flood, you can have all sorts of other Acts of  
8 God, I think you need more than one copy. I don't know how  
9 many copies you might need.

10 How this might be done -- I would think that in  
11 some of the major libraries, or in regions where there are a  
12 number of libraries, there you could run a fixed, stationary  
13 a fixed and stationary operation, going on indefinitely. For  
14 other libraries, and for getting at the book stocks presently  
15 in existence -- now it would be from the future to what you  
16 have in stock -- I would think you would want to think of  
17 mobile sorts of equipment for two reasons:

18 First of all, you really wouldn't want to work at  
19 this and be messing around the library forever. It would be  
20 nice to come along and do the job in three months, six months,  
21 or a year -- depending on the size of the library -- and then  
22 move on to the next library, and doing the books really by  
23 thousands each day.

24 Then you would have this equipment, this tank, and  
25 I think it ought to be mounted in a group and handled so that

1 it could be put together on sight, mounting the various ap-  
2 paratus in the back of a semi-trailer truck, you know, for two  
3 reasons:

4 One, because of the mobility.

5 And secondly, because if there is a disaster some  
6 place, if there is a fire or a flood, then you could move this  
7 equipment on and attack that job and come back to treating the  
8 books. And every year there are several major floods, of  
9 course.

10 THE CHAIRMAN: John.

11 MR. LORENZ: Do you have any research or demonstra-  
12 tion proposals pending for anybody?

13 MR. SMITH: No, I don't.

14 MR. LORENZ: The foundations? To move further with  
15 this?

16 MR. SMITH: No.

17 THE CHAIRMAN: John -- I would think, John, that you  
18 might try to get your Preservation people --

19 MR. LORENZ: Yes, I have already made a note to  
20 look into this.

21 THE CHAIRMAN: Good, good.

22 MISS SCOTT: We at the Smithsonian also have a  
23 Committee on Preservation that might be interested in crumbling  
24 books.

25 MR. SMITH: There is one group that has considerable--

1 MR. VELDE: Aren't many of the papers that are  
2 still being used in the same trouble?

3 MR. SMITH: Oh, the majority of them are. But in  
4 this connection one has to sort of -- what you are asking, I  
5 am going to sort of take your question and jump with it, if  
6 I may:

7 Certainly many of the papers that are being manu-  
8 factured today are unstable, but pretty decent papers or papers  
9 of high quality have really always been available. They have  
10 not always been selected.

11 Avoiding that question, one might look at the problem  
12 of where should the paper and books be made stable, so that  
13 we can get a maximum life out of them? It would seem to me  
14 that if an industry has the thought and demonstrates -- as,  
15 apparently they do -- that the production is cheapest with  
16 this unstable paper, then we as librarians, when the materials  
17 come to the library, should face up to the problem of extend-  
18 ing the life, rather than to do it at the point of manufac-  
19 turing, thinking that only a small quantity of the amount of  
20 printed -- material that is printed, actually gets to the  
21 library, or to a library where we want to extend its life.

22 MR. VELDE: And the unstable paper looks identical  
23 to the other paper, so that you can't really tell the dif-  
24 ference.

25 MR. SMITH: Well, you can make some tests, as I

1 point out there, on this.

2 MR. VELDE: Tests.

3 MR. SMITH: In some cases you can see it. In other  
4 cases you would actually have to test.

5 THE CHAIRMAN: Mrs. Moore.

6 MRS. MOORE: -I wanted to inquire whether or not  
7 your method has been used in Florence in the restoration effort  
8 after their flood?

9 MR. SMITH: No, I can't tell you the answer to the  
10 question for sure.

11 I can say that they wrote and asked for information.  
12 I sent them a great deal. I never visited there. They never  
13 wrote back and said they were doing it. They are aware of it.

14 THE CHAIRMAN: Well, their problem is one of water  
15 soaked and waterlogged --

16 MR. SMITH: Yes, and again the situation in Europe  
17 is different, you see, from here. You have to think of the  
18 temperature of storage and the condition of storage. Most  
19 of those buildings are not heated, and ours are, and we are  
20 running, oh, fifty to a hundred years in time ahead of them.

21 For example, I have a friend who visited in Poland  
22 where he looked at copies of the Chicago Tribune which were  
23 in excellent condition, usable, the paper was strong. The  
24 same copies had long since ceased to exist in Chicago.

25 THE CHAIRMAN: It looks like we should send one



1 copy of everything to Poland!

2 (Laughter.)

3 MR. SMITH: Or should we say, save a little air  
4 pollution in the cities and make the buildings a little colder!

5 THE CHAIRMAN: Any other questions?

6 Lou:

7 MR. LERNER: This process will work on any type of  
8 paper, from the finest paper to newsprint, for example?

9 MR. SMITH: Yes. You are, of course, not going to  
10 get the same extension of life or the same long life from a  
11 paper of high quality as you will from a newsprint paper. But  
12 you certainly will get a substantial increase in life.

13 And there is no need to stop with paper. It also  
14 has to do with plastics, with plastic material.

15 THE CHAIRMAN: Chuck.

16 MR. STEVENS: The preservation problems of micro-  
17 films in libraries also come at us as being something we have  
18 to think about.

19 Have you worked in that area? Or do you know anyone  
20 who is working in the problems of acid remaining in film-  
21 stock?

22 MR. SMITH: Well, it is a little difficult to get  
23 it out of the filmstock once you have got it in the library.

24 MR. STEVENS: I was thinking really of the emulsion  
25 that sets on top of the stock.

1 MR. SMITH: I don't know of anyone who has worked  
2 with it, and I really have no experience with which to answer  
3 it off the top of my head with regard to this, if you would  
4 like to think about it.

5 (Laughter.)

6 MR. STEVENS: I just wondered.

7 THE CHAIRMAN: Right. Well, thank you very much,  
8 Mr. Smith. That is very encouraging evidence, I think. Maybe  
9 we can get something done.

10 Now am I right in thinking that Phyllis Jean Boucher  
11 was not able to be here?

12 MR. STEVENS: That's right.

13 THE CHAIRMAN: And we know that Miss Strash is ill  
14 and can't come.

15 So if Mr. Oppenheimer is here, we could proceed  
16 directly to him. Mr. Oppenheimer.

17 Whereupon

18 GERALD J. OPPENHEIMER

19 was called as a witness, and was examined and testified as  
20 follows:

21 THE CHAIRMAN: Would you identify yourself, please,  
22 Mr. Oppenheimer.

23 MR. OPPENHEIMER: Thank you. Gerald Oppenheimer,  
24 Director of the Pacific Northwest Regional Health Sciences  
25 Library.

1 THE CHAIRMAN: All right, we have your testimony  
2 and I am sure we have all read it. Would you like to add to  
3 it or comment in any way?

4 MR. OPPENHEIMER: No, I believe I am ready for your  
5 questions.

6 THE CHAIRMAN: We can ask you questions right away  
7 if you like. Right?

8 MR. OPPENHEIMER: Please do.

9 THE CHAIRMAN: All right.

10 Carlos.

11 DR. CUADRA: I am interested in your comment about  
12 the biomedical communications network and what the problems  
13 of entry are that you referred to and the kinds of things that  
14 are cumbersome.

15 MR. OPPENHEIMER: Yes. I think that the concept  
16 of the biomedical communications network, of which the regional  
17 network is a very substantial part, is a grand concept, and  
18 I am completely pleased with it.

19 But we have been in operation now since 1968 and  
20 only the New England regional medical library preceded us.  
21 And it appears now that in addition to what has been possible  
22 under the funding that we have received, that it is necessary  
23 that there will be or need to be more articulation downward  
24 and sideways. And by this I mean that the efforts that can be  
25 undertaken by the regional medical library network, and it is

1 still necessary that the ultimate consumer of the informa-  
2 tion -- and this is particularly true of our region, I think,  
3 in the Northwest -- have reliable access to it.

4 First of all, he needs to know that there is such  
5 a service.

6 And he needs to know how he can get into this net-  
7 work, what the nodes are -- and to create this kind of re-  
8 liability from a central point is not totally successful.

9 DR. CUADRA: Gee, I am not sure I am following  
10 you.

11 Are you referring to the on line service nodes?

12 MR. OPPENHEIMER: No.

13 DR. CUADRA: Or are you talking about service for

14 MR. OPPENHEIMER: I am speaking of the total ser-  
15 vice or the basic service, and this includes directory ser-  
16 vice, document delivery, and also on line services. It is  
17 the total range of services provided by the network.

18 DR. CUADRA: And in part you are saying that the  
19 services, that the access points are not known, as well as  
20 cumbersome?

21 MR. OPPENHEIMER: Yes, they are not only not known  
22 but in many cases they do not even exist. And in both cases  
23 I think that additional activity is necessary.

24 Now the regional medical library in Seattle has  
25 tried, through consultation locally, through actively trying

1 to interest local organizations, federal as well as public,  
2 to bring the nodes, the local nodes, about. But it appears  
3 to us now that there is a necessary greater intensified effort  
4 on the local scene in order for that service to reach the  
5 health practitioners and thereby benefit -- as indicated in  
6 your charge -- the health of the nation.

7 In order to bring this about, it seems to me that  
8 it is necessary for either additional funding through the  
9 regional medical library, or through some other means; to  
10 interest, for instance, State Libraries to pick up currently  
11 that mission and create the local services that are needed,  
12 partly locally funded, locally based, and on which the local  
13 practitioner could rely.

14 We have tried to do this, and we are trying to  
15 do this at the moment -- and particularly in Montana and in  
16 Idaho. But this will be only on a temporary basis to see  
17 whether this will indeed bring about what I think a goal of  
18 the regional medical library services is, and I am sorry that  
19 Mrs. Strash is not here due to illness, because some of this  
20 has taken place in Alaska, primarily through her efforts, in  
21 which she was able to combine federal sources, state sources,  
22 and public funds, in order to create this local kind of ac-  
23 tivity -- and this was what I had in mind.

24 The other extension that I referred to is a lateral  
25 one, and this has to do with -- basically -- with the mission

1 of the National Library of Medicine to be a focus for the  
2 supplying of these services.

3 And at the present time there is a great deal of  
4 activity in the other parts of the federal government, par-  
5 ticularly N. I. H., the Cancer -- the National Cancer Institute,  
6 the activity that the Heart and Lung Institute will be engag-  
7 ing in -- all of these activities require a more intensified  
8 information service.

9 There are, for instance, plans for an international  
10 cancer research data bank. There are other activities in-  
11 volving, for instance, the Association of American Cancer  
12 Institutes.

13 And I think that all of these ought to be coordin-  
14 ated, so that they will be coordinated with the services sup-  
15 plied by the biomedical communications network.

16 THE CHAIRMAN: Now our Commission visited the  
17 Library, the National Library of Medicine and got a demons-  
18 tration of M. E. D. L. I. N. E. We were very impressed with  
19 it, for what it does.

20 It must be a relatively expensive delivery system,  
21 is it not?

22 MR. OPPENHEIMER: Not really. I think that we have  
23 been on line in the M. E. D. L. I. N. E. system since October  
24 of last year, and the benefits that -- at least, as we can  
25 identify them -- are really enormous.

1 As far as we are concerned, the regional medical  
2 library, if we had had to buy the terminals, there would have  
3 been a cost of perhaps four thousand dollars. The additional  
4 cost is quite minimal.

5 We have at the present time one searcher who is  
6 responsible for the searching for the State of Washington.

7 Now, as you know, the M. E. D. L. I. N. E. service  
8 has been decentralized, and in our region there are -- or  
9 will be shortly/-- seven of these service points:

10 Two in Washington.

11 Two in Oregon.

12 One each in Alaska, Idaho, and Montana.

13 And in addition to the fact that we can count the  
14 assistance of the time sharing network, we in Seattle, for  
15 instance, have at no additional cost -- it is a local call,  
16 so that the cost, if it does occur, occurs mainly at the  
17 National Library of Medicine for the maintenance and upkeep  
18 of the system.

19 THE CHAIRMAN: I was counting the whole thing.

20 MR. OPPENHEIMER: Oh, yes.

21 THE CHAIRMAN: Rather than just your local cost.

22 MR. OPPENHEIMER: Right, right.

23 THE CHAIRMAN: If you use it as a model in many  
24 ways -- it has developed -- that, I am sure, other information  
25 systems are going to want to use the question is the cost

effectiveness.

And I think, in the case of medical information, the social cost is faced and paid relatively easily, compared with recognizing the need for developing other types of information.

So one has to ask, how costly is it, if you are going to use it as a model for other systems, and is it forbiddingly expensive, if you are thinking of ordinary reference to the services of the general information system? Have I made my point?

MR. OPPENHEIMER: Yes, I believe so.

In order to answer in terms of cost effectiveness, really one would have to take into account some data which I do not have at hand, and this is the alternative method of supplying that same service, perhaps through a manual type of service --and this, I know we could not afford.

The number of searchers that we have been able to answer is phenomenally high, and to do this manually would have been totally impossible. It is not possible to get that kind of reference staff.

THE CHAIRMAN: Yes.

MR. OPPENHEIMER: So I would say that there really is no alternative.

In gross amounts, the cost may be high -- and again, I don't have the figures for the National Library of Medicine



1 budget, but it is high. And I think that this points again  
2 to the need to have coordination between this and other ac-  
3 tivities that may develop similarly, for instance, by the  
4 National Cancer Institute.

5 THE CHAIRMAN: Mr. Lorenz.

6 MR. LORENZ: Of the present total budget for your  
7 service, what is your estimate of how much of that is federal  
8 funds?

9 MR. OPPENHEIMER: Well, I am not certain that I  
10 quite understand.

11 The total budget of the regional medical library  
12 for the five states is roughly in the fifty thousand dollar  
13 category per year.

14 As I indicated, the M. E. D. L. I. N. E. service  
15 has been decentralized and in our case it has been taken up  
16 by the University of Washington, so that it is no longer a  
17 cost to the federal government. The person who does the  
18 search -- which is the major cost -- has been borne by  
19 the University of Washington, the State --

20 MR. LORENZ: They are no longer getting any dollar  
21 grants from the National Library of Medicine?

22 MR. OPPENHEIMER: Yes, we do, but not for the M. E.  
23 D. L. I. N. E. service.

24 We do get, our budget currently provides -- the  
25 largest outlay is for the interlibrary loan and document de-

1 library -- if you prefer that term -- for consulting activities  
2 vities in the region, and for manual type of reference, plus  
3 an activity which one could describe as systems analysis.

4 But the M. E. D. L. I. N. E. service has been discontinued  
5 as a regional -- as a regional federal responsibility.

6 We still have a backup person who is paid by the  
7 National Library of Medicine.

8 MR. LORENZ: So from what you say, it would be a  
9 relatively small percentage of federal funding --

10 MR. OPPENHEIMER: Right.

11 MR. LORENZ: To support your total service?

12 MR. OPPENHEIMER: You are speaking of M. E. D. L.  
13 I. N. E. now?

14 MR. LORENZ: Well, I am talking of the total service  
15 of your regional medical center.

16 MR. OPPENHEIMER: The total service that we provide  
17 in the region is primarily federal money.

18 MR. LORENZ: It is federal money? Primarily federal  
19 money?

20 MR. OPPENHEIMER: Yes, except that the University  
21 of Washington has undertaken to provide M. E. D. L. I. N. E.  
22 service for the State of Washington.

23 THE CHAIRMAN: How big is your region?

24 MR. OPPENHEIMER: Well, it includes the five states  
25 of the Pacific Northwest -- Alaska, Montana, Idaho, Oregon

1 on Washington, and in terms of size it is considerable.  
2 It is about -- just short of one million square miles -- that  
3 is a lot of territory to cover.

4 THE CHAIRMAN: Yes.

5 MR. OPPENHEIMER: But it does only contain somewhat  
6 more than two percent of the total health manpower of the  
7 nation.

8 MR. LORENZ: There is no charge for your service  
9 to doctors or hospitals or other institutions?

10 MR. OPPENHEIMER: That is correct.

11 MR. LORENZ: Free service?

12 MR. OPPENHEIMER: It is free service.

13 THE CHAIRMAN: Andy.

14 COLONEL AINES: You indicated that the cost of  
15 conversion to a manual system is just prohibitive?

16 MR. OPPENHEIMER: Yes.

17 COLONEL AINES: That was in answer to a question.

18 THE CHAIRMAN: It was not conversion. If it were

19 COLONEL AINES: If they had to do that.

20 MR. OPPENHEIMER: If we had to deliver it manually.

21 COLONEL AINES: It is prohibitive?

22 MR. OPPENHEIMER: It is prohibitive, because -- and  
23 we did not do it before M. E. D. L. I. N. E. We did not pro-  
24 vide manually what we can now do with M. E. D. L. I. N. E.

25 COLONEL AINES: All right, I am with you on that.

The question that I have really is:

1 have you, at this stage of the game, been able to  
2 make any assessment of the value of the program that you are  
3 conducting? I know that it is a very difficult thing to do.  
4 If somebody said, "What good are you performing as a result  
5 of this?"

6 MR. OPPENHEIMER: We have had --

7 COLONEL AINES: Do you have any gross answers that  
8 you can give us?

9 MR. OPPENHEIMER: Are you speaking of the total  
10 regional medical library program?

11 COLONEL AINES: Yes.

12 MR. OPPENHEIMER: Not just M. E. D. L. I. N. E.?

13 COLONEL AINES: Yes.

14 MR. OPPENHEIMER: Well, we had originally thought  
15 that before we worked out operations for the 1967-1968, that  
16 in order to provide that service, we ought to conduct a kind  
17 of survey.

18 We were advised that there is no method really  
19 that could tell us, so we decided to go ahead and provide the  
20 service and evaluate as we can. Now this kind of an evalua-  
21 tion is mainly based on user satisfaction, and that is ex-  
22 tremely high, but what it does not tell us, of course, really  
23 it does not view the system and point out. Neither does it  
24 tell us what the ultimate goal is, whether indeed the health  
25 of the nation is benefitted by having the service,

1 The practitioners that use the service actually  
2 are extremely satisfied with it, and you probably do know that  
3 the National Library of Medicine has announced that it would  
4 be happy to receive proposals for that kind of basic evalua-  
5 tion, and we have not undertaken this beyond occasionally  
6 testing user satisfaction. And that is, I think, satisfac-  
7 torily high, and I think that it is evidenced by the kinds of  
8 depositions and testimony that our health practitioners could  
9 give us at the time that the federal funding is at stake.

10 COLONEL AINES: I might point out to you that  
11 Marty Cummings does have a problem in the sense that what I  
12 asked you was the question that O. M. B. asks him.

13 MR. OPPENHEIMER: Right.

14 COLONEL AINES: And any help that he could get  
15 from the field would be very, very well received.

16 MR. OPPENHEIMER: Yes, I know we had Dr. Schoolman,  
17 the Special Assistant to Dr. Cummings, out in our region a  
18 number of times and it is indeed a problem. But I don't think  
19 that we have a methodology which would really test it beyond,  
20 as I said, user satisfaction.

21 I am hopeful that a proposal will be forthcoming  
22 that will answer this question, in response to the request of  
23 the National Library of Medicine.

24 THE CHAIRMAN: Joe.

25 MR. BECKER: Jerry.

1 MR. OPPENHEIMER: Yes, how are you?

2 MR. BECKER: The medical library field is the only  
3 one on the national level that has had special legislation  
4 supporting it. And you have lived with the effects of it for  
5 the past five or six years.

6 Could you comment on the effect that the legisla-  
7 tion has had on medical librarianship for your region or the  
8 country in general?

9 MR. OPPENHEIMER: Well, the effect that we notice  
10 locally is that, due to this legislation, I think that medi-  
11 cal librarianship -- and I hope that it doesn't sound presump-  
12 tuous -- has been able to lead the field in many, many ways,  
13 and particularly in the delivery of service, in a coordinated  
14 effort to provide services to the ultimate user, in terms of  
15 the mechanization of information storage and retrieval that  
16 has been possible.

17 And I really believe that it is a kind of example--  
18 it may not be perfect but I think that it does lead the field.  
19 And due to this, at the present time, just locally we are  
20 able to provide "facticon" services, for instance. We have  
21 agreed to provide E. R. I. C. services, at a terminal that is  
22 quite easily capable of searchers, so the extension beyond the  
23 M. E. D. L. I. N. E. services that we have been given was  
24 very easy, and would not have been possible without the existence  
25 of M. E. D. E. I. N. E.

1 THE CHAIRMAN: Carlos, did you have a question?

2 DR. CUADRA: No, I think John had one.

3 THE CHAIRMAN: John.

4 MR. LORENZ: Have you been involved in the total  
5 Washington State planning for library improvement and might  
6 the research and development that you have done be of assis-  
7 tance to the total library development plan?

8 MR. OPPENHEIMER: Well, I don't know that my con-  
9 tribution will be of assistance, but I am a member of the  
10 Washington State Advisory Council on Libraries, and I believe  
11 you heard Jerry Brong this morning. I participated in the  
12 discussions, and one of my prime responsibilities, as I see  
13 it, is to interest the state government in the future, and,  
14 hopefully, the not too distant future, in the provision of  
15 services to the biomedical community as part of the state ef-  
16 fort.

17 THE CHAIRMAN: Any other questions?

18 MR. LORENZ: Do you expect that you will become a  
19 center for the National Cancer Bureau information system?

20 MR. OPPENHEIMER: Well, we had hoped that this  
21 might occur.

22 I have been invited to Chair the Librarians' Sec-  
23 tion at the Airlie House Conference to develop plans for the  
24 International Cancer Research Data Bank, and I have been in  
25 touch with Dr. Raucher and his staff, at his invitation. So

1 I hope that if there are plans to develop in the National  
2 Cancer Institute -- that this will be part or coordinated at  
3 least with the regional medical library effort. And I hope  
4 that this is not only true of Seattle, but of the other re-  
5 gional medical libraries as well -- at least that is the re-  
6 commendation that we made in the Buffalo meeting this month  
7 of the Association of American Cancer Institutes.

8 THE CHAIRMAN: Yes, Lou.

9 MR. LERNER: I really just want to clear something  
10 up in my mind, that you alluded to before.

11 And that is that you have M. E. D. L. I. N. E. op-  
12 erating, and I think you said before that you were using E. R.  
13 I. C., for example, but now you have the terminals available  
14 and you have the delivery system available.

15 MR. OPPENHEIMER: Yes.

16 MR. LERNER: And what you are saying is that be-  
17 cause of that you can add additional data base transmission to  
18 that, utilizing the same terminal equipment?

19 MR. OPPENHEIMER: That is partly correct, yes.

20 What I meant was that we do have the terminal, in  
21 other words, the technical capability for our nodes in the  
22 network, is another capability we have, but in addition we  
23 have trained staffs who could easily be switched from M. E. D.  
24 L. I. N. E. to E. R. I. C., for example, in ten minutes. And  
25 we have a general climate of effecting this kind of service.



1 MR. LERNER: I was just looking upon that as a very  
2 broad basis.

3 MR. OPPENHEIMER: Yes.

4 MR. LERNER: Toward additional bases?

5 MR. OPPENHEIMER: Right.

6 MR. LERNER: In different types of areas.

7 MR. OPPENHEIMER: Yes, right, right.

8 THE CHAIRMAN: Well, if there are no further ques-  
9 tions, thank you very much, Mr. Oppenheimer.

10 MR. OPPENHEIMER: Thank you.

11 THE CHAIRMAN: I think Mr. James Werner is next.  
12 Has Mr. Werner arrived yet?

13 Good, because if you are ready, we are. We will  
14 now hear how the lawyers contend with their information prob-  
15 lems!

16 (Laughter.)

17 Whereupon

18 JAMES WERNER

19 was called as a witness, and was examined and testified as  
20 follows:

21 THE CHAIRMAN: Mr. Werner, would you identify your-  
22 self for the record, please?

23 MR. WERNER: My name is James Werner, Librarian  
24 of the San Diego County Law Library.

25 THE CHAIRMAN: We have your testimony and I think

1 I can say that we have all read it.

2 Now would you like to begin by summarizing it,  
3 or extending it, if you like? Or do you want us to start  
4 in with our questions?

5 MR. WERNER: I would like to take a couple of min-  
6 utes to add a few comments of some information that was not  
7 available at the time.

8 THE CHAIRMAN: Please do. Oh, yes, you mentioned  
9 that you had not had time to do a complete survey of your col-  
10 leagues.

11 MR. WERNER: Yes.

12 THE CHAIRMAN: But now you have got a pretty nearly  
13 complete return, have you?

14 MR. WERNER: Well, the information that I have  
15 didn't come from the colleagues. I didn't get much further  
16 information than I had at the time that I submitted my testi-  
17 mony.

18 THE CHAIRMAN: I see.

19 MR. WERNER: But I have some other documents that  
20 I didn't include.

21 THE CHAIRMAN: Right. Well, take a few minutes  
22 then.

23 MR. WERNER: I will just read this -- it is fairly  
24 short.

25 In my written testimony, I suggested that the

1 County Law Libraries' budgets should be supplemented by income  
2 from boards of supervisors on a mandatory basis, so as to  
3 insure that every library, every county law library, would  
4 have a minimum annual income of \$32,000.

5 I will give you a table which shows the income,  
6 book collections, and employees of the California county law  
7 libraries for 1970 to 1971. These are the latest published  
8 figures.

9 This table discloses that in 1970 and 1971, slightly  
10 more than seventy-five per cent of the county law libraries  
11 received less than \$30,000, including the funds from their  
12 boards of supervisors. The same table reveals that over fifty  
13 percent of the county law libraries had less than ten thousand  
14 volumes, whereas the basic collection of the county law li-  
15 braries recommended by the state law library in January of  
16 1972 was nearly 13,000 volumes.

17 And to show that the suggested minimum of \$32,000  
18 per year for a county law library is not unrealistic, I men-  
19 tioned that the state law library estimates that it costs about  
20 \$11,000 a year to keep the basic collection up to date with  
21 supplements and continuations.

22 Finally, the table also shows that seventy-three  
23 over seventy-three per cent of the county law libraries had  
24 less than one full-time employee. The employees were working  
25 it was the second and third position for many of them. And

1 this would substantiate my comment that funds are needed to  
2 provide adequate staffing of county law libraries, if they  
3 are to render the kind of service that their users have a right  
4 to expect.

5 I will also hand you a copy of an article by the  
6 former state law librarian which supplies some additional  
7 background on the history and condition of the county law  
8 libraries as of 1969. And from what I can tell, the position  
9 of the county law libraries has changed very little since that  
10 time.

11 As stated in the article, non-law libraries tend  
12 to expect the county law libraries to buy the legal publica-  
13 tions that they don't want to spend their money on, and this  
14 places a financial burden on the smaller county law libraries  
15 that they are in no position to carry.

16 The result, of course, is that in such communities  
17 there is a scarcity of law books, and books must be borrowed  
18 from libraries elsewhere.

19 Who would I hand this to?

20 THE CHAIRMAN: Now how many counties are there in  
21 California?

22 MR. WERNER: There are fifty-eight.

23 THE CHAIRMAN: Fifty-eight. And since the filing  
24 fees which now support most of the county law libraries are  
25 inadequate, how much more money would it cost the state to meet

1 your reasonable minimum \$32,000 figure?

2 MR. WERNER: I am afraid I can't give you that. I  
3 could work backward from this figure that seventy-five per  
4 cent of the libraries have less than that, but I would have  
5 to look at that table and estimate how many -- how much each  
6 one was under that.

7 THE CHAIRMAN: Well, in any case, there would have  
8 to be additional money provided by the state, I presume?

9 MR. WERNER: Well, I suggested in my written remarks  
10 that the board of supervisors under the law are authorized to  
11 provide additional moneys when the fees are insufficient.

12 THE CHAIRMAN: Right.

13 MR. WERNER: And the problem is, that it is a county  
14 to county situation where the trustees of each library must  
15 ask the board of supervisors for this additional money.

16 THE CHAIRMAN: Right.

17 MR. WERNER: And I would like to see it written into  
18 the law that the boards of supervisors are obligated to provide  
19 the difference to make the minimum that is necessary for an  
20 adequate, basic working library.

21 THE CHAIRMAN: And they get it from tax money?

22 MR. WERNER: They get it from the county tax money,  
23 right.

24 THE CHAIRMAN: Yes?

25 MR. STEVENS: I wonder if you were here to hear Miss

1 or Mrs. Ginger talk about the Mickeljohn Civil Liberties Li-  
2 brary information service?

3 MR. WERNER: No, I didn't get here until 4.00  
4 o'clock.

5 MR. STEVENS: Well, are you familiar with the Civil  
6 Liberties Library information service?

7 MR. WERNER: Yes.

8 MR. STEVENS: And does your library or do other  
9 county libraries refer to it and use it? How do you feel about  
10 it as a user, if you are a user?

11 What support should it receive? And how should it  
12 get that kind of support?

13 MR. WERNER: Well, maybe I don't know as much about it  
14 as I should.

15 I know about the library, and they do have --  
16 the briefs, I believe, for civil liberties' cases. Our library,  
17 and certain other depository libraries, handle all of the briefs  
18 for California cases.

19 MR. STEVENS: I see.

20 MR. WERNER: So we could only look to them for  
21 briefs outside of California, that our attorneys might want,  
22 and those are very seldom.

23 Briefs of the U. S. Supreme Court they are interested  
24 in, but we have those on microcards, or we borrow from the Los  
25 Angeles County Law Library.

1 THE CHAIRMAN: John.

2 MR. LORENZ: When you say a \$32,000 minimum for  
3 a county law library, you are speaking of California libraries  
4 only, I presume?

5 MR. WERNER: Yes.

6 MR. LORENZ: Knowing what you do about the Cali-  
7 fornia State Legislature, what do you feel the effect of a  
8 recommendation from the National Commission to the California  
9 State Legislature would be along these lines?

10 MR. WERNER: It would be helpful and persuasive,  
11 but I don't know what the immediate effect would be with the  
12 present administration.

13 MR. LORENZ: What would be the final --

14 MR. WERNER: I should say that I am new in California  
15 and I am new in county law libraries.

16 MR. LORENZ: Yes.

17 MR. WERNER: But in the time that I have been here,  
18 I think it would be helpful to have a recommendation, but I  
19 can't say how soon the librarians and the boards of trustees  
20 could get it implemented as legislation.

21 MR. LORENZ: Has the California Law Library Asso-  
22 ciation tried this route?

23 MR. WERNER: Not to my knowledge.

24 THE CHAIRMAN: Any other questions?

25 Bessie.

1 MRS. MOORE: I wanted to ask how extensively the  
2 county law libraries are used by the lawyer? What percentage  
3 of the lawyers use the law library, the county law libraries,  
4 in lieu of their own law collections that they have in their  
5 offices?

6 MR. WERNER: Well, I could only hazard a guess.  
7 We haven't started counting people coming in and out and it  
8 is hard to count the use of a law library because the circu-  
9 lation figures don't mean anything.

10 Most of the work is done in the library and we  
11 don't check books out, but we have people coming in and out.  
12 And my own observation is that you could probably say that  
13 maybe twenty per cent of the bar uses the library in the sense  
14 that they come and go, but more than that use it in that law-  
15 yers send their junior members to the library frequently to  
16 do their research for them. So the same person can come num-  
17 erous times and one time he can be coming for himself and once  
18 for one of the partners.

19 MRS. MOORE: On the Advisory Commission, which pre-  
20 ceded this Commission, we had a good deal of testimony from  
21 lawyers on the premise that a client was not well represented  
22 unless all of the lawyers had adequate library facilities.

23 MR. WERNER: Sure.

24 MRS. MOORE: And that, therefore, the Commission  
25 had some responsibility about trying to see that this -- that,



1       ... library was available. All...  
2       ... about that?

3               MR. WERNER: I think that it is an accurate state-  
4       ment, and I think that it needs -- there needs to be an ex-  
5       planation why these law libraries have fared so poorly finan-  
6       cially.

7               ... and, I think that it is because...  
8       lawyers are very flexible people, and they manage to get along  
9       on whatever is at hand. And if it is necessary to go to the  
10      next county, they just go -- and they charge their clients for  
11      the costs. So, in the end, it is the clients who pay for the  
12      inadequate libraries.

13              THE CHAIRMAN: Lou.

14              MR. LERNER: Maybe this is -- is this concept of  
15      county law libraries funded in this manner true in other parts  
16      of the country?

17              MR. WERNER: It is true in quite a few states.

18              MR. LERNER: Not all of them?

19              MR. WERNER: Then there are some states that don't  
20      have any county law libraries.

21              MR. LERNER: At all?

22              MR. WERNER: That's right.

23              MR. LERNER: Yes.

24              MR. WERNER: They rely on bar association libraries  
25      that are paid for by fees of the bar, and those fees are paid

1 for by litigants in serious cases. Washington for a  
2 setup.

3 THE CHAIRMAN: Chuck.

4 MR. STEVENS: I wonder if you would want to say  
5 anything about the current status of the indexing of law ma-  
6 terials.

7 Is there anything that you think that the Commission  
8 ought to be doing along the lines of providing for secondary  
9 law searching services?

10 MR. WERNER: Well, the law is one of the best in-  
11 dexed fields, and has been for years. But it has always been  
12 a hardbound copy, and lawyers are used to working in that  
13 manner.

14 And until the cost could be less than the figures  
15 that I have seen, I don't think they feel a great need for  
16 using computers to do their searching. The index books are  
17 very good and the lawyers are trained to use them in law  
18 school.

19 Certainly a lot of time could be saved from some  
20 of the searches I have seen. Some of them that I have seen  
21 just don't get to the point that the lawyer is trying to get  
22 to, even using the very well indexed legal digests they get  
23 to digested cases that in many cases are not quite on the  
24 point that they are looking for, and if you use the terms that  
25 I have seen in the thesauruses for doing computer searches,

1 I think it would require more terms than are often used in  
2 making searches.

3 Now I am no expert on using this. I am only looking  
4 at a few searches I have seen done by the "light" system, where  
5 they seem to me to come out with far more material than the  
6 attorney has time to even look through. But I think that if  
7 it were economically feasible, it would be something that the  
8 attorneys would like to use.

9 They are used to doing without it. And they are  
10 happy to get the books, or, in fact, copies of particular sta-  
11 tutes or cases.

12 THE CHAIRMAN: Any other questions from anybody?

13 MR. STEVENS: Could I start and try one?

14 THE CHAIRMAN: One more.

15 MR. STEVENS: One more question:

16 Do you see any linkage between the problems of  
17 deterioration that we were talking about with Dr. Smith and  
18 law library materials? They are heavily used and I know some  
19 of them get older and the older ones still get used. Do you  
20 see any needs in law libraries for thinking about preserving  
21 county collections, for example, in deacidification?

22 MR. WERNER: Well, so many of the sets get repub-  
23 lished by the legal publishers, even though they go back to  
24 the beginning of the Republic -- you can still buy complete  
25 sets that start with Volume One of the U. S. Reports.

1 MR. STEVENS: So it is no problem?

2 MR. WERNER: I don't think it is a problem at this  
3 point on the standard research materials. In local materials  
4 it might be.

5 There is not as good access as there ought to be  
6 to, say, the Attorney General's Opinions of California.

7 MR. VELDE: Do you ever get any calls for extra co-  
8 pies from the penal institutions?

9 (Laughter.)

10 MR. WERNER: Copies of cases?

11 MR. VELDE: No, copies of law books.

12 MR. WERNER: Oh, yes. The librarians are quite  
13 interested in furthering the development of the law libraries  
14 in institutions, and we have committees working on it.

15 MR. VELDE: We heard --

16 MR. WERNER: Oh, you did?

17 THE CHAIRMAN: We heard earlier from a librarian  
18 at Montana State Prison, and he said there was a great need  
19 for law and legal materials.

20 MR. WERNER: I just saw today an order from the  
21 court in the case of Gilmore versus Lynch, where the court  
22 has stated what law books there must be in all of the prison  
23 libraries in California. It is quite a good basic collec-  
24 tion really.

25 THE CHAIRMAN: You think it is an adequate piece

1 of legislation that does the job? I don't think he would agree  
2 with you.

3 MR. WERNER: This is a court order.

4 THE CHAIRMAN: Yes.

5 MR. WERNER: Rather than legislation -- that is being  
6 implemented through the Corrections Department.

7 THE CHAIRMAN: Yes.

8 MR. WERNER: Under order of the federal court, and  
9 what they have done is to change their rules to include these  
10 books that I think are adequate for a minimum prison law li-  
11 brary.

12 MR. LERNER: Can the public use your library?

13 MR. WERNER: Yes, they can use it, but we do not  
14 circulate books to them, because so many of them -- they are  
15 reference books and need to be there. Where we have duplicate  
16 copies we circulate them to attorneys but not direct to the  
17 public.

18 THE CHAIRMAN: Well, I think we have come to the  
19 end of the witnesses at any rate, and I want to thank you, Mr.  
20 Werner.

21 MR. WERNER: Thank you.

22 THE CHAIRMAN: And I want to thank all of you for  
23 sitting with us for such a long time, and say good-by to you  
24 all.

25 MR. STEVENS: Excuse me, could we have the Commission

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members' attention for just a moment? Mary Alice, do you want  
to tell them where we meet tomorrow?

THE CHAIRMAN: Will the Commission members -- Mary  
Alice is going to tell us what we do tomorrow.

MRS. RESZETAR: Nine o'clock tomorrow morning in  
the Bank of American Trust Department Conference Room.

(Whereupon, at 4:50 o'clock, p. m., the hearing was  
concluded.)